Sustainable Science Management BAS Program

UH Maui College

ANNUAL

REPORT OF PROGRAM DATA

2021

UNIVERSITY of HAWAI'I®
MAUI COLLEGE

1. Program or Unit Description

Program Purpose Statement/Current catalog description:

The Sustainable Science Management (SSM) program, leading to a baccalaureate degree, provides a variety of options to students seeking employment in the rapidly expanding field of sustainability. Coursework covers important contemporary topics including but not limited to energy, ecology, business and management, water and wastewater, agriculture, waste-management, economics, policy, the built environment, natural and social science; all in the context of case studies in the larger interdisciplinary field of sustainability. Students develop systems thinking and analytical skills, which will enable graduates to apply learned principles to the changing and complex issues of the future. The program is designed to equip students with the fundamental skills necessary to bridge disciplines and to facilitate sustainable solutions and operations for any organization or community.

Value of the SSM Degree/ Graduate Placements

In the evolution of sustainability science, there has been an increasing focus on learning and thinking skill enhancement, development of broader context through systems processes, and synthesis of long-term solutions for complex problems. Stepping back from that one can see most of this mind set is also generic to critical and higher-level thinking, rather than linked to a specific knowledge base.

As the SSM program is unique in the UH system regarding the availability of upper division sustainability coursework, the degree is equally critical for those interested in community leadership or in pursuing graduate school. While not quite as clear, it must be noted that most of the 'heavy lifting' for sustainability science comes during the student's upper division work, while lower division is necessary foundational experience. In other words, it would be extremely difficult to incorporate all the requisite courses into a certificate program and expect to retain the quality now provided.

a) Graduate Placements:

The skills noted above are also commonly sought by employers. Likely due to this, SSM graduates have been quite successful in finding employment, both in and for some outside the sustainability arena. As of summer 2021, more than 9 out of 10 SSM grads are known to be employed (others are believed to be but have not been verified). A few have built a new enterprise for their work, and many are active in the Maui community. Several have worked directly for Maui County Council members. Others have advanced in sustainability through graduate work or jobs. The most recent example is the hire of the first SSM graduate as the Interim Director of the UHMC Hulihia Systems Center for Sustainability, which was recently awarded a $2.75 million grant for its establishment on the campus. The following summarizes SSM graduate placements:

Current Employment Data for Sustainable Science Management (SSM) Graduates
91% of SSM graduates are known to be employed. As illustrated in Table 1 (below), over two-thirds (22/32 69%) of SSM graduates are working in sustainability related careers. According to the ASU School of Sustainability, this is almost three times higher than the national average (27%) of students finding work in degree-related careers within five years of graduation.

Table 1: Sustainable Science Management (SSM) Employment Sources and Trends

Sustainability/Other Field	Graduates' Employment (up to 2020)	Grads in Sustainability Related Fields
Education	4	4
Educational Film & Media	1	1
Entrepreneur	3	2
Graduate School	5	5
Natural Resource Management	3	3
Renewable Energy	1	1
Sustainable Business Strategies	3	3
Sustainability Consulting	2	2
Sustainable Tourism	1	1
Other Employment/ Unknown	9/3	3
Total Employed	32/35 (91%)	
Total Employed Sustainability Careers		22/32(69%)

Target Student population

SSM has seen students from all ages, ethnicities and academic experience engage in our sustainability courses. If there is a most consistent group it would be returning students, some of whom have previously received degrees but are returning to school in search of a 'more meaningful career' opportunity. Sustainability science relies on a broad foundation of knowledge which therefore naturally attracts a diverse student body whose members share a commitment which supersedes differences and inequities at a variety of levels. In truth, the concept of sustainability science/education remains nuanced enough that most young (high school age) students are not aware of it as a valid and growing career opportunity. However, once students have taken SSM 101, many who originally thought it a novelty become tuned into the challenges and opportunities in sustainability overall. As well, SSM is considered a rigorous academic program and requires a commitment to do the work, so this ultimately identifies who will pursue and complete the degree.

