

# **HAWAI`I COMMUNITY COLLEGE PROGRAM REVIEW REPORT**

## **I Ola Haloa Hawai'i Life Styles Program**

**November 24, 2009**

**Assessment Period: July 1, 2006 to June 30, 2009**

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*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 I Ola Haloa Hawai'i Life Styles Program

### A. Program Effectiveness

1. Hawai'i (Hawaiian) Life Styles is a program that promotes learners' full potential. We are committed to serving all segments of the Hawai'i Island community by providing all learners, their families and community open door access to all of our programmatic activities, courses (all entry/100-level courses have no pre-requisites thereby supporting high accessibility) and learner support services, degree and certificate programs, site-based activities, Hawai'i cultural and academic bridging activities, community extension activities, and expanded learning opportunities. HLS offers an A.A.S. degree in Hula, Mahi'ai, and/or Lawai'a and an ASC in Hawai'i Life Styles. Our vision is:

*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, families, communities, and our Hawai'i Community College 'ohana to their fullest potential through a deep and relevant experience in Hawai'i traditional and contemporary life ways so that they are inspired and take action to contribute their new and reclaimed knowledge to the ecological, economic, and social health of our Hawai'i community and global communities alike.*

Hawai'i Life Styles program aligns with and supports every one of our Hawai'i Community College mission and imperatives by:

- Understanding Hawai'i Island communities through instructional and outreach activities (**Imperative 3**)
- Engaging learners, faculty, staff and community in Hawaiian cultural bridging activities that promote a healthy mind, body, landscape and spirit (**Imperative 6**)
- providing current technology and learner support services island wide for distance education learners (**Imperative 7**)
- adapting and transmitting time tested traditional knowledge skills and current disciplinary skills to inspire our learners to economically sustainable possibilities (**Imperative 2**)
- engaging our learners and their families in cooperative opportunities to serve their community (**Imperative 1**)
- fostering a strong on campus and off campus based awareness and respect for the Hawai'i landscape (**Imperative 4**)
- by offering credit instruction in Hawai'i Life Styles underpinned by a strong academic and practitioner & geography based Hawai'i traditional knowledge curriculum (**Imperative 5**)

**Attach a current Program Map as Appendix A.**

The proposal for conversion from an AAS to an AS degree (which includes the modification of requirements for the ASC) was approved and passed through the Faculty Senate and signed by the Chancellor in January 2009. We are currently drafting the Proposal for Conversion from an A.A.S. program to an A.S. for review at the January 2010 Council of Academic Officers meeting. The Program Map in Appendix A reflects the proposed program.

## **2. Attach the program's current Assessment Plan as Appendix B.**

The Assessment Plan in Appendix B is for the current Fall 2009 semester. Artifacts are to be collected by Dec. 10, 2009 and the assessment team will convene in February of 2010 to evaluate the artifacts.

## **3. As a result of a review of the program (e.g. courses, curricula, and assessment plan results, economic impacts, community needs etc.) (Attach Appendix C – Assessment Results Template) summarize what changes have been made and why.**

### SLOs/PLOs Assessment

The assessing of SLOs and PLOs helps us to question our intentions and assess our realities. Although the assessment process (from a HLS to a HUM to a LBART to a college activity) is an effective process in its own right, the reality of the process, systemically, has many disconnected features. As such, we have made changes to our process that should align with the types of changes that the HUM Department is making as a part of the LBART program. We have made modifications to the rubric, the assessment plan, the 2009 to 2012 artifact collection schedule, and have added a layer of guidelines for instructors to make artifact collection more consistent from course to course (See Appendix B: Fall 2008 Assessment Plan Template compared to the Fall 2009 Assessment Plan Template). HLS has also determined that we will have to reexamine our PLOs/SLOs to simply them for the purpose of assessing ourselves more efficiently and authentically in the future, and to determine how each of our PLOs/SLOs align with the LBART and college PLOs. This will probably happen after one or two more rounds of assessment.

### Program Review

In 2007, the HLS team was already in the process of modifying all of our courses and degree programs. The only other change that we have made since 2007 is the reorganizing of the HLS program and program people (see Appendix E, HLS Organizational Chart). The later change came about when four Title III positions were institutionalized in November 2008 and then in January 2009. We also received a 2-year Title III Renovation grant that allowed us expansion in the areas of learner support and services and Hawaii cultural bridging activities.

The Hawai'i Life Styles team (faculty, staff, and advisory) rely on constant conversation about maximizing our program's potential, strengths, and weaknesses by having in depth monthly meetings. Additionally, we "force" ourselves to engage in person and professional development activities very often so that we are able to use all resources available to us in enlightening our learners and moving our program forward. Of course these processes take persistence, time, and energy. Our community is worth the effort of reflecting, defining, and recreating ourselves and our program on a regular basis.

#### 4. Program Strengths and Weaknesses

Since the data table is a significant factor in reporting the demand, efficiency and effectiveness of our program and therefore, wields a great deal of influence in how our program is construed and/or funded, I hope that given the inherent weaknesses of the data, that an equal amount of attention will be paid to the narrative sections of this review. I have focused the analysis of the data for 2008-2009 AY, for the simple reason that complete and consistent data for 2006 & 2007 are not available.

Where data is available, we have used end of semester data which includes data pulled right at the beginning of the following semester (Summer 08 data pulled at the beginning of Fall 08; Fall 08 data pulled at the beginning of Spring 09; Spring 09 data pulled at the beginning of Fall 09). We have made use of the health indicator column as a place to supply supplemental data.

Demand Indicators		Academic Year			Supplemental Data
		Fall 06	Fall 07	08-09	
1	New & Replacement Positions (State)	180	153	165	2092
2	New & Replacement Positions (County Prorated)	19	26	9	
3	Number of Majors	40	57	59	
4	SSH Program Majors in Program Classes	251	373	791	21.2%
5	SSH Non-Majors in Program Classes	1,023	1,371	2,936	78.8%
6	SSH in All Program Classes	1,274	1,744	3,727	100%
7	FTE Enrollment in Program Classes	85	116	124	
8	Total Number of Classes Taught	19	24	61	

##### New and Replacement Positions

I would challenge the rating of “unhealthy”. First, it may be that demand is not all that high right now for ANY program given the current economic recession. The fact that the community tends to return to college when jobs are scarce is a trend that our community college is well aware of because of the spike in enrollment numbers across the state. We celebrate the spike (not the recession) and consider our College and our program as responsive. Second, that fact that Demand Health is based on only one measure, that is two (number of majors divided by no. of county jobs) out of eight data elements, is insubstantial, especially from a whole programmatic perspective. Third, in my examination of the data elements and the labor statics for the county and state as they relate specifically to our program, it occurs to me that the only HawCC programs that may actually get a rating of “healthy” in Demand possess one of two characteristics. Either they are “model” vocational programs or they are programs that produce two graduates per year for every one available job. In other words, programs (like HLS or Human Services or Forest Team, for example) who teach “quality of life” skills and that tend

towards a more LBART type curriculum and where the job market tends towards the “non-mainstream” type employment, are those who may consistently rate in unhealthy or cautionary.

The SOC or Standard Occupational Codes applied for HLS are based on a limited assumption of potential employment (including self-employed and unpaid family workers) for both HLS A.A.S. majors and HLS A.A.S. majors who continue at HawCC for their A.A. degree. Therefore, it is worth the effort to illustrate that the current data table does not reflect all these potential employment options. I have included three reports in Appendix D for the reader to get a more holistic notion of the potential employment, including self-employment and unpaid workers, for HLS majors and HLS majors continuing for their A.A. degree. The first report is the Long Term Industry Projections, County of Hawai`i, 2004-2014. The potential employment options for HLS learners are highlighted. The second document is the Occupational Data by SOC Code, Hawai`i County, 2006-2017. I have modified this table to show only the pertinent employment options for HLS majors. The third document is the 10-Year Occupational Projections for Hawai`i County, 2004-2014. Only the occupations that apply to HLS majors are included in the table. Two of the three tables can be found at Hawai`i Workforce Informer at <http://www.hiwi.org/cgi/dataanalysis/?PAGEID=94&SUBID=121>.

In the supplemental data column above, according to the Occupational Data by SOC Code table, there are 2092 potential employment opportunities for HLS learners who graduate between now and 2017. Added to the potential 5,870 self employed workers projection for 2014 and the 90 unpaid family workers for the same year (Long Term Industry Projections, 2004-2014), there are 8052 choices of employing one’s self after graduation. According to the formula majors/# of new & replacement county jobs, we still fall in the “cautionary” rating even with the supplemental data. But because we understand the fact that many of our students who come to us already employed, and that for most of our majors, the A.A.S. in HLS will not be their terminal degree before they leave HawCC, and that our program is quite an anomaly and graduates tend towards a wider field of choices for employment, we are aware but not downtrodden by the rating. Moreover, an important point to consider is that a central part to the epistemology of HLS is the fact that we encourage our learners towards domestic sustainability rather than import sustainability.

