HAWAI'I COMMUNITY COLLEGE
PROGRAM ANNUAL REVIEW REPORT

CULINARY-East Hawai'i

Date April 6, 2017

Review Period
July 1, 2015 to June 30, 2016

Initiator: Robert Yamane
Writer(s): Brian Hirata

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 and Institutional 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/files/program-unit-review/

Please remember that this review should be written in a professional manner. Mahalo.

PROGRAM DESCRIPTION

Describe the Program	
Provide the short description as listed in the current catalog.	This program is designed to provide for entry level employment in hotels, full service restaurants, fast food restaurants, institutions (schools, hospitals, corrections, etc.) and private clubs. Accredited by the American Culinary Federation since July 2005.
Provide and discuss the program's mission (or goals and objectives if no program mission statement is available).	Program offers a Certificate of Completion (CO), Certificate of Achievement (CA), and an Associate of Applied Science (AAS) degree. The East Hawaii program is accredited by the American Culinary Federation. The Hawaii Community College Culinary Program serves the general public, and provides training and education for culinary students about to enter into the culinary field. This program began in 1952.

Comprehensive Review information: <mark>Required for ARPD Web Submission</mark>

Provide the year and URL for the location of this program's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	2015
URL	Culinary Arts - CULN EH http://hawaii.hawaii.edu/files/program-unit-review/docs/2015_culn-eh_comprehensive_program_review.pdf
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 in this review.	From our previous Comprehensive Review, we are progressing towards an emphasis on "Farm to Table", sustainability, and a focus on healthier food options and cooking techniques. A slight drop in enrollment was shown, but program maintains healthy indicators. Very old culinary facility continues to be a challenge for faculty, staff, and students. The new Palamanui campus has opened in West Hawaii this past fall. Our East Hawaii program is currently running with only one full time faculty. The program currently requires 68 credits for an Associate of Applied Science degree with 16 core culinary courses being offered.

QUANTITATIVE INDICATORS

ARPD Data
<mark>Please attach a copy of the program's ARPD data tables and submit with the Program Review document.</mark>
   a) **If you will be submitting the Program Review document in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.**
   OR
   b) **If you will be submitting the Program Review document in digital form, attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right side, just above the data tables.**

Program data can be found on the ARPD website: http://www.hawaii.edu/offices/cc/arpd/

ANALYSIS OF THE PROGRAM's DATA
ARPD data tables:
http://www.web2pdfconvert.com/engine.aspx?curl=https%3A%2F%2Fwww.hawaii.edu%2Foffices%2Fcc%2Farpd%2Fquantitativeindicators_pdf.php%3Fcollege%3DHAW%26year%3D2016%26program%3D9%26pdfmode%3Dtrue&outputmode=service&disposition=inline

Analyze the program's ARPD data for the review period.	
Describe, discuss, and provide context for the data, including the program's health scores in the following categories:	
Demand	Our demand indicator is Healthy for program year 15-16. For New & Replacement Positions (County Prorated) we saw an increase to 66 positions compared to 57 positions in the previous year. Number of Majors dropped down from 103 the previous year to 82 this past year. This drop could be due to the very low enrollment of the West Hawaii program this past year. The data collected merges the two programs into one ARPD. Our campus tabulated East Hawaii data shows that we have remained steady in our enrolled majors from the previous year and does not reflect the 20% drop in majors from the ARPD data.
Efficiency	We saw no significant change in Fill Rate this past year vs. the previous year. Once again, I believe West Hawaii's low enrollment this past year is combined with East Hawaii's data. I believe our Majors to FTE BOR Appointed Faculty may be incorrect. From

