HAWAI'I COMMUNITY COLLEGE
PROGRAM ANNUAL REVIEW REPORT

Hospitality and Tourism (HOST)

June 1, 2017

Review Period
July 1, 2015 to June 30, 2016

Initiator: Robert Yamane
Writer(s): Robert Yamane

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.	The Hospitality and Tourism program is designed to provide job training for entry-level and first line supervisory level positions in the hospitality/visitor industry. Offering educational training in the field of hospitality/visitor industry will ensure a skilled pool of workers is continuously available to meet the industry's employment demand on the Island of Hawai'i. Additionally, making a career path possible to local workers strengthens the human assets of our community. The program was established to: •Meet the growing needs of the hotels and related hospitality/ visitor organizations by training existing and future employees in basic skills needed to obtain entry-level and supervisory positions. •Provide job upgrading skills necessary for career advancement in the hospitality/visitor industry. •Develop skills in verbal and written communication. •Develop skills in distance learning that will promote life long learning.
Provide and discuss the program's mission (or goals and objectives if no program mission statement is available).	The mission is to make a difference in student learning by: a) providing an appropriate mix of industry application and theory to ensure meaningful career opportunities upon graduation; and b) producing hospitable global citizens who mesh with the needs of industry and are able to communicate effectively, implement rational decisions, think critically, demonstrate professional competencies, and continue learning. Goal 1: Increase student retention and success of students. Goal II: Develop a comprehensive recruitment and retention strategy. Goal III: Establish a comprehensive student learning outcomes assessment plan. Goal IV: Improve the image of the HOST program.

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	http://hawaii.hawaii.edu/files/program-unit-review/2015.php
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.	The one and only Host faculty retired in spring 2016 and the new replacement faculty will start on August 1, 2017. In the 2016-2017 year the program courses were taught by lecturers. Without a program faculty to assist, this program review is being completed by the Host division chair based on the information that is available to him. The last Comprehensive Program Review was done in 2015. Since then the program made the following curriculum changes: Deleted Host 193V, modified Host 293V, and reduced total credits for AAS degree from 66 to 63 credits. In spring 2017, a proposal was submitted (effective fall 2018) to reduce total credits to 60.

QUANTITATIVE INDICATORS

ARPD Data

   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

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	The Demand Health Call is Unhealthy. The number of new and replacement position for the County of Hawaii is only 7 while the number of majors is 35. To be healthy the number of jobs would have to be 70 or the number of majors would have to drop to 3.5. Perhaps a new CIP code should be used to reflect the type of jobs most students receive. The CIP code is 52.0901--Hospitality Administration/Management, General. **Definition:** A program that prepares individuals to serve as general managers and directors of hospitality operations on a system-wide basis, including both travel arrangements and promotion and the provision of traveler facilities. Includes instruction in principles of operations in the travel and tourism, hotel and lodging facilities, food services, and recreation facilities industries; hospitality marketing strategies; hospitality planning; management and coordination of franchise and unit operations; business management; accounting and financial management; hospitality transportation and logistics; and hospitality industry policies and regulations. Most graduates receive entry level positions and not administration/management positions until they receive more experience and are promoted within the hotel/resort. Also, most hotels/resorts want individuals with bachelor degrees for management positions.

