HAWAI`I COMMUNITY COLLEGE
ANNUAL
INSTRUCTIONAL PROGRAM REVIEW
TEMPLATE

Associate of Arts

Hawaiian Studies

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

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CERC Comments and Feedback (If you submitted a Comprehensive Program Review in 2011 or 2012, please complete this section)

CERC gave recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e. Were suggestion(s) valid? Were change(s) made as a result of the suggestion(s)?

Program Description (Use the official description from catalog then give more in depth explanation of what the program does, who it serves and generally describe it's accomplishments)

A two-year Baccalaureate direct transfer liberal arts degree consisting of 62 semester credits at the 100 and 200 levels. The Associate in Arts in Hawaiian Studies is designed for students who are preparing to transfer to a four-year college or university and who have an interest in achieving a qualification that would be beneficial in the workforce or other areas of study where a foundational knowledge of the Native Hawaiian host culture can complement their worldview.

This degree program was established in 2013 at each of the seven community colleges as the first UHCC System-wide degree. The degree includes core classes which are consistent among all the community colleges, and allows each college to incorporate Hawaiian Studies elective courses which focus on the unique offerings on each campus. In Fall 2013, the Lawaiʻa and Mahi   ʻ ai track classes were added to the Hula elective offerings for this degree. As of Fall 2014, students will have the option of selecting the four track classes of any of the three areas of study in order to complete their degree

Part I: Quantitative Indicators

> *NO ENTRY*

Part II: Analysis of the Program

Alignment with College Mission and ILOs

Write a brief narrative describing the program and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

College's mission:
Hawai`i Community College (Hawai`iCC) promotes student learning by embracing our unique Hawai`i Island culture and inspiring growth in the spirit of "E `Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai`i Island community.

Program Mission:

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The mission of the Associate in Arts in Hawaiian Studies program is to prepare students to transfer to a baccalaureate program in Hawaiian Studies at either University of Hawai'i at Mānoa or University of Hawai'i at Hilo with a qualification that would be beneficial in the workforce or other areas of study where a knowledge of the host culture or alternative approaches to problem-solving are desired.

Describe how this program supports the College's mission.
Established in 2012, this program directly supports the college's mission by embedding Hawaiian culture in its curriculum and providing the opportunity for all students from all segments of the Hawai'i Island community to develop a firm foundation based on the knowledge, beliefs and practices of the host Hawaiian culture. This program exemplifies the spirit of "E 'Imi Pono" as a daily practice based on Hawaiian knowledge and and princip les.

Describe how this program supports the College's Institutional Learning Outcomes below.

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.
Describe how the Program supports ILO1:
The program incorporates the core requirements of the liberal arts program which includes English 100 (Critical Writing), English 102 (Critical Reading) and SpCom 151 (Communications). In addition, core requirements include two semesters of HAW 101 & HAW 102 (Elementary Hawaiian Language) which provides the learner with basic communication skills in a second language.

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.
Describe how this Program supports ILO 2:
The program core requirements also include logical reasoning (Math 100 or higher or Phil 110), World Civilization (Hist 151 or 153 and one Writing Intensive class. These courses ensure that the students will develop the skills necessary to gather, evaluate and analyize ideas and information to use in overcoming challenges, solving problems and making decisions. In addition, students will take 7 credits in Natural Sciences and 6 credits in Social Sciences which will also develop these skills.

ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.
Describe how this Program supports ILO 3:
The Humanities courses which are part of the area requirements for this degree program provide the opportunity for students to develop the knowledge, skills and values to make contributions to

our community in a manner that respects diversity and Hawaiian culture. The courses required for the degree include Hwst 100 (Piko Hawaiʻi), Hwst 103 (Hawaiʻi Art Culture), and Hwst 130, 131, 230 and 231) Hula I: ʻAihaʻa, Hula II: ʻOlapa, Hula III: ʻAuana, and Hula IV: Huʻelepo. Beginning in Fall 2014, the Mahiʻai and Lawaiʻa tracks will be added as options to satisfy these area requirements. All of the Humanities courses included in the AA Hwst program support the Institutional Learning Outcome 3.