### Program SSH

As indicated, Demand for program courses by non-majors remains high at 2,936 SSH compared to 791 SSH for program majors in program courses. This number is consistently high from year to year, if we look back at the data from 2002 due to the high amount of cross-over learners. We attribute the high number of cross-overs to three main factors: 1) the rise in enrollment overall, 2) the accessibility of HLS courses and, 3) the value added quality of HLS courses as a HUM/Asian Pacific Culture elective.

Cross-overs are non-program majors from both CTE and LBART who take one to three (1-3) HLS courses to satisfy the Humanities/Asian Pacific Culture requirement. This number also represents those who we endearingly call our “placebo” learners. They are a combination of undeclared, non-program majors, and post graduation learners who tend to have taken all HLS offerings including track specific courses and continually enroll in HLS classes as new opportunities arise. Post AAS graduates continue to take advantage of extended learning

opportunities while they fulfill their A.A. degree requirements. A smaller percentage of learners included in this category are learners, faculty and staff from UH Hilo and HawCC, who take HLS courses for their value added quality, for self-development, and for professional development.

The total number of SSH in all program courses indicates that HLS program courses are in high demand. The total number of classes taught, 61, 32 for fall 2008 and 29 for spring 2009 is a little higher than previous years.

Efficiency Indicators		Academic Year			Supplemental Data
		Fall 06	Fall 07	08-09	
9	Average Class Size	22.4	23.9	20.8	
10	Fill Rate	83%	84%	76%	
11	FTE BOR Appointed Faculty	3.0	5.0	2.0	Actual = 7
12	Majors to FTE BOR Appointed Faculty	13.3	11.4	29.5	8.4
13	Majors to Analytic FTE Faculty	10.5	11.7	8.6	
13a	Analytic FTE Faculty	3.8	4.9	6.9	188 credits/27
14	Overall Program Budget Allocation	\$200,201	\$240,710	\$2,226,191	
14a	General Funded Budget Allocation	n/a	n/a	\$353,649	
14b	Special/Federal Budget Allocation	n/a	n/a	\$1,872,542	
15	Cost per SSH	\$144.55	\$138.02	\$597.31	
16	Number of Low-Enrolled (<10) Classes	1	1	8	

### Efficiency

Fill rate remains above the minimum fill rate of 60% for courses. The drop from previous years is probably due to the increase in classes that we offered in the AY 08-09. Fill rate falls within the systems rating of healthy (healthy=2).

There was one discrepancy for data element #11. The description for this element is “the sum of appointments to your program”. When I refer to the Instructional Program BOR Appointments table on the HawCC website, the actual FTE BOR Appointed faculty for HLS is 7 (not including Pualani Kanahale who is under the Chancellor’s office), not 2. If I recalculate the efficiency health based on 7 FTE BOR appointments, data element #12 changes from 29.5 to 8.4 majors to FTE BOR Appointed Faculty rendering a cautionary rating (cautionary = 1). From a data standpoint we do have a sufficient number of instructors; however, two of the seven instructors have dual functions (like Instructor/Coordinator) and therefore, do not normally teach a full time load. It is not feasible for faculty with dual functions to coordinate and teach a full load; therefore the balance of courses is taught by lecturers. This may result in a higher cost per SSH.

The other discrepancy is data elements 14-14b in which the total extramural funding is worked into the cost per SSH. The question in our minds is whether or not it is appropriate to use budget totals that do not directly impact instruction. Since the general funded budget allocation = personnel costs + b budget, our thoughts are that the special/federal budget allocations for this

line ought to be consistent with the general fund formula. The #14b total shows the total grant money awarded for the 2008-2009 academic year (total of two grants). However, at least 50% of costs do not apply directly to the cost of instruction. If we use grant totals in this line item, rather than specific grant costs for instruction then we come out with some ridiculous amount for cost per SSH which includes budget categories such as travel, contractual, equipment and other.

I would like to address data element #16, number of low enrolled classes. We know of at least two part of term courses in which enrollment may have been low at census. Data taken at census does not include those who register for the POT course after census. We know that the under enrolled classes tend to be the 200-level courses and track courses. Due to the skills and knowledge required in 200-level courses, for instance HwSt 204, 206, 230, 231, 240, 241, 250, 251, 260, and 261, only HLS majors in their concentrations tend to persist in these courses, and therefore are consistently labeled, “under-enrolled”. Because these courses are designed for the Kalo, Hula, and Lawai`a concentrations and not typically for the crossover populations, but for the small number (59 total divided among 3 tracks) of HLS majors, they ought to have a high teacher to learner ratio.

<b>Effectiveness Indicators</b>		<b>Academic Year</b>			Supplemental Data
		<b>2006</b>	<b>2007</b>	<b>08-09</b>	
<b>17</b>	<b>Successful Completion (Equivalent C or Higher)</b>	n/a	n/a	73%	Actual Raw=963, %=74.8
<b>18</b>	<b>Withdrawals (Grade = W)</b>	n/a	n/a	56	Actual Raw=47 %=3.6
<b>19</b>	<b>Persistence (Fall to Spring)</b>	78%	72%	65%	
<b>20</b>	<b>Unduplicated Degrees/Certificates Awarded</b>	n/a	n/a	14	<b>15</b>
<b>20a</b>	<b>Number of Degrees Awarded</b>	3	4	3	<b>10</b>
<b>20b</b>	<b>Certificates of Achievement Awarded</b>	0	0	0	
<b>20c</b>	<b>Academic Subject Certificates Awarded</b>	n/a	n/a	12	6
<b>20d</b>	<b>Other Certificates Awarded</b>	n/a	n/a	0	
<b>21</b>	<b>Transfers to UH 4-yr</b>	0	2	1	
<b>21a</b>	<b>Transfers with degree from program</b>	n/a	n/a	0	
<b>21b</b>	<b>Transfers without degree from program</b>	n/a	n/a	1	

**C/P denotes that the measure is provided by the college, if necessary.**

**Data current as of: 8/19/2009 - 3:30:PM**

We are providing supplemental data for a few of the data elements because of marginal discrepancies. We used end of the semester data to substantiate our claims.

### Effectiveness Measures

In regards to the first effectiveness measure and based on 15 unduplicated degrees divided by the number of majors (59) our rating using the supplemental data is 25% or healthy (healthy=2). The second effectiveness measure based on 15 unduplicated degrees & certificates divided by 190 county jobs (prorated over 11 years) puts HLS at an unhealthy rating of .078.

From a data standpoint we can assume that we are not producing enough graduates for the job market. The third effectiveness measure is persistence. According to system data 65% of HLS learners persisted from Fall to Spring. In terms of raw data, this means that of 1288 learners in HLS courses, 837 persisted in HLS courses. These numbers are to be expected considering only 21.2% of SSH are program majors and 78.8% of HLS learners are cross over learners. Cross over learners, as I have articulated in detail above, are not expected to persist from semester to semester. Based on the given data, the effectiveness rating is cautionary (cautionary=1).

Other Data Elements

I am supplying supplemental data for data elements #17 and #18. Here is the explanation. Of 1288 learners enrolled in 08-09, only 47 learners withdrew from classes with a W. System’s data element #18 indicates 56% of HLS learners withdrew with a W. This is unacceptable, especially for our program that is supposed to be highly accessible. When we conducted our own review end of semester data for Fall 2008 and Spring 2009 we come up with only 47 total withdrawals. That represents only 3.6% of students who withdrew with a W, a substantial difference. Of 1288 learners enrolled in 08-09, 963 or 74.8% received a grade of C or higher. Data element #17 shows 73% of learners receiving a C or higher, not a substantial difference. We would argue for an additional data element, perhaps #17a that shows non-majors who earned a D or higher in program courses. Because our program services a huge number of SSH for crossovers who do not intend to pursue an HLS degree, receiving a grade of D for an HLS class when taken as an elective is still passing. Of 1288 learners, 1017 learners or 79% received a D equivalent or higher, which translates to only 21% receiving other grades including, F, NC, C, I, and so on.

We believe the learner body proves a high degree of instructional and programmatic effectiveness.

