

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 (A.A.S.) degree focuses on particular native Hawaiian occupations that supported a vibrant, sustainable, highly scientific, and spiritually balanced island population years prior to Western contact.

Program Learning Outcomes (New PLO passed by the Faculty Senate Dec. 2013 to be included in following year's Annual)

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.

What the program does: We serve, we make meaning, we create. We now offer 6-academic degrees (2 newest A.A. additions forthcoming) and 1-academic subject certificate. 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 the college & system participating in roles that help improve the UH system towards achieving our strategic outcomes. We offer the most "meaning making" and college unifying activities for all colleagues than any other single program of the college. We are constantly providing and advocating professional/personal development opportunities for our program faculty & staff and sharing those opportunities with other college people. HLS faculty are engaged in the larger cultural/educational/science/social justice/scholarly discussions and movements outside of the college--so that we bring "real world" knowledge, changes, movements into our subject area. We are never satisfied with classroom learning as the means and the end to LEARNING, therefore orienting our students to island, local, state, national, and global communities is our goal in educating the whole person.

Who the program serves: I Ola Haloa's image of our sphere of service is large and includes the kanaka (human & social interactions) and nature (ecological interactions). We serve: 1) the tuition paying student, 2) graduates of our program who continue their education, 3) HLS program faculty & staff, 4) all other instructional disciplines, departments, and units at UHH and HawCC interested in incorporating Hawaii worldview/practice into their programs (like Culinary, CAD, Construction, TCBES, Pharmacy, Kinesiology, select English faculty, etc.), 5) tuition paying HawCC & UH students, faculty, staff and administration, 6) non-tuition paying (other workshops) UH & HawCC faculty, students, staff and administration, 7) families of our learners, 8) community individuals, families and organizations (like Hawaii island (and other) high schools, elementary schools, intermediate schools, charter schools, visiting colleges, visiting HawCC guests, retirees, new hires, student services, chamber of commerce, the mayor's office, non profits, large land owners, the conservation/natural/cultural resources communities, businesses, federal agencies, state agencies, global communities, scholars from other Universities and Colleges, 9) UH system initiatives, faculty, staff & administration. The programs, workshops, personal/programmatic services available to our constituencies are instructional. We provide brief/extended instruction, consultation, curriculum, facilitation, mediation, Hawaii protocols, keynote speeches, plenary discussion & participation, workshops, retreats, large gatherings, graduation ceremonies, and a range of services directly related to Hawaii Life Styles; and, 10) we serve 1-9 in tandem with & in constant interaction with our wahi pana, our "pulsing places" in the Hawaii environment.

Describe the program's achievements: Our achievements are reflected in our contributions and the people we serve. In the period of July 2012-June 2013, HLS (due to the creative work of key faculty, staff) HLS highlights include:

- 1) Convened a intercampus committee to strategically modify student services infrastructure
- 2) Paepae Ohua added services
- 3) Represented HawCC & the University at the Smithsonian in 2012 and in 2013
- 4) Represented HawCC & the University at the IUCN conference in Jeju
- 5) Accomplished the AA degree in Hula in Spring of 2013, and then the AA degree in Lawai'a & Mahi'ai in Fall of 2013
- 6) Completed the initial Hawaii Papa O Ke Ao template for comprehensive inventory
- 7) Initiated the first Mamoā, Hawaii graduation ceremony for Kona campus in 2013
- 8) Hosted over 50 Kipaepae, large and small, on behalf of the HawCC
- 9) Secured 1 more year of grant awards for 2013-2014 for three grants
- 10) Served in College Council Leadership
- 11) Served in Liberal Arts Leadership
- 12) Served in Faculty Senate Leadership
- 13) Served in System Leadership for the Hawaii Papa O Ke Ao plan

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.*

1. AA-Hawaiian Studies at UHCC's system wide is approved. AA-Hula, first semester begins Fall 2013. Next action is seek permanent status.
2. HLS program learner outcomes modified from 7-PLOs to 4-PLOs submitted & approved in F13. Next action is to implement 5-yr assessment plan.
3. HLS gains renovated Office of Transformation

CERC Comments and Feedback --

CERC Comments as listed in most recent Comprehensive Review.