Annual Report of Program Data (ARPD)

Based on the data from this Program's ARPD, analyze this program's strengths and weaknesses in terms of demand, efficiency, and effectiveness.
Overall Health-- Healthy

Demand -- Healthy
The Overall Program Health for this brand new program is "to be determined". Currently, there are 25 majors, a respectable number for the first year. There are no data for the SSH alloted to this program. In order to add this inforamtion, there will have to be an agreement with the Hawaiʻi Life Styles program which shares most classes with the AA - Hawaiian Studies. The only Hwst course which is strictly a requirement of the AAHWST degree is Hwst 107. Consideration should be given to providing the SSHʻs for this class to the the AAHWST Program. Likewise, the Liberal Arts courses, specifically Eng 200, Eng 102, SpCom 151, WI, Social Science and Natural Science courses are part of the core requirement for this degree program. Consideration of credit for these courses should also be given to the AAHWST degree in order to truly understand the program impact. A formula could be devised and parceled to the program based on the number of majors, then adjusted each year. This is a dilemna within the UHCC system where each campus now hosts this degree. The AAHWST Coordinatorʻs group is considering a recommendation to address this issue amongst all the campuses.

Efficency -- Healthy
No data is available for Efficiency for this program. It is deemed "to be determined".

Effectiveness -- Healthy
No data is available for Effectiveness for this program. it is deemed "to be determined".

Distance Education: Completely On-Line Classes
If applicable, based on the data on Distance Education (DE) from this Program's ARPD, analyze this program's strengths and weaknesses in terms of its DE offerings. Include future plans (i.e.

will increase/decrease offerings; CARP 100 was not effective online, will try CARP 101 instead; increase professional development for faculty).

This program takes advantage of Hawaiʻi Life Style courses which are offered online. They include HAW 101 & 102, HWST 100, 103 & 107. No analysis has been completed, however, to determine if AAHWST majors are taking advantage of these courses.

Perkins IV Core Indicators

If applicable, provide an analysis for any Perkin's Core Indicator for which this program did not meet the goal.

n/a

Performance Funding

Briefly describe initiatives/strategies that this program has or will implement to increase any or all of the Performance Funding outcomes.

The AAHWST program is an initiative that supports three of the five performance funding outcomes - a. degrees and certificates awarded, b. degrees and certificates awarded to Native Hawaiian students; and e. number of transfers from the community colleges to the baccalaureate campuses. This program offers an alternative to the AA Liberal Arts degree for students, particularly Native Hawaiians who have an interest in attaining a transferable degree which is foundationed in Hawaiian culture. It is specifically designed to support students who intend to transfer to a baccalaureate program and has a distinct advantage in requiring fewer core courses than the AA Liberal Arts which allows for an increase in the number of courses available for the Hawaiian Studies courses.

Previous Program Actions

From the Academic Master Plan (AMP), list the Program Actions for this program. Give a progress report for each Program Action, describe the degree of achievement. Indicate "Delete" if this Program Action will no longer be a priority Program Action

Program Actions	Progress Evaluation
17.8 Seek BOR approval for an AA HWST degree	This was approved in 2012 and first offered in Fall 2012-2013. The AAHWST Coordinatorʻs group meets quarterly to monitor progress and address the programʻs alignment with the Strategic Plan, ILOʻs, Program, Course and Student Learning Outcomes.
31.1 Through Title III grant activities, strengthen course completion, retention, persistence and ultimately degree completion.	The AAHWST is purposely created to postively affect course completion, retention, persistence, degree completion and transfer to a baccalaureate degree. The Title III Halaulani grant provides support to the students who

	intend to transfer, focusing on Native Hawaiians and serving all students. A Halaulani Transfer Success Center was established in W. Hawaiʻi and on the Manono Campus to provide this service.

