

HAWAI`I COMMUNITY COLLEGE PROGRAM REVIEW REPORT

Hawai`i Life Styles *(Hawaiian Life Styles)*

November 30, 2007

Assessment Period: July 1, 2004 to June 30, 2007

Initiator: Kekuhi Keali`ikanaka`ole, M.A.

Project Coordinator, Hawai`i Life Styles Instructor

Toni-Ann Samio, Project Assistant

Monica Burnett, Fiscal Specialist

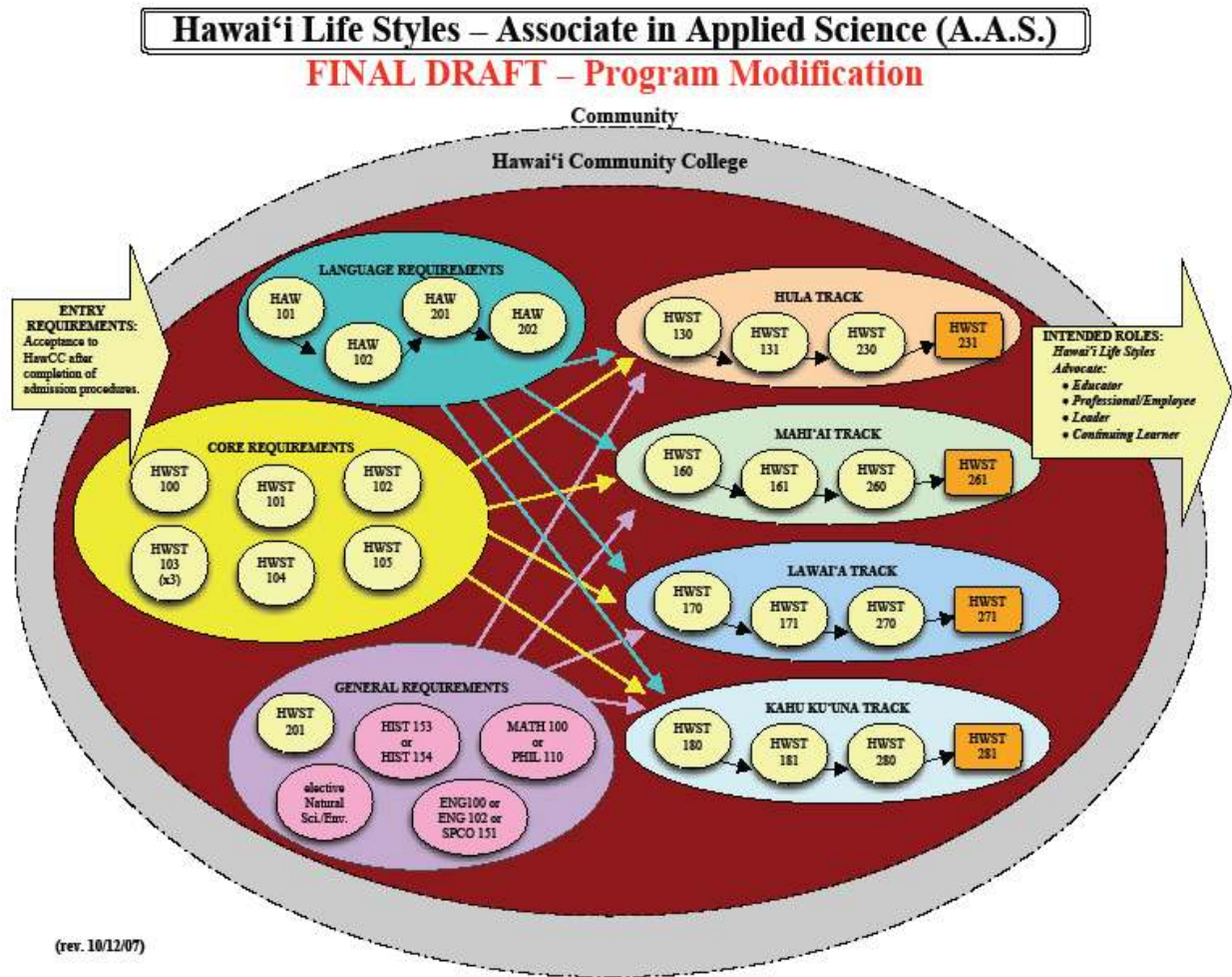
Program Review at Hawai`i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Student Learning Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college wide process, the Program Reviews are available to the college and community at large to enhance communication and public accountability.