	the previous year, East Hawaii went from two full time faculty to one full time faculty while maintaining a similar number of majors. Efficiency indicators are Cautionary.
Effectiveness	There was a 1.5% drop in Persistence from Fall to Spring semester. There were many unforeseen outside factors that may have attributed to this slight drop. Factors ranged from mental health issues, students having to work full time, to financial difficulties with tuition. We also saw an increase of 35.7% in Degrees Awarded from the previous year. Other certificates increased by 51.6%. Effectiveness Indicators are Healthy.
Overall Health	The Culinary Program has seen a slight drop in total enrollment (East and West Hawaii) over the past two years. East Hawaii has maintained a steady enrollment, but West Hawaii enrollment has been very low. Separation of campus data would provide a better picture of the two programs and we would also be able to analyze the data more thoughtfully and accurately. Another factor could potentially be due to the increase in demand for entry level culinary positions with the upturn in our economy. Program still maintains a Healthy rating.
Distance Education	N/A
Perkins Core Indicators (if applicable)	1P1 Technical Skills Attainment (Not Met). There was a large percentage of males who did not complete the program versus the female population (64.5% vs. 93.3% respectively). I will need to research this phenomenon and identify possible areas for concern. Historically, the Culinary Program has experienced a relatively high non-completion rate. This could be due to students not having a realistic ideal of the culinary trade. Many of them are not prepared for the rigor and discipline to be successful in this very demanding profession. The Food Network, combined with other food shows and media over glamorize the industry, and does not give a real picture on what is required in order to excel in this industry. 3P1 Student Retention or Transfer (Not Met). Program missed the goal by 3.14%. Data shows a large number of Native Hawaiian or Pacific Islander

	populations not completing the program (52.6%). Census data has shown that our East Hawaii campus draws upon the lowest social economic status students in the entire state. A large portion of this population is Native Hawaiian or Pacific Islander. A lack of financial resources for this group forces them to prematurely enter the workforce before attaining an secondary education. All other ethnic populations exceeded Perkins goal. The Culinary Program is viewed by most students as a terminal degree which might also contribute to the low transfer rate. 4P1 Student Placement (Not Met). I believe this number to be inaccurate. I collected data and research from 2015-16 cohort and found that out of 13 graduates, 10 of our East Hawaii graduates are working within the industry.
Performance Funding Indicators (if applicable)	There were 25 degrees or certificates awarded for the program year 2015-2016. Two native Hawaiian students achieved a degree and certificate with 36 Pell recipients. Three students transferred to UH for a 4-year degree for this period.
Describe any trends, and any internal and/or external factors that are relevant to understanding the program's data.	College enrollment has dropped over the last few years. Upturn in the economy is influencing enrollment rates by the increase in entry jobs available. The Culinary Program still maintains a Healthy rating with no significant drop in Fill Rate. Merging of West Hawaii data with East Hawaii data makes it difficult to accurately assess program data. Despite a slight drop in enrollment, we increased our degrees and certificates from the previous year. We might need to consider creating an entrance course such as the new QM120 (Quantitative Methods and Reasoning) for entry into the culinary program. This potentially will increase the persistence from Fall to Spring semester by preparing the students for the rigor of the program and also give them the necessary skills to be successful.
Discuss other strengths and challenges of the program that are relevant to understanding the program's data.	Our college has an open enrollment policy. Our student body consists of a broad range of student skill levels and college preparedness. One of the major challenges is to tailor a curriculum that suits and works for a wide range of skill levels and also the differences of student readiness for the rigor of college. Our culinary accrediting body is the ACF (American Culinary Federation). Being accredited by the ACF; we are bound to complete 360 competencies within our 2 year program. I feel this level of competencies is designed more

| | for a 3 or 4 year culinary program. The break down by week means that we need to cover at least 5.6 competencies per week or 1.12 competencies per day. This speed of skills attainment is proving to be a challenge for the students and the outcome I've found through assessment is that students have a hard time retaining the information because it is being delivered at an immense rate. There is practically no time to revisit complex topics or have enough repetition on difficult practical skills.

As a state run facility, our financial challenge is that we don't have access to the type of facilities and resources that our private culinary program counter parts have. Our program must rely on state allocations which vary year to year. A comparison of our college's tuition vs. the CIA (Culinary Institute of America) which has a yearly tuition cost of $28,240 vs. our tuition which will range from $3,024-$4,536 per year depending on credit load and semester. This large gap in tuition translates to only a fraction of monies required to run a program of this size. We try to compensate for this financial shortcoming by generating revenue for the program. So far we have been successful in taking this approach, but I can foresee with new technologies being developed and the constant increase in the price of raw goods, we might not be able to compensate for this lack of funds in the near future. An increase in funds allocated will translate to a better quality of education and professional readiness for our students.

