

**HAWAI'I COMMUNITY COLLEGE
PROGRAM ANNUAL REVIEW REPORT**

Hawai'i Life Styles A.A.S

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/program-unit-review/>

Program Description

Please provide a brief description of your Program. Include your Program Mission statement.

The Hawai'i Life Styles (HLS) Associate of Applied Science (A.A.S.) degree focuses on particular native Hawaiian occupations that supported a vibrant, sustainable, highly scientific, and spiritually balanced island population years prior to Western contact.

The HLS degree prepares students to quantify and qualify their relationship to their community. The program educates students to promote, with confidence, the uniqueness of this land, the ocean, and its people. The HLS student learner outcomes encapsulate the ideals and philosophy of HawCC's Liberal Arts program student learner outcomes.

What the program does: We serve, we make meaning, we create. We now offer 6-academic degrees (2 newest A.A. additions forthcoming) and 1-academic subject certificate. We re-create indigenous wisdom as engaging, enabling and contemporary curriculum and teach that curriculum in the context of today's society. We advocate for the health & wellbeing of our island home. We include the families of our students, our faculty and our staff, the college community, community leaders, business, landowners, educators, sciences, and global communities in our teaching in every possible way AND we find the resources to do it. We encourage our employees to get their higher degrees and create ways within their current positions to make a positive difference in our college & community. We engage several hundred school aged children through our tracks each year. We have our own learner success program, Paepae Ohua, adding new initiatives each year. We each have a number of personal cultural/educational/scientific connections in the community (local, state, national, global) who we advocate our program to. We have international prestige because of decades of the good works of a few HLS faculty. We treat our colleagues in POM, ACS, Bus. Office, etc. with the same aloha and respect in which we treat our administration and faculty. We are disbursed throughout the college & system participating in roles that help improve the UH system towards achieving our strategic outcomes. We offer the most "meaning making" and college unifying activities for all colleagues than any other single program of the college. We are constantly providing and advocating professional/personal development opportunities for our program faculty & staff and sharing those opportunities with other college people. HLS faculty are engaged in the larger cultural/educational/science/social justice/scholarly discussions and movements outside of the college--so that we bring "real world" knowledge, changes, movements into our subject area. We are never satisfied with classroom learning as the means and the end to LEARNING, therefore orienting our students to island, local, state, national, and global communities is our goal in educating the whole person.

Who the program serves: I Ola Haloa's image of our sphere of service is large and includes the kanaka (human & social interactions) and nature (ecological interactions). We serve: 1) the tuition paying student through: face to face courses at Palamanui and Hilo; through online courses; through early college initiatives; and through special evening & weekend scheduling; 2) graduates of our program who continue their education, 3) HLS program faculty & staff, 4) all other instructional disciplines, departments, and units at UHH and HawCC interested in incorporating Hawaii worldview/practice into their programs (like Culinary, CAD, Construction, TCBES, Pharmacy, Kinesiology, select English & science faculty, etc.), 5) tuition paying HawCC & UH faculty, staff and administration, 6) non-tuition paying (other workshops) UH & HawCC faculty, students, staff and administration, 7) families of our learners, 8) community individuals, families and organizations (like Hawaii island (and other) high schools, elementary schools, intermediate schools, charter schools, visiting colleges, visiting HawCC guests, retirees, new hires, student services, chamber of commerce, the mayor's office, non profits, large land owners, the conservation/natural/cultural resources communities, businesses, federal agencies, state agencies, global communities, scholars from other Universities and Colleges, 9) UH system initiatives, faculty, staff & administration, . The programs, workshops, personal/programmatic services available to our constituencies are instructional. We provide brief extended instruction, consultation, curriculum, facilitation, mediation, Hawaii protocols, keynote speeches, plenary discussion & participation, workshops, retreats, large gatherings, graduation ceremonies, and a range of services directly related to Hawaii Life Styles; and, 10) we serve 1-9 in tandem with & in constant interaction with our wahi pana, our "pulsing places" in the Hawaii environment.

