HAWAI'I COMMUNITY COLLEGE
PROGRAM ANNUAL REVIEW REPORT

TEAM

Date: May 10, 2017

Review Period
July 1, 2015 to June 30, 2016

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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 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.	TEAM: Students learn to actively manage Hawaiʻi's native forest ecosystems, grow native plants, establish agroforestry operations, use Global Positioning Systems (GPS), and Geographic Information Systems (GIS). Internships give students on-the-job training with potential employers.
Provide and discuss the program's mission (or goals and objectives if no program mission statement is available).	n/a

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	2014
URL	http://hawaii.hawaii.edu/files/program-unit-review/docs/2014_team_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.	

QUANTITATIVE INDICATORS

ARPD Data
==**Please attach a copy of the program's ARPD data tables and submit with the Program Review document.**==
   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	Demand is considered unhealthy in large part to the low number (2) of jobs found in the County. The major is a multi-disciplinary field but only one CIP code can be used to predict placement of our students. We are placing nearly 100% of our graduates into relevant positions or transfers to 4-year programs so we feel the call is not accurate for the actual situation.
Efficiency	Efficiency is Cautionary. The fill rate for our course is low (40%) and needs to be improved.
Effectiveness	Effectiveness is Healthy. We have a strong fall-to-spring persistence rate (72%) and are increasing the number of unduplicated certificates and degrees awarded on an annual basis.
Overall Health	Overall health is Cautionary. This is largely due to the inaccurate job count as determined from the CIP code.

Distance Education	n/a. No distance education courses were offered.
Perkins Core Indicators (if applicable)	We met all our Perkins Core Indicators except Student Placement. According to the indicators 37.5% of our students were placed. This is because a large number (nearly 78%) were Retained or Transfers (3P1) and did not intend to enter the job market.
Performance Funding Indicators (if applicable)	n/a
Describe any trends, and any internal and/or external factors that are relevant to understanding the program's data.	Overall College enrollment has decreased, however, the number of TEAM majors has remained steady (increasing by 1 student from the previous year). Although there are few positions that show under the CIP code for the program, we have a nearly 100% placement rate of our graduates into related fields of work and/or transfer to a 4-year degree.
Discuss other strengths and challenges of the program that are relevant to understanding the program's data.	Students are enrolling as majors with very low preparation in mathematics. These students are more likely to withdraw from the major without a degree if they cannot achieve the mathematics standards required in the program. If they do persist, they may have many semesters of remedial mathematics before they reach the level of the program requirements.

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: Did not request data

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	n/a
New certificates/degrees	n/a
Personnel and position additions and/or losses.	n/a
Other major/meaningful activities, including responses to 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.).	We have a very robust working relationship with the agencies and employers in the field. We are regularly contacted by employers looking for summer interns and sometimes have to ask them to look elsewhere.

Describe, analyze, and discuss any challenges and/or obstacles the program has faced.	
Identify and discuss the program's challenges/obstacles.	The lack of an articulation agreement between Hawaii CC's TEAM program and any UHH majors is a major challenge for the program and obstacle for students looking to get more than a 2-year degree.
Discuss changes and actions taken to address those challenges, and any results of those actions.	TEAM faculty talk with UHH faculty about ways to make student transfer smoother for the students.
Discuss what still needs to be done in order to successfully meet and overcome these challenges.	Institutional support is needed in order to develop articulation agreements between TEAM and UHH.

PROGRAM ACTION PLAN

<table>
<tr><td colspan="2">Discuss the program's prior year's (AY14-15) action plan and results.</td></tr>
<tr>
<td>Describe the program's action plan from the prior review period and discuss how it was implemented in AY15-16.</td>
<td>The most important elements of the 2014-15 Action Plan for the TEAM Program were the following; 1) increase enrollment, 2) work with our advisory board to improve the program, 3) continue to update the software program computers and improve our field-based learning program with updated tools and methods, 4) finalize articulation agreement with UHH and modify curriculum in response to student and program needs and 5) assess PLOs and review courses to maintain quality instruction.

To meet action item 1, we visited high school and participated with career fairs aimed at local youth. We met with our advisory board in the Spring 2016 and based on that meeting wrote a grant to purchase a new van, The program computer lab was updated with software and geo-spatial and agricultural tools purchased to improve forest and farm training. As for item 4, articulation with program classes with UHH CAFNR courses was completed but further curriculum modifications and alignment is needed for students transferring into Geography and Environmental Studies majors. Informal PLO assessment for 2 courses took place during this time, however a formal assessment was not completed.</td>
</tr>
<tr>
<td>Discuss the results of the action plan and the program's success in achieving its goals.</td>
<td>Our action plan allowed us to improve the TEAM program functioning by letting high school students know about career opportunities in forestry and natural resource management and improving on classroom and field educational materials. Review learning outcomes at the end of each semester helps to improve delivery when it is taught again.</td>
</tr>
<tr>
<td>Discuss any challenges the program had in implementing that action plan or achieving its goals.</td>
<td>Despite outreach to the local high schools, enrolment is still low in program courses. Curriculum modification is needed to align program courses with UHH which takes a lot of time.   Program director was on sabbatical during half of this reporting period and managing the program was difficult.</td>
</tr>
</table>

- 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.

NOTE: The program does not have a website.