The biggest positive in our program is that we are very practicum orientated. Our students have a large portion of their curriculum in our kitchen labs which translates to higher skills attainment. Students have easy access to culinary instruction and get more than the prescribed amount of contact hours with the instructors during their two years within the program. |
| | |

Analyze the program's IRO data for the year under review.
Discuss how data/analysis provided by the Institutional Research Office has been used for program improvement. (For example, how results from CCSSE or IRO research requests have impacted program development.)

Describe, discuss, and provide context for the data.	N/A

Discuss changes made as a result of the IRO data.	N/A

Report and discuss all major/meaningful actions and activities that occurred in the program during the review period. For example:	
Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing	Removed pre-requisite and co-requisite from CULN. 150 through Fast Track. This freed up the schedule for East Hawaii and West Hawaii to offer this course in different semesters. Removed CULN. 170 co-requisites to give freedom in both East Hawaii and West Hawaii schedules. Replaced QM120H for Math 50H or 100 or above, delete Math 120 as a prerequisite. Creation of new QM 97 supplemental course to help facilitate learning in new QM120H course. Changed CULN120 by adding QM120 and taking out CULN 170 for co-requisite.
New certificates/degrees	None
Personnel and position additions and/or losses.	Lost Cafeteria Manager (retirement) but filled with casual hire until recruitment can begin. One full time faculty was reassigned
Other major/meaningful activities, including responses to previous CERC feedback.	Summary of CERC comments: Overall, generally well done. The review provided good detailed discussions of its successes and of most of its core activities, although it's difficult to distinguish the Hilo program from the West Hawai'i program in this report. However, the review needed to provide better consideration of the program's challenges and a much stronger and detailed action plan to address those challenges. Also, the review lacked any discussion of the program's overall assessment data for the 3-year period, which seriously weakens the report.

	Response: The program is hopeful that we will eventually be fully staffed and able to perform all the job duties mentioned above to a higher degree. Being a program that is one of the largest within the campus compounded with having a large credit load with only one full time faculty, two lecturers, and one APT has been a large challenge. The program is currently in the process of assessing the courses that need to be assessed while concurrently making improvements to the courses and program to better serve our student population.

Describe, analyze, and celebrate the program's successes and accomplishments. (For example, *more students were retained/graduated* **OR** *the program successfully integrated new strategies/technologies***.)**	

Discuss what the program has been doing well. Are there areas that needs to be maintained and strengthened?
 	
Please provide evidence if applicable (ex: program data reports, relevant URL links, etc.).
	Culinary program furthered our commitment and emphasis on "Farm to Table" and sustainable practices with continued collaboration with the Agricultural program. These changes can be seen directly on the menus of the cafeteria, café, and gourmet outlets of the Culinary program. These changes align with 2 Action Strategies:
	
	1) HI2 Action Strategy 2: Advance innovation and entrepreneurship within UH and the community. Tactics: Strengthen existing partnerships and form new ones to enhance high quality job creation on Hawai'i Island by enhancing meaningful collaborations with state agencies, incubators and accelerators, national and international agencies, and collaborators.
	
	2) HI2 Action Strategy 3 Continue to support programs that suit Hawai'i Island's location and environment as well as address critical gaps.
	    • Health and wellness
	    • Sustainable agriculture
	
	In the program review timeframe, our Combi-oven was in the process of being installed. Integration of new and modern technology to specific courses will be implemented

	once the equipment is installed.

Describe, analyze, and discuss any challenges and/or obstacles the program has faced.	
Identify and discuss the program's challenges/obstacles.	Program running with only one full time faculty since April 2016. We are also short one lecturer for lab components in the first and second semesters. Eighty-nine day casual hire filling in for full time Cafeteria manager's position. Program is running on bare-minimum staff while still maintaining a high level of education for the students. A major challenge is the very old culinary facility. Major breakdowns in equipment or facilities occur on a weekly basis. Break downs in old equipment range from broken ovens, mixers, steamer, refers, and freezers. The facilities challenges ranged from clogged sinks (due to old clogged piping), leaky faucets, leaky water pipes, malfunctioning electrical switches, and the ceiling has fallen down multiple times due to improper air conditioning drainage. Falling ceilings poses a very large safety issue. Another major area of concern is that the program is running on its last boiler for hot water. Other boilers in the facility cannot be repaired because the units are so old, they don't make the parts for it. If the last boiler breaks down, the program will be forced to shut down by Board of Health regulations. Total cost of last year's repairs for the program totaled $6,500. This amount does not include all the repairs done by the colleges Program Operating and Maintenance.