I Ola Haloa Mission: For the mutual benefit of the natural and the human environment of Hawai'i, the mission of the Hawai'i Lifestyles Program is to expose and cultivate learners, their families, and their community, to their fullest potential through a deep and relevant experience in Hawai'i traditional and contemporary life ways for learners to be able to contribute their new and reclaimed knowledge to the ecological, economic, and social health of our Hawai'i island, state, and global communities alike.

Part I. Review of Program Data

Go to the Annual Reports for Program Data (ARPD) website linked below and review the data for your program.

<http://www.hawaii.edu/offices/cc/arpd/>

Part II. Analysis of the Program

Based on the ARPD data in Part 1, analyze the Program in terms of Demand, Efficiency, and Effectiveness. Include significant Program actions (e.g., new certificates, stop out, gain/loss of positions) and results of prior year's action plan. Include analysis of any Perkin's Core Indicator(s) for which the Program's goal was not met. Also discuss any trends or other factors (internal/external) affecting the Program and analyze other Program changes or information not included elsewhere.

Summary for Program Analysis & Program Actions

This is the final Annual Program Review for the Hawai'i Life Styles (HLS) Associate in Applied Sciences degree. As of Fall 2015 and as a result of years (2008-2004) of self-evaluation and intense HLS improvement meetings, curriculum modifications, enrollment challenges, and pedagogical evaluations, the A.A.S HLS Hula, Mahi'ai (MAHI) and Lawai'a (LAWA) is no longer available to learners, and the A.A.S.-HLS has been transformed into the A.A.-HWST.

As of two years ago, I Ola Haloa Center for Hawai'i Life Styles at Hawai'i Community College partnered with the UH system's seven (7) UHCC campuses to create and implement the Associate in Arts degree in Hawaiian Studies. We introduced the program in Fall 2013, as we began to phase out the AA.S. Finally, the system has totally deleted the A.A.S.-HLS as we have fully transition from an Applied Sciences (A.A.S.) to the Associate in Arts (A.A.) degree with specializations in Hula and Kapuahi (or foundational Hawaiian studies/liberal studies). With this in mind, our counselors and program faculty with the help of Admissions & Records and the Dean's Office, have been assisting our learners in this final metamorphous.

Analysis of Demand

HLS maintains a high student engagement at 3,815 SSH (although not as high as in previous years due to overall enrollment decreases across the state) in all program classes which is the proof of the high demand for relevant, accessible and value added offerings at Hawai'i Community College. HLS maintains that we service the second highest number of non-program majors, only second to Liberal Arts. This includes offerings in Hilo, at our Palamanui campus and our online offerings. Herein lies our most visual and countable demand as a member of the community college.

Although program majors in program classes has dropped considerably from 691 to 470, we attribute this to our transition from AAS to AA. In this transition there was a couple of months where majors had to migrate from AAS to a major outside of AA-HWST as they waited for the codes to be inputted and uploaded to our

admissions/registration system. There were at least two-dozen learners who changed their major from AAS to AA-HWST in anticipation of our metamorphosis.

CIP assignment is still an enigmatic element. This is something the Hawaiian Studies across the UHCC system will address as we go through our application to permanent status.

Part time enrollment is nearly twice the percentage as full time student status, but that is expected given the characteristic of the community college learners on our island. There is also a growing population of HawCC HLS/HWST learner from UH Hilo. Over the past 5 years this particular population has grown in HLS by at least 50% of what it was in 2010. This anomaly is due to the value added courses that the hula focus has to offer.

Analysis of Efficiency

Lower average class size, fill rate and number of low enrolled classes for HLS include low enrolled 2nd-series Mahi'ai and Lawai'a courses, 2nd and 4th series hula courses (Hilo & WH) last year and continuously low enrolled courses at the WH campus coupled with the overall dip in enrollment of last Spring.

Overall budget allocation numbers are "not reported yet". Cost per SSH seems higher than any other program because HLS has consistently sought Federal funding for innovating and improving the overall delivery of our programmatic benefits to both registered learners, faculty & staff, administration and the community. Take away the external sources of funding, and we will find that the cost per SSH is comparable to other programs.

Analysis of Effectiveness

We can attribute the improvement of successful completion, persistence from Fall to Spring, and persistence from Fall to Fall to our aggressive approach to learner success, that has much to do with the learner support mechanisms and services that we can offer due to external funding. Withdrawals are around average and transfers & degrees awarded will increase this May 2015.

