

HAWAII COMMUNITY COLLEGE PROGRAM REVIEW REPORT

Hawai`i Life Styles

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Program/Unit Review at Hawaii 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 Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

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Program Description

(Official Description from Catalog - then provide more in depth explanation of what this program does, who it serves and generally describe its accomplishments)

The Hawai'i Life Styles (HLS) Associate of Applied Science (AAS) degree, and the supporting programmatic activities, focus on particular native Hawaiian occupations that supported a vibrant, sustainable, highly scientific, and spiritually balanced island population years prior to Western contact. There are three distinct tracks: the Hula, Fishing or Lawai'a, and Farming or Mahi'ai.

The HLS degree prepares students to quantify and qualify their relationship to their community. The program educates students to promote, with confidence, the uniqueness of this land, the ocean, and its people. The HLS student learner outcomes encapsulate the ideals and philosophy of HawCC's Liberal Arts program student learner outcomes, the General Education Learner Outcomes, and number three of the Institutional Learner Outcomes.

Program Learning Outcomes for AAS (modified Dec. 2013)a:

Kahoeuli – Articulate personal connections with communities and/or environments

Ka'iewe – Express a sense of place in a Hawaiian cultural context

Ka'imo'o – Apply the sustainability of Hawai'i's cultural and/or natural resources

Ka'ikoi – Communicate in Hawaiian language

Program Learning Outcomes for AA:

-Describe aboriginal Hawaiian linguistic, cultural, historical, and political concepts

-Apply aboriginal Hawaiian concepts, knowledge, and methods to the areas of science, humanities, arts, and social sciences, in academics and in other professional endeavors

-Engage, articulate, and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods

Part of the academic programming of Hawaii Life Styles is the Hawaiian Studies (AA-HwSt) Associate in Arts Degree.

The review for the AA-HwSt is considered and written separately although it is an intimate part of the larger I Ola Haloa Program, uses the same resources, faculty, staff, courses and curriculum.

The AA-HWST degree is a two-year Baccalaureate direct transfer liberal arts degree consisting of 62 semester credits at the 100 and 200 levels. The Associate in Arts in Hawaiian Studies is designed for students who are preparing to transfer to a four-year college or university and who have an interest in achieving a qualification that would be beneficial in the workforce or other areas of study where a foundational knowledge of the Native Hawaiian host culture can complement their worldview. The AA-HWST has three different emphasis: the Hula, Mahi'ai and Lawai'a.

What the program does: We serve, we make meaning, we create. We re-create indigenous wisdom as engaging, enabling and contemporary curriculum and teach that curriculum in the context of today's society. We advocate for the health & wellbeing of our island home. We include the families of our students, our faculty and our staff, the college community, community leaders, business, landowners, educators, sciences, and global communities in our teaching in every possible way AND we find the resources to do it. We encourage our employees to get their higher degrees and create ways within their current positions to make a positive difference in our college & community. We engage several hundred school aged children through our tracks each year. We have our own learner success program, Paepae Ohua, adding new initiatives each year. We each have a number of personal cultural/educational/scientific connections in the community (local, state, national, global) who we advocate our program to. We have international prestige because of decades of the good works of a few HLS faculty. We treat our colleagues in POM, ACS, Bus. Office, etc. with the same aloha and respect in which we treat our administration and faculty. We are disbursed throughout

3yr Review Report Summary – *If this Program is scheduled for Comprehensive Review, this section must be more robust and detailed explaining changes made to the program in the past 3 years; funding received since last 3 years and results from funding, etc.*

Academics:

The changes we have made in our academic program in just the past 3 years are major. Hawai'i Life Styles has made the transition from offering both the AAS and the AA degrees to offering only the AA transferable degree. This is an almost 20-year vision and an intense 6-year discussion. Finally the program has decided to delete all AAS tracks. Hula will remain an emphasis in the AA degree. We are morphing the Mahi'ai & Lawai'a emphasis into the Hawai'i Stewardship emphasis that teaches Hawai'i natural and cultural stewardship anchored in the practice of ocean and land subsistence activity. This "experimental" morphed track is called Hawai'i Stewardship. We have also added a last emphasis called Kapuahi. Now, the Kapuahi is more of a survey of Hawai'i Life ways. A student may choose any 13 credits from any of the courses (except for Hula) in the HLS repertoire of courses.

We have, after 6-semesters of non-assessment activities, finally returned to our scheduled assessment of program/course learner outcomes. Our last assessment was in the Spring of 2011. The big change mentioned above, was, in fact, an outcome of our previous years assessment and continuous drop of enrollment.

