

## 2008 Annual Report of Program Data Coversheet

*College: Hawai'i Community College*

*Program: Hawai'i Life Styles*

<b>Check All Credentials Offered</b>	<b>AA</b>	<b>AS</b>	<b>ATS</b>	<b>AAS</b>	<b>CA</b>	<b>CC</b>	<b>COM</b>	<b>ASC</b>	
				x				x	

*College Mission Statement (or provide link)*

<http://hawaii.hawaii.edu/abouthawcc/thecollege.html>

*Program Mission Statement (or provide link)*

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

### **OVERALL PROGRAM HEALTH (Check one)**

<i>Healthy</i>	<i>Cautionary</i>	<i>Unhealthy</i>
	x	

**Part II. Analysis of the Program (strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the data)**

Part II A. Program Analysis based on Demand

Although data elements one and two are obscure in terms of how Hawai'i Life Styles is categorized, it seems there is an occupational demand for learners completing their Hawai'i Life Styles degree in the areas of Ethnic/Cultural Studies and Education according to O\*NET (<http://online.onetcenter.org/lin/summary/25-1062.00>, retrieved 11/7/2008). HLS would like take this opportunity to offer other occupational areas that we consider are potential areas for our learners to apply their skills. Entry levels for traditional learners include work in: cultural resources management, natural resources management, marine resources management, advisory or research for cultural impact surveys and assessments, elementary through high school resources teachers in Hawaiian culture and the arts, elementary through high school teacher's assistants positions for public, private, alternative, and charter schools, taro farmers, lobbyists, aqua culture programs, photography, graphics, multi-media for Hawaiian cultural instructional curriculum, fisheries survey, native plant nurseries, native, indigenous, and endemic plant restoration programs, land use and land planning, resource teachers for seasonal programs such as Kamehameha Schools Explorations, Kukulu Kumuhana, and Na Pua No'eau, hula plant propagation, cultivation and sales, and hula implement making just to name a few. Our learners are also highly encouraged to move towards higher degrees and life long learning.

Regarding the rest of the demand indicators, HLS has always been a high interest area for cross-over students. HLS, historically, and based on prior data going back to 2002, has attracted an unusually high number of SSH for non-majors in program classes. The cross over student semester hours for Fall 2007 based on 24 sections taught is 1,371 SSH which is 3 more than our highest SSH for non-majors recorded in Fall 2003 at 1,368, based on 18 classes (not sections) taught. As for number of majors, our 2007 numbers show us 57 learners who have declared HLS as their major. We should be happy that this number increases year after year, but if we look at the actual amount of degrees earned annually (see effectiveness indicator chart below, Part II C), just four for 2007, coupled with the number certificates earned, zero for 2007, something seems amiss. However, if we look at this in terms of our learners in part time status, we can understand this phenomenon more fully. We are learning that students often times are attracted into college by HLS course content, and tend to enroll in school as HLS majors. But sometime before graduating and after taking all track courses, they change their major, usually to Liberal Arts or other areas which is one factor that may account for the low number of degrees earned. Although 57 is our largest number of HLS declared majors yet, we still have to question the intention of learners who come through our program. In many cases, majors do not intend to graduate, ever. They take our courses because the content adds value to their way of living. In any case, although we monitor our HLS majors closely, and encourage them to go out into the world to make a difference with the Knowledge, Skills, and Abilities learned in HLS, many of them have come from the world and come to us looking for themselves and not necessarily a degree.

Just one more comment on demand indicators. We are unable to determine what factors are responsible for the 116.27 FTE Enrollment in Program Classes. In the 2006 quantitative data table, FTE was reported for program majors only which gave us a familiar base line to work with. For 2007, FTE Enrollment in Program Classes does not specify program majors. Hence, we applied the FTE formula for program majors (SSH program majors/15 for full time) to this years data element number 7, demand indicators. For FTE program majors, there has been a steady increase from 15.6 in Fall 2005, to 16.73 in Fall 2006, and 24.87 for Fall 2007. This is interpreted to mean that more majors are talking on a full time load where, historically, our program has tended to attract a substantial part time learner base. For us, this steady increase shows that learners are reaping the educational value of the program beyond "the cultural interest" by increasing their status to full time and persisting through to graduation.