<b>Perkins IV Core Indicators</b>				
<b>Perkins IV Measures 2007-2008</b>		<b>Goal</b>	<b>Actual</b>	<b>Met</b>
<b>28</b>	<b>1P1 Technical Skills Attainment</b>	90.00	100.00	Met
<b>29</b>	<b>2P1 Completion</b>	44.00	0.00	Did Not
<b>30</b>	<b>3P1 Student Retention or Transfer</b>	55.00	16.67	Did Not
<b>31</b>	<b>4P1 Student Placement</b>	50.00	0.00	Did Not
<b>32</b>	<b>5P1 Nontraditional Participation</b>	25.00	0.00	Did Not
<b>33</b>	<b>5P2 Nontraditional Completion</b>	25.00	0.00	Did Not

We are risking, perhaps, our programs credibility by not addressing why we did not meet particular Perkins indicators. To be very honest, we have not been educated in how to address the Perkins data. We (including some of the Liberal Arts reporters) have never been given enough information to faithfully report on these data elements. Essentially, we have been guessing. Even the formulas given in the data delivery plan workshop and handout uses language perhaps only a few faculty are familiar with. More explanation needs to be included with each data element. A raw number are helpful, but more useful for addressing our unmet goals is an explanation of each category, like the rest of the delivery plan document gives. Had we been trained in the use of the alternative using “program capacity” to analyze program

efficiency, we would have challenged ourselves to do so to at least get a glimpse of ourselves from a CTE perspective. I hope the lack of information to report on this area does not reflect negatively on the HLS program.

Moving away from CTE

We have been working over the last three years to modify our program. Compared to our inaugural program in 2001, in which CTE courses are integrated with Hawai'i lifestyles course work, all of our courses are now only offered at a 100-level or above and we do not incorporate any CTE type course work as a requirement for the program. Although our A.A.S. in Hawai'i Life Styles started out as a CTE type program, the change in faculty and the shift in paradigm now has us working towards A.S. degree. For the integrity of the program, in the future, we would like to work towards an A.A. type program in the hopes that we can develop pathways and articulation agreements with 4-yr programs more efficiently.

**Program Strengths (S1, etc.) and Weaknesses (W1, etc.)**

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, e.g. on line (in UHCC system), video conference, on site at distant sites, hybrid (a combination of the above), weekend scheduling, evening scheduling, and POT scheduling
S3	Unique, high quality, high interest, value-added programming for credit and non-credit activities that builds on our internal HawCC community, our UH community and Hawai'i community island-wide
S4	Provide cultural bridging and protocol opportunities for learners, faculty, and staff of HawCC and UH community

Weakness	
W1	High lecturer dependence for on-line, vid-con, on-site, hybrid, and cross over courses
W2	Inadequate Manono campus facilities to support learner, community and college 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
W5	Lack of positions for online instructor to expand the DE offering
W6	Need a focus on entrepreneurial and community based work development with emphasis on Hawaii natural and cultural environment to improve employment options

**5. Discuss the progress the program has made in meeting the goals set in the last Comprehensive Program Review.**

In order to eliminate the need to read more narrative, I will include last year's Table 5 & Table 6 with added columns to indicate what actions are complete and what actions are in progress.

<b>Task:</b>	<b>AY</b>	<b>ADP Goal</b>	<b>Strength or weakness</b>	<b>Completed</b>	<b>In Progress</b>
1. Work on articulation agreements with all UHCCs and UHH	2007-10	A, B	W3		In conversation
2. Modifying Program Courses	2007-2008	A, B,	S1, S3	Summer 2007	
3. Survey majors	2007-2009	A, B, C	All	November 2008	
4. Use survey results for general assessment of program & PLOs/SLOs	2007-2009	A, B, C, E	All	December 2008	
5. Revise survey to correlate with program mods, PLOs, and survey feedback	2007-2009	A, B, C, E	All	January 2009	
6. Final program modifications complete and submitted to curr. Comm..	2008	A, B	S3, W3	Fall 2008	
6. Continue to provide faculty and staff professional dev. Opportunities	2007-2008	D	W2	On going. Offered at least 10 individual, small group and large group opportunities	
7. hire 1 FTE-Faculty for on-line instruction	2008-09	A,E	W1, S2		Not funded. According to 08-09 data, we have sufficient enrollment, no. of courses, and an ample fill rate to support 1 FTE faculty for online instruction.

8. hire 1 FTE-Faculty for Inst./Program Coord.	2009-2010	A, B,C, E	S2, W3, W4	Position institutionalized Nov. 2008	
9. hire 2 FTE-APT Ed. Specs. for satellite sites	2008-2010	A, B, C, E	S2, W1		Not funded in last supplemental. Will not request for next biennium.
10. hire 1 FTE Media Coordinator & 1 FTE Media Spec.	2008-2010	A, B, C, D, E	S2, W1, W2		Not funded.
11. Improve, renovate, lease, satellite sites for Ka'u, Kohala, Puna,	2008-2010	A, C,E	W4		Will not precede further with all distant site improvement plans. Will maintain current MOA with distant sites.
12. Update and replacement of inst. enhancement and support equipment and peripherals (incl. vid-con)	2009-2010	A, E	S2, W1	Bought all necessary new and replacement equip. & peripherals will supplemental and carry over grants funds before grant ended on Sept. 30, 2009	
13. Improve, renovate, repair, HLS main office	2008-2010	A, B, D,	W2	Applied and was awarded ~\$800,000.00 for renovation of HLS lab and instructional space	
14. Support for Program and Professional Development	2007-2010	A, D		On going from different sources. Applied and was awarded \$190k for program and professional dev.	

6. What are the program's goals/plans for the next Comprehensive Review period? What evidence supports these goals/plans?

**B. Action Plan for Program Improvement**

**Table 1—Top 6 Non-Cost Items** (add rows as needed; examples given in *italics*)

<b>Task:</b>	<b>Academic yr.</b>	<b>Who is responsible</b>	<b>Best Fits which ADP Goal</b>	<b>Addresses which strength or weakness</b>
1. Continue to work on articulation agreements with all UHCCs and UHH	2009-2012	Program coordinator; faculty	A, B	W3
2. BOR approval for proposed AAS to AS conversion	2009-2010	Program Coordinator; faculty	A, B, C	S1-3, W3
3. BOR approval for proposed Kahu Kuuna Track	2009-2010	Program Coordinator; faculty	A, B, C	S1, S2, W1
4. Move all tracks towards cohort models	2010-2014	Faculty; Native Hwn student success coord.; prog. coord	A, b, C	All
5. Continue to provide faculty and staff professional dev. Opportunities	2009-2014	Project Coord. & Project Assist. & Program Faculty	A, B, C, E	All
6. Strengthen Paepae 'Ohua learner support services	2010-2012	NHSSC; NH Counselor; staff	A, B, C	S1, S4, W4-6
7. Continue to provide cultural bridging & protocol opportunities to HawCC, Hawaii island community, and other UHCC communities	2009-20014	Faculty; staff	A, D	S3, S4, W6
8. Work towards sustainable continuous quality improvement	2009-2012		All	All
9. Research and move	2011-2014		A, B, C	W 3, S2

towards a 3 <sup>rd</sup> yr. advanced certificate and/or an A.A. degree type program				
10. Continue to work closely with UH Hilo Kipuka Center			A, B	W 3, S2
11. Work towards providing substantive program change to offer online ASC HLS	2010-2014		A, B, E	W1, S2, W5
12. Work towards a non-credit certificate for community based learning opportunities	2012		A, C, D	S3, W4, W6
11. Continue to offer summer bridge and learning community opportunities especially for rural areas & entering track students	2010-2014	All HLS; community partners	A, B, D	S1-3

**Key to abbreviations:**

**\*ADP Goal s are: A, B, C, D, E**

**Strengths/Weaknesses are numbered (S1, S2... W1, W2...--from A.4.)**

**Table 2 —Top 6 Cost Items** (add rows as needed; examples given in *italics*)

<b>Task:</b>	<b>Academic Yr.</b>	<b>Who is responsible</b>	<b>\$ amount &amp; budget category Except R/M</b>	<b>Best fits which ADP Goal</b>	<b>Supported by ADP Resource Requirement? Y/N</b>	<b>Addresses which strength or weakness</b>
1. hire 1 FTE-Faculty for on-line instruction	2010-2012	Full time faculty (HLS/HUM)	\$74,8000, P	A, B, C, E	Y	W5, S2, W1
2. hire 1 FTE-Faculty for learner support	2010-2012	Full time faculty (HLS/HUM/GSSS)	\$74,800, P	A, B, C,	Y	All
3. hire 2 FTE-Academic Support. for rural sites	2011-2014	Full time faculty (HLS/HUM)	\$103,360k, P	A, B, C, E	Y	S1-3, W4, W6
4. hire 1 FTE Media Specialist	2010	Full time faculty, Academic Comp. Unit, VCAA, Admin	\$51,680k, P	All	Y	All
5. Renovate & green I Ola Haloa Center	2010-2014	Prog. Coord, Auxillary Coord, VC for Administrative Affairs	\$800k, Other/Contractual	A, D, E	Y	S1-4, W2, W4, W5
6. Update and replacement of inst. enhancement and support equipment and peripherals	2014	Media Spec., VCAA, Prog. Coord., ACU	\$63K, Eq, SE	A, B, D, E	Y	S1, S2, W1, W2, W4, W5
7. Instruction for summer bridge/learning communities	2010-2014	Prog. Coord; faculty; VCAA	\$82,032k/yr, P, SE, Travel;	A, B, D, E	Y	S1-3, W2, W4, W5
8. Continue, improve & strengthen cultural bridging opportunities`	2010-2014	Prog. Coord; faculty; staff; VCAA, other UHCC programs	\$25k, Travel, SE, SIX	A, C, D, E	Y	All
9. Support for Program and Professional Development	2010-2014	Faculty, lecturers, prog. coord	\$100K, Travel, SE	A, D, E	Y	All