HAWAII COMMUNITY COLLEGE
PROGRAM NAME
2007-2008

A. Program Effectiveness

1. Hawai`i (Hawaiian) Life Styles promotes student learning, inspires growth, and is committed to serving all segments of the community by providing all learners and their families open door access to all of our programmatic activities, courses (all entry/100-level courses have no pre-requisites thereby supporting high accessibility) and services, especially for marginalized, non traditional and under-prepared native Hawaiian learners in rural districts island wide. Moreover, Hawai`i Life Styles program aligns with and supports this college in carrying out the imperatives through: reaching rural and distant communities, providing current technology and student support services island wide for distance education learners, engaging our learners and their families in cooperative opportunities to serve their community, fostering a strong activity based sense of awareness and respect for the Hawai`i environment, and by offering credit instruction in Hawai`i Life Styles underpinned by a strong academic and practitioner based Hawai`i traditional knowledge curriculum. Hawai`i Life Styles program is able to maintain effectiveness through the securing of extramural funding (USDA, USDOE-Title III, UH-Foundation, program grassroots fundraising) with which the following programmatic components are supported: **media specialist technical support** for the research, purchase, design, installation, maintenance, and faculty, staff, and learner training/instruction for all HawCC campus media components and all satellite site needs including on-line instruction, college functions, instruction, and educational/community enhancement; **media design and production** of multi-media instructional material for all aspects of instruction and program information dissemination and recruitment for HLS along with support for HawCC administrative office; **outreach and student support services** for rural and distant learners, HLS majors, and all native Hawaiian population; **coordination of HLS activities** including instruction, media, outreach and student support services, instructional/administrative (eg. reporting, funding, satellite/distant site coordination, scheduling, extramural budgeting, program leadership in working with HawCC administration, faculty, and staff, UH systems) networking and developing bridges with local, state, national and international educational and indigenous communities.

Figure 1: Program Map



This program map reflects the anticipated course modifications that the HLS faculty have been working on since March 2007. The course modifications will include a reevaluation of the current course renumbering system, reexamining pre requisites, co-requisites, recommended preparation, course objectives, instructional resources, program and student learning outcome assessments, and new course development for the newest HLS track in resources stewardship, Kahu Ku'una. See Appendix A for previous program maps to see improvements over time, and Appendix B for a matrix of proposed course/program modifications. Programmatic modifications are in the process of being complete and submitted to the curriculum committee by the January 2008 deadline.

2. For the past several years, Hawai'i Life Styles have been assessing the growth of our program and learners through a traditional Hawaiian method of assessment called, *ho'ike/ha'ike*. The *ho'ike* or *ha'ike* is an exhibition of sorts, a way to measure not only learner outcomes but instructors' development as well. For the *ho'ike* students demonstrate the depth and breadth of their learning through individual, group and hands on projects, a sort of a demonstrative portfolio. All Hawai'i Life Styles (HwSt and Haw) are in attendance. One mandatory criteria for the *ho'ike* is that each learner brings his/her family or close friends and neighbors. Visitors become learners, learners become instructors, instructors become observers, and everyone becomes everyone's evaluator. The event is usually a whole day long and comes to closure with a feast. Each element of the *ho'ike* from preparation, to food, to organizing, to communicating, decision making and clean up is vital in a learner's assessment of what, more importantly, how he/she has achieved the instructional goals and the programmatic goals.

More recently, we have added to our assessment strategies a Knowledge, Skills, and Abilities (KSA) pre and post pencil-and-paper survey to assess the Student Learner Outcomes of our Hawai'i Life Styles student majors. The KSA was first administered in the spring of 2006 and has been administered every semester since to all Hawai'i Life Styles student majors in all program courses. The assessment tool has undergone one revision based on the recommendation of an external evaluation of the Academic Years 2004-2005 & 2005-2006 (see Appendix C-1 for original tool; Appendix C-2 for improved tool; and Appendix C-3 for sample of data collected & analysis). Another revision is planned to reflect the most updated PSLOs listed in the table below.

In addition to the *ho'ike* method and the KSA method, our instructional, media

Table 1—List of Program/Student Learning Outcomes (add rows as needed)

PLO #1	Articulate personal connections and interactions with people, communities, and environments to establish one's place, responsibilities, and purpose in the world.
PLO #2	Reflectively evaluate a sense of place and an awareness of the delicate balance necessary to maintain healthy life systems for generations to come.
PLO #3	Actively engage in the maintenance, preservation, and conservation of Hawai'i's and other global communities' landscapes and resources.
PLO #4	Demonstrate multi-sensory perspectives in natural and social environments to interact appropriately.
PLO # 5	Apply cultural knowledge, practices, career skills, and experiences to strengthen and sustain one's life style and identity.
PLO #6	Advance leadership skills towards sound and creative decision-making that inspires balance in mind, body, spirit, and environment
PLO #7	Foster a life-long desire to seek knowledge, wisdom, and experiences to enhance communities, family, and self.

Table 2—Program Learning Outcomes by Courses

Courses listed below reflect current course numbering as documented in the Hawai'i Community College 2007-2008 General Catalog, pp. 94-97, courses taught within the last five years.

	PSLO 1	PSLO 2	PSLO 3	PSLO 4	PSLO 5	PSLO 6	PSLO 7
Haw 101	X						X
Haw 102		X		X	X		X
Haw 201	X						X

Haw 202		X		X	X		X
HwSt 107	X		X				X
HwSt 124	X	X					X
HwSt 125	X	X	X				X
HwSt 126	X				X		X
HwSt 128					X		X
HwSt 129	X				X		X
HwSt 130		X			X		X
HwSt 131				X	X		X
HwSt 160	X				X		X
HwSt 161		X			X		X
HwSt 170A	X				X		X
HwSt 170B		X			X		X
HwSt 205		X		X			X
HwSt 221		X				X	X
HwSt 224		X		X	X		X
HwSt 231	X				X		X
HwSt 232		X			X		X
HwSt 235				X	X	X	X
HwSt 236				X	X	X	X
HwSt 237				X	X	X	X
HwSt 241		X		X			X
HwSt 242		X		X			X
HwSt 250					X	X	X
HwSt 251					X	X	X
HwSt 260		X	X		X		X
HwSt 261			X	X	X		X
HwSt 268				X	X	X	X
HwSt 269				X	X	X	X
HwSt 270		X	X		X		X

