

HAWAI'I COMMUNITY COLLEGE  
ANNUAL INSTRUCTIONAL  
PROGRAM REVIEW

HAWAIIAN LIFE STYLES PROGRAM

APRIL 2, 2007

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ANNUAL INSTRUCTIONAL PROGRAM REVIEW  
Hawaiian Life Styles  
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I. Narrative and Analysis of Data

*Mission: For the mutual benefit of the natural and the human environment of Hawai'i, the mission of the Hawaiian 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 community and global communities alike.*

Hawaiian Life Styles Associates in Applied Science degree program is made up of three parallel tracks which reflect traditional Hawai'i native occupations. The HLS program has translated those traditional ecological ideals and practices into the academic setting to offer these three tracks: Hula, Mahi'ai, and Lawai'a. The Hula, Mahi'ai and Lawai'a tracks are informed by Native Hawaiian ecological knowledge and therefore intimately linked with our natural surroundings.

Our desired learner population is anyone who engages with Hawai'i in more than economic ways. In other words, our target population is basically anyone who is willing to commit to Hawaiian cultural and academic rigor for the purpose of improving themselves, their family, their community and the Hawai'i Island's natural environment. HLS has high expectations of incoming learners. We recognize that each learner brings many experiences, skills and abilities with them. While they are residents in our program, our job is to encourage them towards their potential. Interestingly enough, our program attracts a high percent of native Hawaiians, non traditional learners, learners from rural areas, returning students, UH Hilo students, learners from Hawaiian communities in the U.S. mainland, and international learners. Due to ease of entry (limited prerequisites), high interest in value added courses, and the accessibility of our program courses, HLS garners a very interesting and eclectic mix of learners, many of whom graduate but never truly leave. This assessment is evident in the following numbers. HLS reports 84 unduplicated majors, only 22 FTE majors and 13 graduates. Part time, non traditional learners make up a majority of unduplicated majors.

Topics of Hawaiian culture are, by nature of the subject, high interest here in Hawai'i and elsewhere. With the development of specified learning in Hula, Mahi'ai and Lawai'a, Hawaiian cultural courses transform from just being a high interest value added course to something that the local and international community can relate to, fishing, farming and hula (dance). These practices are not unique to Hawai'i, they are global ways in which indigenous (and non-indigenous) peoples communicate, subsist, and maintain their relationships with their natural environment. HLS has brought that prevue into the realm of academics. The high cross over reflected in student semester hours reflects this interest. HLS reports 2,286 of total PPC SSH compared a total of 681 SSH for HLS majors alone. That means only 30% of HLS SSH are populated by HLS majors and the other 70% by non HLS majors, reflecting a significant number of cross over students. Again, HLS courses are highly accessible and tend to focus on the relevancy of the subject matter to the learner. We attribute the high cross over to this style of teaching.

Our high cross over, coupled with an 83% class fit for an average class size of 23 learners/class, justifies at least 5.41 FTE faculty positions. Although our faculty and our learners enjoy the low average student/faculty ratio of 14.09, which affords more flexibility and increased instructor/student/peer interaction, we are in need of the additional faculty. We currently deliver instruction statewide (internet), and island wide (video conferencing and in person distance education) and on site courses with three full time faculty and four lecturers teaching between 3-8 credits each. The total number of courses from 2004-2005 to 2006-2006 has decreased from 77 to 48. This decrease reflects an institutional push for cost efficiency, but also a programmatic attempt to concentrate our offerings with respect to what our HLS major student body needs.

Our HLS learners persevere by maintaining an average GPA of 3.33, equivalent to a strong B letter grade, in PPC. This average correlates to the 81% credits earned ratio for the academic year for HLS majors. In other words, HLS majors have satisfactorily completed 81% of all PPC in which they have enrolled. There has been an awareness of the positive effects of student support services available to students in terms of tutoring and advising that has translated to the high credits earned ratio. One could also say that the low student to faculty ratio has attributed to the high completion rate. Having a student faculty ratio of 14:1 allows faculty access to students, flexibility in the delivery of curriculum and overall course direction while fostering the opportunity for

students to give 'voice' during class. Furthermore, HLS majors are showing a steady increase in their average GPA of Non-PPC while maintaining a steady credits earned ratio in the same Non-PPCs.