Pathways and articulation:
A few high school students have taken SSM 101 and generally shown interest in the program. However, in our experience most of these Early Admit/Running Start students are intent on travelling off-island for their college experience. However, in linking SSM efforts with those of Hulihia and noted below, a new effort is in design to be initiated soon and will work directly with Maui high schools to catalyze interest in sustainability and SSM as a college destination. This effort has been buttressed by a significant grant award (see below) which will allow more focus on providing enhanced opportunities for Native Hawaiian students to achieve a Bachelor's degree on our Maui campus.

Without question, the preferred undergraduate pathway is the achievement of the SSM BAS degree. Over the past years several of our graduates (5) have continued to graduate school in related fields. From the standpoint of sustainability in Hawai'i, it should be a priority that UH Manoa create a graduate degree program to capture these and other students, both as students and as future local leaders

Closing Equity Gaps
Some observers vaguely familiar with sustainability tend to characterize it as an 'environmental' program, rooted in advocacy and aligned with efforts which often create rifts in society and/or result in hierarchy or elitism in populations. However, this understanding

fully misses the most important point of sustainability science; that is, the focus of systems approaches is to prioritize the identification of any vulnerable ecosystem service or human demographic as a sign of unsustainability. Secondarily, the processes which are necessary to these ends have developed the term ‘transdisciplinary’, which values knowledge from any source as critical to sustainable outcomes. Thus local knowledge or traditional practices are assumed to have the same value as advanced research or technology.

The impact of these elements is twofold on equitable reparations. For one, students of any societal niche are welcome both as learners and contributors to broader knowledge. For two, the teaching of principles of sustainability tends to broaden personal awareness, sensitivities and avenues to repair inequities amongst populations.

These concepts have played out specifically for SSM students and graduates. Those who complete the degree can be confident their skills can lead to successful careers whatever their background. Several have incorporated projects to serve people in minorities or hardship into their school and other work. Equity is an important term in systems thinking and sustainability science and is embedded in the degree and its graduates.

2. Analysis of the Program/Unit

The most recent ARDP report for the SSM program rates its over program health as “Healthy”, its Demand indicator as “Healthy”, the Efficiency indicator as “progressing” and the Effectiveness indicator as 'Healthy''. This represents an improvement over the last report which rated the program overall as “Cautionary” as the Effectiveness indicator was also “Progressing” at that point. The current report is analyzed as follows:

Overall: *Healthy*
Demand: *Healthy*

Demand has remained clear since a revision in this indicator broadened the criteria in 2019.

Efficiency: *Progressing*

Efficiency is improved from prior years. The number of SSM graduates jumped back to 7 in 2021. The number of majors is down slightly, as are overall student numbers, and is believed still attributable to vaccination requirements and the slow return of face-to-face instruction. The numbers and associated budget issues also directly resulted in four fewer SSM classes taught in 2020 than 2018. Thus, these number should show an increase once SSM is able to make its full offering on campus.

Effectiveness: *Healthy*

The big jump here came from the significant increase in SSM graduates for spring 2021, up from 1 in 2020 to 7 in 2021. Transfers to 4-yr UH programs are up a tick from 2019. This is a mixed result as the indicator does not reflect that students remain at UHMC to complete this 4-year BAS degree (see below).

See the complete SSM ARPD report:
https://uhcc.hawaii.edu/varpd/index.php?y=2021&c=MAU&t=CTE&p=2416

A copy of the report is also appended to the end of this document.

New Program Initiatives:

In process with the UHMC Curriculum Committee is a program modification which provides for a Concentration to be stated on the SSM diploma. This will allow students to accumulate elective courses in a field of interest and complete an additional credential. The first concentration to be established is Marine Studies, a field of consistent interest for SSM students and compatible with the teaching expertise of existing faculty. In the near term it is intended that additional concentrations will be established in Natural Resources, Policy, Native Hawaiian Studies and Energy. SSM students were polled about this step and expressed strong enthusiasm for it. Pending final approval from the Curriculum Committee and Academic Senate, this option will appear in the Fall 2021-22 UHMC catalog

While this higher ratings are good news, as noted in the Action Plan below SSM is still feeling the impacts of a relatively sharp drop in students from the beginning of the COVID pandemic. The chart below provides a snapshot of progressively stronger SSM student numbers until 2020. It is unclear if that has bottomed out or not. SSM intends to continue to pursue aggressive recruitment strategies as outlined in the 2020 Program review and updated below.