Discuss changes and actions taken to address those challenges, and any results of those actions.	Once full time culinary faculty (currently reassigned) is restored, this will assist with the work load. Lecturer for lab component has been found and is in the process of being hired. Culinary program will work with Vice-Chancellor for Administrative Affairs on options and solutions for major repairs on facility. Program coordinator will continue to write for grants to update program with modern and current cooking equipment.
Discuss what still needs to be done in order to successfully meet and overcome these challenges.	A large amount of monies need to be acquired in order to update equipment and facility to proper working order.

PROGRAM ACTION PLAN

Discuss the program's prior year's (AY14-15) action plan and results.	
Describe the program's action plan from the prior review period and discuss how it was implemented in AY15-16.	1. Newly acquired used equipment from West Hawaii Culinary Program allowed expansion of lab assignments in CULN. 150, 220, 240, and 252. 2. Maintain a high enrollment in the program to compensate for the high demand for professional cooks needed in the industry.

Discuss the results of the action plan and the program's success in achieving its goals.	1. Program successfully integrated new and current topics for specified courses. New lab assignments are reflected in specific course agendas and/or menus. 2. The Culinary Program has maintained a steady enrollment from previous years. Multiple public and community events combined with DOE relationships have proven to be a successful way to reach new students.
Discuss any challenges the program had in implementing that action plan or achieving its goals.	1. Logistics to transport, store, and install equipment proved to be a challenge. Program Operation and Maintenance greatly assisted with manpower, by providing moving, transporting, storage, and installation of equipment. Division chair lead the coordination of the logistics and completion of this large project.

- Did the program review its website during AY15-16? Please check the box below that applies.

☐ Reviewed website, no changes needed.

☐ Reviewed website and submitted change request to webmaster on _____(date)_____.

X   Reviewed website and will submit change request to webmaster.

> Please note that requests for revisions to program websites must be submitted directly to the College's webmaster at
> http://hawaii.hawaii.edu/web-developer

Discuss the program's overall action plan for AY16-17, based on analysis of the Program's data and the overall results of course assessments of student learning outcomes conducted during the AY15-16 review period.	Benchmarks and Timelines for implementation and achievement of goals.
Action Goal 1: (this is a 1 yr goal) Implement Combination Cooker into multiple Culinary courses.	**Benchmarks/Timelines:** Integration into Culinary courses 120, and 130 by the end of Fall 2016.

	Integration into Culinary course 220 by the end of Spring 2017.

How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?

This goal will support PLO8 "Demonstrate skills necessary for acquiring a job in the culinary field".

Knowledge and use of modern equipment will help keep students current with professional cooking trends and will assist them in finding technical jobs in the culinary field. Integration of new and modern equipment will enable the students to stay up to date with current cooking trends.

Action Goal 2:	**Benchmarks/Timelines:**
Plan to integrate healthier menu options in the Café.	Full implementation by the end of Fall 2016

How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?

This goal will support PLO10 "Apply nutritional concerns to the creation of menus".

Students will be utilizing healthy ingredients sourced from the Agriculture program and be responsible for creating weekly "Ag Salad Specials" for the Cafe where produce and vegetable cookery will be the main focus.

This will be reinforced through further collaboration between Culinary and the Agriculture program. This goal will be tied into the CULN. 130 Intermediate Cookery curriculum.

Action Goal 3:	**Benchmarks/Timelines:**
	Full implementation by

New sustainable topics with be added to CULN. 270 "Food and Beverage Cost Control".	the end of Fall 2016

How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?

This goal will support PLO9 "Integrate their knowledge of Hawaii's culture and food into cuisine".

Sustainable topics that will be integrated into CULN. 270 will help students have a better understanding of our current national food crisis, the outcome of large industrialization of food in America, and the ecological demise of these decisions. The goal is to educate the students to be able to make sound ethical decisions in life that do not negatively affect our community and our culture.
Once again, collaboration with the Agriculture program will be used to cover topics such as: Sustainably produced, Food Industrialization, Food Security, Carbon Footprint, and Sustainable Ecosystems. These topics will be covered in both lecture and lab components of this course.