After the big review of our program, we decided to delete about 6-courses from our offerings. We are in the process now of certifying our GE appropriate courses. We are reviewing the validity of our sequenced course pre-requisites. We are also reviewing whether or not HLS courses will continue to require Math & English pre-requisites.

HLS is also working towards the forming of Pathways agreements between the new AA-HWST and UHH, UHM, West Oahu, Chaminade, BYU, HPU, and/or out of state universities.

Programmatic:

-Facilities:

- complete Papa 'A Hale in May 2011. Papa 'A Hale supports student learner success and Haakumalae activities.
- completed PioPio Hale in Jan 2014. Piopio Hale is the office of transformation hosting a space for discussing & practicing personal & professional transformative activities. Piopio Hale also hosts 2-non HLS faculty office spaces.
- completed Waihonua Media Lab hosting media/technology workspace for learners. Waihonua Counseling space is an academic space dedicated to hosting counselors and their work in academic planning with learners.
- As the first paragraph "what do we do" explains. HLS hosts a number of instructional and informational opportunities for a wide variety of learners and the community at large. The challenge of HLS is that we dont just offer the courses we are paid to offer. We offer a whole education to the community and families from which the learner comes and into which the learner will go.

-Advisory: The HLS advisory will change as we move into the new AY, 2014-2015.

-MOA: HLS is in the process of reengaging MOA with our Kohala Center partner and our Ka'u Learning Center partner. HLS will also engage in an MOA with KS-KKEG for access to their learning facilities Island Wide.

-Grants:

- Halaulani 5-Year Cooperative Grant. Total \$2.2m. Focus is on completing courses towards Native Hawaiian Transfers beyond 2-year college. Grant period is 2010-2015 with the potential for 1-year no cost extension. In progress.
- Kulukuluua 5-Year Developmental Grant. Total \$2.1m. Focus on course completion especially for remedial learners. In progress.
- Waihonua 2-year Development and Renovation Grant. Total \$2.1m. Focus to renovate academic spaces and create ihaakumalae curriculum. Completed.

CERC Comments and Feedback --

<i>None</i>

Part I: Quantitative/Qualitative Indicators

A. Annual Report of Program Data (ARPD) Data Grid

Look up ARPD data at: <http://www.hawaii.edu/offices/cc/arpd/instructional.php?year=2014&action=quantitativeindicators&college=HAW>

Print for convenience since you will need to use information to discuss your Program's indicators.

B. ARPD Data Analysis

Based on the data from the ARPD, analyze the program's strengths and weaknesses in terms of demand, efficiency, and effectiveness.

If this Program is scheduled for Comprehensive Review, analyze program over 3 years.

Demand Health HEALTHY	Efficiency Health HEALTHY	Effectiveness Health HEALTHY
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This has been a consistent health call overtime due mainly to the high value-added and relevancy of the content to the Hawaii community and to faculty, staff at HawCC and UH Hilo. UH Hilo students dual enrollment in HawCC Hula track courses is consistently increasing. Also, with the UH system focus on native Hawaiian attainment and success, the evidence is that more faculty & staff are now enrolling as part-time, repeat, students to learn a process for native Hawaiian attainment.

The value added and relevant nature of Hawai'i Life Styles courses is reflected in the rising number of SSH of non-majors in program classes from 3,073 in AY 11-12 to a little dip in AY 12-12 to 2,975 and then an upward bump in AY 13-14 to 3,683. THIS data element IS Hawai'i Life Styles' bread and butter and the reason a major overhaul in the programming and assessment tools were necessary.

Although number of majors decline at a little less than 50%, we attribute that to graduating majors over 2-3 years and the declining overall output from the Mahi'ai and Lawai'a programs. Hence the major programmatic shift. Also, we must consider that the AA-Hwst began in 2011. It is our hope that the AAS students are shifting over to the AA. We advocate transfer and continuation through at least the MA.

It seems that the number of NH majors has dropped. We happen to think that NH majors have moved over to the AA. In addition, we have, now, an increased number of non-Hawaiians who are equally interested in this area. This is great. Diversity in student population will greatly affect the longevity of this program beyond the ethnic Hawaiian learner. This does not mean that the program is unconcerned for the Hawai'i learners. Most NH learners are elsewhere in the college, like Auto Body, Human

We do have a very comfortable and responsive learning and learner support environment. Because of our millions of dollars in external funding, we have had the time and the money to investigate exactly what it is our learners and our communities need for ultimate learning and support of that learning. Interestingly, we can fix up buildings, provide laptops, workshops, hire dozen's of tutors, and create supplemental activities galore.