CERC provided recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e., Were the suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.

- *If no changes were made at all, write "None."*
- *If no changes were made during this review period but you plan to in future periods, write "None in 2013-2014 however changes will be made in (AYs) and will be reported in that review."*
- *If no changes were made during this review period but changes were made in previous review periods, write "None in 2013-2014; however changes were made in (AYs)."*



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 CAUTIONARY
<p>This has been a consistent health call overtime due mainly to the high value-added and relevancy of the content to the Hawaii community. 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 forthcoming data that may change data elements 3, 4, & 7, is the data for the new AA-Hawaiian Studies (hula) program. The popularity of HLS course is moderately owed to the fact that our courses do not have pre-requisites, essentially open-door.</p> <p>There is still some work to be done by the program that effectively aligns HLS with an expanded view of our CIP/SOC, that is what it is the major can contribute to the workforce, current and emerging</p>	<p>We do have a very comfortable and responsive learning environment given the fact that some of our track classes are under enrolled. The popularity of our pre-requisite free 100-level HLS courses contributes to our fill rate. However, if full time instructorship and learners are indeed enjoying a very tolerable instructor:learner ratio, assumably, we should be looking at proportionately balanced "effectiveness" data. Hmmmm....</p>	<p>This indicator is a little alarming. Although we can consider contributing factors like: graduation, early transfer, learners needing to work, learners changing majors, and the like, we have to ask ourselves the question of why our withdrawals are so high, and why persistence is still low. Another contributing factor could be the open-door accessibility of HLS courses to the general population. Many times this translates to learners "easy A", when in fact the course work, expectations, and modality of learning is rigorous. Only anecdotal data indicates this.</p> <p>In any case, our cautionary indicator is concerning, first, due to the fact that HLS has spent lots of time, money, and energy in learner support strategies and services. Our data elements also beg the question of instructional pedagogy. Is our instruction (Hilo & Kona) adequately supporting learner outcomes? Is our perception of HLS strategies for success REALLY serving our learners? Do we need to focus on finding relevant job opportunities for learners? Are we doing our best in terms of creating transferable programming?</p> <p>Our attention in the next year ought to be focused on these questions.</p>

**Overall Health
HEALTHY**



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 been discussion the potential of hiring a full time on line instructor for the past 3-years. This may be in our next request for funds (G or F). In light of a dedicated DE faculty we also realize that we will seriously need to submit a substantive change proposal. We are trying a new course on line next semester. It's the HwSt 103, 1-credit, Hawaii Art Culture course.

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?

N/A

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.

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 contusive 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 communities.

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"

Example: The SUBS program's curriculum prepares our graduates to communicate effectively by requiring the students to participate in: 1) small and large group discussions, both online and face-to-face; 2) individual and group presentations; 3) role play of interviewing and counseling skills; 3) fieldwork at practicum sites; 4) service learning activities on campus and in the greater community.

HLS curriculum for academic degrees is embedded with multiple learning opportunities. And so, learners are practiced in both the ability to communicate verbally, virtually, and in written form with the instructor, but are also challenged to communicate in social-group activities. Learners are also encourages to communicate retrospectively and reflectively through narrative reflections, poetry, and by asking themselves and their spirit about why what they are learning is meaningful. This occurs in all track and non-track courses, and non-credit activities such as Wahi Pana, workshops, pamamao, and Haakumalae activities. All learners' communication skills, inter, intra, extra are exercised verbally, written, photographically, poetically, and musically.