RESOURCE IMPLICATIONS

> *NOTE: General budget asks are included in the 3-year Comprehensive Review. Budget asks for the following categories only may be included in the Annual review: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations.*

Please provide a brief statement about any implications of or challenges with the program's current operating resources.

This is the operating cost for the East Hawaii Culinary program for AY2015-16.

$286,614.90 - HA1136042 General Fund (GF), includes permanent and lecturer payroll

$13,116.13 - HA2229742 Tuition and Fees Special Fund (TFSF), includes casual payroll
$8,948.47 - HA2229742 Tuition and Fees Special Fund (TFSF), includes "B" operating expenses

$3,708.47 - HA2244652 Special Fund (SF), includes casual payroll
$135,046.30 - HA2244652 Special Fund (SF), includes operating and resale expenses
$140,454.90 - HA2244652 Special Fund (SF), total revenue including interest

For budget asks in the allowed categories (see above):	
Describe the needed item(s) in detail.	1) Addition of a new boiler for facilities hot water capabilities. Currently, the program is running on its last boiler. Other broken boilers in facility were deemed "unrepairable" due to age of boilers and the unavailability of parts. Loss of the last working boiler will result in the "shut down" of the facility by Board of Health standards. 2) Falling ceiling in the cafeteria possess a serious hazard to people using the building as well as contamination of food product. 3) Broken bar stools and booths in the Café restaurant. This possesses a health and safety issue for all who dine in this restaurant. One of the students even fell backwards when a barstool broke. Dinners that support our students have a difficult time in the booth seating and there are many cases when they have almost fallen off the chairs as many of them are broken and not fastened properly.
Include estimated cost(s) and timeline(s) for procurement.	The program will probably need to hire a contractor for an estimate. Other potential options will be to work with the Carpentry Program, VCAA, and POM to come up with more

	frugal solutions.
Explain how the item(s) aligns with one or more of the strategic initiatives of 2015-2021 Strategic Directions.	These budget ask aligns with: 21st Century Facilities (21CF) - Modern Teaching and Learning Environments Goal: Eliminate the university's deferred maintenance backlog and modernize facilities and campus environments to be safe, sustainable, and supportive of modern practices in teaching, learning, and research. 21CF Action Strategy 1: Adopt model policies and practices for development and management of UH buildings and campuses. Tactics - Support and work with UH System to advocate for Hawaiʻi CC and Hawaiʻi CC-Pālamanui facility needs. - Seek external opportunities and grants that will provide new construction and renovation funding, i.e., Title III Renovation Grants 21CF Action Strategy 3: Provide safe, healthy, and discrimination-free environments for teaching, learning, and scholarship for students, employees, and visitors. Tactics - Update system-wide and campus policies and guidelines to ensure compliance and promote safety and security. - Participate in the Modern Facilities Task Force.

http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf

LEARNING OUTCOMES ASSESSMENT

For all parts of this section, please provide information based on CLO (course learning outcomes) assessments conducted in AY 2015-16, and information on the aligned (PLOs) program learning outcomes assessed through those course assessments.

If applicable, please also include information about any PLO assessment projects voluntarily conducted by the program's faculty/staff.

Evidence of Industry Validation and Participation in Assessment (<mark>for CTE programs only</mark>)
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). <mark>**Please attach copy of industry validation for the year under review and submit with the document.**</mark>

American Culinary Federation
Education Foundation
Programmatic Accreditation by ACFEF Accrediting Commission

January 13, 2015

Hawaii Community College Hilo Campus
200 W Kawili St
Hilo, HI 96720-4075

Attn: Culinary Arts Department

Dear Sir or Madam,

Congratulations! The American Culinary Federation Education Foundation's (ACFEF) Accrediting Commission recently met and approved your request for Renewal accreditation. The Commission has given a **Grant of Accreditation** beginning 06/30/2014 not to exceed beyond **6/30/2019,** for the following program:

Culinary Arts Associate of Applied Science

Your certificate is enclosed. We hope you display it with pride.

As part of the continual monitoring of your program by the Accrediting Commission, you will have an **Annual Report due to the ACF national office by 11/14/2015.** An electronic template will be sent to you with additional information at least three months prior to your Annual Report due date.