Hawai'i Life Styles program faculty and staff are committed to a high level of service and programmatic development. Therefore, securing of extramural funding (not unlike other programs) affords us the opportunity of pushing traditional borders so that our college, our community, and our program are able to develop socially, intellectually, academically, and spiritually. Our current extramural funding sources are:

- I Ola 'O Haloa: No Cost Extension period of our 5-year Title III development grant called, Oct 1 2009-Feb. 28, 2010
- Ha'akumalae: 2-year Title III Renovation grant, Oct. 1, 2009-Sept 30, 2010
- Halauloa: sixth month of our 1-yr Halauloa, Congressionally Delegated grant funding, July 2009-July 2010
- USDA

The following programmatic components are supported by the above extramural funding sources:

- 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;
- outreach and student support services for rural and distant learners, HLS majors, and all native Hawaiian population;
- Native Hawaiian Student Success Coordinator – Hulu'ena cohort, HLS majors learner support
- Native Hawaiian Student Success Counselor
- Renovation of lab/instructional space
- Ha'akumalae Cultural Bridging: Wahi Pana and Kipaepae
- Summer bridge activities
- Pamamao & faculty retreat

**Table 3.--Repair and Maintenance**

Nature of Problem	Describe Location: e.g. Building(s) & Room(s)
Exposed, unused toilets and plumbing – removal and electrical rewiring and cosmetic renovation required	380-34 middle room, Puna side
Remodel/renovate I Ola Haloa center for maximum usage of space for instructors, staff, media, learner support services and learner usage; green use of room	380-34
Remodel media room for maximum usage and output of multi-media instructional materials	380-34

**Table 4—Equipment Depreciation, if applicable**

All items purchased in Table 4 were purchased under the I Ola O Haloa, Title III 5-year Development grant, 2004-2009.

<b>Program Assigned Equipment</b>	<b>Category CP or E</b>	<b>Expected Depreciation Date</b>	<b>Estimated Replacement Cost</b>
(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
(2008) Dell Latitude E6500 Laptop Computer	CP	2011	\$2,121.89

Mw9/30/09

(2008) Dell Latitude E6400 Laptop Computer	CP	2011	\$2,080.21
(2007) Microboards DVD/CD Disc Publiser	CP	2012	\$1,586.44
(2009) Apple MacBook Laptop Computer	CP	2012	\$1,523.02
(2009) Apple MacBook Laptop Computer	CP	2012	\$1,523.02
(2009) Apple MacBook Laptop Computer	CP	2012	\$1,523.02
(2009) Apple MacBook Laptop Computer	CP	2012	\$1,523.02
(2009) Apple MacPro CPU	CP	2012	\$3,775.26
(2009) Apple iMac Computer	CP	2012	\$1,918.49
(2009) Dell Latitude E6500 Laptop Computer	CP	2012	\$1,271.43
(2009) Dell Latitude E6500 Laptop Computer	CP	2012	\$1,271.43
(2009) Dell Latitude E6500 Laptop Computer	CP	2012	\$1,271.43
(2009) Dell Latitude E6500 Laptop Computer	CP	2012	\$1,271.43
(2009) Dell Latitude E6500 Laptop Computer	CP	2012	\$1,271.43
(2009) Radvision Multipoint Conference Unit	E	2012	\$30,467.44
(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
(2009) HP Color Laser Printer 4700dn	CP	2015	\$1,534.00
(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

(2008) EZLDR Boat Trailer	CP	2018	\$1,000.00
(2008) Koa Bowl 16"x8.5"	CP	2018	\$1,593.80
(2008) Lauhala Mat 10' Round	CP	2018	\$2,291.65
(2009) Canon AutoFocus Telephoto Zoom Lens	CP	2019	\$1,059.05
(2009) Nikon Camera Lens	CP	2019	\$1,214.00
(2009) Casio Projector	CP	2019	\$1,249.00
(2009) Mighty Mac Chipper-Shredder	CP	2019	\$1,850.00
(2009) Curly Mango Bowl 16"x7"	CP	2019	\$1,041.70
(2009) Koa Bowl 13"x5.5"	CP	2019	\$1,036.49
(2009) Paddle Board Kit	CP	2019	\$1,249.98
(2009) Paddle Board Kit	CP	2019	\$1,249.98

**Key to abbreviations:**

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

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



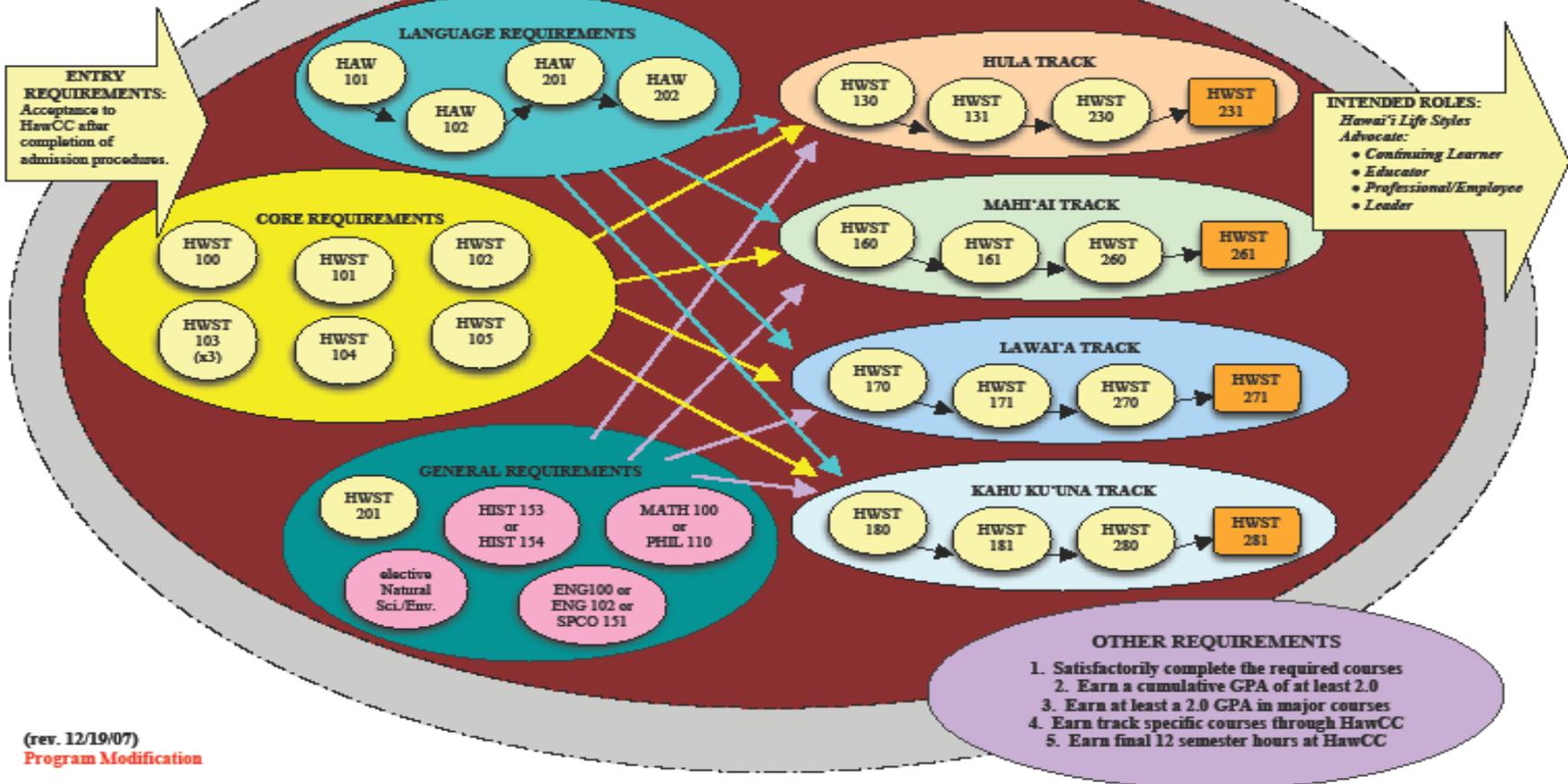
## **APPENDICIES**

## **APPENDIX A: PROGRAM MAP**

# I Ola Hāloa - Hawai'i Life Styles Associate in Science (A.S.)

Community

Hawai'i Community College



**APPENDIX B: ASSESSMENT PLAN, Fall 2008-2009 & Fall 2009-2010**

# Instructional Program Assessment Plan for Learning Outcomes

## Hawai'i Life Styles

Submitted by: HLS Team, 30 April 2008

**Semester: Fall 2008**

**Student Learning Outcome (program level) for Assessment\* (taken from Appendix):**

***KAIEWE (Sense of Place): Articulate personal connections and interactions with people, communities, and environments to establish one's place, responsibility, and purpose in the world.***

**Step 1. Identify the artifact(s) (i.e., student work) for assessment and course(s) from which selected:**

Name/Description of artifact:
Mo'oku'auhau - HAW 101
Poem – HwSt 124
Written Reflection – HwSt 205

**Step 2. Develop the assessment tool (e.g., rubric) to be used with 3 levels of assessment, if applicable—Level 1=does not meet expectations; Level 2=meets expectations; Level 3=exceeds expectations. Tool Attached.**

**Step 3. Set the Performance Rate**

80% of the artifacts assessed by the HLS Assessment Team (HLS-AT) will meet or exceed expectations.