Additionally, it has been known for some time that many SSM majors do not declare in their early semesters as they are seeking an AA degree, mostly in Liberal Arts or Natural Science. They then declare as majors once the degree is obtained. The SSM lower division pathway makes this easy to do, but in the meanwhile SSM does not receive credit for students who are actually in school to receive the BAS degree. Thus, we will be exploring the potential for an SSM two year degree to better meet students' needs.

3. Program Student Learning Outcomes or Unit/Service Outcomes

SSM Program Learning Outcomes - [Revised 2019]

1. Describe the functions, inter-relationships, and limitations of human-developed and naturally occurring systems.

2. Utilize systems and sustainability science tools to synthesize and illuminate complex problems and design durable responses.

3. Understand contemporary legal, technological, economic, cultural, and ethical infrastructure as it impacts sustainability.

4. Utilize conventional and emerging methods to measure sustainability aspects of behaviors.

5. Integrate transdisciplinary knowledge; across cultural, social and educational realms; to identify and implement sustainable practices.

Program Assessment

The program assessment for SSM in year 2020-21 focused on courses taught by Dr. Meagan Jones, SSM Instructor. This effort extensively looked at assignments, degree of relation to stated outcomes, assessment approaches and student results. The full text of this undertaking can be found in two appended documents: 1) Table J.1 SLO Course Evaluation and Attainment, and 2) Appendix J Student Learning Outcome Assessment and Attainment.

4. Action Plan

Status of Prior year Action Plan

The following are elements of an ambitious plan to improve SSM and in particular increase student numbers coming out of the COVD pandemic from our 2020 report. Unfortunately the pandemic remains so some efforts remain unresolves, but work has been underway to increase efficiencies in the meanwhile.

i. Online Cohort.. We have developed a design to hybridize the location/delivery system for a specified cohort annually. We plan to start with the designation of six openings for remote students per year who will be guaranteed online access to all SSM courses

needed to graduate with a degree. This will make use of facilities already at UHMC and may expand into STEM/SSM facilities as well.

Progress on this action has manifested in two ways, one actual and one potential. As the plan relies on growing the 'online cohort' to the point that a continuing stream of students can access all SSM courses online, it is logical to start at the entry and work up toward upper division courses. In the vein, SSM 101 has already been offered with an online section and will continue. For Spring 2022, SSM 202 will also be offered in the same manner, and SSM 275 will be fully online.

Secondly and more tangibly, SSM included in its Title III grant request the technology intended to make the experience of online cohort participants as close to in-person as possible. We are entering final design but the equipment should be in place aby next fall.

1. *Enhanced Remote Learning Tools. Field work comprises an important element of several SSM courses. To date online participants are limited to viewing recorded versions without the benefit of spontaneous questioning or observations. We understand there is technology to address this gap which we would like to pursue.* In a 2d Perkins grant request SSM is seeking extreme remote technology described here to allow much stronger virtual participation in field trips and similar activities. We have not yet heard on this request.

Specific Benchmark: Addition of six out of state SSM majors/yr committed to the SSM degree beginning fall 2021. We have not yet had the chance to test this outcome but have been receiving many inquiries as usual. One change will be that instead of exclusively 'out-of-state' new students, this may be a mix of off-island, remote Maui, as well as outside Hawai'i. This number may blend as Native Hawaiian students will receive priority acceptance, then other spots will be filled as available. Given this circumstance we remain positive it will lead to an increase in student numbers.

ii. *Elevate SSM as a Transfer Destination. Ironically, the ARPD data still lists 'four yr transfer' as a good outcome for SSM students. In fact, the much better result is retention of students to graduation with the SSM degree. While we have made some effort to increase awareness of this for students in other community colleges around the state, we hope to increase this to ensure student know SSM at UHMC is a valid option for transfer. This will require some adjustment to SSM entry requirements and will not lead to a net increase in students for the UH system, but will increase the opportunity for students to join the SSM program if they seek a truer sustainability curriculum.*