Significant Program Actions for 2012-2013. (include curriculum changes, new certificates, stopout, gain/loss of positions)

1. Submit curriculum change to include Lawaiʻa and Mahi ʻai track classes for inclusion in the AAHWST degree to expand options for students seeking this transfer degree.
2. Reorganize the Title III Halaulani Grant leadership to provide optimum opportunity to meet the goals set forth for the grant. Reassign Activity One to the Division of Student Affairs.
3. Establish a permanent Transfer Center in East Hawaiʻi (Manono Campus) and W. Hawai ʻ

Analysis of Strengths and Weaknesses

Briefly describe this program's top 3 strengths and 3 weaknesses. Provide an explanation <u>and</u> supporting evidence for each strength and weakness (e.g. assessment results, data elements from ARPD, surveys, etc.)

Strengths	Using supporting evidence, describe why this is a strength
S1. Increase the number of transfer degree programs and provide options for students seeking an Associate in Arts degree. This program contributes directly to the performance funding outcomes which provides funding for degrees and certificates awarded as well as degrees and certificates awarded to Native Hawaiian students since a large majority of the students enrolled in this program are Native Hawaiian. Of the 78 majors, 62 or 78% are Native Hawaiian.	This degree is part of a system-wide degree program, the first one which was approved by the BOR. An AAHWST Coordinatorʻs group meets monthly to cooperatively address the development of the degree program. This group will continue to work towards obtaining a permanent status for this degree in 2015.
S2. Increase the number of students who graduate and transfer with a degree in AAHWST. This program contributes directly toward the success	As of October 1, 2013, there were 78 AAHWST Majors, 300% increase in the number of majors since Fall 2012 when the degree was first introduced. There was one AAHWST graduate in Spring 2013 who was a

of 40% of the campus' performance funding by increasing the number of students who transfer (surpassing the stated goals).	student already enrolled in the AA Liberal Arts program and who chose to switch majors in her final semester. We anticipate a larger number of AAHWST majors who will graduate in Spring 2014, although the report will not be produced until after the official "Census" date in Spring 2014.
S3. Support from the Halaulani Transfer Success Center and Title III Halaulani grant supports the program and student success.	This degree program addresses a significant goal of the Halaulani Transfer Success Center and the Title III Halaulani Grant. Strategies to increase the success rate of the students enrolled in this program include directed counseling and peer mentors who provide support.

Weaknesses	Using supporting evidence, describe why this is a Weakness
W1. It is difficult to properly assess the health status of the program in its current format since courses are not unique to this program.	Lack of assessment regarding the health status of the degree program is evidenced in the Health Call report. The courses required for this degree include Liberal Arts courses in English, Math, Speech/Comm, Social Sciences, Natural Sciences and Humanities (HLS) courses. A formula should be developed which will contribute towards the status of this program to determine its true costs and benefits.
W2. Federally funded, temporary program, coordinator, counselors and staff do not guarantee stability.	The Title III grant which provides significant support for the success of this program terminates in Fall 2015. Consideration must be given to providing some permanency to faculty and staff of the Halaulani Transfer Success Center in order to maintain the level of support for transfer success, and specifically for this degree program. A permanent position to oversee the AAHWST degree program would ensure longevity and success.
W3.	

Trends and Other Factors

Describe trends including comparisons to any applicable standards, such as college, program, or national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting this program or additional program changes not included elsewhere.

The AAHWST Program was approved by the BOR in 2012 and went into effect in Fall 2012.