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"

Programmatic activities such as track courses, 200-level course work, Haakumalae, Pamamao, workshops, and wahi pana are good examples of teaching & learning to problem solve, make decisions, and overcome challenges. Realistically, no one can teach this if the learner is not habituated towards the behaviors by which any individual can accomplish overcoming challenges, solving problems and making decisions. What our faculty does is align learner's challenges with the curriculum and present & practice the Hawaii process/methodology for reaching their potential. And so we don't just teach the material, we explicitly teach HOW THE SUBJECT MATTER IS RELEVANT & MEANINGFUL TO THEM NOW. We include and embed and other processes that are relevant to the curriculum and life. Our I Ola Haloa (HLS) staff (via our services) tends to ILO-2 by providing the tools to help overcoming challenges, solving problems and making decisions via excellent supplemental support, advising, resources, tutoring, technology loans, peer mentoring, orientation sessions, family orientations, etc.

e) 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"

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 2013.

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> 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</p>

	<p>3) Contains sufficient SUBS core requirement courses to develop an AA Degree in SUBS</p> <p>4) Indigenous course - SUBS 141 Ho`oponopono</p>
S1. Demand for HLS courses across SSH's relatively high	Data element over time maintains a steady incremental increase year after year. As the no. of courses offered is directly proportionate to the no. of SSH's in all program classes. High value added and relevance to community lifestyle is a major factor. This is a strength that shows us that Hawaii Life Ways is a
S2. Efficiency indicators show that HLS instructor:student ratio, for majors, affords learners a responsive learning environment	The numbers indicate that learners are receiving individualized attention in courses. This is a strength mainly due to the institutionalization of capacity building federal funding.
S3. Online learning is feasible for learners	This numbers and the efficiency of the delivery of online courses shows us that: 1) we need to dedicate full time faculty to this modality, 2) we need to dedicate time and energy to accrediting an online HLS degree/cert. offering, 3) low number of withdrawals and high no. of completion and persistence indicates that the online orientation/support by ITSO is working, and that our learners & instructors are getting more comfortable in the virtual format

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.
W1. Attention to SOC/CIP codes & workforce development	Although our demand is healthy, attention by program leadership to more accurately align HLS with most appropriate CIP/SOC will result in a deeper analysis of our offerings in terms of workforce development across all possible classification. This is a weakness in terms of clearly articulating to ourselves and the community about what we are doing now and how we need to improve.	
W2. High withdrawal/low persistence	Effectiveness indicators reveal that although HLS (via federal grants) has expended much time, energy, and money on a variety of learner support strategies and teacher support tools, our withdrawals are higher than the last 2-years, and persistence lower than the last 2-years. We can consider contributing factors in the analysis, but this is still concerning.	

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. We have not assessed courses since the Spring of 2010. For the last 3-years, we have not assessed our student learning outcomes. This is a direct impact assessment/evaluation teams strong recommendations to modify the PLOs/SLOs after all courses were assessed between 2008-2010. PLOs/SLOs are deemed to be unassessable because of their complexity & because program courses' artifacts were too diverse. At the same time program enrollment & persistence, decrease rapidly & drastically from 90-potential learners in 1st-series to 30 learners in the second series to below 20 learners in the 3rd series for hula, and 0-5 learners in the same series for both mahi'ai and lawai'a. Serious thought and drastic study of this phenomenon, combined with the program's deep dive into the "whys" of this phenomenon becomes our focus from Sp10-F13.

HLS/IOH will conduct assessment, based on new 5-yr plan and recently approved SLOs in Sp14. We are looking forward to report results in the next Annual Review, F14.

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: N/A. See explanation above.

Program 5-year assessment plan was finally submitted to assessment coordinator by the HUM DC in the S12. Now that modifications for program SLOs (from 7-complex, down to 4-simplified) are approved, and now that HLS PLOs are aligned with GELOs, we will continue course/program assessment in S14. Moreover, we think we are being more proactive and mentoring in terms of how instructors and lecturers see themselves in a whole program/college community. This has helped learner persistence.

Results of Sp14 assessment are forthcoming.

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. Results of Sp14 assessment are forthcoming.

N/A. See A-D comments.

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>

E. Next Steps -- *Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Program as a result of course assessments. For example, changes to rubrics, changes to level of expectation, any Program and/or curriculum modifications, etc.*

N/A. See A-D comments.