Part III. Action Plan

Describe in detail the Program's overall action plan for the current/next academic year. Discuss how these actions support the College's Mission and can lead to improvement(s) in student learning. Include specific action plans to address any ARPD Health Call scores of "Cautionary" or "Unhealthy," and any Perkin's Core Indicator(s) for which the Program's Goal was not met.

As explained in the beginning of this report, this is the final review for the AAS-HLS degree. This is the outcome of one of our long term action plans to transform the AAS to an AA degree. We are confident that this will lead to improvements in student learning, transfer, graduation and increases in program majors due to the seamlessness, accessibility, and no-nonsense of the new AA-HWST degree, not to mention its applicability to 4-year programs using the liberal studies approach.

Part IV. Resource Implications

Please provide a brief statement about any implications of current operating resources for the Program. Budget asks are included in the 3-year Comprehensive Review, except for the following that may be included here: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations. Describe the needed item(s) in detail, including cost(s) and

timeline(s). Explain how the item(s) aligns with one or more of the Strategic Initiatives of the Hawai‘i Community College 2015-2021 Strategic Plan. Identify and discuss how the item(s) aligns with the Initiative’s Goal, Action Strategy, and Tactic. [HAWCC Strategic Plan](#)

This piece of the report is addressed in the AAHS Annual and AAHS Comprehensive Reports.

Part V. Comprehensive Review Information

Please provide a short summary regarding the last comprehensive review for this program. Discuss any significant changes to the Program since the last comprehensive review that are not discussed elsewhere.

Our last AAS-HLS comprehensive review was last year, and before that Dec. 2009. We had three main goals since our last comprehensive review. They were:

- 1) seek WINHC accreditation - Two of our faculty attended the WINHC annual meeting in Honolulu prior to the WIPCE conference in 2014. It was decided that we would turn our attention first to “catching up” with assessment, GE certification, and our morph from AAS-AA
- 2) assess Sp 2015 courses; complete 5-year assessment plan - Assessment 2015 complete. 5-year assessment plan complete.
- 3) assess HLS courses curricula for potential to engage in STEM focus - It was decided that we would turn our attention first to “catching up” with assessment, GE certification, and our morph from AAS-AA. Furthermore, it is more advantageous to identify and integrate the curriculum that already intersect with the “STE(A-as recognized by some elementary, middle and high school movements)M” areas. This requires pulling on our science (natural & social), technology, engineering, art, and math colleagues and professional communities to research and apply these areas for a whole approach that is embedded throughout the program.

Required for ARPD Web Submission: Provide the URL to the specific location of this Unit’s last Comprehensive Review on the HawCC Program/Unit Review website (see link on page 1) Dec. 2, 2009.

<http://hawaii.hawaii.edu/program-unit-review/2009.php>

Part VI. Program Student Learning Outcomes

For all parts of this section, please provide information based on the PLOs (P-SLOs) that were assessed through PLO-aligned course assessments in AY 2014-15.

A) Evidence of Industry Validation (CTE Programs)

[General Pre-Professional Programs can skip industry validation.]

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, you may submit evidence of the program’s advisory committee’s/board’s recommendations for, approval of, and/or participation in assessment(s).

At the last meeting of April 2014, the HLS Advisory recommended and supported transformation from AAS to AA degree with recommendations for HLS to continue to our high quality and diversity of both for-credit course work in continuing and expanding the work of our predecessors and continue our high commitment to community college, UH system, and community at large engagement in Hawaiian cultural education.

B) Expected Level of Achievement

For each Course assessed in AY 2014-15: Discuss the rubric(s) standards and the benchmark goal(s) for student success (e.g., “85% of students will achieve Excellent or Good ratings in the assessed activity” or “90% of students will score Meets or Exceeds Standards on the assessment rubric”).

The rubric template that was utilized was received from the Humanities Department. It included a five-part scale of percentages ranges as follows:
0-59% Lacking Ability, 60-69% Unacceptable, 70-79%, Developing, 80-89%, Acceptable, 90-100%, Proficient. All CLOs for each course were measured against this scale. Some of the CLOs were further divided into sub-CLOs on the rubrics.