For your announcements and/or publications, it is important that whoever reads your publications understands that the accreditation is programmatic and that your program is accredited by the Accrediting Commission. Please ensure that the wording specifies that your program is "accredited by the Accrediting Commission of the American Culinary Federation Education Foundation" or "accredited by the American Culinary Federation Education Foundation's Accrediting Commission".

Should you have any questions, please do not hesitate to contact the accreditation department, at 800-624-9458.

Best wishes for continued success during your upcoming academic year.

Congratulations,

Christopher A. Koetke, CEC, CCE, MBA, HAAC
Chair, ACFEF Accrediting Commission

cc: file

180 Center Place Way ⋆ St. Augustine, Florida 32095
(800) 624.9458 ⋆ Fax: (904) 825.4758 ⋆ acf@acfchefs.net ⋆ www.acfchefs.org

Courses Assessed   **The program did not conduct any assessments in AY2015-16.**

- List all program courses assessed during AY 2015-16, including those courses for which a follow-up "Closing the Loop" assessment was implemented during the review year.

*

Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO# & text)	CLO-to-PLO alignment (aligned PLO# & text)
No courses assessed in AY2015-16.			
"Closing the Loop" Assessments Alpha, No., & Title	**Semester assessed**	**CLOs assessed (CLO# & text)**	**CLO-to-PLO alignment (aligned PLO# & text)**

Assessment Strategies

For each course assessed in AY 2015-16 listed above, provide a brief description of the assessment strategy, including:	
a description of the type of <u>student work or activity assessed</u> (e.g., research paper, lab report, hula performance, etc.);	No courses assessed in AY2015-16.
a description of <u>who conducted the assessment</u> (e.g., the faculty member who taught the course, or a group of program faculty, or the program's advisory council members, etc.);	
a description of <u>how student artefacts were selected for assessment</u> (did the assessment include summative student work from all students in the course or section, <u>OR</u> were student works selected based on a representative sample of students in each section of the course?);	
a brief discussion of the <u>assessment rubric/scoring guide</u> that identifies	

criteria/categories and standards.	

Expected Levels of Achievement

- For each course assessed in AY 2015-16, indicate the benchmark goal for student success for each CLO assessed.
  - example 1: "85% of students will Meet Standard or Exceed Standard for CLO#1";
  - example 2: "80% of students will attain Competency or Mastery of CLO#4."

Assessed Course Alpha, No., & Title	Benchmark Goal for Student Success for Each CLO Assessed
No courses assessed in AY2015-16.	

Results of Course Assessments

For each course assessed in AY 2015-16:	
provide a <u>description of the summative assessment</u> <u>results</u> in terms of students' attainment of the CLOs and aligned PLOs.	No courses assessed in AY2015-16.

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Other Comments

Include any additional information that will help clarify the program's course assessment results.	
Include comparisons to any applicable College or related UH-System 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 that are not discussed elsewhere in this report.	

Next Steps – Assessment Action Plan

Describe the program's intended next steps to improve student learning, based on the program's overall AY 2015-16 assessment results. Include any specific strategies, tactics, activities, or plans for instructional change, revisions to assessment practices, and/or increased student support.	
Instructional changes may	**The program is making adjustments to come into**

include, for example, revisions to curriculum, teaching methods, course syllabi, course outlines of record (CORs), and other curricular elements.	**compliance to our 5 year assessment plan.** **We also are engaged in reviewing prerequisites, and cleaning up sequencing for better assessment and student success.**
Proposals for program modifications may include, for example, re-sequencing courses across semesters, or re-distribution of teaching resources, etc.	
Revisions to assessment strategies or practices may include, for example, revisions to learning outcome statements (CLOs and/or PLOs), department or course assessment rubrics (criteria and/or standards), development of multi-section/course summative assignments or exams, etc.	
Student support and outreach initiatives may include, for example, wrap-around student services, targeted tutoring and/or mentoring, etc.	

Part VI. 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   = $_____
Federal Funds   = $_____
Other Funds   = $_____
Tuition and Fees   = $_____

Part VII. External Data

If your program utilizes external licensures, enter:

Number sitting for an exam   _____
Number passed   _____