SSM attended the one transfer fair held this semester. Unfortunately, no students were in attendance, but we did make some good contacts with other presenters who were impressed yt the program. We will continue to seek transfer openings as we find them. *Specific Benchmark: The recruitment of 2-4 UH system transfer students into the SSM program for fall 2021.* At this point we are aware of 1 student taking SSM 101 online who resides in Oahu.

iii. *Comprehensive Marketing. The SSM program has for several years sought assistance with a targeted marketing plan for student recruitment, but it has not panned out as a budget allocation, even though the price is quite modest.*

While outcomes are not yet identified, SSM has a much stronger marketing presence at this point. For one, the SSM web site was finally rewritten and posted the past summer. While it still needs some correction, it is miles ahead of our fractured prior iteration, and we have received input from current and prospective students who praise it. Much of this occurred with the help of our VISTA intern working on sustainability issues across UHMC. She also has been instrumental in expanding our social media presence, which was largely no-existent before. Together these aids will give prospective SSM students a much better understanding of what we offer.

Specific Benchmark: An additional 2-4 non-resident SSM majors on the UHMC campus by Fall 2021. In retrospect the check-in date for this goal was too early so we will be watching and testing it as we go forward.

iv. *SSM faculty have worked for several years on the development of a regional center for sustainability science housed on the UHMC campus, integrating practices undertaken within the college and also serving businesses and organization across the island. … Direct benefits to UHMC and the system would include a broad opportunity for student internships and research positions, tighter connections between the college and surrounding community, a greater emphasis on UHMC leadership on Maui, and a focal point for UHMC to rally around for its efficiency and improvement in years to come. This also comes with a strong prospect for green business development spin-off, much as we have seen from SSM grads in the community (see 2.d above)*

There has been a flurry of activity from SSM on this project, and as of this moment it has received a Title III grant of $2.75 million over five years, for the program development and renovation of space. As a result, this center, renamed as ‘Hulihia’ (referring to the complete change of thinking required to pursue SSM style sustainability) is well on its

way. A marked refocus in Hulihia philosophy and focus was instituted in the grant, which calls for more emphasis on incorporating traditional Hawaiian values and wisdom into its sustainability principles, and a greater opportunity for the recruitment and retention of Native Hawaiian students into the SSM BAS degree program.

Also of critical import is the basis for the educational opportunity presented by the Hulihia model, and as embedded in the grant. For the most part, the functional aspects of Hulihia are directly drawn from the coursework and materials of SSM. The 'complete change' refers to a new look at human decisions as necessarily taking into account all related systems, natural and human, both in the period of determining the true issues at hand, and when later formulating potential solutions. This entails a wide range of opportunities for research, also an opportunity for SSM students to experience real world learning not available anywhere else in Hawai'i, and only rarely elsewhere. The commitment made in the grant requires that we provide all students the opportunities to spend time as intern/researcher at Hulihia. This will likely be an opportunity for non-SSM UHMC students as well. The range of issues for research will be tremendously broad, from natural systems conditions to human vulnerabilities, to new interdisciplinary knowledge and resources, to a deeper inquiry into Maui values and preferences, all in the scope of systems thinking and dynamics.

This will require some additional staffing resources, but the Hulihia design anticipates that the Center will contribute to supervising students working in that program, much like other employers provide internships. SSM faculty can be expected to incorporate similar issues in its academic work, continuing a symbiotic relationship.

Specific Benchmark This goal extends far beyond the academic parameters of the SSM program, though SSM provides the unique core. While the concept exceeds UH capacity for funding or defined expectation, it is also much broader in benefit, extending to the inherent values, economies and communities of the State of Hawaii.