The program will seek permanent status from the BOR in 2015. An AAHWST Coordinatorʻs group meets quarterly to measure progress, discuss issues and roadblocks and address common institutional benchmarks such as common Program, Course and Student Learning Outcomes. A common Mission Statement will also be addressed in January 2014. This degree addresses a major performance measure of the UHCCʻs, significantly the number of students who transfer to a baccalaureate program. It also provided a model for collaborative program development among the community colleges. A self study report will begin with the AAHWST Coordinatorʻs group which will be addressed in future reports. The development of transfer degree programs is   a national initiative supported by President Obamaʻs American Graduation Initiative to strengthen Americaʻ s Communty Colleges and to help this country regain its status as a world leader in education. Unfortunately, the U.S. has slipped significantly in their world standing. Obamaʻs intitiative calls for 5 million new community college graduates by 2020 "including students who earn certificates and associate degrees or who continue on to graduate from four-year colleges and universities. The Hawaiʻi Graduation Initiative has also been adopted in the State of Hawaiʻi to increase the number of educated citizens within the State. The AAHWST program supports the benchmark of increasing the number of Native Hawaiians who earn degrees and will contribute to the number of students at HawCC who earn certificates and degrees. We are fortunate that HawCC exceeds our goal for this benchmark.

Part III: Action Plan

Goals and Planning

List additional Program Action(s), not included in the AMP to be implemented for program success. Identify the AMP Priorities, College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Program Action(s) align.

Program Action 1		**ILO Alignment** (select up to 3)	**Strategic Plan Alignment** (select best alignment; max 3)		**UH System Collaboration**
			Performance Measure	Action Strategy	
Seek permanent status for the AA HWST Degree Program	Graduation	ILO 3	A1.4	a.	Work with UHCC System AAHWST Coordinatorʻs Group
	None	None	A2.4	b.	
	None	None	None	None	

Link to Hawaii Community College Institutional Learning Outcomes

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Link to Hawai'i Community College Strategic Plan
Link to Hawaii Community College Academic Master Plan

Narrative of New Strategy for Strategic Plan:

1. a. Work with the UHCC System AAHWST Coordinator's Group to accomplish Self Study Report and apply for permanent status in 2015.
2. b. Develop support programs for the AA HWST Degree Program through the Halaulani Transfer Success Center.
3.

Briefly explain how **Program Action 1** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

Program Action 1, seeking permanent status for the AAHWST program aligns with Strategic Outcomes A.1.4 and A.2.4 by increasing both Native Hawaiian enrollment and overall student enrollment in transfer degree programs. It also directly aligns with AMP 17.8 to 'seek BOR approval for an Hawaiian Studies AA degree. The AAHWST Coordinator's Group is a prime example of UHCC System collaboration. This group seeks to align programs with the independent 4-year universities within the UH system as well. This is a challenge since the 4-year institutions have not proven their willingness to work collaboratively, instead expecting the 2-year campuses to prepare students for the university's more rigorous academic and social environments.

Calendar of planned activities for **Program Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 1**

Activity(ies)	When will the activity take place

Example:
    Nursery design development
    Shade replacement
    Irrigation design and installation
	September 2014
	Fall 2014
	Spring 2015

The AAHWST Coordinator's group will meet quarterly to address the self-study and operational issues	January, April, May, August, November 2014, January, April, August, November 2015

Program Action 2		**ILO Alignment** (select up to 3)	**Strategic Plan Alignment** (select best alignment; max 3)		**UH System Collaboration**
			Performance Measure	Action Strategy	
Increase the number of	Graduation	ILO 3	A1.4	a.	

| students, including | None | None | A2.4 | b. | |
| Native Hawaiians, who graduate with an AAHWST degree | None | None | A1.1 | None | |

Narrative of New Action Strategy for Strategic Plan:

1. a. Assign Halaulani Counselors in W. Hawaiʻi and E. Hawaiʻi to work directly with AAHWST Majors to provide direct services to ensure retention, persistence and graduation.
2. Assign Halaulani Peer Mentors to provide direct services to students including development of workshops, activities and other forms of engagement to ensure retention, persistence and graduation.
3.