But what we've found out with over 15 years of extramural funding is that nothing guarantees student success like a caring master teacher who is willing to engage in programmatic & college improvements.

We are happy report that HLS Fal to Spring persistence was 78%. That is slightly above the campus average of 72%. Our number of withdrawals have dropped slightly from last year although we increased the number of offerings from 60-72 from Fall to Spring and increased the number of Full time FTE from 140 in 11-12, to 130 in 12-13 to 146 in 13-14. What we can glean from this observation is although the population of learners has grown, the slight decrease in withdrawals means that:

- our early warning system is working;
- the clarity of our teacher syllabi and classroom pedagogy is improving and/or
- our increased attention in learner success strategies is effective

This data element, in particular, really gives us a nice story about whether or not we are doing for learners and community what we said we would do.

Distance Education: Completely Online Classes -- List and provide an analysis of courses taught completely online. (i.e., compare success to face-to-face; action strategies implemented to increase success and completion rates, e.g., working with ITSO on strategies)

Our DE data has been consistently good ever since we began offering DE courses. The increase in persistence & successful completion and the decrease in withdrawals indicates that the work that ITSO does in better preparing instructors & learners for DE is working. Additionally, persistence & completion data shows that our DE instructorship is on the ball. HLS has consistently requested a dedicated online faculty since our second comprehensive review in 2009. HLS delivers the most robust on line offering of Hawaiian studies classes in the state. Subsequently, we will continue to request a position for an HLS instructor dedicated to online deliver. We also realize that we will need to submit a substantive change proposal when the college funds this position.

Perkins IV Core Indicators -- Identify core indicators (1P1, 2P1, 3P1, 4P1, 5P1, 5P2) that were **not** met and specify action strategies.

N/A

Performance Funding (Graduation, Native Hawaiian, STEM, Transfer, Degree) -- Describe how your program contributed to performance funding in these areas? If not, why and how do you plan to contribute in the future?

In the last three years, HLS has continued to contribute to performance funding elements, much as we have for the past 15 years. As outcomes of our many initiatives, HLS contributes to academics, learner success, and positive inter/intra college relationships through: new & developing persistence technologies, early college experiences, student & community engagement, human resources improvement & engagement, interdisciplinary & cross campus engagement, engagement with natural community at individual development.

Halaulani 5-year cooperative Development grant, 2010-2015 focuses on NH achievement, graduation and transfer.

Kulukuluua 5-year Development grant, 2010-2015 focuses on course completion strategies for NH achievement.

C. Trends & Other Factors -- Describe trends including comparisons to any applicable standards, such as college, program, or national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting this program or additional program changes not included elsewhere.

The trend that HLS initiatives, faculty and staff impact is the conversation of Hawai'i Worldview in impacting the science & conservation community. This particular conversation has probably not reached the mainstream UH system discussions in significant ways except for research projects and/or programs like Maui's Cultural/Natural Resource management. The conversation is maturing in the national & international scholarly circles especially since the world ecological crisis hit "the media". Traditional Ecological Knowledge, or TEK, is the hottest thing in conservation biology, sustainability sciences, and climate change sciences now. For mainstream science, indigenous knowledge only appears in the literature in the 1980's. Traditional ecological knowledge, or what we teach in HLS is what mainstream science, business, health and education is now very interested in "how the Hawaiians did it". It is a good thing.

The conversation is much larger than what I present here. There are a proliferation of scholarly articles and whole journals dedicated to this topic.

Part II: Analysis of the Program

A. Alignment with Institutional Mission & Learning Outcomes (ILOs)

1) College Mission Alignment

Hawai'i Community College (HawCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E`Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community.

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports the College's Mission. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports.

Example: The SUBS program's faculty and staff fosters excellence in education, workforce development, academic advising and co-curricular activities that focus on engaging, challenging and transforming students to strive for academic excellence, personal growth, contributing members of the Hawai'i Island Community.

Our program's curriculum, instructional style, and the way the program conducts business is as conducive to the Hawaii island culture & landscape as we can possibly be within the constructs of the UH system. The way we teach, lead, learn, innovate is inherently embedded in our unique Hawaii island culture. E Imi Pono IS "cultivating learners to achieve their fullest potential. The assessment of whether or not we've excited our learners is whether or not the people & places with whom our students come into contact, at the UH Hilo, at their jobs, or in their families, have benefitted from what our students can offer them. Besides serving a diverse population of learners in the community at large, we also serve a diverse population within our own community college & UHH faculty, staff and learner community.