**Step 4. Describe the method used to collect the artifacts:**

Where or from whom artifacts will be collected: Copies of all Haw101 Mo'oku'auhau recordings/written, copies of all HwSt 124 poems, copies of all HwSt 205 written reflections
When will artifacts be collected: Collected by December 15, 2008. AT evaluation completed by March 1, 2009.

**Step 5. Describe the sampling method used to collect the data:**

3 envelopes; 20% random pulled from each of the three envelopes to form the collection of data to be evaluated. Number of artifacts should equal the number of currently enrolled students whether or not student completed assignment.
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**Step 6. Describe the composition of the Assessment Team (AT) (add more rows as needed):**

Evaluator(s):
1 HLS advisory member
2 HLS faculty
3 HLS A.A.S. graduate or 200-level Hawaiian Language student

**Step 7. The Assessment Team uses the assessment tool(s) (e.g., rubric) to evaluate the data. See Attachment**

**Step 8. The Program will summarize and interpret the results, and determine the implications for program improvement. Note: a summary will be included in the comprehensive program review.**

**Fall 2008**  
**Hawai'i Life Styles**

**Program/Student Learning Outcomes**

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

**Matrix of Student Learning Outcomes (program level) by Course (add more columns and rows as needed)**

Course	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
HAW 101	X	X	X				
HAW 102	X	X	X				
HAW 201	x		X	X	X		
HAW 202	x			X	X	X	
HWST231	X	X	X				
HWST 205	X	X	X				
HWST 128	x						
HWST 124	X	X	X				
HWST 125	X	X		X			
HWST 126	X	X					
HWST 107	X	X					
HWST 250	X						X
HWST 241	X	X	X				
HWST 242	X	X	X				
HWST 129	X	X	X				
HWST 130	X	X	X				

HWST 160	X	X	X				
HWST 161	X	X	X				
HWST 170A	X	X	X				
HWST 170B	X	X	X				
HWST 221	x			X	X	X	
HWST 224	x			X	X	X	
HWST 232	x			X	X	X	
HWST 268	X						X
HWST 269	X						X
HWST 251	x				X	X	X
HWST 131	x			X	X	X	
HWST 235	x			X	X	X	
HWST 236	x				X	X	X
HWST 237	x				X	X	X
HWST 260	x			X	X	X	
HWST 261	x			X	X	X	
HWST 270	x			X	X	X	
CLASSES TO BE DELETED							
HAW 103							
HAW 123							

**Student Learning Outcomes (program level) to be assessed for each year of the program review cycle.  
Identify the learning outcomes by number only taken from above**

Fall semester		Spring semester	
Year 1 (2008/09)	2	3	
Year 2 (2009/2010)	1	4	5
Year 3 (2010/2011)	3	1	2
Year 4 (2011/2012)	4	6	7

**Fall 2008**  
**HAWAI'I LIFE STYLES – PROGRAM ASSESSMENT RUBRIC FOR STUDENT**  
**LEARNING OUTCOME**

***KA'IEWE (Sense of Place): Articulate personal connections and interactions with people, communities, and environments to establish one's place, responsibility, and purpose in the world.***

<b>EXCEEDS EXPECTATIONS - Level 3</b>	<b>MEETS EXPECTATIONS – Level 2</b>	<b>DOES NOT MEET EXPECTATIONS-Level 1</b>
<p><i><b>-Excels in completing projects/assignments by following guidelines</b></i>            -Projects/assignments are always appropriate for sharing with families and communities            -Excels in ability to express personal connections &amp; interactions with regard to people, communities, and environments</p>	<p>-Generally completes projects/assignments by following guidelines            -Projects/assignments are generally appropriate for sharing with families and communities            ons &amp; interactions with regard to</p>	<p>-Does not complete projects/assignments; does not follow guidelines            -Projects/assignments are not appropriate for sharing with families and communities            -Unable to express personal connections &amp; interactions with regard to people, communities and environments</p>

# Instructional Program Assessment Plan for Learning Outcomes

## Hawai'i Life Styles

Submitted by: HLS Team

Semester: Spring 2009

Student Learning Outcome (program level) for Assessment\* (taken from Appendix): SLO 4 & 5

*Ka'imaka (Perspective) – Reflectively evaluate a sense of place and an awareness of the delicate balance necessary to maintain healthy life systems for generations to come.*

*Ka'ikoi (Identity) – Demonstrate multi-sensory perspectives in natural, cultural, and social environments to interact appropriately.*

**Step 1. Identify the artifact(s) (i.e., student work) for assessment and course(s) from which selected:**

SLO 4: HwSt 230 – learner work, instructor choice
SLO 5: HwSt 231 – learner work, instructor choice
SLO 4: HwSt 240 – learner work, instructor choice
SLO 5: HwSt 250 – learner work, instructor choice
SLO 4: HwSt 260 – learner work, instructor choice
SLO 5: Haw 201 – learner work, instructor choice

**Step 2. Develop the assessment tool (e.g., rubric) to be used with 2 levels of assessment, if applicable—Level 1=does not meet expectations; Level 2=meets expectations. Tool Attached.**

**Step 3. Set the Performance Rate**

80% of the artifacts assessed by the HLS Assessment Team (HLS-AT) will meet.

**Step 4. Describe the method used to collect the artifacts:**

Artifacts will be collected from: Manai Kalua, Tracy Kanahale, Kihei Nahalea, Lei Ilae-Kaleimamahu, Sean Naleimaile
Artifacts will be collected by Nov. 30, 2009

**Step 5. Describe the sampling method used to collect the data:**

3 envelopes (SLO 4) and 3 envelopes (SLO 5). 20% random selection pulled from each of the three course envelopes to form the collection of data to be evaluated. Number of artifacts should equal the number of currently enrolled students whether or not student completed assignment.
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**Step 6. Describe the composition of the Assessment Team (AT) (add more rows as needed):**

Evaluator(s):
2 HLS advisory member
1 HLS faculty
1 HLS A.A.S. graduate or 200-level Hawaiian Language student

**Step 7. The Assessment Team uses the assessment tool(s) (e.g., rubric) to evaluate the data. See Attachment**

**Step 8. The Program will summarize and interpret the results, and determine the implications for program improvement. Note: a summary will be included in the comprehensive program review.**

**Spring 2009  
Hawai'i Life Styles**

**Student Learning Outcomes (program level) (add more rows as needed):**

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

**Matrix of Student Learning Outcomes (program level) by Course (add more columns and rows as needed)**

Course	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
HAW 101	X	X	X				
HAW 102	X	X	X				
<b>HAW 201</b>	X		X	X	<b>X</b>		
HAW 202	X			X	X	X	
HWST100	X	X	X				
HWST 101	X	X	X				
HWST 102	X						
HWST 103	X	X	X				
HWST 104	X	X		X			
HWST 105	X	X	X				
HWST 106	X	X	X				
HWST 107	X	X	X				
HWST 119	X	X	X				
HWST 130	X	X	X				
HWST 131	X	X	X	X			
HWST 140	X	X	X				

HWST 141	X	X	X	X			
HWST 150	X	X	X				
HWST 151	X	X	X	X			
HWST 160	X	X	X				
HWST 161	X	X	X	X			
HWST 180	X				X	X	
HWST 201	X			X	X	X	
HWST 204	X			X	X	X	
HWST 206	X			X	X	X	
HWST 230	X			X	X	X	
HWST 231	X				X	X	X
HWST 232	X				X	X	X
HWST 233	X				X	X	X
HWST 240	X			X	X	X	
HWST 241	X				X	X	X
HWST 250	X			X	X	X	
HWST 251	X				X	X	X
HWST 260	X			X	X	X	
HWST 261	X				X	X	X
HWST 280	X					X	X
HWST 281	X				X	X	
HWST 282	X				X	X	