Table 3—Levels of Implementation of PSLO Assessment (for each PSLO, Indicate ONE level of implementation; add rows as needed)

	A	D	P	SCQI	Assessment Strategy
PSLO #1		x			Ho'ike/Ha'ike; traditional classroom strategies; demonstrative portfolio; KSA survey measuring reinforcing, predisposed, and enabling factors
PSLO #2		x			Same
PSLO #3		x			Same
PSLO #4		x			Same
PSLO #5		x			Same

PSLO #6		x			Same
PSLO #7		x			Same

Key (reference: Barbara Beno’s letter, 9-12-07; ACCJC’s evaluation of Institutional effectiveness, rubric III): A=Awareness, D=Development, P=Proficiency, SCQI=

Continuous Quality Improvement

Sustainable

Table 4A—Percentage of Program Courses with SLO’s

84.85 % of Program courses with SLO’s	Of these, 88% are being assessed
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Table 4B—Percentage of Program Courses Reviewed within the Previous 5 Years- 100%

3. Program Strengths and Weaknesses

The demand for HLS courses campus wide and state wide is reflected in three general areas although not all of these elements are included in the data table provided: high percentage of cross-over students, increasing demand for HLS courses on-line, and a high value-added

HLS courses are in high demand by non- program majors. According to the data elements (Table 8, #4-6), the large number of cross-over students reflects the demand for HLS courses by non-majors potentially due to factors of accessibility (no pre-requisites for entry level courses) and a high value-added interest in the topic of Hawaiian language and studies. According to Fall numbers for AY 04-05, only 15% of total student population taking HLS courses are majors, the other 85% are non majors; for AY 05-06, only 19% are HLS majors and 81% represents non HLS majors; for AY 06-07, only 27% of HLS majors and 73% are non majors.

Another element that shows steady increase but is not reflected in the provided data element chart. The number of registered learners who take our on-line HLS courses as the demand for high interest distant education increases. Enrollment (based on number of students who actually persisted throughout the course) varies with the amount of courses being offered, which, in turn, is dependant on the number of willing and trained on-line instructors. In AY 04-05 (the first year in which on-line courses were launched), HLS offered a total of seven on line courses with 70 registered learners statewide, that is learners whose home campus was not HawCC/WH. In AY 05-06, HLS offered nine courses with a total of 47 non HawCC/WH learners, and in AY 06-07, HLS offered eight courses with a total of 66 registered learners.

Strengths	
S1	HLS supports & services a significant amount of cross-over or non-PPC SSH including distant/satellite learners, on-line, majors, and marginalized/rural populations
S2	Most variety of HwSt/Haw courses consistently offered responsive modes of instruction, eg. on line (in UHCC system), video conference, on site at distant sites, and hybrid
S3	Unique, high quality, high interest, value-added programming

Weakness	
W1	High lecturer dependence for on-line, vid-con, on-site, and hybrid courses
W2	Inadequate Manono campus facilities to support learner community and instructional collegiality
W3	Non-Transferability of degree to four year colleges
W4	Lack of “home” base for satellite site/rural communities for student support and delivery of instructional programs

B. Action Plan including Budget Request

For the efficacy of the program, completion of program modifications, revising, administering and revisiting the usefulness of the KSA survey in the assessment of PSLOs, and constant program, team, learner-staff, and program-community building activities are necessary.

Table 5—Top 6 Non-Cost Items

Task:	Academic yr.	Who is responsible	Best Fits which ADP Goal	Addresses which strength or weakness
1. Work on articulation agreements with all UHCCs and UHH	2007-10	All full time faculty	A, B	W3
2. Modifying Program Courses	2007-2008	All full time faculty	A, B,	S1, S3
3. Survey majors	2007-2009	Project Assistant	A, B, C	All
4. Use survey results for general assessment of program & PLOs/SLOs	2007-2009	Project Coord. & Project Assist. & Program Faculty	A, B, C, E	All
5. Revise survey to correlate with program mods, PLSOs, and survey feedback	2007-2009	Project Coord. & Project Assist. & Program Faculty	A, B, C, E	All
6. Final program modifications complete and submitted to curr. Comm..	2008	faculty	A, B	S3, W3
6. Continue to provide faculty and staff professional dev. opportunities	2007-2008	Full time faculty and staff	D	W2

Key to abbreviations:

ADP Goals are: A, B, C, D, E

Strengths/Weaknesses are numbered (S1, S2... W1, W2...--from A.3.)

In order to increase our efficiency as an instructional and learner support unit on the Hilo campus, at satellite sites island wide, on line, personnel assigned to instruction, fundamental needs for dedicated and expert staffing, proportionate and healthy facilities, materials, equipment and supplies, and professional development needs must be met. The investment will be worth the outcome.