2) ILO Alignment

a) **ILO1:** *Our graduates will be able to communicate effectively in a variety of situations.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports

this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO1"

Alignment is limited.

b) ILO2: *Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO2"

Alignment is limited.

c) ILO3: *Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO3"

Although we feel we contribute to all ILO, we know that our most significant contribution is in ILO 3. By the nature of our program, everything we do is oriented and anchored in Hawaii life ways. Hawaii life ways inherently includes the reciprocal developing and contributing of knowledge, skills, and values. Including EVERYONE (diversity) is a hallmark of authentic Hawaii beliefs, practices, and values in education. What we do and what we train our staff & faculty to do is HOW TO MAKE THE LEARNING MEANINGFUL, to everyone in 2015.

B. Program Mission – Write Official Program Mission

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

C. Strengths and Weaknesses

1) Strengths (Top 3 defined)

State Strength	Using supporting evidence, describe why this is a strength
<p><i>Example:</i> Program Curriculum</p>	<p><i>Example:</i></p> <ol style="list-style-type: none"> 1) Approved by the State Department of Health as meeting the addictions requirements for Certified Substance Abuse Counseling, and Certified Prevention Specialist educational requirements. 2) STEM Courses - SUBS 132, 268, 270 3) Contains sufficient SUBS core requirement courses to develop an AA Degree in SUBS 4) Indigenous course - SUBS 141 Ho`oponopono
<p>Pou A`o - Instructional Elements</p>	<ol style="list-style-type: none"> 1. online courses high enrollment, persistence & completion; low withdrawal; largest offering of HwSt/Haw courses on line in the system; 2. high level of interdisciplinary engagement between programs/ disciplines/faculty-staff-student 3. high UHH & HawCC staff, faculty, and administration enrollment 4. Initiation of & participation in varied learning communities 5. Constantly seeking extramural funding for development 6. High technology integration 7. Consistently high SSH for program classes-for relevance & value added curriculum 8. Course curriculum emphasizes making meaning of information 9. Recent major modification for improvement 10. Greatly improved program, outreach and campus engagement in Kona
<p>Ha`akumalae - Hawaii Protocols</p>	<ol style="list-style-type: none"> 1. 50+ Kīpaepae events/ year including: welcoming-new faculty & staff, guests, students, and community; commencement, transition & rites of passage, opening semester, closing semester, community requests, includes Hilo & Kona activities 2. Kīpaepae includes all facets of the college and includes UHH 3. Wahi Pana - orientation of student, staff, faculty, admin to significant Hawaii geographies as a part of personal & professional engagement 4. Pāmamao - Personal & professional development; bridging learning & living environments with the academy through indigenous connections 5. Piopio Hale - Office of Transformation hosts Hawaii Papa O Ke Ao discussion 6. HawCC the ONLY college in the system with a committee and activities dedicated to creating & bridging relationships in the social and natural environments for learner & employee success.

Paepae Ohua - Learner Success Center	<ol style="list-style-type: none"> 1. 4-NH counseling staff (F-funded) for optimal success 2. Tutors: walk in and in class tutoring for Eng, Math, Accounting, Hula, Hawaiian Lang., Science, media lab, etc. 3. Peer Mentors 4. laptop loan program 5. text book loan program 6. mid-term grade checks 7. monthly cohort activities, meeting with counselors, meeting with peer mentors 8. mid term & final late night study session week 9. Media lab 10. student access to copying privileges 11. potential internship, off island travel, participation in pamamao 12. recent report for transfers documents that 52% of transfers from HawCC to UHH, UHM, and West Oahu are NH
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2) Weaknesses (Top 3 defined)

State Weakness	Using supporting evidence, describe why this is a Weakness	Proposed solution
<i>Example:</i> Lacks 2-year Degree Program	<i>Example:</i> Does not meet HawCC AMP Priorities (pp 5-10): Increasing Graduates in Science, Technology, Engineering and Math (STEM).	<i>Example:</i> Proposal being made for New AMP Action Strategies that would allow and support the addition of a 2-yr Degree Program for SUBS.
Pou A‘o - Instructional Elements	<ol style="list-style-type: none"> 1. online offerings limited by no actual position in this area & the need to submit a substantive request to “degree” online 2. interdisciplinary instruction, although effective & meaningful, take time, energy, lots of logistivating. Without current F-funded staff, many of our offerings would not exist. <u>This highlights the tremendous efforts of the Kona campus staff.</u> 	<ol style="list-style-type: none"> 1. institutionalization of programs/positions appropriate to the multiple functions and activities being supported by this program and its extramural funding. ALL current endeavors support AMP, SP, ILO and Performance funding initiatives and goals
Ha‘akumalae - Hawai‘i Protocols	<ol style="list-style-type: none"> 1. not all activities may be sustainable because of non-institutionalization of positions/program 2. these activities although highly effective, take a TEAM to coordinate, and logistivate 3. HawCC will loose its signature Kipaepae, wahi pana and pamamao culture. 	SAME