**Student Learning Outcomes (program level) to be assessed for each year of the program review cycle. Identify the learning outcomes by number only taken from above**

Fall semester			Spring semester	
Year 1 (2008/09)	2 Complete			3 in process
Year 2 (2009/2010)	4 in process	5 in process	1	7
Year 3 (2010/2011)	3	6	1	2
Year 4 (2011/2012)	4	5		6 7

**Spring 2009**  
**HAWAI'I LIFE STYLES – PROGRAM ASSESSMENT RUBRIC & GUIDELINES FOR**  
**STUDENT LEARNING OUTCOME:**

***SLO 4: KA'IMAKA (Perspective) – Reflectively evaluate a sense of place and an awareness of the delicate balance necessary to maintain healthy life systems for generations to come.***

<b>MEETS (yes) – Level 2</b>	<b>DOES NOT MEET (no)- Level 1</b>
-learner/instructor understands project/assignment -learner/instructor completed project/assignment -artifact implies a sense of place through reflective evaluation -artifact implies awareness of balance of healthy life systems -artifact implies awareness of the need to maintain healthy life systems for generations	-project/assignment not understood by learner/instructor -project/assignment not completed -No implied sense of place through reflective evaluation -No implied awareness of balance of healthy life systems -No implied awareness of the need to maintain healthy life systems for generations

***SLO 5: KA'IKOI (Identity) – Demonstrate multi-sensory perspectives in natural, cultural and social environments to interact appropriately.***

<b>MEETS (yes) – Level 2</b>	<b>DOES NOT MEET (no)- Level 1</b>
-learner/instructor understands project/assignment -learner/instructor completed project/assignment -artifact implies demonstration of sensory perception to interact appropriately in natural environment -artifact implies demonstration of sensory perception to interact appropriately in cultural environment -artifact implies demonstration of sensory perception to interact appropriately in social environment -	-project/assignment not understood by learner/instructor -project/assignment not completed -No implied demonstration of sensory perception to interact appropriately in natural environment -No implied demonstration of sensory perception to interact appropriately in cultural environment -No implied demonstration of sensory perception to interact appropriately in social environment

**GUIDELINES for Instructors for submitting HUA:**

- 1) Prior to assigning project/artifact assignment, meet with HLS Coordinator/Lead Faculty to determine the appropriateness of your choice of HUA
- 2) Provide a sample of the original assignment/project
- 3) Do not include the name of learner/instructor
- 4) Limit artifact to 1 page, double spaced, type written (if written)
- 5) If submitting video, audio, images, must be accompanied with a brief paragraph by learner articulating how the image, video, audio relates to the assignment/project
- 6) Submit copies of artifacts unless you do not intend to return to learners
- 7) Ask for assistance if needed
- 8) Due date for SLO 4& 5: December 14, 2009

**APPENDIX C: ASSESSMENT RESULTS, Fall 2008**

Course: HWST 205  
 Type of Artifact: Written Reflection  
 Semester Collected: Fall 2008  
 Date of Assessment: 2/11/2009  
 Number of Evaluators: 4

**MEETS**

	Evaluator 1	Evaluator 2	Evaluator 3	Evaluator 4	Average Rating
Hua 1	1	2	3	2	2
Hua 2	1	1	2	2	2
Hua 3	3	2	2	2	2
Hua 4	3	2	2	2	2
Hua 5	3	3	3	2	3
Hua 6	2	3	2	3	3
<b>80% Meet or Exceeds=5</b>					<b>6</b>

Evaluator Comments (including overall quality of Hua, appropriateness of rubric, etc.):

Evaluator 1	The rubric while appropriate has some limitations - while directions were followed, the level of completeness varied among the artifacts which may be related to some degree to the assignment sheets. Haumana who did not use the assignment sheet provided more lengthy responses versus those who limited their responses to only the spaces provided.
Evaluator 3	This assignment appears to gain an understanding of individual connections to people, place, & things it seemed to be a great way for students to gain understanding of self.
	Most were rated a 2 because the information was there, you could see the individual connection to all aspects listed at the top. However, the actual assignment is unclear to evaluate to give full points.
Evaluator 4	Names or anonymity? Both learners and teachers

Course: HWST 124  
 Type of Artifact: Poem  
 Semester  
 Collected: Fall 2008  
 Date of  
 Assessment: 2/11/2009  
 Number of  
 Evaluators: 4

**MEETS**

	Evaluator 1	Evaluator 2	Evaluator 3	Evaluator 4	Average Rating
Hua 1	0	1	2	1.5	1
Hua 2	3	2	3	1.5	2
Hua 3	3	3	2	1.5	2
Hua 4	3	3	2	2	3
Hua 5	1	2	2	2	2
Hua 6	2	2	3	0	2
Hua 7	1	2	2	1.5	2
Hua 8	3	2	3	1.5	2
Hua 9	2	3	2	2	2
Hua 10	3	3	2	1.5	2
Hua 11	3	3	2	1.5	2
Hua 12	2	2	2	3	2
Hua 13	2	2	2	2	2
Hua 14	2	3	1	3	2

**80% Meet or  
Exceeds=11**

**13**

Evaluator Comments (including overall quality of Hua, appropriateness of rubric, etc.):

Evaluator 1	The artifacts appear to come from two different assignments. Not having information of what the assignment expectations were, determining whether haumana met expectation was difficult.
	The personal poems articulate personal connections - helu papa assignment did not have the same outcome.
Evaluator 2	Perhaps a summary of expectation of assignment would be helpful. Number folders would be helpful - Ok never mind. Pulled two envelopes from the bigger pile.
	Only saw personal connections & interactions through the poems

& not through recap of story.

Evaluator 3

Some appeared to meet some aspects of each expectation. Unsure of how the actual assignment to fully determine if the assignment is being met.

It seemed that many were reciting the actual legend with some inclination of connections and interaction.

Evaluator 4

Hua 1 & 2 - approaches the content but does not make reference to the SLO

Again, good to know what the assignment is.

Questions of how the instructor approaches the assignment/interpretation of the SLO

Number envelopes or organization

Course: HWST 205 **MEETS**  
 Written  
 Type of Artifact: Reflection  
 Semester  
 Collected: Fall 2008  
 Date of  
 Assessment: 2/11/2009  
 Number of  
 Evaluators: 4

	Evaluator 1	Evaluator 2	Evaluator 3	Evaluator 4	Average Rating
Hua 1	1	2	3	2	2
Hua 2	1	1	2	2	2
Hua 3	3	2	2	2	2
Hua 4	3	2	2	2	2
Hua 5	3	3	3	2	3
Hua 6	2	3	2	3	3
<b>80% Meet or Exceeds=5</b>					<b>6</b>

Evaluator Comments (including overall quality of Hua, appropriateness of rubric, etc.):

Evaluator 1	The rubric while appropriate has some limitations - while directions were followed, the level of completeness varied among the artifacts which may be related to some degree to the assignment sheets. Haumana who did not use the assignment sheet provided more lengthy responses versus those who limited their responses to only the spaces provided.
Evaluator 3	This assignment appears to gain an understanding of individual connections to people, place, & things it seemed to be a great way for students to gain understanding of self.
	Most were rated a 2 because the information was there, you could see the individual connection to all aspects listed at the top. However, the actual assignment is unclear to evaluate to give full points.
Evaluator 4	Names or anonymity? Both learners and teachers