Efficiency	The Efficiency Health Call is <u>Cautionary</u>. The fill rate is 36% (Unhealthy) and the Student/Faculty Ratio is 34.5 (Healthy). The fill rate would have to reach 75% in order to be Healthy. The number of majors would need to increase almost twofold to be Healthy. However, the Student/Faculty Ratio would probably be Unhealthy unless another faculty is hired.
Effectiveness	The Effectiveness Health Call is <u>Healthy</u>. The Persistence Fall to Spring was 67.6% (Cautionary). From the previous year, the unduplicated number of degrees and certificates awarded increased from 8 to 14 (75%).
Overall Health	The overall program health is <u>Cautionary</u>. The main culprit is the Demand Health, but the program Efficiency could be improved to help raise the overall program health to Healthy.
Distance Education	N/A since none of the Host classes are taught online. However, with a new program faculty that has online teaching experience this may change. In fall 2017, Host 154 will be taught online.
Perkins Core Indicators (if applicable)	2P1 Completion and 4P1 Student Placement were Not Met.
Performance Funding Indicators (if applicable)	29 1P1 Technical Skills Attainment 91.00 100.00 Met 30 2P1 Completion 50.30 31.25 Not Met 31 3P1 Student Retention or Transfer 76.72 79.41 Met 32 4P1 Student Placement 69.00 50.00 Not Met 33 5P1 Nontraditional Participation N/A N/A N/A 34 5P2 Nontraditional Completion N/A N/A N/A
Describe any trends, and any internal and/or external factors that are relevant to understanding the program's data.	The one and only Host faculty retired in spring 2016 and the new replacement faculty will start on August 1, 2017. In the 2016-2017 year the program courses were taught by lecturers. Without a program faculty to assist, this program review is being completed by the Host division chair based on the information that is available to him. The program's data indicates that program demand has diminished and conversations with industry partners indicates that they are looking for students with bachelor degrees for management positions. Also, Hawaii Island tourism is growing in many different areas and new businesses are being formed to meet the growing interests and needs of the changing customer base. There seems to a need for other types of job skill sets. The Hospitality and Tourism programs needs to change in a different direction. It is a conversation with the new faculty and members of the community that

	will need to take place as quickly as possible. Perhaps an island wide survey may be needed after meeting with the advisory council or community/tourism representatives.
Discuss other strengths and challenges of the program that are relevant to understanding the program's data.	The obvious strength of the program is the hotel industry resources available in WH. Also, there are two lecturers that have experience in 1) the traditional travel industry management field; and 2) interpretation (tour guide) certification. A challenge is that most of the hotels/resorts are located in West Hawaii, but most of the student interest/demands seems to be in East Hawaii. The reason for the lack of interest in WH is probably due to the strong employment opportunities there compared to EH. Since many of the students are working part time and the commute may be difficult perhaps offering more online classes (rather than VidCon) is a strategy looking into. This might be especially appealing to students interested in attaining a bachelor's degree in Business Administration or Travel Industry Management. Although an AA degree with Business Emphasis already exists, articulation with UHH or UHWO is probably worth looking into.

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.	Unaware of how data was used to improve program.
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	Deleted Host 193V, modified Host 293V, and reduced total credits for AAS degree from 66 to 63 credits. In spring 2017, a proposal was submitted (effective fall 2018) to reduce total credits to 60. The Host PCC is working on system-wide articulation and agreeing on common course alpha/numbering, course title, etc.
New certificates/degrees	None
Personnel and position additions and/or losses.	One and only Host faculty retired in spring 2016. New faculty will start on August 1, 2017.
Other major/meaningful activities, including responses to previous CERC feedback.	Not aware of any response by faculty from previous CERC feedback.

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.).	The programs needs to be revamped.

Describe, analyze, and discuss any challenges and/or obstacles the program has faced.	
Identify and discuss the program's challenges/obstacles.	As mentioned previously, a challenge is that most of the hotels/resorts are located in West Hawaii, but most of the student interest/demands seems to be in East Hawaii. The reason for the lack of interest in WH is probably due to the strong employment opportunities there compared to EH.
Discuss changes and actions taken to address those challenges, and any results of those actions.	None at this time, but a new faculty has been hired.
Discuss what still needs to be done in order to successfully meet and overcome these challenges.	The Hospitality and Tourism programs needs to change in a different direction. It is a conversation with the new faculty and members of the community that will need to take place as quickly as possible. Perhaps an island wide survey may be needed after meeting with the advisory council or community/tourism representatives. Possible areas of interest could be agritourism, interpretation, b & b management, etc.

	Since many of the students are working part time and the commute may be difficult perhaps offering more online classes (rather than VidCon) is a strategy looking into. This might be especially appealing to students interested in attaining a bachelor's degree in Business Administration or Travel Industry Management. Although an AA degree with Business Emphasis already exists, articulation with UHH or UHWO is probably worth looking into.