## II. Updated Action Plan

The HLS faculty meets once a week to discuss, plan, expand and modify our goals as they pertain to our programmatic, our tracks, our departmental, our community and our island's natural resource needs. As of our comprehensive program review action plan of 2005, HLS has taken action on the following:

- A 3-year cohort plan has been implemented in Fall 2006.
- Increased efficiency in out reach and recruitment for the tracks has yielded: a new Mahi'ai cohort as of Spring 2007 of 15 learners, and a new Hula cohort of 22 learners. A pre-Lawai'a cohort will begin in the Summer of 2007.
- We have begun research into the possibility of offering the HLS ASC on line.
- We are modifying our courses to reflect our programmatic SLOs, appropriate pre-requisites and consistent numbering
- We are in discussion about offering specific certificates for each of the AAS degree tracks

In conclusion, HLS is a highly versatile program. Each one of Hawai'i Community College's imperatives is apparent in every one of our courses. Our instructors and most of our staff are active in their communities, and therefore have an intimate knowledge of each community's needs. More importantly, we are daily practitioners in what we teach. If we allowed one or two more pages of text, we could go on about how much more we could do if we had a larger budget. But we will let our works and our communities speak for our worth.

### QUANTITATIVE TREND DATA CHART

**Program Name: Hawaiian Life Styles**  
**rev.3-16-07**

	Fall 2005	Spring 2006	AY

#1	Number of Unduplicated Majors	49	63	84
#2	Total Student Semester Hours	361	320	681
#3	FTE Student Majors	24.07	21.33	22.70
#4	Number of Graduates	-	-	13
#5	Number of classes	26	22	48
#6	Avg Class size	23.23	23.27	23.25
#7	Avg Class fit	83.5%	83.2%	83.4%
#8	FTE of BOR Appointed Program Faculty	-	-	3
#9	Number of FTE Faculty	-	-	5.41
#10	Student semester hours for all PPC class enrollments	1242	1044	2286
#11	Student-Faculty Ratio	-	-	14.09
#12	PPC Credits Earned Ratio	.82	.79	.81
#13	Non-PPC Credits Earned Ratio	.77	.74	.76
#14	PPC Avg GPA	3.27	3.39	3.33
#15	Non-PPC Avg GPA	2.47	2.70	2.58
#16	Budget	-	-	6268.00
#17	Program Cost per SSH***	-	-	104.38

\*\*\* - calculated using rank 4 rate per credit hour of instruction

Hawai'i Community College  
2006-2007 Program Health Indicator Report  
**Hawaiian Life Styles (HLS)**

### Overall Program Status

Healthy	Cautionary	Unhealthy
<b>XX</b>		

### Overall Program Demand

Healthy	Cautionary	Unhealthy
<b>XX</b>		

### Overall Program Efficiency

Healthy	Cautionary	Unhealthy
<b>XX</b>		

### Overall Program Outcome

Healthy	Cautionary	Unhealthy
<b>XX</b>		

The Program Health Indicators Review provides a comprehensive, empirically based review of academic programs. Major sections of the report provide descriptive information about the development and history of a program,

goals, faculty and advisory committees, admission and degree requirements, and graphic representation of the program's standing. The major clusters of program health indicators are program demand, program efficiency and program outcomes. Hawai'i Community College uses five data elements to develop these clusters: number of applicants and majors (program demand) class fit and average class size (program efficiencies) and graduates (program outcomes).

Chancellor:	Rockne Freitas
Vice Chancellor for Academic Affairs:	Doug Dykstra
Department Chair:	John Cole

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(All HawCC Vocational Education Programs)	

## **PROGRAM DESCRIPTION**

### *College Mission*

*Hawai'i Community College promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E 'Imi Pono". (HawCC catalogue)*

### *Program Mission*

*For the mutual benefit of the natural and the human environment of Hawai'i, the mission of the Hawaiian Lifestyles Degree Program is to expose and cultivate learners 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, economical, social health of our Hawai'i community and global communities alike.*

The Hawaiian Life Styles Associate in Applied Science degree program is made up of three (3) parallel tracks which reflect traditional Hawai'i native occupations that not only sustained a vibrant island population 1,000 years prior to Western contact, but also inspired a nature centric living system. The HLS program has translated those traditional ecological ideals and practices into the academic setting to offer these three tracks. They are: Hula (the most developed), Mahi'ai (fully developed curriculum with current focus on implementation) and Lawai'a (least developed track). The A.A.S in HLS combines established and new Hawaiian Life Styles courses with established general education courses at Hawai'i Community College to provide the cultural education and technical knowledge necessary for sustainable life-ways in our modern world.

The A.A.S. shall serve the State's needs for improved management of our natural and cultural resources. Living on volcanic island masses in the middle of the Pacific makes us keenly aware of the limits of our natural resources. The Hula, Mahi'ai and Lawai'a tracks are founded upon Hawaiian cultural practices intimately linked with our natural surroundings. The informed economical practices of these occupations require deep knowledge and a practical realization of our environment. Furthermore, just as natural resources may be finite, so too may cultural resources be. Cultural resources are inherently dependant upon the knowledge of practitioners; as properly trained cultural practitioners become fewer, cultural practices lose their integrity.