Paepae Ohua - Learner Success Center	1. without further integration with like-campus programs or institutionalization of these activities/positions, many of the success strategies we offer, are not sustainable	SAME
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Part III: Course/Program Assessment

A. Course(s) Assessed -- List the course(s) (Alpha/#) assessed during this reporting period.

Example:

Courses: SUBS 140, 245, 268

PLO#1: Satisfy the addiction studies educational requirements for Hawaii State Department of Health Alcohol and Drug Division's (ADAD) Certification:

Embedded in PLO#1 are PLO's 2, 3, 4, & 5

None. HLS has not assessed courses since Spring of 2011. HLS has been engaging in a deep dive into reforming the program as a result of decreasing enrollment and prior assessment outcomes from 2008-2011.

HLS faculty assessment team has a plan for assessing 10 courses this spring 2015 semester. Will report on the outcome in the next Annual.

B. Expected Level of Achievement -- Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. That represented "excellent," "good," "fair," or "poor" performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% of students will achieve good or excellent in the assessed activity."

N/A

C. Assessment Strateg(y/ies) & Instrument(s) -- Describe what, why, where, when, and from whom assessment artifacts were collected.

Example:

SAMPLING: College records for seven (all) 2009 program graduates

Strategy/Instrument 2: NA

Strategy/Instrument 3:

Strategy/Instrument 4:

D. Results of Course Assessment - Provide a summary of assessment results.

Example:

RESULTS: 86% (6/7) program graduates met or exceeded expectations: completed SUBS 140,245, 268 with a "C" grade or better. 1/7 students received an incomplete grade.

N/A

Changes Implemented as a result of Assessment	Evaluation of the changes that were implemented
<i>Change 1:</i>	<i>Evaluation of Change 1:</i>
<i>Change 2:</i>	<i>Evaluation of Change 2:</i>

Part IV Action Plan

A. 20% Course Review

a) Courses Reviewed -- *List the Course Alpha/Number and Course Title of courses that were reviewed in AY 2013-2014.*

Course Alpha Number	Course Title
HAW 101	ELEMENTARY HAWAI'I LANGUAGE I
HAW 102	ELEMENTARY HAWAI'I LANGUAGE II
HAW 201	INTERMED HAWAI'I LANGUAGE I
HAW 202	INTERM HAWAI'I LANGUAGE II
HWST 100	PIKO HAWAI'I
HWST 101	HAWAI'I CULTURE I: 'AIKAPU
HWST 102	HAWAI'I SPIRITUALITY
HWST 103	HAWAI'I ART CULTURE
HWST 104	HAWAI'I MYTH CULTURE
HWST 105	HAWAI'I PLANT CULTURE

HWST 106	MELE HAWAI'I
HWST 107	HAWAI'I: CENTER OF THE PACIFIC
HWST 119	HAWAI'I ISLAND TRAIL CULTURE
HWST 130	HULA I: 'AIHA'A
HWST 131	HULA II: 'OLAPA
HWST 140	MAHI'AI I: KANU'AI
HWST 141	MAHI'AI II: 'AU'AI
HWST 150	LAWAI'A I: KU'ULA KAI
HWST 151	LAWAI'A II: KANELOA
HWST 160	KAHU KU'UNA I: INTRODUCTION
HWST 161	KAHU KU'UNA II: FOUNDATIONS
HWST 180	HAWAI'I LEADERSHIP
HWST 201	HAWAI'I CULTURE II: 'AI NOA
HWST 204	KA'AO: EPIC FOUNDATIONS
HWST 206	HAWAI'I ORAL ARTS
HWST 230	HULA III: 'AUANA
HWST 231	HULA IV: HU'ELEPO
HWST 232	HO'OPA'A I: IPU HEKE
HWST 233	HO'OPA'A II
HWST 240	MAHI'AI III: HUKI'AI
HWST 241	MAHI'AI IV: KU'I'AI
HWST 250	LAWAI'A III: LOKO I'A
HWST 251	LAWAI'A IV: KIPAPALAUULU
HWST 260	KAHU KU'UNA III: PROTOCOLS
HWST 261	KAHU KU'UNA IV: APPLICATION
HWST 280	HAWAI'I LEADERSHIP II
HWST 281	HAWAI'I PAMAMAO I
HWST 282	HAWAI'I PAMAOMAO II