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.	No clear action plan described in previous ARPD.
Discuss the results of the action plan and the program's success in achieving its goals.	N/A
Discuss any challenges the program had in implementing that action plan or achieving its goals.	N/A

- 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)_____.

☐ Reviewed website and will submit change request to webmaster.

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: The Hospitality and Tourism programs needs to change in a different direction. It is a conversation with the new faculty and members of the community that will need to take place as quickly as possible. Perhaps an island wide survey may be needed after meeting with the advisory council or community/tourism representatives.	**Benchmarks/Timelines:** Fall 2017
How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)? N/A since program changes may include a totally new degree and/or certificates. Curriculum changes would probably be needed included manner of delivery.	
Action Goal 2:	**Benchmarks/Timelines:**
How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?	

Action Goal 3:	**Benchmarks/Timelines:**

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

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.

The Host program faculty/lecturers incorporate numerous field trips into their program courses. Often field trips are coordinated between the EH and WH classes and other Host courses so the maximum number of students can benefit from the field trips without disruption to the other Host classes.

Faculty/lecturers are asked to save money by boarding the HawCC/UHH vans or asking students to bring their own cars and car pool. Sometimes carpooling is not ideal because of the location/distance from the campus. At times, depending on the semester and total enrollment,

the capacity of the UH vans are not adequate and rental or hiring of a commercial van/mini-bus is preferred. In times like these having an emergency fund to cover unexpected transportation costs could be helpful.

For budget asks in the allowed categories (see above):	
Describe the needed item(s) in detail.	Emergency fund to rent a 20-passenger mini-bus (with driver)—approximate cost $700-800 for one day.
Include estimated cost(s) and timeline(s) for procurement.	Would be included in Host budget as a reserve and returned at the end of the year if not needed/used.
Explain how the item(s) aligns with one or more of the strategic initiatives of 2015-2021 Strategic Directions.	

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 (for CTE programs only)
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). **Please attach copy of industry validation for the year under review and submit with the document.**

Courses Assessed

- 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)
Host 290-Hospitality Management	Fall 2015	#1-4	Not done
"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.);	Role play segment—students assume various roles in scenarios designed to offer realistic exposure to hypothetical business situations.
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.);	David Ghio (lecturer who taught the course)
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?);	All student artifacts were selected.
a brief discussion of the <u>assessment rubric/scoring guide</u> that identifies	Performs assessed by: Comprehension of the scenario Adherence to recommended techniques

criteria/categories and standards.	Demonstration of expected learning outcomes
	Realism of role play performance
	Commentary and feedback from observation
	Equally weighted—one point each (total 5 points)

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
	All students will be expected to reach 3 points out of 5 possible points.

Results of Course Assessments

For each course assessed in AY 2015-16:	
provide a <u>description of the summative assessment</u> results in terms of students' attainment of the CLOs and aligned PLOs.	All four students attained the expected results of at least 3 points. The average score was 4.7—all had 5 points except for one with 3.5 points.

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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 include, for example, revisions to curriculum, teaching methods, course syllabi, course outlines of record (CORs), and other curricular elements.	Expansion of the role playing and case study segment Create realistic managerial situations both theoretical and from current events Discuss and debate practical solutions Demonstrate understanding of desired competencies.
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   _____

Hawaii Community College
2016 Instructional Annual Report of Program Data
Hospitality and Tourism

Part I: Program Quantitative Indicators

Overall Program Health: Cautionary

Majors Included: HOST   Program CIP: 52.0901

	Demand Indicators	Program Year			Demand Health Call
		13-14	14-15	15-16	
1	New & Replacement Positions (State)	70	76	75	
2	*New & Replacement Positions (County Prorated)	9	8	7	
3	*Number of Majors	40	39	35	
3a	Number of Majors Native Hawaiian	12	14	14	
3b	Fall Full-Time	71%	60%	56%	
3c	Fall Part-Time	29%	40%	44%	
3d	Fall Part-Time who are Full-Time in System	0%	0%	0%	
3e	Spring Full-Time	71%	55%	47%	Unhealthy
3f	Spring Part-Time	29%	45%	53%	
3g	Spring Part-Time who are Full-Time in System	0%	3%	3%	
4	SSH Program Majors in Program Classes	414	420	342	
5	SSH Non-Majors in Program Classes	36	132	90	
6	SSH in All Program Classes	450	552	432	
7	FTE Enrollment in Program Classes	15	18	14	
8	Total Number of Classes Taught	14	14	14	