In terms of goals that meet Community needs, the A.A.S. degree shall increase the number of Hawai'i residents and non-residents knowledgeable of economic impacts upon the natural environment due to private interests and public policy.

Furthermore, it is the intention of HLS program to thrust our learners into higher education opportunities including Baccalaureate, Masters and Doctoral pursuits. If our learners have not identified a specific career or communicate no interest in higher education attainment, then the HLS learner will, unequivocally, be prepared to sustain themselves physically, socially, psychologically and spiritually with the tools that have been afforded them via the A.A.S. HLS.

### **PROGRAM GOAL**

The primary goal of the Hawaiian Lifestyles (HLS) program is to provide students with a solid foundation in Hawaiian Life Styles with an emphasis on the practice, perpetuation and evolution of the Hawaiian culture by offering a variety of courses designed to prepare students for careers in a host of areas by combining the technical education purposes of Hawai'i Community College with the campus and UH System strategies to advance the study and practice of Hawaiian culture.

Our program's mission is to provide an avenue for graduates to improve their employment and business opportunities with a deep and relevant expertise in traditional and contemporary Hawaiian lifestyle and culture. We intend to fulfill our mission via the following programmatic goals. Our intended goals are:

- To provide education and training to learners preparing themselves for careers in any and all related areas of Hawai'i Native traditional ecological knowledge and life ways including but not limited to: agriculture, agro-forestry, environmental science, ethno science, religion, conservation, native indigenous international relations, forestry, ethno astronomy, anthropology, archeology, biology, agriculture, art, music, education, social services, business, development, planning and politics, marine biology, aquaculture, oceanography, navigation, fisheries, cultural consulting, publishing, film and documentary, cultural monitoring, cultural impact assessments with an increased knowledge in traditional and contemporary Hawai'i native ideology and practice;
- To provide supplemental training and authentic learning experiences to those individuals presently employed or those seeking baccalaureate and post baccalaureate cultural knowledge;

- To prepare those students who expect to go on to four-year and graduate degrees by offering necessary coursework supplemented with skill building that will allow them to compete successfully at an advanced level;
- To educate students in the knowledge and skills that will enable them to understand, appreciate, articulate and apply their own tacit knowledge, family knowledge and a host of community perspectives; this will enable each learner to respect diverse cultures in their local and global community;
- To inspire a passion in each learner to care for and participate in the natural environment in Hawai'i and in the world.

## **OBJECTIVES**

### PROGRAM STUDENT LEARNER OUTCOMES

The HLS degree prepares students to quantify and qualify their relationship to their community. We educate students to promote, with confidence, the uniqueness of this land, the ocean and its people. We expect the graduates to perform in accordance with the student learning outcomes provided through our course of study. The HLS student learner outcomes encapsulate the ideals and philosophy of HawCC's Liberal Arts program student learner outcomes.

### **Leadership**

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

- 1) I am able to recite my genealogy in Hawaiian Language.
- 2) I understand the dynamics of a family relationship across generations.
- 3) I have confidence of my individuality within diverse environments.
- 4) I am able to construct leadership methods based upon traditional leadership roles by gods, ali'i and distinguished commoners.
- 5) I am able to identify and accept my strengths and weaknesses as inherited characteristics of my family line.
- 6) I am able to construct positive changes in the dynamics of the family and the community.

- 7) I am able to commit myself to service my community, my family and my work.

### **Think Creatively Through a Critical Process**

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

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

### **Life System**

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

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

### **Practitioner**

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

- 1) I propagate and harvest:
  - A) Hula Plants and Animals
  - B) Agricultural Plants and Animals

C) Aquatic Plants and Animals

- 2) I actively engage in sensitive planting & harvesting.
- 3) I actively assist in the maintenance of our natural environment.
- 4) I embody the belief that hula (dancing of the myth) is one form world sacred dance that ritualizes profound connections to earth, seas and skies.
- 5) I apply my learning and its impact on my local & global environment.
- 6) I plant & harvest because it reinstates my contributions to the cycle of life and learning.
- 7) I understand, believe, and practice reciprocation of life.
- 8) I am an active observer of elemental & environmental changes.
- 9) I am an active observer of the positive and negative human impact on natural environs.
- 10) I am able to support my lifestyle with traditional knowledge.