Table 6A. —Top 6 Cost Items (add rows as needed; examples given)

Task:	Academic Yr.	Who is responsible	\$ amount & budget category Except R/M	Best fits which ADP Goal	Supported by ADP Resource Requirement? Y/N	Addresses which strength or weakness
1. hire 1 FTE-Faculty for on-line instruction	2008-09	Full time faculty (HLS/HUM)	\$50K, P	A,E	Y	W1, S2
2. hire 1 FTE-Faculty for Inst./Program Coord.	2009-2010	Full time faculty (HLS/HUM)	\$52K	A, B,C, E	Y	S2, W3, W4
3. hire 2 FTE-APT Ed. Specs. for satellite sites	2008-2010	Full time faculty (HLS/HUM)	\$72K,	A, B, C, E	Y	S2, W1
4. hire 1 FTE Media Coordinator & 1 FTE Media Spec.	2008-2010	Full time faculty, Academic Comp. Unit, VCAA, Admin	\$88K	A, B, C, D, E	Y	S2, W1, W2
5. Improve, renovate, lease, satellite sites for Ka'u, Kohala, Puna,	2008-2010	Full time faculty (HLS/HUM)	\$52 K, P	A, C,E	Y	W4
6. Update and replacement of inst. enhancement and support equipment and peripherals (incl. vid-con)	2009-2010	Full time faculty (HLS/HUM, Tech. Support Cnt.)	\$63K	A, E	N	S2, W1
6. Improve, renovate, repair, HLS main office	2008-2010	Full time faculty (HLS, HUM, Admin.)	\$250K	A, B, D,	Y	W2

5. Support for Program and Professional Development	2007-2010	Full time faculty	\$50K	A, D	Y	
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Key to abbreviations:

ADP Goals are: A, B, C, D, E

Budget Categories: P=Personnel; S1x=Program Review Special Fund;

SE=Supplies Enhanced; Eq=Equipment

Strengths/Weaknesses are numbered (S1, S2, S3, W1, W2, W3—from A.3)

Table 6B.--Repair and Maintenance

Nature of Problem	Describe Location: e.g. Building(s) & Room(s)
Insufficient space for learning center, meeting room, instructors workspace, support staff, a full media unit-extension of covered lanai and office spaces into the courtyard parallel to 380 would help	381-34
Potential asbestos in flooring	380-17
Women's bathroom stall has been out of order for over 6 months; ceiling is dilapidated; doors and walls are falling apart due to age and poor upkeep	381

Table 7—Equipment Depreciation, if applicable –All items listed were purchased by Title III Strengthening Institutions Grant, award period FY October 1, 2004-September 30, 2009, with a year to year renewal dependant on outcomes of Annual Performance Report. Briefly, all items purchased are property of Hawai`i Community College for the purpose of carrying out the activities and objectives of the grant. Although personnel and satellite site/distant education instruction will be institutionalized by the final grant year, no arrangements have been made for the timely and inevitable replacement and or updating of either the controlled property or the equipment listed below required to deliver quality distant education instruction. In this age of technology, we can assume that 3 years after purchase of any kind of technology from a laptop to a projector, to a video conferencing unit, that the technology will be obsolete. We have, unfortunately, experienced this time and time again. I would mention here, that the units purchased and being managed and maintained by the HLS, is used by the entire college, instructional as well as non-instructional. It is also important to mention that the maintenance an upkeep of these CPs and equipment are primarily the responsibility of two full time media personnel currently retained and supervised by HLS. In order to continue HLS or college wide programs using this equipment, proper planning for replacement, maintenance and personnel is necessary.

Program Assigned Equipment	Category CP or E	Expected Depreciation Date	Estimated Replacement Cost
(2004) Toshiba Satellite Laptop	CP	2007	\$1,373.00
(2004) Toshiba Satellite Laptop	CP	2007	\$1,373.00
(2004) Toshiba Satellite Laptop	CP	2007	\$1,373.00
(2004) Toshiba Satellite Laptop	CP	2007	\$1,373.00
(2004) Toshiba Satellite Laptop	CP	2007	\$1,373.00
(2004) Dell Inspiron Laptop Computer	CP	2007	\$2,522.00
(2004) iBook Combo Apple Computer laptop 12"	CP	2007	\$1,142.31
(2004) PowerBook G4 Apple Computer laptop 17"	CP	2007	\$2,717.70
(2004) Sony VAIO PCG-TR3A Notebook laptop	CP	2007	\$1,941.00
(2004) Dell OptiPlex Desktop Computer	CP	2007	\$1,533.50
(2004) Dell OptiPlex Desktop Computer	CP	2007	\$1,574.93
(2004) Dell OptiPlex Desktop Computer	CP	2007	\$1,574.94
(2004) Dell OptiPlex Desktop Computer	CP	2007	\$1,574.94
(2004) Dell OptiPlex Desktop Computer	CP	2007	\$1,574.94
(2004) Dell OptiPlex Desktop Computer	CP	2007	\$1,574.94
(2004) Dell OptiPlex Desktop Computer	CP	2007	\$1,574.94
(2004) Dell OptiPlex Desktop Computer	CP	2007	\$1,574.94
(2004) Dell OptiPlex Desktop Computer	CP	2007	\$1,574.94
(2004) Dell OptiPlex Desktop Computer	CP	2007	\$1,574.94
(2004) Dell OptiPlex Desktop Computer	CP	2007	\$1,574.94
(2001) Carters Metal Desk-metal 96" X 72" "L" shaped, 30" high with 3 drawers right and 2 locking drawer/file left	CP	2008	\$1,684.36
(2005) Dell OptiPlex Desktop Computer	CP	2008	\$1,827.10
(2005) Dell OptiPlex Desktop Computer	CP	2008	\$1,827.09
(2005) Dell OptiPlex Desktop Computer	CP	2008	\$1,827.09
(2004) Bulldog Plug and Play 2-port Ethernet	CP	2009	\$1,219.00
(2004) Bulldog Plug and Play 2-port Ethernet	CP	2009	\$1,219.00
(2006) Radvision Computer Bridge	E	2009	\$31,859.00
(2006) iMac Intel Core Duo Apple Computer with 20" LCD	CP	2009	\$1,392.07