F. Evidence of Industry Validation for CTE Programs -- *Provide documentation that the program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, the recommendations for, approval of, and/or*

participation in, assessment by the program's advisory council can be submitted. Describe the documentation; i.e. 9/27/2013 Minutes of ACC Advisory Council; Completed Rubrics by Advisory Council Members.

We have not had advisory council activity in assessment since we last assessed our program courses in the spring of 2010.

HLS/IOH will conduct assessment, based on new 5-yr plan and recently approved SLOs in Sp14. We are looking forward to reporting results in the next Annual Review, F14.

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 HAWAII LANGUAGE I
HAW 102	ELEMENTARY HAWAII LANGUAGE II
HAW 201	INTERMED HAWAII LANGUAGE I
HAW 202	INTERM HAWAII LANGUAGE II
HWST 100	PIKO HAWAII
HWST 101	HAWAII CULTURE I: 'AIKAPU
HWST 102	HAWAII SPIRITUALITY
HWST 103	HAWAII ART CULTURE
HWST 104	HAWAII MYTH CULTURE
HWST 105	HAWAII PLANT CULTURE
HWST 106	MELE HAWAII
HWST 107	HAWAII: CENTER OF THE PACIFIC
HWST 119	HAWAII 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	HAWAII LEADERSHIP
HWST 201	HAWAII 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 PAMAMA O 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 HAWAI'I LANGUAGE I		X		X	
HAW 102 - ELEMENTARY HAWAI'I LANGUAGE II	Spring		X		
HAW 201 - INTERMED HAWAI'I LANGUAGE I		X		X	
HAW 202 - INTERM HAWAI'I LANGUAGE II	Spring		X		
HWST 100 - PIKO HAWAI'I	Spring		X		
HWST 101 - HAWAI'I CULTURE I: 'AIKAPU		X		X	
HWST 102 - HAWAI'I SPIRITUALITY		X			X
HWST 103 - HAWAI'I ART CULTURE	Spring			X	
HWST 104 - HAWAI'I MYTH CULTURE	Spring				X
HWST 105 - HAWAI'I PLANT CULTURE		X		X	

HWST 106 - MELE HAWAI'I		X	X		X
HWST 107 - HAWAI'I: CENTER OF THE PACIFIC	Spring		X		X
HWST 119 - HAWAI'I 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'IAI	Delete course Fall '15				
HWST 250 - LAWAI'A III: LOKO I'A	Delete course Fall '15				
HWST 251 - LAWAI'A IV: KIPAPALAUULU	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>1. Complete curriculum modifications to strengthen HLS Lawai'a, Mahi'ai and Hula tracks, making them true terminal degrees</p>	<p>No longer applicable. "True" terminal HLS degrees are no longer a focus due to the self-assessment/accreditation process wherein below 100-</p>

	level courses are undesirable. DELETE
2. Perform comprehensive assessment of current Lawai'a and Mahi'ai AAS degree curriculum, modifying them if appropriate to provide transfer options and/or make them sustainable	<p>Program faculty will have a 2-day retreat over the Fall 13 break to perform this assessment and make decisions for the sustainability of these tracks. Prior to Fall 11, HLS program decided to only offer Mahi'ai & Lawai'a in 2-year cycles, to effectively teach out students, without beginning new cohorts. We are currently in our 2nd cycle. The purpose for this is to effectively measure our learners goals, our teaching/curriculum effectiveness based on graduation, persistence & retention, and new enrollment.</p> <p>Consequently, depending on the results of our 2-cycle study, we will determine if Mahi'ai & Lawai'a are viable as individual tracks, or more viable as a combined effort. To include Kahu Kuuna courses.</p>
3. Complete renovation of HLS faculty staff office space to appropriately house programmatic resources	<p>One of two recent renovation projects is complete. The other is near completion. Completion date is Dec 31, 2013.</p> <p>DELETE after 12/31/2013</p> <p>Other future renovation visions are to gut and update (including furniture, lighting, and other cosmetics for the inside of our 380 office, install solar for the whole office and eventually building, renovate the bathroom facilities in 380, build a halau lawai'a, landscape the Kapakapakaua Malae, install aesthetic water catchment and other land-friendly efforts.</p>
4. 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>4. This effort is sporadic and is given attention by a number of individuals when the need comes up. This effort needs a dedicated APT Band B staff to inventory & organize opportunities, officiate connections with the college, connect with organizations, and laize between program instruction and community efforts. As for STEM fields, we continually say & authentically know that "we do STEA(A)M", but we've never articulated how.</p> <p>As a part of no. 2, above, a deeper evaluation of how Hula, Lawai'a, and Mahi'ai meet emerging workforce needs. And how Hula, Lawai'a & Mahi'ai can create its own workforce.</p>
5. Provide support for preparing faculty and staff for pursuits in higher degrees	<p>One of our next project goals that we've talked about but have not articulated in our next 10-year plan is including a budget for financially supporting faculty & staff for achieving higher degrees. Title III & the Native Hawaiian Education Act funding are only two potential sources.</p>