**PROGRAM HEALTH INDICATORS**

INDICES (Fall 2004)	MINIMUM LEVEL (ML)	ACTUAL LEVEL (AL)	SATISFACTORY LEVEL (SL)
<b>A. PROGRAM DEMAND/CENTRALITY:</b>			
1. Number of Applicants	25	47	30
2. Number of Majors	20	42	25
3. Student Semester Hours (33 x 18 ) AL	850	1373	1000
4. Class Credit Hours (3 x 11) AL	75	67	85
5. Number of Classes Taught	15	22	18
<b>B. PROGRAM EFFICIENCY:</b>			
1. Average Class Size (196/11) AL	12	21	15
2. SSH per FTE Faculty (594/1.6) AL	220	286	340
3. Equiv. Class Credit hrs/ FTE Faculty (33/1.6) AL	18	14	24
4. Percentage of Small Classes	10%	9%	5%
<b>C. PROGRAM OUTCOMES: (Also see Perkins III Core Indicators on Page 6)</b>			
<b>ML</b>	<b>AL</b>	<b>SL</b>	
1. Credits Earned Ratio - (General Education)		60%	81% 80%

2. Credits Earned Ratio - (Vocational Education)	75%	76%	80%
3. Degrees and Certificates Awarded - (2001- 02)	N/A	N/A	N/A
4. Retention - Fall 2002 to Spring 2003	N/A	N/A	N/A
5. Retention in Employment (Perkins III 2001-02)	N/A	N/A	N/A
6. Nontraditional Females (Perkins III 2001-02)	N/A	N/A	N/A
7. Nontraditional Program Completion (Perkins III 2001-02)	N/A	N/A	N/A

#### **2003-2004 PERKINS III CORE INDICATORS**

<b>Core Indicators</b>	<b># in Denominator</b>	<b># in Numerator</b>	<b>Adjusted Level</b>	<b>Actual Level</b>
Academic Achievement	4	4	81.92%	100%
Vocational Skills	4	4	90%	100%
Degrees & Certificates	4	1	37.33%	25%
Placement/Employment	1	1	71.72%	100%
Retention/Employment	1	10	92%	100%
Nontraditional Participation	N/A	N/A	N/A	N/A
Nontraditional Completion	N/A	N/A	N/A	N/A

## **OCCUPATIONAL DEMAND**

A recent follow up with past HLS graduates shows us that 88% have continued their higher education, six to a Baccalaureate program and one to a Master's program. One of the 8 AAS degree graduates has gone on to work in the tourist industry as a Japanese tour bus director. In 2005, there were approximately 558 positions in Hawai'i County alone, for graduates of Hawaiian Life Styles.

## **ANALYSIS OF THE PROGRAM**

### **PREFACE**

As in previous years, the data available to us for analysis is somewhat incomplete. Therefore, we continue to ask for your consideration when reviewing the data and analyzing the continued health of our program. Additionally, the HLS program is still classified as a vocational program although no vocational educational courses are incorporated into the curriculum. There continues to be a large number of cross-over students in our program, which may illustrate an interest by students in our individual courses, but an unwillingness to declare HLS as a major. Since the 2004-2005 academic year, the SSH for enrollment of all students (majors and non majors) in HWST and HAW courses decreased from 698 to the 2005-2006 academic year SSH total of 681. This decrease is a reflection of an institutional push for cost efficiency while being a programmatic attempt to concentrate our offerings with respect to the needs of the HLS student body. This unique characteristic of our program is an important feature that is not expressed elsewhere in this report and is included to provide the reader with a clearer picture.

### **ALIGNMENT WITH MISSION**

The HLS program aligns with HawCC's mission by providing all HLS learners an open door access to all programmatic activities and services, especially for marginalized, non traditional and under-prepared learners island wide with special attention on rural and distant communities. The HLS program further aligns with HawCC's 2002-2010 Academic Development Plan by integrating the college's four cornerstones of Hawaiian Culture, Technology, Community Service and Environment in both the program student learner outcomes and each of HLS course student learner outcomes. The HLS program has also made a great attempt to respond to the 2003 Midterm Accreditation Report Recommendation two

to: 1) Strengthen the College's position to respond to educational needs in the predominantly Hawaiian rural districts of Hawai'i Island; and, 2) Strengthen the College's position as the premier provider of Hawaiian culture-based educational programs and expertise. (2003 Midterm Accreditation Report/2000-2001 Self Study).

## STRENGTHS AND WEAKNESSES

### Strengths

- One full time faculty with a Ph.D. in Interdisciplinary Studies, emphasis on Hawaiian Culture
- 3 additional full-time faculty, one with M.A. degree, one completing an M.A. degree, and one with a B.A.
- Support of two five-year Title III grants for improving and strengthening the institutional capacity to serve native Hawaiians and Hawaiian Life Styles programs
- Grant support for facility, technology and expanded access to higher education island wide
- Growing island wide expansion of video conferencing mode of instructional delivery
- Growing on line offering of Hawaiian culture & language courses
- Faculty participation in local, state, national and international forums, conferences, panels, workshops, performances and instruction
- Development of state's first degree in higher education focusing on Hawaiian traditional knowledge systems
- Learners have a solid theoretical and practical foundation in Hawaiian Life Styles and general education courses