Strangely enough, this could be the rare occasion when funding is not the limitation. Still, the sudden elevation (due to the grant) of Hulihia from concept to campus partner has caused some concern among other programs, and this must be addressed if Hulihia is to function as designed. Several UHMC programs will be very important to Hulihia if these issues can be resolved, and the main barrier seems to be a general lack of understanding about what SSM teaches and what Hulihia will be doing, which has been a constant for SSM as noted previously. Still, there is little doubt the program will be a campus asset

and hopefully a source of pride as Hulihia demonstrates that new and traditional wisdom can lead to the best results for a thoughtful and principled community.

v. *Student Housing: While this action would truly evidence a change in policy for and about UHMC, the expansion of SSM and other four-year degree programs at UHMC would benefit from the availability of affordable housing opportunities for non-resident students.* There has been no real progress on this intention, in large part due to the continuation of COVID. It remains a real issue but its significant price will make it tricky unless other UHMC programs find it important.

   Specific Benchmark: If funded, the expectation would be a return on investment including additional enrollments at UHM which provide new, external revenues to the UH system.

vi. *Potential Program Mergers: With the prospect of a required cut-back in program offerings, SSM stands well-suited to accept coursework in other fields by relatively minor adjustments to them which establish an SSM-level 'sustainability focus' for case study type applications.*

   Specific programs of interest have included the Agriculture program and the Engineering Tech program. The latter was unfortunately cut in its entirety last spring, along with all its coursework, so a true merger is not likely. On the other hand, two former ETRO students have moved into SSM and are responding strongly to our curriculum and approach.

   As noted, SSM instituted its optional Concentration concept in fall 2021, adding the option for Marine Studies to be added to a student's diploma if they take all the required coursework. Other fields are hoped to be added, tentatively including Agriculture, Natural resources, Native Hawaiian studies, Energy, etc. The inclusion of Ag in this list has been the focal point for discussions about what courses could be applied, and whether there are enough upper division options at UHMC. This will probably lead to some analysis of equivalencies at other programs, but still has a strong potential for offering a broader student body their preferred degree outcome.

Sustainable Science Management Action Plan 2021-2022

Five Year Vision

The immediate action plan for SSM is necessarily drawn from a longer five year vision. The emersion of Hulihia, which is a direct product of SSM, will lead to stronger awareness of issues and of sustainability science as a path forward. This will create stronger demand for SSM and in turn will strengthen SSM as an academic program. This vision is both

conceptual and literal at this point as it matches the term of the Hulihia grant, which if properly utilized has the potential to catalyze several important goals. Additionally, SSM has received funding to design and implement an enhanced distance learning classroom which intends to equalize learning quality and opportunity for remote Native Hawaiian students, as well as others finding space in the SSM 'cohort model', with the vision of helping disseminate sustainability knowledge better than ever. Direct benefits to UHMC and the system would include a broad opportunity for student internships and research positions, tighter connections between the college and surrounding community, a greater emphasis on UHMC leadership on Maui, and a focal point for UHMC to rally around for its efficiency and improvement in years to come. This also comes with a strong prospect for green business development spin-off, much as we have seen from SSM grads in the community. The following six year goals support the UHMC Mission and Goals as well as the ongoing effort to improve the academic experience of SSM:

1) Bring Hulihia to life, working on genuine Maui issues and providing inspiring opportunities for students to contribute to the future of Maui and Hawai'i.
2) SSM will continue to recruit and attract students entering the program, with the goal of 70 program majors within four years of COVID restrictions being lifted.
3) SSM will adopt a collaborative distance learning model with the goal of elevating online experiences for a cohort group to become comparable to the best in-pers experiences.
4) SSM will seek opportunities to expand its partnerships and course opportunities so that students will have a diversity of option to seek to apply the sustainability science knowledge and skills they accrue in the SSM core.
   Critical benchmark: Add at least two more Concentrations to the SSM degree within
5) Improve the understanding between sustainability and Native Hawaiian tradition as a means of strengthening each and the future for all.
6) Make SSM and Hulihia are better-understood in the Maui community
   Reading through various plans, reports presentations, etc. for SSM, we have voiced a constant concern that few people understand the intentions and practices defined in the program. Many of the most important aspects of the full systems-based process are nuanced and hard to pinpoint, but the following, though still a bit technical, can become a great start in thinking about the complete change sustainability represents:
   - *Systems thinking requires that we consider the biggest picture we can before we make important decisions.*

As a systems-based concept, sustainability must include all relevant issues, concerns, information before seeking a solution for a complex issue.