b) 20% Course Review Schedule

Input the Program's 20% Course Review Schedule for the next 5 years. If a schedule cannot be located, refer to HAW 5.250 Course Review Policy (<http://hawaii.hawaii.edu/ovcadmin/admin-manual/haw5-250.pdf>) to create a new schedule.

Course Alpha Number	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
HAW 101 - ELEMENTARY HAWAII LANGUAGE I		X		X	
HAW 102 - ELEMENTARY HAWAII LANGUAGE II	Spring		X		
HAW 201 - INTERMED HAWAII LANGUAGE I		X		X	
HAW 202 - INTERM HAWAII LANGUAGE II	Spring		X		
HWST 100 - PIKO HAWAII	Spring		X		
HWST 101 - HAWAII CULTURE I: 'AIKAPU		X		X	
HWST 102 - HAWAII SPIRITUALITY		X			X
HWST 103 - HAWAII ART CULTURE	Spring			X	
HWST 104 - HAWAII MYTH CULTURE	Spring				X
HWST 105 - HAWAII PLANT CULTURE		X		X	
HWST 106 - MELE HAWAII		X	X		X
HWST 107 - HAWAII: CENTER OF THE PACIFIC	Spring		X		X
HWST 119 - HAWAII ISLAND TRAIL CULTURE			X	X	
HWST 130 - HULA I: 'AIHA'A		X			
HWST 131 - HULA II: 'OLAPA	Spring		X		
HWST 140 - MAHI'AI I: KANU'AI		may be deleted			
HWST 141 - MAHI'AI II: 'AU'AI	Spring	may be deleted			
HWST 150 - LAWAI'A I: KU'ULA KAI		may be deleted			
HWST 151 - LAWAI'A II: KANELOA	Spring	may be deleted			
HWST 160 - KAHU KU'UNA I: INTRODUCTION		X		X	
HWST 161 - KAHU KU'UNA II: FOUNDATIONS			X		X

HWST 180 - HAWAI'I LEADERSHIP	Delete course Fall '15				
HWST 201 - HAWAI'I CULTURE II: 'AI NOA		X		X	
HWST 204 - KA'AO: EPIC FOUNDATIONS			X		X
HWST 206 - HAWAI'I ORAL ARTS				X	
HWST 230 - HULA III: 'AUANA		X		X	
HWST 231 - HULA IV: HU'ELEPO	Spring		X		
HWST 232 - HO'OPA'A I: IPU HEKE	Delete course Fall '15				
HWST 233 - HO'OPA'A II	Delete Course Fall '15				
HWST 240 - MAHI'AI III: HUKI'AI	Delete course Fall '15				
HWST 241 - MAHI'AI IV: KU'I'AI	Delete course Fall '15				
HWST 250 - LAWAI'A III: LOKO I'A	Delete course Fall '15				
HWST 251 - LAWAI'A IV: KIPAPALAUJULU	Delete course Fall '15				
HWST 260 - KAHU KU'UNA III: PROTOCOLS		X		X	
HWST 261 - KAHU KU'UNA IV: APPLICATION					
HWST 280 - HAWAI'I LEADERSHIP II	Delete course Fall '15				
HWST 281 - HAWAI'I PAMAMAO I	Delete course Fall '15				
HWST 282 - HAWAI'I PAMAOMAO II	Delete course Fall '15				

B. Previous Goals (Program Actions) & Planning

All previous goals from last year's report are used to update the program actions in the Academic Master Plan (AMP) Appendix.

- List and discuss all program actions listed for your program in the AMP Appendix, not including crossed out items. (<http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>)
- Review and specify which program actions were addressed or completed during Review Period AY 2013-2014.
- Give a progress report for each program action that is not yet address/completed and describe the degree to which the goal was achieved over the review period.
- Specify program actions that are no longer being pursued by the program and should be deleted from the AMP.