### Weaknesses

- Lack of student services expertise for distance education learners
- Lack of permanent funding for all full-time faculty
- Lack of faculty to bring full potential to Lawai'a track

### **Program Demand/Centrality**

The number of applications and HLS (Hawaiian Life Styles) majors, when observed and analyzed over time, shows us a steady increase in the number of interested ASC (Academic Subject Certificate) and A.A.S. (Associate in Applied Science) HLS majors. For the AY of 2005-2006, HLS has received a satisfactory number of 47 applications. The data shows that HLS had 42 declared majors including the

ASC and the AAS. We must also keep in mind that when we look at the number for HLS declared majors, that we are not even looking at a larger population of crossover students who have declared other majors, mostly AA, but have, perhaps half way through their tenure, applied and completed a HLS Academic subject certificate. We must also consider that declared Liberal Arts majors may also have, after the application process, decided to double major in both Liberal Arts and the AAS in HLS. More research is being done to more efficiently identify these learners.

HLS learners took a total of 2286 student semester hours in program paid courses alone (that is courses with an HWST and HAW alpha). This number is based on a total of 48 courses taught.

### **Program Efficiency**

Our average class size for the AY of 2005-2006 was 23.25. Based on the average class caps (30) at the time, HLS classes were at an 83.40% fill rate according to this data. Although our SSH per FTE faculty was at 286 SSH, consider that we currently have only 3 full time faculty who teach, on average, four 3-credit classes each. For the Fall of 2005, each of the three full time faculty, according to the current data elements, should have taught 5-courses each. However, in reality, this is not so. One of the faculty, who is also the Department Chair, only taught 2 or 3 courses. As for the remaining two faculty, they choose to teach their four course load in the Fall and then their five course load in the spring. So what of the rest of the "Equiv. Class Credit hrs/FTE Faculty"? The rest of the crossover courses are taught by lecturers. In reality, the amount courses that HLS offered not only in the Fall of 2005 but in previous and subsequent semesters, justifiably, was enough of a load for six full time faculty.

### **Program Outcomes**

According to the data elements provided to us on the Perkins III Core Indicator report, and based on only two graduates that semester, as far as I understand, shows an actual level of general education credits earned ratio of 100%. The credits earned ratio for vocational education is documented at 70.52%. As the analyst of this information, I cannot make sense of this. The data elements are obscure. I can however offer a brief and more accurate analysis our programmatic data that, for purposes of definition and similarity, are divided into two elements, credit earned ratio for program classes (on Perkins Indicator this is labeled as Vocational Education) and credit earned ratio for general education classes for the HLS Fall 2004 cohort/graduates. The data shows an 83%



credits earned ratio for HLS majors in vocational or program courses and a 78% credit earned ratio for HLS majors in general education courses or non-program courses. This data reveals that learners are accomplishing a "B" average in HWST/HAW alpha (vocational/programs course work) and a low "B" or high "C" average in general education/non program courses. Compared to other majors we can make the assumption that our learners are succeeding in their studies because of a number of factors, but the bottom line is that their success rate shows that their performance is well above the satisfactory level.

## **Plan of Action 2006-2007**

### **TIMELINE AND WHO IS RESPONSIBLE**

The HLS program has foreseen potential need areas in terms of student services areas and the rural student population and has already taken action by conducting independent orientations, informational gatherings and outreach activities at the onset of the program. In terms of total programmatic improvements including instruction, curriculum, retention, tracking and monitoring, HLS has taken the following into consideration:

- Continued marketing, advertising, planning and coordinating in the area of outreach and orientation. Continued participation in college fairs at local high schools, distance education sites, build an HLS program web site and network with community public and non-profit and private organizations. Integrate with statewide Internet course offerings to expand certificate and 2yr degree options to interested learners and communities. HLS will proceed to look into global access. We are now researching and implementing small increments of this activity and hope to have a program plan in the next two years.
- Explore the possibility of offering a Certificate of Achievement and other Certificate Competencies in Hawaiian Lifestyles Hula, Mahi'ai and Lawai'a tracks. We have already begun discussions in this area and hope to activate this activity over the next year.
- Explore the possibility of expansion of the HLS degree program into either an A.S. or A.A. program.
- Undergo a complete review of HLS course offerings to ensure consistency, continuity, and cohesiveness in providing the necessary instruction for students to attain success. This is a necessary step in order to determine the direction for expansion of our programs.
- Expand internship opportunities at HawCC by exploring partnerships with community public and non-profit organizations. The timeline for this activity is over the next two years.