For every course assessed, the goal was to have 20% percent of the student’s submitted work achieve within the 80-100% range (Acceptable and Proficient).

C) Courses Assessed

List all Program Courses assessed during AY 2014-15. Also list Program Courses for which a follow-up “Closing the Loop” assessment was implemented in AY 2014-15.

PLO & CLO assessments are based on our old outcomes. HLS is now working with the assessment coordinator to create more relevant CLOs for courses/program.

Assessed Course Alpha, No., & Title	Semester assessed	PLO-aligned CLOs that were assessed

HAW 102	Elementary Hawai'i Language II	Sp 15	<p>CLO 1: Communicate in Hawaiian at a novice high-level.</p> <p>CLO 2: Produce and interpret Hawaiian at a novice high-level.</p> <p>CLO 3: Utilize vocabulary and other language skills that integrate work, school, family, 'āina, and language in real life applications.</p> <p>CLO 4: Recognize the relationship between the practices and perspectives of Hawaiian culture.</p>
HAW 202	Intermediate Hawai'i Language II	Sp 15	<p>CLO 1: Communicate orally in Hawaiian at an intermediate mid-level.</p> <p>CLO 2: Produce and interpret written Hawaiian at an intermediate mid-level.</p> <p>CLO 3: Demonstrate an understanding of the grammatical and structural aspects of Hawaiian.</p> <p>CLO 4: Apply and interpret vocabulary and other language skills that integrate work, school, family, 'āina, and language in real life applications.</p> <p>CLO 5: Hō'ike (Demonstrate) practices and perspectives of Hawaiian culture.</p>
HWST 100		Sp 15	CLO 1: Identify significant wahi pana (celebrated places) of Hawai'i Island.
			CLO 2: Relate to wahi pana.
HWST 103	Hawai'i Art Culture	Sp 15	<p>CLO 1: Demonstrate proficiency in select aspects of Hawai'i art culture.</p> <ul style="list-style-type: none"> a. Communicate an understanding of the history, mythological framework, and process of kapa making. b. Demonstrate the process of kapa making.

HWST 104 Hawai'i Myth Culture	Sp 15	<p>CLO 1: Identify and utilize written and oral source of Hawaiian mo'olelo</p> <p>CLO 2: Describe akua (deities), kupua (deities), 'aumākua (ancestral family deities), and kānaka (humans) and their various forms from Hawaiian mo'olelo.</p> <p>CLO 3: Analyze the relationship between Hawaiian mo'olelo (mythologies) and Hawaiian worldview, including Hawaiian cultural values and traditions.</p> <p>CLO 4: Employ the terminology of literary and/or cultural analysis in the study of Hawaiian mo'olelo.</p>
HWST 131 Hula II: 'Olapa		<p>CLO 1: Communicate an understanding of the history of hula and trends of evolution</p> <p>CLO 2: Participate in the demonstration of hula for community wellbeing</p> <p>CLO 3: Analyze the role hula has in personal and community leadership</p>
HWST 141 Mahi'ai II: 'Au'ai	Sp 15	<p>CLO 1: Identify basic principles of Mahi'ai culture.</p> <p>CLO 2: Apply basic techniques of Mahi'ai culture.</p> <p>CLO 3: Demonstrate basic level competency of Mahi'ai skills</p>
HWST 151 Lawai'a II: Kaneloa	Sp 15	<p>CLO 1: Communicate an understanding of beliefs and practices associated with fresh water resources</p> <p>CLO 2: Demonstrate an understanding of water forms (atmospheric, land, marine) in the water cycle.</p> <p>CLO 3: Interact with ocean/land environment to identify water resources.</p>

HWST 231 Hula IV: Hu‘elepo	Sp 15	CLO 1: Communicate an understanding of hula as a sacred process for personal and community leadership CLO 2: Participate in the demonstration of hula for community wellbeing CLO 3: Analyze through reflection the role hula has in personal and community leadership
“Closing the Loop” Assessments Alpha, No., & Title	Semester assessed	PLO-aligned CLOs that were assessed
Assessments were not conducted by the department since the Spring of 2010. This accounts for the large number of courses assessed during the Spring 2015 semester in order to provide a baseline to compare to in future assessment. No follow-up “Closing the Loop” assessments were implemented in AY 2014-15.	Sp 2010	

D) Assessment Strategy/Instrument

For each Course assessed in AY 2014-15, provide a brief description of the assessment strategy, including the type of student work or activity assessed how and when the assessment was conducted, how and why assessed artefacts were selected, and how the artefacts were analyzed.