#### Part II B. Program Analysis based on Efficiency

The positive numbers in average class size, fill rate, and the low number of Low-enrolled courses are directly attributed to the improved management of instructional offerings by the VCAA. By monitoring class fill, 84.26 for 2007, raising class caps, and cancelling low enrolled sections, only one (1) for 2007, management has been able to keep classes full and costs to a minimum. With the additional hire of a full time tenure track HLS faculty in 2007 and another in 2008, HLS has cut down the costs of lecturers. We now retain only 5 lecturers who teach between 3-8 credits each. Most lecturers teach on line courses. Consequently, although HLS seems to "score" high in efficiency for 2007, I venture to say that perhaps this has been happening across the disciplines.

I would challenge data element number 17, number of low-enrolled (below 10) sections. If we consider that this census is taken three weeks after the semester begins (whether or not students complete the course), than any low enrolled course would have been cancelled a week prior to the beginning of school, unless, of course that course was required for graduation or that course applied for a value added status. That is not the case here. The low-enrolled count in the above chart for 2007, does not represent a low enrolled class, but represents a class whose start date was approximately six weeks after the official start date for the college, which means, at time of census, not all students had enrolled. Enrollment is allowed up to the first day of class. This course is considered a part of term class. We took our own end of semester census of enrollment of all HLS courses; that is we counted all students who actually completed the course or who earned a grade in the course. Our numbers show that all HLS courses had 10 or more students, including the vid con and on line courses which are made up of multiple sites. We believe the course that was counted for this data chart, may have been our HwSt 128 that started on Oct. 6, 2007, whose end enrollment was 18. There was another possibility. The HwSt 236 course started on Sept. 29, four weeks after official start date, but, again, at the end of semester count, this course had 12 learners complete the course.

#### Part II C. Program Analysis Based on Effectiveness

We think our program uniquely balances between CTE, due to our degree status, but tends to fall more towards a Liberal Arts type of degree, in character. This balancing puts us in a precarious position when it comes to a quantitative analysis coupled with the distress of not being properly trained in the analysis of Perkins type data.

That 71.34% of our students are persisting from Fall to Spring (2007) is sort of an expected outcome compared to only 50% persistence in 2005. HLS has been working very closely with learners and instructors on a daily basis. Our attempt to try and maintain consistent contact with all students, majors and non-majors through outreach activities, various activities, and a diverse variety of communication, has been a focus in the last two years. Retaining students, however, through graduation and perhaps gainful employment or continuing in higher education, is our current challenge.

Although the Academic Subject Certificates are not counted for this data table, for whatever reason, we would like to submit, for the reviewer(s) that HLS the number of ASC earned in 2004-2005 was five (5), for 2005-2006 we awarded nine (9), and for 2006-2007 we awarded fourteen (14). Great leaps in this area. Now, hopefully we are able to encourage our students who intend to graduate with their 2-year degree in HLS, towards successful completion.

#### ***Significant Program Actions (new certificates, stop-out; gain/loss of positions, results of prior year's action plan)***

The HLS faculty and staff continue outreach activities in rural areas of Hawai'i island. Furthermore, HLS faculty and staff have, in 2007, made a conscious effort to integrate outreach and on campus activities with student support services other campus offices, so that efforts to expand in districts outside of Hilo are not duplicated.

The Substantive Change Report to the ACCJC for the purpose of proposing to offer the HLS academic subject certificate on line took a few steps forward. At this time, however, more discussion needs to happen on the subject of student services and how the college is prepared to offer student support services for the online student population. Discussion will resume sometime in 2009.

In 2007, HLS gained one new G-funded tenure track positions. Leialoha Ilae-Kaleimamahu, M.A. and Hawai'i practitioner was hired in August 2007 for the A.A.S. Lawai'a Track degree. HLS also gained one full time G-funded Clerk position. Hiree is Lily Pua-Kaipo.

HLS faculty have been meeting continually since January of 2007 to discuss overall program modifications and the eventual change from an A.A.S to an A.S. degree with the inclusion of a fourth track, Kahu Ku'una: Hawai'i Stewardship.

Implementing a full scale cohort model for Hula Track students will begin in the Fall of 2009 along with cohort models for Mahi'ai and Lawai'a.

HLS has been able to more readily offer HLS internships through a USDA funded grant in collaboration with FOREST TEAM and the Agriculture program here at HawCC.