<p>6. Assess current grant initiatives and resources and prepare for institutionalization of programming and personnel</p>	<p>We have learned over the last 15-years of Title III work, that not all functions/positions/activities get institutionalized. Our program has been very fortunate, over the past 15-years to really build the capacity & resources of HLS almost entirely initiated by grant funds including 3-APT positions, 5-instructor positions, 1-program coordinator position, the AAS degree program, the Haakumalae protocols program, and video conferencing just to name the more significant contributions, a number of relationships, operations, etc. We will convene meetings to discuss institutionalization of programs/positions in the Sp14 semester.</p>
<p>7. 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>IOH program has raised the issue of having 1-person organizing data for easy access for decision making and reporting. We are currently expanding the PD for one of vacant, g-funded, APT positions, to include the data organization, harvest, organizing, synthesis piece of IOH/HLS.</p>
<p>8. Seek and develop internships</p>	<p>This action goes hand in hand with no. 4 action above. Having a dedicated person within the program is a next action step towards this end. Currently, individuals in the program recognize that internship is an important economic/learning opportunity for our learners. Individuals make connections in the community and with other UH programs to make internships a regular part of our educational practice. A program effort would be more effective for our learners and for our community.</p>
<p>9. Seek Board of Regents approval for a Hawaiian Studies AA Degree</p>	<p>Done (Fall 2013, AA for two more tracks pass the faculty senate)</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>Plan for Tribal College Accreditation by WNHEC</p>

Alignment of Goal 1 to ILO(s)

<p>Explain how Goal 1 aligns with ILO(s) and provide supporting rationale</p>
<p>Example: Goal 1 aligns with ILO2 (Critical Thinking) by ... Goal 1 aligns with ILO3 (Community contribution) by ...</p>

Alignment of Goal 1 to Strategic Plan (SP)

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

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 aligns with SP Action Strategy A1.1.c Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved) by ...

Goal 1 does not align 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.
New Strategy

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.*

Tribal College Accreditation will add to the value of our program in terms of resources available to us and in terms of operating under another set of criteria that is more in alignment with our programmatic epistemology.

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
<i>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.</i>	X	X				X
Plan for Tribal College Accreditation by WNHEC				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).

Example: There is dialogue among MauiCC, KauaiCC, and HawaiiCC to establish a common AA Degree in SUBS.

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:</i> Collaborating with other CCs complete SUBS AA Degree Authorization to Plan (AtP)	<i>Example:</i> Fall 2015
Meet with HawCC leadership and other governance bodies to seek support; meet with other UH institutions/programs for support; ID HLS driver of this process	January 2014
ID WNHEC process; seek consultation if necessary; staff to meet & draft plan	March 2014
Draft document/plan	April 2014
Attend WNHEC meeting in May 2014 in Honolulu; gather feedback/advise	May 2014

Define Goal (Action Strategy) 2

Implement new assessment cycle

Alignment of Goal 2 to ILO(s)