Assessment Strategy/Instrument

HAW 102 Elementary Hawai‘i Language II

Assignment: “Students will investigate Hawaiian poetry in the form of riddles (nane) as an introduction to Hawaiian observational skills and metaphor in language. Riddles are to be voiced in class as a formal presentation. The class, in turn, is expected to comprehend the riddle as spoken and speculate it’s answer.”

14 artifacts were submitted; 3 randomly selected artifacts representing 20% were assessed.

An assessment team comprised of three Hawai'i Life Styles department faculty and/or staff members utilized the rubrics to assess the selected artifacts individually, then met as a team to discuss the strengths, weaknesses, and suggestions for better artifact, rubric, assessment plan, etc. for future assessment. Assessments were conducted at the end of the semester.

HAW 202 Intermediate Hawai'i Language II

Assignment: "Students will compose an original/modern myth describing the naming of a local wahi pana, taking into consideration its Hawaiian name and postulating on how the name came to be. Students will provide an English translation of the myth."

25 artifacts were submitted; 5 randomly selected artifacts representing 20% were assessed.

An assessment team comprised of three Hawai'i Life Styles department faculty and/or staff members utilized the rubrics to assess the selected artifacts individually, then met as a team to discuss the strengths, weaknesses, and suggestions for better artifact, rubric, assessment plan, etc. for future assessment. Assessments were conducted at the end of the semester.

HWST 100 Piko Hawai'i

Assignment: "Students will stamp a design, using carved bamboo or parts of native plants, that reflects their understanding of personally relevant wahi pana, and apply it to a kīhei (ceremonial garb). Students will explain via written reflection (1-2 pages, typed) the personal significance of their selected wahi pana."

63 artifacts from 4 course sections were submitted; 12 randomly selected artifacts representing 20% were assessed.

An assessment team comprised of three Hawai'i Life Styles department faculty and/or staff members utilized the rubrics to assess the selected artifacts individually, then met as a team to discuss the strengths, weaknesses, and suggestions for better artifact, rubric, assessment plan, etc. for future assessment. Assessments were conducted at the end of the semester.

HWST 103 Hawai'i Art Culture

Assignment: "Pre and Post Test addressing the following questions: What do you know of kapa? What do you know of the protocols related to kapa?"

9 artifacts were submitted; 2 randomly selected artifacts representing 20% were assessed.

An assessment team comprised of three Hawai'i Life Styles department faculty and/or staff members utilized the rubrics to assess the selected artifacts individually, then met as a team to discuss the strengths, weaknesses, and suggestions for better artifact, rubric, assessment plan, etc. for future assessment. Assessments were conducted at the end of the semester.

HWST 104 Hawai'i Myth Culture

Assignment: "Students will type a written response paper, 2 pages in length, that focuses on the "4 H's" (four phases of the Hero's Journey – Hua, Ha'alele, Huaka'i, Ho'ina), and how they relate their selected mo'olelo to their own narrative of personal transformation."

27 artifacts from 2 course sections were submitted; 6 randomly selected artifacts representing 20% were assessed.

An assessment team comprised of three Hawai'i Life Styles department faculty and/or staff members utilized the rubrics to assess the selected artifacts individually, then met as a team to discuss the strengths, weaknesses, and suggestions for better artifact, rubric, assessment plan, etc. for future assessment. Assessments were conducted at the end of the semester.

HWST 107 Hawai'i: Center of the Pacific

Assignment: "Students will type a written research paper, 2-4 pages in length that focuses on comparing cultural similarities between Native Hawaiians and other peoples of the Pacific. Students are expected to explain insights about their personal connection to the subject."

16 artifacts were submitted; 3 randomly selected artifacts representing 20% were assessed.

An assessment team comprised of three Hawai'i Life Styles department faculty and/or staff members utilized the rubrics to assess the selected artifacts individually, then met as a team to discuss the strengths, weaknesses, and suggestions for better artifact, rubric, assessment plan, etc. for future assessment. Assessments were conducted at the end of the semester.