- Review existing prerequisites and current course offerings with reference to a multi-disciplinary perspective; review current requirements and consider informal assessments by past and current learners to make requirements more relevant to their needs. The timeline for this activity is over the next 4 years.
- Substantive Change Report to support and justify the potential of offering HLS academic subject certificate out side of the state of Hawai'i. We would like to make internal progress on this in the next semester or two.
- Implementation of newly developed 3 year cohort model for Hula track learners. To be implemented in the Fall of 06 and assessed each year until graduation.

As usual, the Hawaiian Life Styles current faculty working along side of the Vice Chancellor for Academic Affairs and the rest of HawCC administration will take full responsibility in carrying out the recommendations and action plan for continuous improvement.

## **Appendix A: History and Admission Requirements**

### **PROGRAM HISTORY**

Effective in Fall of 1998 HawCC began to offer students the opportunity to focus on Hawaiian culture experiences, then in January of 2002, the A.A.S. in HLS was approved by the Board of Regents at a provisional status. The HLS program is scheduled to request permanent status at the May 2006 Board of Regents meeting.

### **PROGRAM ADMISSION REQUIREMENTS**

Admission to the HLS program is open to any high school graduate or person 18 years of age or older or any acceptable early admit learner who can benefit from the instruction offered (HawCC General Catalog 2004-2005). Learners are accepted with the skills they have and are nurtured through a cohort based model and are supported in remedial coursework, counseling, internships/mentorships, and career path exploration and community connections when necessary.

### **CREDENTIALS OFFERED**

The Hawaiian Life Styles Program offers a 17 credit hour Academic Subject Certificate (ASC), and an Associate in Applied Science degree in Hawaiian Lifestyles focusing on one of three tracks: Hula Track (62 credits), Mahi'ai Track (63 credits) or Lawai'a Track (64 credits).

The Associate in Applied Science degree in Hawaiian Life Styles Hula provides students with the skills and competencies for gainful employment in various career paths and emerging developmental areas. This degree is not intended nor designed for transfer directly into a Baccalaureate program; however, it does include many transfer level courses. [With the assistance of student services, the faculty for the HLS hula track has introduced an improved two and a half year cohort plan for learner's movement from the A.A.S. (in the first two years) into the transferable A.A. degree in the fifth semester. An overview of this plan is located in the appendix.] To earn this degree, students must:

- complete the program of courses listed;
- earn a cumulative GPA of at least 2.0 as well as a 2.0 in each of the major courses; and
- earn the final 16 semester hours at HawCC.

## **HAWAIIAN LIFESTYLES ACADEMIC SUBJECT CERTIFICATE (17 CREDITS)**

Hawaiian Language Requirement (8 credits)

- Group Option 1:  
HAW 101, Elementary Hawaiian Language I (4 cr.)  
AND HAW 102, Elementary Hawaiian Language II (4 cr.),  
OR
- Group Option 2:  
HAW 201, Intermediate Hawaiian Language I (4 cr.)  
AND HAW 202, Intermediate Hawaiian Language II (4 cr.)

Hawaiian Life Styles Requirements (9 credits): Nine credits from any course listed below.

- HwSt 124, Hawaiian Myths & Legends (3 cr.)
- HwSt 125, Hawaiian Plants & Their Uses (3 cr.)
- HwSt 129, Hawaiian Chants and Classical Dances (3 cr.)
- HwSt 205, Native Hawaiian Beliefs and Practices (3 cr.)
- HwSt 221, Hawaiian Culture in Transition (3 cr.)
- HwSt 224, Epic Saga of Pele & Hi'iaka (3 cr.)
- HwSt 231, Hawaiian Culture I (3 cr.)
- HwSt 232, Hawaiian Culture II: Oral Arts and Traditions (3 cr.)

## **HAWAIIAN LIFE STYLES ASSOCIATE IN APPLIED SCIENCE**

			<b>AAS Hula</b>	<b>AAS Lawai`a</b>	<b>AAS Mahi`ai</b>
<b>LANGUAGE</b>					
Haw 101	Elementary Hawaiian		4	4	4
Haw 102	Elementary Hawaiian II		4	4	4
Haw 201	Intermediate Hawaiian		4	4	4
Haw 202	Intermediate Hawaiian II		4	4	4
<b>HAWAIIAN LIFE STYLES</b>					
HwSt 124	Hawaiian Myths & Legends		3	3	3
HwSt 125	Hawaiian Plants & Uses		3	3	3
HwSt 128	Hawaiian Arts & Crafts		1		
HwSt 128	Hawaiian Arts & Crafts		1		
HwSt 128	Hawaiian Arts & Crafts		1		
HwSt 129	Classic Hawn Chants/Dance		3	-	-