- *Critical insights to overcome unsustainability can come from anybody, anywhere, so we must seek out knowledge to fully understand.* Transdisciplinary knowledge must be sought and included from diverse sources – research, expertise and local/traditional knowledge – in order to understand important issues.
- *Sustainability requires protection of any resource, people, institution, or other asset valued by the community from degradation due to avoidable over-consumption or other injury.*
- *Systems thinking is the best practice known today for analyzing and synthesizing complex dynamic circumstances which lead to unsustainable results*.
- *Maui, as a community marked by growth and change resulting from its attractiveness to others, as well as its remaining very high-quality assets and historic sense of place, is better-suited than almost any community to embark on a focused approach to think differently about the relationship of its natural and human resources in the context of a vision for sustainability.*
- *The Sustainable Science Management program at UHMC is producing thoughtful and well-trained graduates to help us move to a stronger future and better understanding of what we have on Maui.*

UHMC Strategic Directions Support

Specific links to the UHMC Strategic Initiative include the following:

Student Success

The additional offerings provided via SSM and Hulihia will substantially improve the student experience through meaningful research and internship opportunities and enhanced distance learning classrooms, optimizing the experience in class and out.

Quality of Learning

The overall quality of learning will be enhanced by opportunities to practice skills more easily, as well as learn in reality. Hulihia, via SSM represents a state-of the-art model for community sustainability, and students will be inspired to be part of it. More specifically,

SSM will intensify its commitment to recruit and retain Native Hawaiian students, through technology and human resource support systems.

Papa O Ke Ao

As noted above, SSM looks to provide meaningful education and career opportunities for an expanded number of Native Hawaiian students. A fundamental directive for Hulihia will be to incorporate traditional values into its processes.

Community Needs and Workforce Development

Hulihia will become a Maui community resource for those seeking to become more sustainable in their practices. This will be unique and different from any existing service. As well, it is easy to envision Maui growing to recognize that new job skills will be needed to assist and lead in efforts to implement higher level designs across the island and county. SSM courses and skills will be key to success in this concept.

Sustainability

The goal for this strategic initiative literally came from and is concomitant with SSM as the chief driver of sustainability efforts at UHMC:

To create a culture of sustainability at UHMC in its communities and environments by embedding sustainability practices and processes throughout the College.

Action Plan for 2022

The following actions will be targeted specifically in the coming year:

1) Provide valuable internship opportunities for UHMC students through Hulihia.
   Critical benchmark: Ensure that at least at least 3 internship opportunities are offered to UHMC students by fall 2022.
2) Increase SSM majors by 10% for 2022-23
   Critical benchmark: Add a minimum of five majors to the SSM total by spring 2023.
3) Add one additional concentration to the SSM degree by spring 2023.
4) Work with Native Hawaiian leadership on campus to incorporate NH tradition and values into Hulihia systems processes.

5) Implement the SSM cohort model which will a) seek to guarantee a specified number of entering SSM majors access to all SSM course leading to the degree, and b) improve online learning experience to more closely resemble in-person.
   Critical benchmark: Design, purchase and install technology required for this purpose in at least one classroom no later than fall 2022.
6) Engage in a focused effort to make SSM and Hulihia better understood in schools and organizations across Maui.
   Critical benchmark: Complete a draft of Hulihia values by May 2022.
7) Critical benchmark: Pursue the publication of a condensed version of SSM core points on social media and other media. Make at least five presentations to larger organizations across Maui by the end of 2022.
8) Explore the value of creating an SSM two-year degree.
   Critical benchmark: Determine the full requirements, secure potential program partnerships, and if positive complete the curriculum requirements by the fall deadline of 2022.

These actions will also act as steps to enhance the reputation of UHMC as a community asset.

5. Resource Implications

SSM will be using available funding for the above purposes. It is also awaiting notice of remote learning funding from a Perkins grant but will not seek additional funds in 2021-22.

X I am NOT requesting additional resources for my program/unit.