AMP Program Actions	Progress Evaluation & Evidence of Achievement
<p><i>Example:</i> 26.1 2009-2010: Recruit and Hire New SUBS -- FTE BOR Appointed Faculty</p>	<p><i>Example:</i> The CERC and HawCC administration approved new faculty position for program, which was submitted to UH system. However, this writer was informed that the position request got "lost" in the UH system, and therefore never forwarded to the State legislature for approval.</p>
<p>Conduct a workforce assessment project that aligns AAS/AAHS curricula to emerging workforce needs in natural/cultural resources stewardship, which also includes STEM fields</p>	<p>Reevaluate whether this is still a goal for the program</p>
<p>Provide support for preparing faculty and staff for pursuits in higher degrees</p>	<p>Reevaluate whether this is still a goal for the program</p>
<p>Assess current grant initiatives and resources and prepare for institutionalization of programming and personnel</p>	<p>Will be discussed at the next few grant mgts with administration.</p>
<p>Improve data-based decision making for Native Hawaiian initiatives by incorporating grant outcomes, Strategic Plans, Hawaii Papa O Ke Ao and other institutional data studies for end users to utilize in programmatic and institutional decision making</p>	<p>completed; redescribed and then gave the position to the campus</p>
<p>Seek and develop internships</p>	<p>Reevaluate whether or not this is still a goal & if full position is still necessary for this</p>
<p>Seek Board of Regents approval for a Hawaiian Studies AA Degree</p>	<p>complete; 2- emphasis added after programs recommendation not to; permanent status granted; 2- emphasis deleted</p>

C. New Goals (Action Strategies) and Alignment – Describe New Goals, if any

Define Goal (Action Strategy) 1

<p><i>Example: Establish AA Degree in SUBS</i></p>
<p>The first order of business in this next AY 2015-2016 is to envision what we would like for the next 10-years</p>

Alignment of Goal 1 to ILO(s)

Explain how Goal 1 aligns with ILO(s) and provide supporting rationale
Example: Goal 1 aligns with ILO2 (Critical Thinking) by ... Goal 1 aligns with ILO3 (Community contribution) by ...
Goal 1 aligns with ILO 1, 2, 3

Alignment of Goal 1 to Strategic Plan (SP)

Explain how Goal 1 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 1 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.
Examples: Goal 1 <i>aligns</i> with SP Action Strategy A1.1.c Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved) by ... Goal 1 <i>does not align</i> to a listed strategy, but aligns with SP Performance Measure A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved) by ...
A1.1 Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.

Proposed New SP Action Strategy/Strategies (if applicable) – If Goal 1 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.
N/A

Alignment of Goal 1 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 1 aligns with and provide supporting reasoning.						
	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
Example: Establishing an AA Degree in SUBS will increase the number of STEM Degree programs at HawCC and meet the Workforce push for more STEM graduates.	X	X				X

Plan for Tribal College Accreditation by WNHEC	X	X	X	X	X	X
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<p>UH System Collaboration (if applicable)</p> <ul style="list-style-type: none"> • Include collaboration efforts w/other campuses. • Include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture). <p><i>Example: There is dialogue among MauiCC, KauaiCC, and HawaiiCC to establish a common AA Degree in SUBS.</i></p>

Calendar of planned activities for Goal 1 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 1*

Activity	When will the activity take place
<i>Example: Collaborating with other CCs complete SUBS AA Degree Authorization to Plan (AtP)</i>	<i>Example: Fall 2015</i>
Envision Hawaii Life Styles for the next 10-years	Spring 2015, Summer 2015, Fall 2015

Define Goal (Action Strategy) 2

Implement new assessment cycle Update all assessment elements to reflect new CLOs, new PLOs, new pre-reqs, and modified program
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Alignment of Goal 2 to ILO(s)

Goal 2 aligns with ILO 3

Alignment of Goal 2 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

<p>Explain how Goal 2 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 2 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.</p>
A1.1 Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved. New Strategy

Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 2 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

Implement new assessment cycle using the recently approved SLOs

Alignment of Goal 2 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 2 aligns with and provide supporting reasoning.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
Implement new assessment cycle	x	X	x	x	x	X

UH System Collaboration (if applicable) –

- Include collaboration efforts w/other campuses.
- Include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

Calendar of planned activities for Goal 2 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 2*

Activity	When will the activity take place
Assessment updates	Spring 2015, Summer 2015, Fall 2015

Part V: Resource Implications

A. Cost Item 1

Description	Type	Estimated Cost
	<ul style="list-style-type: none"> • Personnel • Facilities • Equipment • Health/Safety • Others (Define) 	