(2006) Power Mac G5 Apple Computer	CP	2009	\$3,137.16
(2000) Sony DVCam recorder	CP	2010	\$3,053.95
(2000) Mitsubishi LCD Projector	CP	2010	\$3,170.00
(2000) ELMO Visual Presenter	CP	2010	\$2,297.89
(2000) Sony Secondary Camera; PTZ	CP	2010	\$1,068.40
(2000) Polycom Polycom Video Conferencing	E	2010	\$10,317.13
(2000) Polycom Polycom Video Conferencing	E	2010	\$6,486.52
(2000) Polycom Polycom Video Conferencing	E	2010	\$6,486.51
(2000) Mitsubishi Electronics Split Window Air Conditioner unit	E	2010	\$6,751.50
(2000) Mitsubishi Electronics Split Window Air Conditioner unit	E	2010	\$6,751.50
(2000) Pahu Kamani Drum 24" x 14"	CP	2010	\$1,100.00
(2005) Bulldog Plug and Play 2-port Ethernet appliance	CP	2010	\$1,343.74
(2005) Bulldog Plug and Play 2-port Ethernet appliance	CP	2010	\$1,343.74
(2007) Mac Pro Apple Computer	CP	2010	\$2,746.83
(2007) iMac Apple Computer 24"	CP	2010	\$2,240.92
(2007) Dell Latitude Laptop Computer	CP	2010	\$1,414.14
(2007) Dell Latitude Laptop Computer	CP	2010	\$1,414.04
(2007) Dell Latitude Laptop Computer	CP	2010	\$1,414.04
(2007) Dell Latitude Laptop Computer	CP	2010	\$1,414.03
(2007) Dell Latitude Laptop Computer	CP	2010	\$1,414.03
(2007) MacBook Apple Laptop Computer	CP	2010	\$1,732.29
(2001) ELMO Visual Presenter	CP	2011	\$2,199.00
(2001) ELMO Visual Presenter	CP	2011	\$1,919.00
(2001) Sony TV 61"	CP	2011	\$3,183.19
(2001) Qvasar Air Conditioner Unit	CP	2011	\$2,080.20
(2004) Bretford Multimedia Works Station	CP	2011	\$1,250.00
(2006) Imagine Baby Lock Serger Serger Sewing machine	CP	2011	\$1,457.29
(2007) Microboards DVD/CD Disc Publiiser	CP	2012	\$1,586.44
(2003) Polycom ViewStation FX H.323 videoconferencing system	E	2013	\$6,324.00
(2004) Boxlight Projector	CP	2014	\$1,656.00
(2004) Canon Digital Camcorder	CP	2014	\$1,066.98
(2004) Canon Digital Camcorder	CP	2014	\$1,066.98
(2004) Polycom Videoconference unit	E	2014	\$6,622.19
(2004) Boxlight Portable Digital Visual Presenter	CP	2014	\$1,100.38
(2004) Boxlight Portable Digital Visual Presenter	CP	2014	\$1,100.37
(2004) Panasonic Window Air Conditioning Unit	CP	2014	\$1,507.00
(2004) Boxlight 2000 Lumen XGA LCD Projector	CP	2014	\$1,749.00
(2004) Sony Wega 37" plasma Flat Panel TV	CP	2014	\$4,100.00

(2004) Polycom Media Center Sampo Multimedia Monitors Dual-display media center cart with two 34" pure flat monitor and integrated audio sound system	E	2014	\$7,637.50
(2004) Polycom Media Center Sampo Multimedia Monitors Dual-display media center cart with two 34" pure flat monitor and integrated audio sound system	E	2014	\$7,637.50
(2005) Polycom Videoconference unit	CP	2015	\$4,095.00
(2005) Boxlight Desktop Digital Presenter	CP	2015	\$1,195.00
(2005) Sony 70" XBR Grand Wega LCD Rear Projection HDTV	E	2015	\$6,093.60
(2005) Sony 60" Projection Television	CP	2015	\$3,187.45
(2005) Sony 60" Projection Television	CP	2015	\$3,187.45
(2005) Polycom Videoconference system	E	2015	\$6,889.00
(2006) Sony DVCam Camcorder w/case	CP	2016	\$2,129.00
(2006) Palatino Bass (3 quarter size)	CP	2016	\$1,040.65
(2007) Polycom Videoconference system	E	2017	\$7,260.00
(2007) Boxlight Projector	CP	2017	\$1,700.98