Launched the HLS website. Accessible via Hawai'i Community College website.

### ***Part III. Action Plan***

HLS will continue to work with the Curriculum Review Committee, Faculty Senate and the VCAA to move towards a complete program modification and the change from an AAS to an AS degree. Completion and approvals are expected between Dec. 2008 and April 2009.

Subsequent to the change in degree status, HLS will resume discussions with student support services and the VCAA for a proposed substantive review document to offer the HLS Academic Subject Certificate on line.

HLS will continue to work in full cooperation with student support services here in Hilo and in Kona to offer the most efficient and needed delivery of instruction and student support services to our learners and their families island wide.

By Spring of 2008, HLS faculty will have assessed one of seven SLOs and will continue to progress towards creating and implementing appropriate assessment strategies that are conducive to our learner population and content area.

Work on reliable and verifiable qualitative assessment methods for the HLS program to measure program indicators for demand, effectiveness, and efficiency, to use in conjunction with the data provided.

All faculty share the responsibility of carrying out these action plan items under the

guidance of the VCAA and administrative team of HawCC.

***Part IV. Resource Implications (physical, human, financial)***

**Human Resources**

Faculty and staff as of Dec. 2007 are listed below.

**Regular Faculty (G Funded)**

<b>Name</b>	<b>Tenure Status</b>	<b>Degrees Held</b>	<b>Rank</b>
Taupouri Tangaro	Tenured faculty	Ph.D.	C-3
Erik K. Flores	Tenured faculty	B.A.	C-3
Emerson Nahale-a	Tenure track faculty	B.A.	C-2
Leialoha Ilae-Kaleimamahu	Tenure track faculty	M.Ed.	C-2

**Lecturers**

<b>Name</b>	<b>Tenure Status</b>	<b>Degrees Held</b>
Ka'iana Haili	Lecturer (online)	B.A.
Mānai Kalua	Lecturer	B.A.
Nalani Kanakaole	Lecturer	B.A.
Tracy Kanahahele	Lecturer (online)	M.A.
Gabriella Chong	Lecturer (online)	

**Full time faculty/staff (F funded)**

<b>Name</b>	<b>Tenure Status</b>	<b>Degrees Held</b>
Kekuhi Kealiikanakaole	Title III Coordinator/Instructor	M.A.
Monica Burnett	Fiscal & Administrative Support	A.S.
Josy Stone	Academic Support	A.A.
Maria Andaya	Media Specialist	B.A.
Sean Naleimaile	Media Specialist	M.A.
M. Noe Noe Wong-Wilson	Instructor/Coordinator	M.A.
Toni-Ann Samio	Project Assistant	B.A.
Kawehi Nguyen	Academic Support	B.A.
Lily Pua-Kaipo	Clerk (G-Funded)	N/A

Our aim is to hire one more full time instructional faculty for the Hula Track. In response to institutionalizing the Title III program personnel, our aim is to hire one full time HLS instructor/Coordinator and three full time APT positions by December 2008. In addition to these hires, and in preparation for the introduction of a third track, we will begin to look for an instructor/lecturer for Kahu Kuuna: Hawai'i Stewardship. Also, in response to the almost 140 on learners in taking HwSt courses across the state, HLS will also be looking out for potential funding/positions for a dedicated online instructor.

**Physical Resources**

No new physical facilities in 2007. Specific HLS activities are supported by the Title III grant in which physical materials and supplies may be purchased or created.

**Financial Resources**

HLS is supported in part by Title III-I Ola Haloa USDOE grant for specific activities including outreach to rural districts and beyond, improvement in distance education technology (video conferencing), publication of original HLS texts, strengthening the Hula track degree, and creating interdisciplinary instructional opportunities. In addition, HLS works collaboratively with FOREST TEAM and the Agriculture program to offer internships and tuition assistance for HLS majors, the use of three shared 4-wheel drive vehicles, summer tutor, and a summer overload for curriculum development. In 2007, HLS was very fortunate to receive \$55,000.00 from RTRF and \$50,000.00 from G-Funds. This additional funding helped in areas where F-funds could not be used. These funds must be expended between 2007-2008. Unfortunately financial resources are finite, and HLS will continue to seek grant and institutional funds to stay at the top of our profession.