> *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.
1. Work with Administration to develop articulation agreements with UHH majors.	Benchmarks/Timelines: Continued discussions until articulation is complete
How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)? More students will be attracted to the program if they have the option of smooth transfer to a 4-year degree program. This will address all six PLO: - Apply basic ecosystem concepts to natural resource management. - Use an understanding of general scientific concepts in design of forestry systems. - Use knowledge of applicable laws and regulations to make decisions about managing ecosystems. - Apply effective interpersonal and communication skills. - Recognize collect and interpret field data.	

• Apply effective management practices to commercial or conservation efforts.	

Action Goal 2:	**Benchmarks/Timelines:**
Increase enrollment	Continued presence at high school fairs and events.

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

Having more students will allow us to run courses without fear of having them cancelled due to low-enrollment and will provide a better peer network for the students.

This will address all six PLO:

- Apply basic ecosystem concepts to natural resource management.
- Use an understanding of general scientific concepts in design of forestry systems.
- Use knowledge of applicable laws and regulations to make decisions about managing ecosystems.
- Apply effective interpersonal and communication skills.
- Recognize collect and interpret field data.

Students will have the opportunity to apply ecosystem concepts to natural resource management, gain understanding of scientific concepts in forestry design, learn laws and regulations, apply good interpersonal skills and recognize and interpret field data.

Action Goal 3:	**Benchmarks/Timelines:**
Reduce the need for remedial courses for incoming students	Continued discussions until students are better prepared.

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

Students will be able to take courses and graduate earlier in their college period, reducing the number of students who drop before graduation. This will address all six PLO:

- Apply basic ecosystem concepts to natural resource management.
- Use an understanding of general scientific concepts in design of forestry systems.
- Use knowledge of applicable laws and regulations to make decisions about managing ecosystems.
- Apply effective interpersonal and communication skills.
- Recognize collect and interpret field data.

Students will have the opportunity to apply ecosystem concepts to natural resource management, gain understanding of scientific concepts in forestry design, learn laws and regulations, apply good interpersonal skills and recognize and interpret field data.

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.
For over a decade, TEAM has obtained funding from the USDA to support three Hawaii CC programs: TEAM, AG and HLS (originally, the *mahi'ai* track). Because of this funding, we have fewer financial challenges than other programs. At present we use USDA funds to support student employees (clerical and greenhouse support), provide student internships and conference participation, purchase materials, supplies and equipment, and support faculty through summer overload to manage student and grant responsibilities. We cannot fund certain categories, so use College funds for vehicle repair, maintenance and fuel and some other non-allowable expenses to the grant.

Vehicle maintenance has been a challenge. As the vehicles age, they have become more expensive and more time-consuming to keep running. We have funding to replace one van this year, which will help. The vans and truck are used by the three USDA-supported programs as well as unsupported classes and events that relate to agriculture and natural resources management.   This is a considerable draw to TEAM faculty time and a large expense in cases where drivers are not as careful with the vehicles as are those who depend on them regularly.

For budget asks in the allowed categories (see above):	
Describe the needed item(s) in detail.	n/a
Include estimated cost(s) and timeline(s) for procurement.	n/a
Explain how the item(s) aligns with one or more of the strategic initiatives of 2015-2021 Strategic Directions.	n/a

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)
No courses were assessed in 2015-16.			
"Closing the Loop" Assessments Alpha, No., & Title	**Semester assessed**	**CLOs assessed (CLO# & text)**	**CLO-to-PLO alignment (aligned PLO# & text)**
No loops were closed in 2015-16			

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 were assessed in 2015-16
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.);	No courses were assessed in 2015-16
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	No courses were assessed in 2015-16

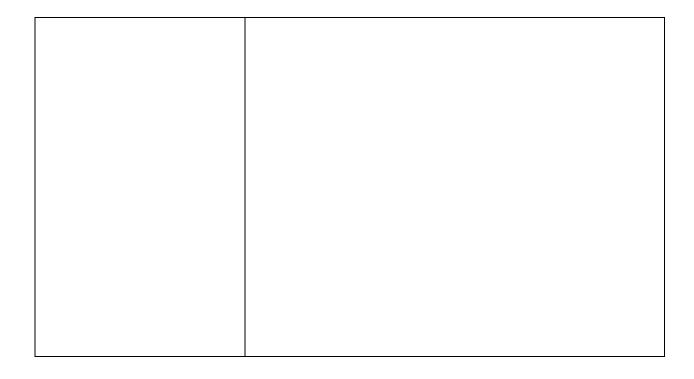|	
students in each section of the course?);	
a brief discussion of the <u>assessment rubric/scoring guide</u> that identifies criteria/categories and standards.	No courses were assessed in 2015-16

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 were assessed in 2015-16	No courses were assessed in 2015-16

Results of Course Assessments

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

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.	No courses were assessed in 2015-16
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.	No courses were assessed in 2015-16

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.	No courses were assessed in 2015-16.
Proposals for program modifications may include, for example, re-sequencing courses across semesters, or re-distribution of teaching resources, etc.	No courses were assessed in 2015-16.
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.	No courses were assessed in 2015-16.
Student support and outreach initiatives may include, for example, wrap-around student services, targeted tutoring and/or mentoring, etc.	No courses were assessed in 2015-16

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   _____