	Efficiency Indicators	Program Year			Efficiency Health Call
		13-14	14-15	15-16	
9	Average Class Size	10.7	13.1	10.3	
10	*Fill Rate	39.4%	46%	36%	
11	FTE BOR Appointed Faculty	0	1	1	
12	*Majors to FTE BOR Appointed Faculty	0	39	34.5	
13	Majors to Analytic FTE Faculty	30.5	25.7	23.3	
13a	Analytic FTE Faculty	1.3	1.5	1.5	Cautionary
14	Overall Program Budget Allocation	$28,729	Not Reported	Not Yet Reported	
14a	General Funded Budget Allocation	$16,235	Not Reported	Not Yet Reported	
14b	Special/Federal Budget Allocation	$0	Not Reported	Not Yet Reported	
14c	Tuition and Fees	$12,494	Not Reported	Not Yet Reported	
15	Cost per SSH	$64	Not Reported	Not Yet Reported	
16	Number of Low-Enrolled (<10) Classes	5	6	6	

*Data element used in health call calculation

Last Updated: January 18, 2017

Effectiveness Indicators		Program Year			Effectiveness Health Call
		13-14	14-15	15-16	
17	Successful Completion (Equivalent C or Higher)	87%	81%	90%	
18	Withdrawals (Grade = W)	1	1	3	
19	*Persistence Fall to Spring	70%	78.9%	67.6%	
19a	Persistence Fall to Fall	51.4%	50%	51.6%	
20	*Unduplicated Degrees/Certificates Awarded	13	8	14	
20a	Degrees Awarded	10	5	5	Healthy
20b	Certificates of Achievement Awarded	3	1	8	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	6	2	11	
21	External Licensing Exams Passed	Not Reported	Not Reported	N/A	
22	Transfers to UH 4-yr	3	3	0	
22a	Transfers with credential from program	0	1	0	
22b	Transfers without credential from program	3	2	0	

Distance Education: Completely On-line Classes		Program Year			
		13-14	14-15	15-16	
23	Number of Distance Education Classes Taught	0	0	0	
24	Enrollments Distance Education Classes	N/A	N/A	N/A	
25	Fill Rate	N/A	N/A	N/A	
26	Successful Completion (Equivalent C or Higher)	N/A	N/A	N/A	
27	Withdrawals (Grade = W)	N/A	N/A	N/A	
28	Persistence (Fall to Spring Not Limited to Distance Education)	N/A	N/A	N/A	

Perkins IV Core Indicators 2014-2015		Goal	Actual	Met	
29	1P1 Technical Skills Attainment	91.00	100.00	Met	
30	2P1 Completion	50.30	31.25	Not Met	
31	3P1 Student Retention or Transfer	76.72	79.41	Met	
32	4P1 Student Placement	69.00	50.00	Not Met	
33	5P1 Nontraditional Participation	N/A	N/A	N/A	
34	5P2 Nontraditional Completion	N/A	N/A	N/A	

Performance Measures		Program Year			
		13-14	14-15	15-16	
35	Number of Degrees and Certificates	13	6	13	
36	Number of Degrees and Certificates Native Hawaiian	3	1	3	
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	
38	Number of Pell Recipients	25	28	22	
39	Number of Transfers to UH 4-yr	3	3	0	

*Data element used in health call calculation

Last Updated: January 18, 2017

Memorandum

Date: January 31, 2017

To: Joni Onishi, Initiator
                  James Lightner, Writer

From: College Effectiveness Review Committee (CERC)

Subject: Hospitality and Tourism (HOST) Program Comprehensive Review 2012-2015

The process of Program/Unit Review assures quality in all facets of our operations at Hawaiʻi Community College. It encompasses planning, assessment, and evaluation. Thank you for conducting and submitting the annual and comprehensive program review for the Hospitality and Tourism (HOST) Program. CERC would like to reinforce the fact that the review process is not an end unto itself but a part of a process that leads to a much greater end. It answers the questions:
- Did our program and services work to our expectations?
- Did we get the results we expected?
- How can we improve what we are doing?