HwSt 130	Papa Olapa (Ancient Hula)	3	-	-
HwSt 131	Hula Noa (Secular Hula)	3	-	-
HwSt 224	Epic Saga of Pele & Hi'iaka	3	-	-
HwSt 231	Hawaiian Culture I	3	3	3
HawSt 232	Hawaiian Culture II	3	-	-
HawSt 235	Hula Ensemble	4	-	-
HwSt 170A	Lawai'a Culture I	-	3	-
HwSt 170B	Lawai'a Culture II	-	3	-
HwSt 270	Loko I'a	-	3	-
HwSt 271	Lawai'a Practicum	-	5	-
HwSt 160	Kalo Culture	-	-	3
HwSt 161	Kalo Culture II	-	-	3
HwSt 260	Lo'i Kalo (Wetland Taro)	-	-	3
HwSt 261	Huki 'Ai: Harvesting & Marketing	-	-	3

#### **OTHER GENERAL EDUCATION REQUIREMENTS**

HwSt 221	Hawaiian Culture in Transition	3	3	3
Hist 153 or 151	Hawai'i and the World I or II	3	3	3
English 100, 102	Communication			
SpCo 151		3	3	3
Math 100 or higher or				
Phil 110		3	3	3
Natural Sciences		3	3	3
		<b>62</b>	<b>64</b>	<b>63</b>

#### **FACULTY AND STAFF**

The brief chart below summarizes the current Hawaiian Life Styles faculty and staff that support both the A.A.S degree learners and the general education Humanities offerings. HLS services a large population of crossover learners. Not only do the faculty and staff instruct in A.A.S. degree program courses, but a majority of courses are offered to learners to fulfill requirements in the larger general education focus. Hawaiian Life Styles will, perhaps, like an English course or a Social Sciences course, instruct learners from every major in the college from Applied Technical Education to Office Administration and Technology to Liberal Arts majors. For this reason, HLS faculty must be sure of a sufficient pool of lecturers. Currently, the HLS program has two full time tenured faculty positions to service the East Hawai'i campus, island wide satellite sites and various on line offerings. HLS also has one full time tenured faculty position at the West Hawai'i Center that also services West Hawai'i learners as well as video conferencing satellite sites in Kohala, Ka'u and Hilo.

At present, the HLS program is also supported by seven lecturers who are responsible for delivering the general

education Humanities courses and HLS program courses that service the overall needs of the college's learners. Lecturers may be paid by federal funds when it is appropriate.

The much needed support staff for HLS are all funded by the I Ola Haloa Title III grant which is expected to end in September of 2009. The staff positions include the Title III coordinator/instructor position, the fiscal support specialist, three media specialists, two Native Hawaiian outreach academic support specialists and one program assistant. These positions will terminate at the end of the grant cycle in September of 2009 or earlier depending on continual funding. HawCC's administration is currently working towards the possible institutionalizing of one or more of the F-funded positions above.

#### **Regular Faculty (G Funded)**

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

(One more full time tenured faculty position is available and will be advertised shortly).

#### **Part-time faculty/staff and faculty/staff (G and F funded)**

<b>Name</b>	<b>Tenure Status</b>	<b>Degrees Held</b>
Kekuhi Kealiikanakaole	Title III	
Coordinator/Instructor	PhD Candidate	
Ka'iana Halli	Lecturer	M.A.
Candidate		
Mānai Kalua	Lecturer	
B.A.		
Nalani Kanakaole		
Lecturer		B.A.
Tracy Kanahale	Lecturer	
M.A.		
Leialoha 'Ilae		
Lecturer		
M.A.		

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

<u>Name</u>	<u>Tenure Status</u>
<u>Degrees Held</u>	
Monica Burnett	Fiscal & Administrative Support
A.S.	
Josy Stone	Academic Support
A.A.	
Neal Uyehara	Media Specialist
M.ED.	
Maria Andaya	Media Specialist
B.A.	
Sean Naleimaile	Media Specialist
M.A. Candidate	
M. Noe Noe Wong-Wilson	Instructor/Coordinator
M.A. Candidate	
Toni-Ann Samio	Project Assistant
	B.A.

(One F-Funded position has been advertised to be filled).

## **Appendix D: Advisory Committee and Community Collaborations**

The Hawaiian Lifestyles degree program is proud to have on our advisory a wonderful and dynamic mix of Hawaiian cultural practitioners and educators as our advisory team. First Gail Makuakane-Lundin is the Coordinator of Kipuka, Native Hawaiian Student Services at the University of Hawai'i at Hilo. Second, Dr. Lilikala Kame'elehiwa of Kamakakuokalani is a full time faculty member of the Hawaiian Studies Department of the University of Hawai'i at Manoa. Another advisory member represents intermediate and high school education from the Department of Education perspective. He is Lehua Veincent, Principal of the Keaukaha Elementary School in Keaukaha. The fourth advisory member is Sissy Kaio, a Kumu Hula of 25 years in Carson California. Her input is important because of her many substantive contributions to the Kumu Hula Association and other Hawaiian communities and organizations in the southern California area. The final advisory member is Hokulani Holt-Padilla. Hokulani is a well known Kumu Hula and cultural resource for the island of Maui. She is the Cultural Programs Coordinator of the state's only comprehensive culture and arts facility, the world class Maui Arts and Culture Center.