2021 Annual Report of Program Data (ARPD) University of Hawaii Community Colleges
VARPD 2021 Preliminary Data Release.

College:
University of Hawai'i Maui College
Program:
Sustainable Science Management
Status:
Report Complete

Program Quantitative Indicators

STEM Major
Overall Program Health: **Healthy**

#	Demand Indicators	2018 - 19	2019 - 20	2020 - 21	Demand Health
	New & Replacement Positions (State)	1067	677	657	**Healthy**
	New & Replacement Positions (County Prorated)	27	22	15	
	Number of Majors	55	45	40	
	Number of Majors Native Hawaiian	10	9	7	
	Fall Full-Time	53%	47%	43%	
	Fall Part-Time	47%	53%	57%	
	Fall Part-Time who are Full-Time in System	4%	8%	12%	
	Spring Full-Time	43%	59%	38%	
	Spring Part-Time	57%	41%	62%	
	Spring Part-Time who are Full-Time in System	9%	8%	11%	
	SSH Program Majors in Program Classes	339	312	232	
	SSH Non-Majors in Program Classes	171	195	159	
	SSH in All Program Classes	510	507	391	
	FTE Enrollment in Program Classes	17	17	13	
	Total Number of Classes Taught	19	17	15	

#	Efficiency Indicators	2018 - 19	2019 - 20	2020 - 21	Efficiency Health
9.	Average Class Size	9	10	9	**Progressing**
10.*	Fill Rate	46.7%	53.9%	43.1%	
11.	FTE BOR Appointed Faculty	1	1	1	
12.*	Majors to FTE BOR Appointed Faculty	55	45	40	
13.	Majors to Analytic FTE Faculty	27	23	20	
13a.	Analytic FTE Faculty	2	2	2	

14.	Overall Program Expenditures	$148,692	$144,812	$151,326		
14a.	General Funded Budget Allocation	$148,692	$144,812	$151,326		
14b.	Special/Federal Budget Allocation	0	0	0		
14c.	Tuition and Fees	0	0	0		
15.		Cost per SSH				
16.	Number of Low-Enrolled (<10) Classes				1 1	8 1

#	Effectiveness Indicators	2018 - 19	2019 - 20	2020 - 21	Effectiveness Health	
17.	Successful Completion (Equivalent C or Higher)	81%	77%	76%	Healthy	
18.	Withdrawals (Grade = W)	8	14	8		
19.*	Persistence Fall to Spring	81%	69%	70%		
19a.	Persistence Fall to Fall	57%	52%	50%		
20.*	Unduplicated Degrees/Certificates Awarded	7	1	7		
20a.	Degrees Awarded	7	1	7		
20b.	Certificates of Achievement Awarded	0	0	0		
20c.	Advanced Professional Certificates Awarded	0	0	0		
20d.	Other Certificates Awarded	0	0	0		
21.		External Licensing Exams Passed 1				
22.	Transfers to UH 4-yr					7 8 9
22a.	Transfers with credential from program					4 3 1
22b.	Transfers without credential from program					3 5 8

#	Distance Indicators	2018 - 19	2019 - 20	2020 - 21
23.	Number of Distance Education Classes Taught	0	1	8
24.	Enrollments Distance Education Classes	0	6	76
25.	Fill Rate	0%	24%	42%
26.	Successful Completion (Equivalent C or Higher)	0%	50%	70%
27.	Withdrawals (Grade = W)	0	1	5
28.	Persistence (Fall to Spring Not Limited to Distance Education)	0%	67%	67%

#	Perkins Indicators	Goal	Actual	Met
29.	1P1 Postsecondary Placement	33	100	Met
30.	2P1 Earned Recognized Credential	33	28	Not Met
31.	3P1 Nontraditional Program Concentration	N/A	N/A	N/A
32.	Placeholder - intentionally blank	N/A	N/A	N/A
33.	Placeholder - intentionally blank	N/A	N/A	N/A
34.	Placeholder - intentionally blank	N/A	0	N/A

#	Performance Indicators	2018 - 19	2019 - 20	2020 - 21
35.	Number of Degrees and Certificates	7	1	7
36.	Number of Degrees and Certificates Native Hawaiian	2	0	2