Key to abbreviations:

CP=Controlled Property w/item value \$1K-\$5K

E=equipment w/item value >\$5K;

C. Table 8—Data Elements

Note: Items 9 & 18, 30 & 31 are determined by writer. Items 23-29 use Perkins data from previous year

Approved 10/25/07

	AY 04-05	AY 05-06	AY 06-07
HLS			
1. Annual new and replacement positions in the State	5936	5936	5936
2. Annual new and replacement positions in the County	111	111	111
3. Number of majors	41	48	40
4. Student Semester Hours for program majors in all program classes	221	303	296
5. Student Semester Hours for Non-program majors in all program classes	1258	1324	1089
6. Student Semester Hours all program classes	1479	1627	1385
7. FTE Program enrollment	98.6	108.47	92.33
8. Number of classes taught	20	26	21
9. Determination of program's health based on demand (Health, Cautionary, or Unhealthy)	Healthy	Healthy	Healthy
10. Average Class Size	22.45	19.88	22
11. Class fill rate	90.71%	70.82%	83.24%
12. FTE of BOR appointed program faculty	3	3	3
13. Student/Faculty ratio	13.67:1	16:1	13.33:1
14. Number of Majors per FTE faculty	9.32	8.78	9.52
15. Program Budget Allocation (Personnel, supplies and services, equipment)	\$208,441.00	\$260,787.10	\$200,201.00
16. Cost Per Student Semester Hour	\$140.93	\$160.29	\$144.55
17. Number of classes that enroll less than ten students	3	0	1
18. Determination of program's health based on Efficiency (Healthy, Cautionary, or Unhealthy)	Healthy	Healthy	Healthy
19. Persistence of majors fall to spring	80.49%	53.33%	77.5%
20. Number of degrees earned (annual)	5	3	4
21. Number of certificates earned (annual)	0	9	13
22. Number of students transferred (enrolled) to a four-year institution in UH	1	0	0
23. Perkins core indicator: Academic Attainment(1P1)	.00%	100.00%	100.00%
24. Perkins core indicator: Technical Skill Attainment (1P2)	.00%	100.00%	100.00%
25. Perkins core indicator: Completion Rate (2P1)	.00%	50.00%	25.00%
26. Perkins core indicator: Placement in Employment Education, and Military (3P1)	.00%	.00%	100.00%
27. Perkins core indicator: Retention in Employment (3P2)	.00%	.00%	100.00%
28. Perkins core indicator: Non Traditional Participation (4P1)	.00%	.00%	.00%
29. Perkins core indicator: Non Traditional Completion (4P2)	.00%	.00%	.00%
30. Determination of program's health based on effectiveness (Healthy, Cautionary, Or Unhealthy)	Healthy	Healthy	Healthy
31. Determination of program's overall health (Healthy, Cautionary, or Unhealthy)	Healthy	Healthy	Healthy
32. Number of FTE Faculty	4.4	5.47	4.2

Hawaiian Lifestyles Knowledge, Skills and Abilities Survey

To aptly monitor the progress and success of students enrolled in HWST and HAW courses, we kindly ask that you take a moment to complete this survey. Whether you are a Hawaiian Lifestyles major or not, your opinion matters and your participation is greatly needed in the assessment of the program. As you complete your post secondary education here at Hawai'i Community College, the Hawaiian Life Styles Program continues to strive to better itself by offering intellectually stimulating courses that connect the past with the present of Hawaiian Culture and Traditions in every aspect of life from the analytical to the spiritual. Your participation in this survey will help your instructors and the I Ola Haloa program to respond to the changing educational needs of students as well as to better your experience here at Hawai'i Community College.

Please be honest and complete the section below as it applies to this current semester.

First Semester Enrolled at _____ Major: _____ Class Alpha: _____ Class NO: _____ Degree
 HawCC: _____ CRN: _____ Seeking: _____

of Credits _____ Campus/Rural Instruction Site : _____ Number of Semesters Enrolled at
 Enrolled : _____ HawCC: _____

of HWST & HAW Courses Taken at _____ Graduating Semester: _____ UH User Name:
 HawCC: _____

Please circle the number in column of the number that best represents how much you relate to each statement. Please use the scale below.

4=Strongly agree; 3= Agree; 2=Disagree; 1=Strongly Disagree; 0=No Response

Leadership

The learner in Hawaiian Lifestyles will be able to utilize the dualistic concepts of unity and individuality as profound ideals for life on which the community at large will benefit.

1) I am able to recite my genealogy in Hawaiian Language.	4	3	2	1	0
2) I understand the dynamics of a family relationship across generations.	4	3	2	1	0
3) I have confidence of my individuality within diverse environments.	4	3	2	1	0
4) I am able to construct leadership methods based upon traditional leadership roles by gods, ali'i and distinguished commoners.	4	3	2	1	0

5) I am able to identify and accept my strengths and weaknesses as inherited characteristics of my family line.	4	3	2	1	0
6) I am able to construct positive changes in the dynamics of the family and the community.	4	3	2	1	0
7) I am able to commit myself to service my community, my family and my work.	4	3	2	1	0

Think Creatively Through a Critical Process

The learner in Hawaiian Lifestyles will be able to utilize the process from which myths are composed to recreate the chronology of the Indigenous Hawaiian from eight points of view. The learner will be able to promote the value of the literary motifs as they apply to today's life.