Briefly explain how **Program Action 2** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

This strategy directly relates to Strategic Plan A.1.4 and A.2.4. These specific activities are not stated in the AMP but should be included. These strategies should directly increase success rates for students. The personnel are supported by Title III funding and are consistent with the goals of the grant.

Calendar of planned activities for **Program Action 2** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 2**

Activity	When will the activity take place
Create welcome activity for AAHWST Majors	January 2014, August 2014, January 2015, August 2015
Create monthly peer mentor led activities	January, February, March, April 2014, August, Sept, Oct, November 2015

Program Action 3		**ILO Alignment** (select up to 3)	**Strategic Plan Alignment** (select best alignment; max 3)		**UH System Collaboration**
			Performance Measure	Action Strategy	
Increase # of students, including Native Hawaiians, who graduate and transfer to a baccalaureate program	Transfer	ILO 3	A1.4	a.	
	Transfer	ILO 3	A2.4	b.	
	Transfer	ILO 3	None	None	

Narrative of New Strategy for Strategic Plan:

1. Identify students in AAHWST Program who intend to transfer to a baccalaureate program
2. Assign counselors to develop workshops and activities specifically for students intending to transfer.
3. Assign peer mentors to create activities specifically for students intending to transfer.

Briefly explain how **Program Action 3** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

This program action aligns directly with Strategic Plan A.1.4 and A.2.4. This program action is not specifically stated in the AMP but should be included.

Calendar of planned activities for **Program Action 3** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 3**

Activity	When will the activity take place
Create monthly workshops and activities for AAHWST students intending to transfer	January, Feb, March, April, August, Sept, Oct, Nov, 2014

List specific action plans for any Perkin's Core Indicator for which this program did not meet the goal.

Perkin's Indicator	Action Plans	When will the activity take place
1P1		
1P1		
1P1		
1P1		
1P1		
1P1		

Part IV: Resource Implications

List Top 3 Cost Items needed for program success. Identify alignment to the AMP Program Actions, Strategic Plan Action Strategies and/or Strengths and/or Weaknesses to address.

Cost Item 1	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)	Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
			Action Strategy	Program Action from	From Part	From Part II

					AMP (ie 4.3) or write "New Strategy"	II above	above
AAHWST Coordinator	Personnel	60k	A1.4	a.	New Strategy	None	W2
			A2.4	None		None	None
			None	None		None	None

[Link to Hawaii Community College Institutional Learning Outcomes](#)
[Link to Hawai'i Community College Strategic Plan](#)
[Link to Hawaii Community College Academic Master Plan](#)

Briefly explain why **Cost Item 1** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

> The permanent coordinator will ensure the attention needed for this program and maintain the support activities on a long-term basis. Without this nurturing, the program may not stabilize. In the first two years, the increase in the number of majors from 25 to 78 is significant. There is much promise in developing this program to be a significant contributor to the success of the goals of the college. In the near future, this program will not be supported by a Title III Federally funded grant. This does not provide long term stability for the program.

Cost Item 2	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
NONE	Equipmen		A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1

Briefly explain why **Cost Item 2** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

>

Cost Item 3	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
NONE	Equipmen		A1.1	New Strategy		S1	W1

			A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1

Briefly explain why **Cost Item 3** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

Part V: Program Student Learning Outcomes

List the Program Learning Outcomes and check mark those assessed for the 2012-2013 program year.

	Check mark if Assessed this year	**Program Student Learning Outcomes**
1	☒	Describe aboriginal Hawaiian linguistic, cultural, historical and political concepts.
2	☐	Apply aboriginal Hawaiian concepts, knowledge and methods to the areas of science, humanities, arts and social sciences - in academics and in other professional endeavors.
3	☐	Engage, articulate and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods.
4	☐	
5	☐	
6	☐	
7	☐	
8	☐	
9	☐	
10	☐	

A) **Evidence of Industry Validation for CTE Programs** – Provide documentation that the program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, the recommendations for, approval of, and/or participation in, assessment by the program's advisory council can be submitted. – Describe the documentation; i.e. 9/27/2013 Minutes of ACC Advisory Council; Completed Rubrics by Advisory Council Members.
n/a

B) **Expected Level of Achievement** – Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. What represented "excellent," "good," "fair," or "poor" performance using a defined rubric and what percentages were set as

goals for student success; i.e. 85% of students will achieve good or excellent in the assessed activity."