ILO 1
ILO 2
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>
<p>A1.1 Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved. New Strategy</p>

<p>Proposed New SP Action Strategy/Strategies (if applicable) – <i>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.</i></p>

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

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
Modify SLOs matrix for all 32 Haw/HwSt courses; input in syllabus templates	Sp14
In reference to HLS 5-year assessment plan, create detailed 5-yr schedule based on new slos & assign artifact collection	
Convene assessment team & assess, evaluate and report findings	end Sp14

Define Goal (Action Strategy) 3

Assess, analyze, and interdisciplinaryize HLS tracks' curricula in terms of their potential to engage STEM fields into the Hawaii core, workforce & internship dev., and a healthy Hawaii

Alignment of Goal 3 to ILO(s)

ILO 1
ILO 2
ILO 3

Alignment of Goal 3 to Strategic Plan (SP)

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

Explain how Goal 3 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 3 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.

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 3 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.*

What if we engaged STEAM fields in the Hawaii process

Alignment of Goal 3 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 3 aligns with and provide supporting reasoning.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
Assess, analyze, and interdisciplinaryize HLS tracks' curricula in terms of their potential to engage STEM fields into the Hawaii core, workforce & internship dev., and a healthy hawaii	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 3 - In chronological order, briefly describe the procedures/activities planned to achieve Goal 3

Activity	When will the activity take place
Examine the possibilities of interdisciplinarity of hula, mahi'ai and lawai'a and other areas	April 14

Examine current & emerging workforce & internship opportunities that demonstrated the interdisciplinarity of the above	June 14
Funding	Mar 14-Dec 14
Document findings	Mar 14-Aug 14

Part V: Resource Implications

A. Cost Item 1

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost
3-HLS FTE instructors; 1 Hawaiian language, 1-DE, and 1- Kona Instructor	Personnel	216kK

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
S1. Demand for HLS courses across SSH's relatively high
S3. Online learning is feasible for learners

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."
None

First we would like to align with all 2-yr and 4-yr language practices. Our DE demand, effectiveness and efficiency indicates the potential for this position. Kona and west Hawaii is our fastest developing space on this island, with the least amount of NH/underserved populations actually enrolled in higher education opportunities. Yet, Kau, Kohala, Kona have a high density of rural native Hawaiian & underserved populations, the highest unemployment & drug rate. By engaging these populations with more resources, HLS can help.

B. Cost Item 2

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost
3-HLS/Native Hawaiian FTE counselors; 1-Hilo for 2 year degrees; 1-Hilo for transfer; 1-Kona	Personnel	216K

Alignment of Cost Item 2 to Strategic Plan (SP)

<p>Explain how Cost Item 2 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale</p>
<p>A1.1 Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved. New Strategy</p>

Alignment of Cost Item 2 to Academic Master Plan (AMP)

<p>Explain how Cost Item 2 aligns with the Academic Master Plan (AMP) Action Priorities.</p>

Alignment of Cost Item 2 to Strength(s)

<p>Explain how Cost Item 2 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."</p>
<p>S2. Efficiency indicators show that HLS instructor:student ratio, for majors, affords learners a responsive learning environment</p>

Alignment of Cost Item 2 to Weaknesses(s)

<p>Explain how Cost Item 2 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."</p>
<p>W2. High withdrawal/low persistence Persistence, graduation, withdrawals may be directly linked to learners perception of the availability of</p>

jobs/opportunities for entrepreneurial activities. HLS needs 1 dedicated person to investigate, organize and facilitate this activity.

C. Cost Item 3

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

Alignment of Cost Item 3 to Strategic Plan (SP)

Explain how Cost Item 3 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale

Alignment of Cost Item 3 to Academic Master Plan (AMP)

Explain how Cost Item 3 aligns with the Academic Master Plan (AMP) Action Priorities.

Alignment of Cost Item 3 to Strength(s)

Explain how Cost Item 3 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

Alignment of Cost Item 3 to Weaknesses(s)

Explain how Cost Item 3 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

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.)