Personnel: 3-HLS FTE instructors— 1 Hawaiian language 1-DE 1- Kona Instructor 2-NH Counselors (1 kona, 1 hilo) 1 Haakumalae APT	Personnel	\$448,000
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Alignment of Cost Item 1 to Strategic Plan (SP)

Explain how Cost Item 1 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale
Example: Cost Item 1 aligns with SP A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.) by ...
A1.1 Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved. New Strategy

Alignment of Cost Item 1 to Academic Master Plan (AMP)

Explain how Cost Item 1 aligns with the Academic Master Plan (AMP) Action Priorities.
Example: Cost Item 1 aligns with Action Priority STEM because an instructor is necessary to develop the program.
New

Alignment of Cost Item 1 to Strength(s)

Explain how Cost Item 1 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."
Example: No Alignment
Cost Item align to strengths 1, 2, and 3. At the core of our strengths are the people. People drive the Pou A'o, instructional elements, people drive the Haakumalae for the improvement of relationships, people drive the Paepae Ohua for student success. That is the core of the rationale.

Alignment of Cost Item 1 to Weaknesses(s)

Explain how Cost Item 1 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

Cost Item align to Weakness 1, 2, 3. Indeed, what a paradox that our strengths are also our weaknesses.

We are very diversified in the styles, methods, populations and modalities which is why programs in and outside of the college seek us out for partnerships. This is a weakness because we have expanded our services beyond our legislative funded positions.

For Haakumalae, when we are in service to our colleagues, learners and their families at HawCC, UH Hilo and in community organizations including public schools, public charter schools, and many more. But by servicing people in this way, we also service ourselves. This effort sees the broadest view of the health of each human resources in our college as a mirror to the larger health of the college, the greater health of the island community and the greater health of the island. This effort, however, is supported by a number of people who go WAY OVER and BEYOND their PDs to deliver this service. Unless we get the human resource, this necessary level of engagement, an engagement that NO other college knows...will go away.

Part VI: Justification for Program Existence

Write a brief statement describing the value of this Program to the College. Is your Program sustainable? If so, briefly state why. If not, briefly state why the College should continue to keep your Program open.

(Sources include Industry Validation, ARPD Data Validation, Trends and Other Factors.)

Lets imagine for a bit what our campus would look like without Hawaii Life Styles instructional elements, community (including UH Hilo) networks, Haakuamalae, Paepae Ohua, and any impact over the last, lets say, 10-years. I dont think 3-years is a long enough lens for measuring impact with longevity. Imagine if HLS did not create our own value and bring that value to the campus.

There would be none of these elements OR these elements would have been discovered much later:

No Kauhale

No Kipaepae for incoming Presidents, VP's, guests, students, retirees, international guests, etc.

No Pamamao - bridging communities

No Wahi Pana - field trips for students, faculty, staff, and admin to learn about places in Hilo that impact academics & success

No kihei—s for faculty, staff, learners at commencement or anywhere

No hula performances at commencement

No vid con or using vid con as a cost effective delivery; Only bridge would still be at UHM;

No vid con classrooms

No \$10 million + in extramural funds over the last 10 years

No Hula facility

No Papa 'A Hale, lanai

No Piopio Hale

Extreme reduction in visits from international colleges with a “cultural” focus

No recognition at Smithsonian

No recognition at Jeju/ IUCN world conference

Less hugging

A lot less income from international students who stay to get their 2-year degrees

No claim for the college as the FIRST 2-year college with a Hula, Mahi'ai and Lawai'a degrees in the WORLD

No solar panels—selling electricity back to Helco

No moku ka piko at HawCC model home blessing

No partnerships and/or signed MOA with Kamehameha Schools, Kohala Center, Ka'u Learning Center

No class rooms or learning spaces in these areas

No mahi'ai networks with backyard farmers; no mahi'ai networking between Ag, culinary, CAD

No sister campus “relationships”

No realizing that native Hawaiian learners are in dire trouble, no strategic plan goal A, no Hawaii Papa O Ke Ao

No media department

No MacBook laptops for 50 faculty, admin, & staff in Hilo or Kona—

...and the list goes on. Yes, our programs, instructional and non-instructional, are valueable to the campus and to individuals. Have we made a difference in peoples lives? Yes, former students and current colleagues say we do. Are we sustainable? In most cases, yes. The data says we are—for instructional programs, that is. But as we see our little college in the context of the whole island/state/world, instructional programs are not enough to maintain happiness among ourselves and our colleagues. We need the non-instructional impact of the program too. Keep Hawaii Life Styles for a little longer. Our community needs us.