Apart from these individuals whose input and expertise we value deeply, the Hawaiian Lifestyles Program also works with and maintains many relationships in the Hawai'i Island, state wide, national and international community. Some of our community connections on island who assist us in the delivering of credit Hawaiian Lifestyles courses island wide are: the Ka'u Rural Health Association, Ka'u High School, Hawai'i Economic Opportunities Council's Na'alehu Youth Center Program, the Kohala Center, the Waimea Middle School and the Queen Liliuokalani Children's Center Kona Unit. Hawaiian Lifestyles faculty and staff also work with the following organizations to deliver outreach opportunities to learners and families in rural and distant sites: Hui Malama Ola Na Oihi of Ka'u, Na'alehu Senior Nutrition Center, Hawai'i County Parks and Recreation, D.O.E. Adult Education, Department of Hawaiian Homes Land at the Waimea Office, Punana Leo O Waimea, Alu Like in Waimea, Kohala Family Health Center, Hui Malama Ola Na Oihi of Waimea, Malama Poki'i, YMCA, Kanu O Ka 'Äina, Tutu's house and Nä Kälai Wa'a. In addition, our faculty and staff maintain outreach activities with island wide and state wide public, private and charter schools at the high school level.



## **Appendix E: Definitions of Data Elements (All data includes West Hawai'i)**

### **A. Program Demand/Centrality:**

1. Number of Applications: Total number of applications received complete and incomplete.
2. Number of Majors: Major declared/on file during the semester.
3. Student Semester Hours: Total number of semester hours based upon class credits and student enrollment. Sum of all class credits multiplied by the enrollment for each class. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes cancelled, 99V, 199V, 299V, and all CVE classes.
4. Class Credit Hours: Sum of credits of all classes offered within the program/with the program/major code/alpha. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes cancelled, 99V, 199V, 299V, and all CVE classes.
5. Number of Classes Taught: Total number of classes conducted/run within the program/with the program/major code/alpha. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes 99V, 1 99V, 299V, and all CVE classes.

### **B. Program Efficiency:**

1. Average Class Size: Average class size of all classes conducted/run within the program/with the program/major code/alpha. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes 99V, 199V, 299V, and all CVE courses. Total

enrollment in each class excludes students with "DR" and/or "W" grades.

2. Student Semester Hours per FTE Faculty: Total student semester hours from A.3. divided by analytical FTE Faculty.
  - a. Analytical FTE Faculty: Teaching based upon a full load (15 or 12 credits depending upon the contact hours.) Division Chairpersons are assigned an analytical FTE Faculty equivalent of 0.70 FTE
  - b. Each full-time faculty within a program is considered to be 1 FTE. FTE based upon lecturers are calculated by the number of credits each are assigned to teach.
  - c. Assigned time is to be extracted from FTE calculations... similar to calculating the FTE for a Division Chair. For example, if a Full-time faculty received 3 credits assigned time (out of a regular 15-credit load) it would be considered a .8 FTE rather than 1.
3. Equivalent Class Credit Hours per FTE Faculty: Total class credit hours from A.4. divided by total analytical FTE Faculty.
4. Percentage of Small Classes: Percent of classes within the program/with the program/major code/alpha that had less than 10 students. Includes practica and other classes where 5 students = 1 semester (credit) hour; however, these classes are considered to be Low-enrolled only if there are less than 5 students or between 6 and 9 students. Excludes 99V, 199V, 299V, and all CVE classes.

#### **C. Program Outcomes:**

1. Credits Earned Ratio (General Education): Percentage of program majors enrolled in all LBART courses (excluding those in C.1.) who passed with a grade of A, B, C, D or CR. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes 99V, 199V, 299V, and all CVE courses.
2. Credits Earned Ratio (Vocational Education): Percentage of students enrolled in vocational courses who passed with a grade of A, B, C, D or CR. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes 99V, 199V, 299V, and all CVE courses.

3. Degrees and Certificates Awarded: Degrees awarded in previous year (2001-02)
4. Retention Rate: New students within a program/major continuing or retained in that program/major from the past two or more terms. (Students registered in Fall 2000 who started in Spring 2000 or Fall 1999.
5. Retention in Employment for previous year: (2001-02) Perkins III
6. Non-traditional participation: Females (2001-02) Perkins III
7. Non-traditional Program Completion for previous year (2001-02) Perkins III