**APPENDIX D: DEMAND INDICATORS  
LONG TERM INDUSTRY AND OCCUPATIONAL DATA**

NAICS Code	Industry Title	Employment				Annual Growth
		2,004	2,014	# Chg.	% Chg.	
000000	Total Employment, All Jobs	67,640	78,840	11,200	16.6%	1.7%
101000	Goods-Producing	8,220	9,510	1,300	15.8%	1.6%
101100	Natural Resources and Mining	2,340	2,480	140	6.0%	0.6%
110000	Agriculture, Forestry, Fishing and Hunting	2,320	2,470	140	6.2%	0.6%
111000	Crop Production	1,850	1,910	60	3.5%	0.3%
112000	Animal Production	310	360	50	16.4%	1.6%
114000	Fishing, Hunting and Trapping	0	0	0	0.0%	0.0%
115000	Support Activities for Agriculture and Forestry	160	190	30	17.9%	1.8%
101200	Construction	4,410	5,470	1,060	24.0%	2.4%
230000	Construction	4,410	5,470	1,060	24.0%	2.4%
236000	Construction of Buildings	1,550	1,710	160	10.5%	1.0%
237000	Heavy and Civil Engineering Construction	780	830	60	7.1%	0.7%
238000	Specialty Trade Contractors	2,090	2,930	840	40.3%	4.0%
101300	Manufacturing	1,470	1,560	100	6.7%	0.7%
310000	Manufacturing	1,470	1,560	100	6.7%	0.7%
311000	Food Manufacturing	760	750	(10)	-1.2%	-0.1%
312000	Beverage and Tobacco Product Manufacturing	130	120	(10)	-7.7%	-0.8%
321000	Wood Product Manufacturing	60	70	10	15.8%	1.6%
323000	Printing and Related Support Activities	90	110	20	16.3%	1.6%
327000	Nonmetallic Mineral Product Manufacturing	200	230	40	18.4%	1.8%
337000	Furniture and Related Product Manufacturing	70	80	10	15.4%	1.5%
339000	Miscellaneous Manufacturing	40	70	30	71.1%	7.1%
102000	Services-Providing	53,900	63,370	9,470	17.6%	1.8%
102100	Trade, Transportation, and Utilities	12,940	15,240	2,300	17.8%	1.8%
420000	Wholesale Trade	1,550	1,940	390	25.0%	2.5%
423000	Merchant Wholesalers, Durable Goods	290	520	230	77.1%	7.7%
424000	Merchant Wholesalers, Nondurable Goods	1,230	1,390	160	13.0%	1.3%
425000	Wholesale Electronic Markets and Agents and Brokers	30	30	0	6.3%	0.6%
440000	Retail Trade	8,590	9,830	1,250	14.5%	1.5%
441000	Motor Vehicle and Parts Dealers	910	1,130	210	23.2%	2.3%
442000	Furniture and Home Furnishings Stores	200	240	30	16.3%	1.6%
443000	Electronics and Appliance Stores	100	70	(20)	-23.7%	-2.4%
444000	Building Material and Garden Equipment and Supplies Dealers	1,120	1,310	180	16.4%	1.6%
445000	Food and Beverage Stores	2,020	2,350	330	16.4%	1.6%
446000	Health and Personal Care Stores	400	460	60	15.6%	1.6%
447000	Gasoline Stations	600	580	(20)	-3.7%	-0.4%
448000	Clothing and Clothing Accessories Stores	600	700	100	16.5%	1.6%
451000	Sporting Goods, Hobby, Book, and Music Stores	170	250	70	43.0%	4.3%
452000	General Merchandise Stores	1,860	2,060	200	10.8%	1.1%
453000	Miscellaneous Store Retailers	570	650	80	13.4%	1.3%
454000	Nonstore Retailers	30	50	20	63.3%	6.3%
480000	Transportation and Warehousing	2,360	3,010	650	27.7%	2.8%
481000	Air Transportation	590	840	260	44.3%	4.4%
483000	Water Transportation	40	50	10	16.3%	1.6%
484000	Truck Transportation	560	610	50	9.6%	1.0%
487000	Scenic and Sightseeing Transportation	560	740	180	31.2%	3.1%
488000	Support Activities for Transportation	170	260	90	52.4%	5.2%
492000	Couriers and Messengers	150	180	30	16.2%	1.6%
220000	Utilities	440	460	10	3.2%	0.3%
221000	Utilities	440	460	10	3.2%	0.3%
102200	Information	610	730	120	18.9%	1.9%
510000	Information	610	730	120	18.9%	1.9%
511000	Publishing Industries	160	200	40	22.1%	2.2%
512000	Motion Picture and Sound Recording Industries	120	150	20	17.9%	1.8%
515000	Broadcasting (except Internet)	60	70	10	15.3%	1.5%
517000	Telecommunications	240	280	40	16.3%	1.6%
518000	Internet Service Providers, Web Search Portals, and Data Processing Services	20	20	0	14.3%	1.4%
102300	Financial Activities	2,500	2,890	390	15.6%	1.6%
520000	Finance and Insurance	1,060	1,230	170	16.3%	1.6%
522000	Credit Intermediation and Related Activities	810	950	130	16.4%	1.6%
523000	Securities, Commodity Contracts, and Other Financial Investments and Related Activities	50	60	10	15.4%	1.5%
524000	Insurance Carriers and Related Activities	190	220	30	16.2%	1.6%
530000	Real Estate and Rental and Leasing	1,440	1,660	220	15.1%	1.5%

NAICS Code	Industry Title	Employment				Annual Growth
		2,004	2,014	# Chg.	% Chg.	
531000	Real Estate	980	1,150	160	16.4%	1.6%
532000	Rental and Leasing Services	460	510	60	12.5%	1.2%
102400	Professional and Business Services	4,500	5,280	780	17.4%	1.7%
540000	Professional, Scientific, and Technical Services	1,450	1,540	90	5.9%	0.6%
541000	Professional, Scientific, and Technical Services	1,450	1,540	90	5.9%	0.6%
550000	Management of Companies and Enterprises	290	320	30	10.3%	1.0%
551000	Management of Companies and Enterprises	290	320	30	10.3%	1.0%
560000	Administrative and Support and Waste Management and Remediation Services	2,760	3,420	670	24.2%	2.4%
561000	Administrative and Support Services	2,680	3,340	650	24.4%	2.4%
562000	Waste Management and Remediation Service	70	90	10	16.2%	1.6%
102500	Education and Health Services	12,700	15,490	2,790	22.0%	2.2%
610000	Educational Services	5,550	6,480	930	16.7%	1.7%
611000	Educational Services	5,550	6,480	930	16.7%	1.7%
620000	Health Care and Social Assistance	7,150	9,010	1,860	26.1%	2.6%
621000	Ambulatory Health Care Services	2,550	3,300	760	29.7%	3.0%
622000	Hospitals	1,930	2,240	310	16.3%	1.6%
623000	Nursing and Residential Care Facilities	680	870	190	27.7%	2.8%
624000	Social Assistance	1,990	2,600	600	30.3%	3.0%
102600	Leisure and Hospitality	13,410	15,710	2,300	17.1%	1.7%
710000	Arts, Entertainment, and Recreation	1,540	2,010	470	30.9%	3.1%
711000	Performing Arts, Spectator Sports, and Related Industries	110	200	90	85.2%	8.5%
712000	Museums, Historical Sites, and Similar Institution	140	180	40	29.2%	2.9%
713000	Amusement, Gambling, and Recreation Industries	1,290	1,630	340	26.5%	2.6%
720000	Accommodation and Food Services	11,870	13,700	1,820	15.4%	1.5%
721000	Accommodation	6,790	7,710	930	13.7%	1.4%
722000	Food Services and Drinking Places	5,090	5,980	900	17.6%	1.8%
102700	Other Services (Except Government)	1,840	2,260	420	22.6%	2.3%
810000	Other Services (Except Government)	1,840	2,260	420	22.6%	2.3%
811000	Repair and Maintenance	440	660	220	49.1%	4.9%
812000	Personal and Laundry Services	410	500	90	21.6%	2.2%
813000	Religious, Grantmaking, Civic, Professional, and Similar Organizations	900	1,020	120	13.0%	1.3%
814000	Private Households	90	90	0	-4.3%	-0.4%
102800	Government	5,410	5,790	380	6.9%	0.7%
900000	Government	5,410	5,790	380	6.9%	0.7%
910000	Total Federal Government Employment	1,230	1,260	40	2.9%	0.3%
999100	Federal Government, Excluding Post Office	980	1,010	30	2.6%	0.3%
491100	Postal Service	250	260	10	4.1%	0.4%
920000	State, Excluding Education and Hospitals	1,880	2,020	140	7.5%	0.7%
999200	State Government, Excluding Education and Hospitals	1,880	2,020	140	7.5%	0.7%
930000	Local, Excluding Education and Hospitals	2,300	2,500	200	8.7%	0.9%
999300	Local Government, Excluding Education and Hospitals	2,300	2,500	200	8.7%	0.9%
000671	Total Self-Employed and Unpaid Family Workers, Primary Job	5,520	5,960	440	7.9%	0.8%
006010	Self-Employed Workers, Primary Job	5,420	5,870	450	8.3%	0.8%
007010	Unpaid Family Workers, Primary Job	100	90	(10)	-10.7%	-1.1%