HWST 131 Hula II: 'Olapa

Assignment: "Midterm 3-page (double-space) reflection paper demonstrating an understanding of history of hula, the personal and community benefits of public performance of hula, and the power of hula as an instrument for public action. This paper is based on content and not on grammar."

14 artifacts were submitted; 3 randomly selected artifacts representing 20% were assessed.

An assessment team comprised of three Hawai'i Life Styles department faculty and/or staff members utilized the rubrics to assess the selected artifacts individually, then met as a team to discuss the strengths, weaknesses, and suggestions for better artifact, rubric, assessment plan, etc. for future assessment. Assessments were conducted at the end of the semester.

HWST 141 Mahi'ai II: 'Au'ai

Assignment: "A 3-page midterm paper communicating wet and dry land farming techniques. This paper is based on content and not grammar."

5 artifacts were submitted; 1 randomly selected artifact representing 20% was assessed.

An assessment team comprised of three Hawai'i Life Styles department faculty and/or staff members utilized the rubrics to assess the selected artifacts individually, then met as a team to discuss the strengths, weaknesses, and suggestions for better artifact, rubric, assessment plan, etc. for future assessment. Assessments were conducted at the end of the semester.

HWST 151 Lawai'a II: Kaneloa

Assignment: "Student will do an imagery (powerpoint, drawing presentation) of water forms (atmospheric, land, marine) identified traditionally as embodiments of the god Kāne from a chosen verse from Pule a Kāne chant."

2 artifacts were submitted; 1 randomly selected artifact representing 20% was assessed.

An assessment team comprised of three Hawai'i Life Styles department faculty and/or staff members utilized the rubrics to assess the selected artifacts individually, then met as a team to discuss the strengths, weaknesses, and suggestions for better artifact, rubric, assessment plan, etc. for future assessment. Assessments were conducted at the end of the semester.

HWST 231 Hula IV: Hu'elepo

Assignment: "A comprehensive portfolio demonstrative of comprehensive learning."

31 artifacts were submitted; 6 randomly selected artifacts representing 20% were assessed.

An assessment team comprised of three Hawai'i Life Styles department faculty and/or staff members utilized the rubrics to evaluate the selected artifacts individually, then met as a team to discuss the strengths, weaknesses, and suggestions for better artifact, rubric, assessment plan, etc. for future assessment. Assessments were conducted at the end of the semester.

E) Results of Program Assessment

For each Course assessed in AY 2014-15, provide a summative description of the assessment results. Discuss how these results collectively demonstrate achievement of the Program's Learning Outcomes and support the College's Mission.

HAW 102 Elementary Hawai'i Language II

Based on the averaged scores, two of the three artifacts did not meet expectations.

Because the rubric also allowed evaluation by CLO, CLO scores per artifact were averaged and overall CLO scores were calculated.

The following CLOs fell within the expected range of 80-100%:

- ☐ CLO 1: Communicate in Hawaiian at a novice high-level, with a score of 84.66

The scores for the following CLOs did not fall within the expected range of 80-100%:

- ☐ CLO 2: Produce and interpret Hawaiian at a novice high-level, with a score of 73.22
- ☐ CLO 3: Utilize vocabulary and other language skills that integrate work, school, family, 'āina, and language in real life applications, with a score of 63.73
- ☐ CLO 4: Recognize the relationship between the practices and perspectives of Hawaiian culture, with a score of 56.66

HAW 202 Intermediate Hawai'i Language II

Based on the averaged scores, none of the 5 artifacts met expectations.

Based on the CLO scores averaged, the following CLO score fell within the expected range of 80-100%:

- ☐ CLO 5: Hō'ike (Demonstrate) practices and perspectives of Hawaiian culture, with a score of 81.19

The scores for the following CLOs did not fall within the expected range of 80-100%:

- ☐ CLO 1: Communicate orally in Hawaiian at an intermediate mid-level, which could not be assessed by the artifact, was given a score of NA
- ☐ CLO 2: Produce and interpret written Hawaiian at an intermediate mid-level, with a score of 79.86
- ☐ CLO 3: Demonstrate an understanding of the grammatical and structural aspects of Hawaiian, with a score of 77.96
- ☐ CLO 4: Apply and interpret vocabulary and other language skills that integrate work, school, family, 'āina, and language in real life applications, with a score of 79.73

HWST 100 Piko Hawai'i

Based on the averaged scores, five of the twelve artifacts assessed met expectations. Seven out of the twelve artifacts did not meet expectations.