1) I have knowledge of myths of Hawai'i.	4	3	2	1	0
2) I have a firm understanding of the universal themes of these myths as well as their local distinctions.	4	3	2	1	0
3) Through myths, I am able to realize life cycles and living structures.	4	3	2	1	0
4) I am able to identify & interpret the theme, motif, characters and metaphors found in the myths.	4	3	2	1	0
5) I am able to parallel ancient myth themes, motifs, characters and metaphors as they apply to today's living.	4	3	2	1	0
6) I recognize each character and metaphor as reflections of my growing awareness of self & family & global communities.	4	3	2	1	0
7) I understand that all cultures are defined by their natural & social environment.	4	3	2	1	0

Life System

The learner will be able to cultivate and inform the existence of life systems and cycles in and of our environment. Instruct to maintain these life systems as a reciprocating means to maintain the equality of life.

1) I am familiar with life systems as they are documented in traditional Hawaiian creation chants.	4	3	2	1	0
2) I am able to correctly identify these life systems that surround me.	4	3	2	1	0
3) I understand the contributions of healthy oceans, forests and atmospheres as they relate to life and living.	4	3	2	1	0
4) I am able to recognize that damage done to the natural environment results in the demise of living systems.	4	3	2	1	0
5) I am empowered to minimize the damage done to natural environments.	4	3	2	1	0

Practitioner

The learner will be able to engage in Hawaiian cultural practices that promote healthy environments.

1) I propagate and harvest using traditional Hawaiian practices.	4	3	2	1	0
2) I actively engage in sensitive planting & harvesting of foods and animals.	4	3	2	1	0
3) I actively assist in the maintenance of our natural environment.	4	3	2	1	0
4) I embody the belief that hula (dancing of the myth) is one form of world sacred dance that ritualizes profound connections to earth, seas and skies.	4	3	2	1	0
5) I apply my learning and its impact on my local & global environment.	4	3	2	1	0
6) I plant & harvest because it reinstates my contributions to the cycle of life and learning.	4	3	2	1	0
7) I understand, believe, and practice reciprocation of life.	4	3	2	1	0
8) I am an active observer of elemental & environmental changes.	4	3	2	1	0
9) I am an active observer of the positive and negative human impact on natural environs.	4	3	2	1	0
10) I am able to support my lifestyle with traditional knowledge:	A) Full Time	B) Half Time	C) Casual	D) Recreational	E) None

Hawaiian Life Styles Knowledge, Skills and Abilities Survey

To aptly monitor the progress and success of students enrolled in HWST and HAW classes, we kindly ask that you take a moment to complete this survey. Your opinion matters and your participation is greatly needed in the assessment of the program. As you complete your post secondary education here at Hawai'i Community College, the Hawaiian Life Styles Program continues to strive to better itself by offering intellectually stimulating courses that connect the past with the present of Hawaiian Culture and Traditions in every aspect of life from the analytical to the spiritual. Your participation in this survey will help your instructors and the I Ola Häloa program to respond to the changing educational needs of students as well as to better your experience here at Hawai'i Community College.

Please be honest and complete the section below.

Home Campus: UHH _____ HawCC _____
 Other _____ (Specify)

Degree Seeking: _____

First Semester Enrolled at HawCC: _____

of Semesters Enrolled at HawCC thus Far: _____

of HWST & HAW Classes Taken at HawCC:

Graduating Semester:

UH User Name:

Considering classes you have taken in the Hawaiian Life Styles Program, how much do you agree or disagree with the following statements on your experience in the program? Please circle the number in the column that best represents how much you relate to each statement. Please use the scale below.

5=Strongly Agree; 4=Agree; 3=Neutral; 2=Disagree; 1=Strongly Disagree

Hawaiian Language is routinely used in the class/es.	5	4	3	2	1
I use Hawaiian Language in the community and at home.	5	4	3	2	1
I haven't been adequately taught Hawaiian cultural practices.	5	4	3	2	1
I have been encouraged to use Hawaiian cultural practices in the community.	5	4	3	2	1
There are opportunities for me to use the Hawaiian Life Styles Certificate to work in the community.	5	4	3	2	1
The Hawaiian Life Styles and degree are well respected by the community.	5	4	3	2	1

I don't think the Hawaiian Life Styles Certificate will change my behavior regarding Hawaiian Cultural practices.	5	4	3	2	1
I am generally comfortable advocating for community practices that support Hawaiian Cultural practices.	5	4	3	2	1
Community support for Hawaiian Cultural practices is strong.	5	4	3	2	1
The faculty and instructors are good role models of Hawaiian cultural practices.	5	4	3	2	1
The faculty and instructors in other programs here at HawCC support the use of Hawaiian cultural practices.	5	4	3	2	1
I know where to go if I have questions regarding Hawaiian cultural practices.	5	4	3	2	1
The quality of instruction in Hawaiian Life Styles program is excellent.	5	4	3	2	1
I do not know whether the college supports Hawaiian cultural practices.	5	4	3	2	1
I have had opportunities to work with and practice in the community what I've learned in the Hawaiian Life Styles program.	5	4	3	2	1