**Occupation Data by SOC Code (Level 5)**

**Region: Hawaii County**

SOC Code	Description	2006 Jobs	2017 Jobs	New Jobs	Replacement Jobs	Annual Jobs	Median EPW	Education Level
17-3025	Environmental engineering technicians	6	9	3	2	0	--	Associate's degree
17-3031	Surveying and mapping technicians	35	34	(1)	14	1	\$11.90	Moderate-term on-the-job training
19-4011	Agricultural and food science technicians	26	29	3	6	1	\$13.15	Associate's degree
19-4091	Environmental science and protection technicians, including health	17	18	1	4	0	\$14.92	Associate's degree
19-4093	Forest and conservation technicians	6	9	3	2	0	--	Associate's degree
19-4099	Life, physical, and social science technicians, all other	183	221	38	47	8	\$15.49	Associate's degree
21-1093	Social and human service assistants	475	566	91	92	17	\$13.18	Moderate-term on-the-job training
25-2011	Preschool teachers, except special education	300	417	117	39	14	\$10.66	Postsecondary vocational award
25-3021	Self-enrichment education teachers	151	168	17	20	3	\$13.14	Work experience in a related field
25-9041	Teacher assistants	278	335	57	59	11	\$8.92	Short-term on-the-job training
27-1012	Craft artists	14	12	(2)	3	0	\$7.34	Long-term on-the-job training
27-1019	Artists and related workers, all other	15	13	(2)	3	0	\$10.25	Long-term on-the-job training
27-1023	Floral designers	45	63	18	7	2	\$7.92	Moderate-term on-the-job training
27-2031	Dancers	6	9	3	2	0	--	Long-term on-the-job training
27-2032	Choreographers	6	9	3	2	0	--	Work experience in a related field
27-2042	Musicians and singers	94	112	18	22	4	\$21.53	Long-term on-the-job training
27-2099	Entertainers and performers, sports and related workers, all other	36	49	13	5	2	\$7.19	Long-term on-the-job training
27-4011	Audio and video equipment technicians	26	31	5	7	1	\$14.31	Long-term on-the-job training
27-4021	Photographers	286	310	24	64	8	\$7.73	Long-term on-the-job training
31-9099	Healthcare support workers, all other	198	238	40	40	7	\$14.28	Short-term on-the-job training
33-3031	Fish and game wardens	6	9	3	2	0	--	Associate's degree
37-3011	Landscaping and grounds keeping workers	1554	1867	313	372	62	\$11.77	Short-term on-the-job training
37-3019	Grounds maintenance workers, all other	43	51	8	10	2	\$7.25	Short-term on-the-job training
39-6021	Tour guides and escorts	200	302	102	58	15	\$12.18	Moderate-term on-the-job training
39-6022	Travel guides	12	15	3	3	1	\$10.03	Moderate-term on-the-job training
45-2041	Graders and sorters, agricultural products	159	175	16	46	6	\$8.27	Work experience in a related field
45-2092	Farmworkers and laborers, crop, nursery, and greenhouse	719	730	11	246	23	\$7.25	Short-term on-the-job training
45-2093	Farmworkers, farm and ranch animals	73	72	(1)	23	2	\$7.24	Short-term on-the-job training
45-2099	Agricultural workers, all other	14	14	0	4	0	\$7.64	Short-term on-the-job training
45-3011	Fishers and related fishing workers	48	8	(40)	2	-3	--	Moderate-term on-the-job training
45-4011	Forest and conservation workers	17	17	0	5	0	\$9.36	Moderate-term on-the-job training
47-2022	Stonemasons	25	33	8	4	1	\$18.55	Long-term on-the-job training
51-7099	Woodworkers, all other	9	11	2	4	1	--	Moderate-term on-the-job training
		<b>5,081</b>	<b>5,954</b>	<b>873</b>	<b>1,219</b>	<b>190</b>	<b>\$14.89</b>	

## 10-year Occupational Projections (Long-term)

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Area	Code	Occupation	Est Yr-Proj Yr	Projected Employment
Hawaii County	210000	Community and Social Services Occupations	2004 - 2014	1,540
Hawaii County	211021	Child, Family, and School Social Workers	2004 - 2014	140
Hawaii County	211093	Social and Human Service Assistants	2004 - 2014	510
Hawaii County	212000	Religious Workers	2004 - 2014	110
Hawaii County	253021	Self-Enrichment Education Teachers	2004 - 2014	170
Hawaii County	259041	Teacher Assistants	2004 - 2014	300
Hawaii County	270000	Arts, Design, Entertainment, Sports, and Media Occupations	2004 - 2014	1,020
Hawaii County	271000	Art and Design Workers	2004 - 2014	270
Hawaii County	272000	Entertainers and Performers, Sports and Related Workers	2004 - 2014	270
Hawaii County	311011	Home Health Aides	2004 - 2014	310
Hawaii County	393000	Entertainment Attendants and Related Workers	2004 - 2014	540
Hawaii County	393091	Amusement and Recreation Attendants	2004 - 2014	420
Hawaii County	450000	Farming, Fishing, and Forestry Occupations	2004 - 2014	1,570
Hawaii County	452092	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	2004 - 2014	1,080
Hawaii County	517000	Woodworkers	2004 - 2014	190

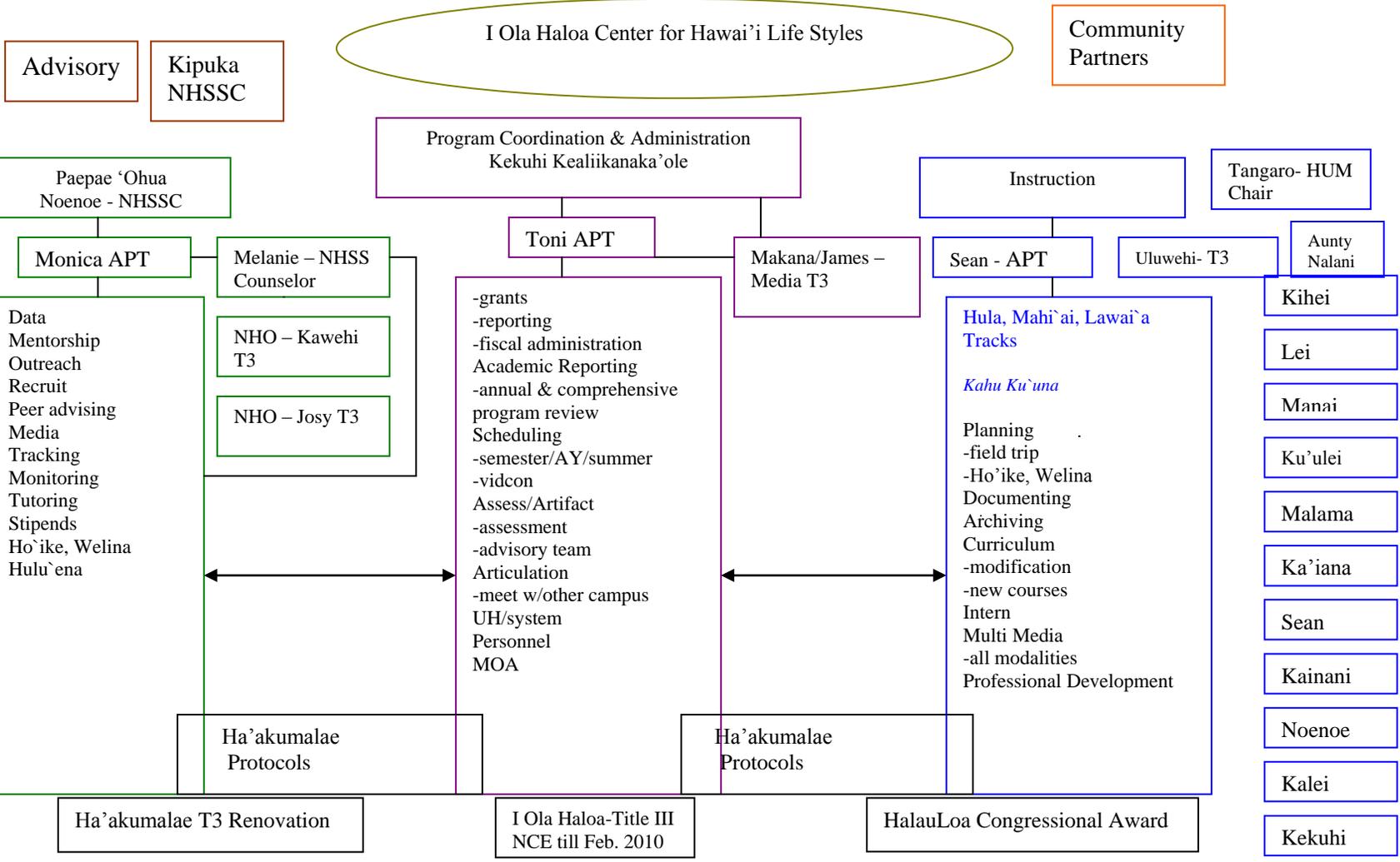
Research and Statistics Office  
 Department of Labor and Industrial Relations, State of Hawaii

**APPENDIX E: HALAULOA (Hawai'i Life Styles Organizational Chart)**

# HALAULOA (O KULUKULUUA)

HAWAII  
COMMUNITY  
COLLEGE

UNIVERSITY  
OF  
HAWAII  
COMMUNITY  
COLLEGES



HAWAII