Based on the CLO scores averaged, none of the CLOs fell within the expected range of 80-100%:

- ☐ CLO 1: Identify significant wahi pana (celebrated places) of Hawai'i Island, with a score of 76.64
- ☐ CLO 2: Relate to wahi pana, with a score of 76.22

HWST 103 Hawai'i Art Culture

Based on the averaged scores, both artifacts assessed met expectations.

Based on the CLO scores averaged, the CLO fell within the expected range of 80-100%:

- ☐ CLO 1: Demonstrate proficiency in select aspects of Hawai'i art culture, with a score of 87.84

HWST 104 Hawai'i Myth Culture

Based on the averaged scores, all six artifacts met expectations.

Based on the CLO scores averaged, all of the CLOs fell within the expected range of 80-100%:

- ☐ CLO 1: Identify and utilize written and oral source of Hawaiian mo'olelo, with a score of 89.22
- ☐ CLO 2: Describe akua (deities, kupua (deities), 'aumākua (ancestral family deities), and kānaka (humans) and their various forms from Hawaiian mo'olelo, with a score of 93.44
- ☐ CLO 3: Analyze the relationship between Hawaiian mo'olelo (mythologies) and Hawaiian worldview, including Hawaiian cultural values and traditions, with a score of 96.39
- ☐ CLO 4: Employ the terminology of literary and/or cultural analysis in the study of Hawaiian mo'olelo, with a score of 95.83

HWST 107 Hawai'i: Center of the Pacific

Based on the averaged scores, two of the three artifacts met expectations. One of the three artifacts did not meet expectations.

Based on the CLO scores averaged, all of the CLOs fell within the expected range of 80-100%:

- ☐ CLO 1: Demonstrate knowledge of the origins, migrations and settlement patterns of Oceania, with a score of 82.89
- ☐ CLO 2: Show knowledge of similarities between Native Hawaiians and other Oceanic peoples' cultures, languages, religions, arts and natural resources, with a score of 84.11
- ☐ CLO 3: Explain the connections of historical events to modern issues in relation to the unique social, political and economic history of Hawai'i, including concepts such as colonization and decolonization, occupation, independence movements, sovereignty, with a score of 83

HWST 131 Hula II: 'Olapa

Based on the averaged scores, three of the five artifacts met expectations. Two of the five artifacts did not meet expectations.

Based on the CLO scores averaged, the following CLOs fell within the expected range of 80-100%:

- ☐ CLO 2: Participate in the demonstration of hula for community wellbeing, with a score of 82.13

The scores for the following CLOs did not fall within the expected range of 80-100%:

- ☐ CLO 1: Communicate an understanding of the history of hula and trends of evolution, with a score 76.03
- ☐ CLO 3: Analyze the role hula has in personal and community leadership, with a score of 77.17

HWST 141 Mahi'ai II: 'Au'ai

Based on the averaged scores, the artifact did not meet expectations.

Based on the CLO scores averaged, the scores for the following CLOs did not fall within the expected range of 80-100%:

- ☐ CLO 1: Identify basic principles of Mahi'ai culture, with a score of 66.5
- ☐ CLO 2: Apply basic techniques of Mahi'ai culture, with a score of 63.33
- ☐ CLO 3: Demonstrate basic level competency of Mahi'ai skills, with a score of 55

HWST 151 Lawai'a II: Kaneloa

Based on the averaged scores, the artifact does meet expectations.

Based on the CLO scores averaged, all of the CLOs fell within the expected range of 80-100%:

- ☐ CLO 1: Communicate an understanding of beliefs and practices associated with fresh water resources, with a score of 85.5
- ☐ CLO 2: Demonstrate an understanding of water forms (atmospheric, land, marine) in the water cycle, with a score of 97.3
- ☐ CLO 3: Interact with ocean/land environment to identify water resources, with a score of 98.3

HWST 231 Hula IV: Hu'elepo

Based on the averaged scores, all of the artifacts met expectations.