The CERC reviewed your submission and provided comments and feedback, which are detailed below. These recommendations are intended as suggestions for improvement and should be considered in preparation for the next program review.

Part I: Analysis of Unit
Analysis of ARPD
- The program's analysis of its ARPD data would have been strengthened by more detailed evaluation of the full range of low indicator numbers in critical categories for the period under review.   A good discussion was provided of the low enrollment numbers (rise in employment in the local visitor industry), as well as industry-specific numbers that counter the limited County information listed in the Demand category. This section also provided a hopeful (creative) rationale for predicting that HOST will earn healthy ratings in all categories immediately upon opening of the Pālamanui campus.

Alignment with institutional Mission and ILOs
- Good description of how the program supports the mission, but only very general information offered for the program's role in providing students opportunities to achieve one of the ILOs, with no indication that the program has considered support for all ILOs.

Alignment with 2008-2015 Strategic Plan
- Writer did not follow the template instructions correctly in this section. The entire section references the initiatives in the current Strategic Directions plan, not the Strategic Plan in force during the period under review.
- Very poor description of program's support for the College's strategic initiatives in this section. Writer continually refers reader to other documents and other sections of this

report, but offers little comprehensive or concrete evidence of how the program was aligned in support of the Strategic Plan during the review period, or how it aligns with the new Strategic Directions initiatives.

Assessment Results
- Writer did not follow template instructions; this section is blank. Report completely lacks any program or course assessment data for the period under review, and lacks any analysis of assessment data of any kind.

CERC Comments and Feedback from Previous Review
- This section is very confusing and the text needs editing. It's difficult for the reader to make sense of what evidence the writer is providing for which previous CERC recommendation.
- Writer did not follow the template instructions.

Other Successes, Challenges/Barriers, Concerns and/or other Issues
- A table of data was provided, but no analysis of that data was offered in this section of the report.
- Again, the writer did not follow instructions.

Part II: Action Plan
Action plan for the Next Three Years
- No action plan was provided in this report; writer did not follow instructions.
- Instead, reader was referred to consult a recent annual report. This is not appropriate, as the section specifically directs the program to provide a 3-year action plan.
- Writer did not follow template, but did conclude the report with a lengthy musing about external and global economic factors that may affect the program in the future.

Alignment to HawCC Strategic Plan
- No information provided.

Part III: Budget Items
Budget Request for the Next Three Years
- Potential request for additional faculty not well supported in narrative.

Budget Alignment with HawCC Strategic Plan
- No evidence provided

Overall Recommendations/Comments on the Comprehensive Review:
- Program did not provide required information and/or analyses in a number of important sections of the report. The CERC recommends that the programs strive to provide complete and accurate information in all sections of future reports.
- The program should focus on conduction a comprehensive self-evaluation of its strengths, challenges, and productive growth capacity, and provide clear and thoughtful analysis based on that process in future reports.

- The program must provide assessment data and analysis, and must be more focused on developing actionable plans for improvements in student learning and teaching, and in outreach, enrollment, retention, and graduation.
- Program is to be commended for its strong outreach to industry and community and ongoing excellent community relations, the strong job and employability development of its students, and the potential for the program to grow now that it's housed in the new Pālamanui campus.

All Programs and Units are required to be at the sustainable continuous quality improvement level or Program/Unit Review and Planning, and the proficiency level for student learning and service unit outcomes. To be effective, student learning/unit outcomes assessment must contribute directly or indirectly to students' success. Moreover, assessment for improvement is most effective when it is embedded within the unit and the services it provides. It is through the process of ongoing assessment of unit service outcomes that you can improve the quality of your unit and demonstrate the level of quality to others. CERC recommends that this feedback is shared with all members of the unit.

If you have any questions, please contact Vice Chancellor for Academic Affairs, Joni Onishi, at x2514 or jonishi@hawaii.edu

cc: Rachel Solemsaas, Chancellor