Appendix A-3: Spring 2007 KSA Data Collected and Partial Analysis Sample

Class Cap	Fill Quota (60%)	Current Enrollment as of 01/12/07	Enrollment Fill %	CRN	Alpha	No	Instructor	Site
25	15	14	56.00%	18527	HAW	102	NAHALE-A	388-103
		0		18530	HAW	102	NAHALE-A	KRHC
		0		18529	HAW	102	NAHALE-A	KC
		0		18528	HAW	102	NAHALE-A	WH
25	15	7	84.00%	18535	HAW	102	KANAHELE	HICC ONLINE
		0		18536	HAW	102	KANAHELE	WH ONLINE
		14		18537	HAW	102	KANAHELE	WWW
25	15	11	44.00%	18531	HAW	202	NAHALE-A	388-103
		0		18533	HAW	202	NAHALE-A	NHERC
		0		18534	HAW	202	NAHALE-A	KHS
		0		18532	HAW	202	NAHALE-A	WH
30	18			18231	HWST	107	FLORES	388-103
				18517	HWST	107	FLORES	NHERC
				18518	HWST	107	FLORES	KHS
				18232	HWST	107	FLORES	WH
30	18	28	100.00%	18241	HWST	124	KALUA	388-103
		2		18516	HWST	124	KALUA	KC
		0		18242	HWST	124	KALUA	WH
30	18	19	100.00%	18289	HWST	124	TANGARO	HICC ONLINE
		6		18291	HWST	124	TANGARO	WH ONLINE
		5		18292	HWST	124	TANGARO	WWW
30	18	30	100.00%	18476	HWST	124	TANGARO	381-17
25	15	10	40.00%	18104	HWST	125	FLORES	B2-A2
30	18	31	103.00%	18477	HWST	125	NAHALE-A	381-17
30	18	16	63.00%	18538	HWST	125	ILAE	388-103
		0		18540	HWST	125	ILAE	NHERC
		1		18541	HWST	125	ILAE	KHS

		2		18539	HWST	125	ILAE	WH	
30	18	20	} 30	100.00%	18544	HWST	125	HICC ONLINE	
		3			18545	HWST	125	KANAHELE	WH ONLINE
		7		18546	HWST	125	KANAHELE	WWW	
30	18	20		67.00%	18478	HWST	126	KALUA	
25	15				18105	HWST	128	NAPAEPAE-KUNEWA	
25	15	2		8.00%	18106	HWST	128	NAPAEPAE-KUNEWA	
25	15	0		0.00%	18107	HWST	128	NAPAEPAE-KUNEWA	
25	15	25		100.00%	18562	HWST	128	NAHALE-A	
25	15	25		100.00%	18564	HWST	128	KALUA	
30	18	14		47.00%	18479	HWST	130	TANGARO	
30	18	16		53.00%	18480	HWST	160	NAHALE-A	
30	18	5	} 8	27.00%	18397	HWST	205	FLORES	
		0			18526	HWST	205	FLORES	KRHC
		1			18525	HWST	205	FLORES	KC
		2			18398	HWST	205	FLORES	WH
30	18	13	} 28	93.00%	18550	HWST	205	HAILI	
		7			18551	HWST	205	HAILI	WH ONLINE
		8			18552	HWST	205	HAILI	WWW
30	18	13	} 24	80.00%	18233	HWST	221	FLORES	
		0			18515	HWST	221	FLORES	KRHC
		2			18514	HWST	221	FLORES	KC
		9			18234	HWST	221	FLORES	WH
30	18	18	} 19	63.00%	18399	HWST	231	FLORES	
		0			18513	HWST	231	FLORES	KC
		1			18400	HWST	231	FLORES	WH
30	18	13	} 22	73.00%	18524	HWST	231	HAILI	
		3			18542	HWST	231	HAILI	WH ONLINE

		6		18543	HWST	231	HAILI	WWW
30	18	14	47.00%	18481	HWST	232	KANAKA'OLE	381-17
25	15	4	16.00%	18598	HWST	235	TANGARO	POLIHUA
25	15	16	64.00%	18614	HWST	298	TANGARO	POLIHUA
<i>700</i>		<i>463</i>	<i>66.00%</i>	<i>54</i>				

Cancelled Class

Suggested Classes for Spring KSA-Survey

**As of January 12th, 2007, there are approximately 463 students enrolled across 25 HWST and HAW classes (VidCon and Web classes with the same Class Alpha and No. taught by the same instructor at a specific time are counted as one 'class'; stand alones are each counted individually)

**Only one (1) class (HWST 107) was cancelled *prior* to the January 8th, start of the Spring 2007 Semester. The second class (HWST 128) was cancelled at the start of the Spring 2007 Semester due to low/zero enrollment.

**Of the 25 classes, 15 (60%) have enrollment fills of 60% or more.

**Suggested classes for Spring KSA-Survey were chosen based on the following criteria: 1) The class is a requirement for the HLS Degree in Hula, Mahi'ai, or Lawai'a; 2) The class is taught by a faculty member. If a class on the list is a VidCon class, all CRNs with enrollment will be asked to participate in the KSA-Survey.