LIBERAL ARTS RUBRIC FOR PLO #9 CULTURAL DIVERSITY:
Articulate and demonstrate an awareness and sensitivity to cultural diversity. Enables student to:
Components: Demonstrate understanding of the history, values, politics, economy, beliefs and practices of another Pacific Island culture in comparison to Hawai'i, particularly as it applies to the native's relationship to   'āina or land.

Exceeds (3): More than adequately demonstrates understanding of the components comparing another Pacific Island culture to Hawai'i as it applies to the native   's relationship to ' āina or land.
Meets (2):   Adequately demonstrates understanding of the components comparing another Pacific Island culture to Hawai'i as it applies to the native   's relationship to ' āina or land.
Approaches (1): Shows some understanding of the components comparing another Pacific Island culture to Hawai'i as it applies to the native   's relationship to ' āina or land
Does Not Meet (0): Shows minimal understanding of the assignment and ability to express the concepts of the component.

A specific goal was not set.

C) **List Course(s) Assessed** – List the courses assessed during the reporting period.
HWST 107 - HAWAI'I: CENTER OF THE PACIFIC

D) **Assessment Strategy/Instrument** – Describe what, why, where, when, and from whom assessment artifacts were collected.
Research paper, 2 - 4 pages in length, which articulates and demonstrates an awareness and sensitivity to cultural diversity. Students were required to compare any aspect of Hawaiian culture to another Pacific Island Culture of their choice. Five artifacts were randomly selected from a total sampling of 20 papers submitted for this class.   Each of the 5 artifacts were read and scored independently by the 3 reviewers. The numerical scores for each artifact were then gathered into a matrix (attached). The results were determined based on the frequency of the scores to determine if the students met the 70% benchmark.

E) **Results of Program Assessment** – The % of students who met the outcome(s) and at what level they met the outcome(s).
Strengths: The assignment was on target to demonstrate the student's achievement in the area of cultural diversity. The assessment results indicate that the students in this course substantially demonstrated their achievement in meeting and exceeding the measurements of the GELO #9, Cultural Diversity.

100% of students scored "Approaches" or higher

92% "Meets or Exceeds"
27% (12) Exceeded
64% (29) Meets
9% (4) Approaches
0% (0) Did Not Meet

Weaknesses:

The only area of weakness demonstrated by the students in this assessment is in the area of component (a).
(a). Explain insights about your own cultural rules and biases and suspend judgement in valuing your interactions with different cultures.

The overall assessment of this particular component indicate that the students are not adept in relating the self within this assignment. The instructions for this assignment did ask the students to explain their own cultural rules and biases and suspend judgement. However, the students' demonstration of this skill were minimal.

F) **Other Comments** – Include any information that will clarify the assessment process report. A recommendation will be made to instructors of this course that exercises in understanding the individual's relationship to the research subject and including it in the written assignment should be incorporated into the course.

G) **Next Steps** – Describe what the program will do to improve the results. "Next Steps" can include revision to syllabi, curriculum, teaching methods, student support, and other options. The assessment team will meet with instructors to discuss suggested improvements to their course and measure the progress made through the school year.   Instructors of other courses will also be included in the meetings to insure consistency in meeting the standards of assessment.

The assessment findings will be brought to both the HLS program meetings for input as well a to the HUM Department meeting for input.

It is recommended that GELO #9 be assessed again in Fall 2013 to ascertain if the recommendations above, to include exercises in first person reflections are reflected in the S.L.O.