Based on the CLO scores averaged, all of the CLOs fell within the expected range of 80-100%:

- CLO 1: Communicate an understanding of hula as a sacred process for personal and community leadership, with a score of 93.25
- CLO 2: Participate in the demonstration of hula for community wellbeing, with a score of 90.33
- CLO 3: Analyze through reflection the role hula has in personal and community leadership, with a score of 90.41

Out of the ten courses assessed in the Spring 15 semester, four of the courses met expectations, scoring within the Acceptable and Proficient range. The six courses that did not fall within the expected range are not considered failures. There were many points brought up in the discussions between assessment teams that suggested ways of strengthening the assessment process for the future, how to better design the rubrics, how to better align the rubrics with the artifacts and the CLOs, how it would be easier to focus on one or two CLOs rather than all of them, etc. The entire assessment process has allowed our program to reflect on our current CLOs and how we could strengthen them to make them more succinct, measurable, and appropriate for future implementation in our courses and for assessment.

The assessments conducted by our Program demonstrated the students achievements of our Program Learning Outcomes, of Kāhoeuli, making and articulating personal connections with communities and/or environments, of Kā'iewe, expressing a sense of place in a Hawaiian Cultural context, of Kā'imo'o, applying the Hawaiian value of sustainability to Hawai'i's cultural and/or natural resources, and/or of Kā'ikoi, communicating in Hawaiian language. The assignments required the students to interact with and connect to their surrounding environments and communities through a Hawaiian Culture lens and to use this lens in their own interpretations of their environments and place in this world. Based on Hawaiian cultural values, the students were able to demonstrate the intimate connections of the water cycle and our islands resources in the sustainable practices of Hawaiian farming and fishing traditions. The assignments also required the students to engage with, and/or communicate in Hawaiian language. We feel that achievement of our Program Learning Outcomes are amply demonstrated through these assessment results.

The results demonstrate our commitment to honestly evaluate our efforts and effectiveness in order to better support the College's Mission of "E 'Imi Pono," seeking to better ourselves and grow in our facilitation of student learning of our Hawai'i Island culture.

Though the results may have been below what was expected, that the assessment of 10 courses was completed, with insight on how to better our Program, CLOs, and the assessment process for future assessment, we consider it a success.

F) Other Comments

Based on the feedback from the assessment teams, there were some challenges with how the assessment was of every CLO listed for each course, and that the assessment artifact did not necessarily align with all of the CLOs. There were also challenges with CLOs that were not clear or measurable, or read like course topics. Other comments made questioned the efficiency and design of the assessment rubrics.

Include any additional information that will help clarify the assessment results. Include comparisons to any applicable College or Program standards, or to any national standards from industry, professional organizations, or accrediting associations. Include, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special studies, or other assessment instruments used.

G) Next Steps

Based on the Program's overall AY 2014-15 assessment results, describe the Program's intended next steps to enhance instruction in order to improve student learning. Instructional changes may include, for example, revision to curriculum, teaching methods, learning outcome statements, student support, and other options. Please note here if proposed changes will involve Program and/or Course modifications requiring approval.

Based on the Program's overall assessment results, the intended next steps are to reevaluate and restructure the CLOs to make them more succinct, measurable, and appropriate. In Spring 2015, all of the CLOs for every course were assessed. In the future, the assessment would focus on a specific CLO, more easily addressed with a single assessment artifact. The rubric will also be revised and simplified, utilizing a scale of 1 to 4, eliminating a neutral ground. The courses assessed in Spring 2015 will be reevaluated and reassessed in Spring 2016.

Part VII. Cost Per SSH

Please provide the following values used to determine the total fund amount and the cost per SSH for your program:

General Funds	= \$ Not available
Federal Funds	= \$ Not available
Other Funds	= \$ Not available
Tuition and Fees	= \$ Not available

Not calculated in the Program Quantitative Indicators.

Part VIII. External Data

If your program utilizes external licensures, enter:

Number sitting for an exam ____n/a____

Number passed ____ n/a____

[If your program does not utilize external licensures, skip Part IX.]