

UNIVERSITY OF HAWAI'I COMMUNITY COLLEGES  
ANNUAL INSTRUCTIONAL PROGRAM REVIEW  
PROCEDURES, COMPONENTS, AND MEASURES

Hawai'i Life Styles Program  
(Hawaiian Life Styles Program)

Introduction:

Mission: For the mutual benefit of the natural and the human environment of Hawai'i, the mission of the Hawai'i Life Styles 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.

1. Description: Hawai'i (Hawaiian) Life Styles promotes student learning, inspires growth, and is committed to serving all segments of the community by providing all learners and their families open door access to all of our programmatic activities, courses (all entry/100-level courses have no pre-requisites thereby supporting high accessibility) and services, especially for marginalized, non traditional and under-prepared native Hawaiian learners in rural districts island wide. Moreover, Hawai'i Life Styles program aligns with and supports this college in carrying out the imperatives through: reaching rural and distant communities, providing current technology and student support services island wide for distance education learners, engaging our learners and their families in cooperative opportunities to serve their community, fostering a strong activity based sense of awareness and respect for the Hawai'i environment, and by offering credit instruction in Hawai'i Life Styles underpinned by a strong academic and practitioner based Hawai'i traditional knowledge curriculum.

Hawai'i Life Styles program is a somewhat complex multi-layered program, however HLS is able to maintain effectiveness through the securing and sharing of extramural funding (USDA, USDOE-Title III, UH-Foundation, program grassroots fundraising) with which the following programmatic components are supported: **media specialist technical support** for the research, purchase, design, installation, maintenance, and faculty, staff, and learner training/instruction for all HawCC campus media components and all satellite site needs including on-line instruction, college functions, instruction, and educational/community enhancement; **media design and production** of multi-media instructional material for all aspects of instruction and program information dissemination and recruitment for HLS along with support for HawCC administrative office; **outreach and student support services** for rural and distant learners, HLS majors, and all native Hawaiian population; **coordination of HLS activities** including instruction, media, outreach and student support services, instructional/administrative (eg. reporting, funding, satellite/distant site coordination, scheduling, extramural budgeting, program leadership in working

with HawCC administration, faculty, and staff, UH systems) networking and developing bridges with local, state, national and international educational and indigenous communities.

#### List of Program/Student Learning Outcomes:

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

#### Part I. Quantitative Indicators for Program Review

	AY 04-05	AY 05-06	AY 06-07
HLS			
1. Annual new and replacement positions in the State	5936	5936	5936
2. Annual new and replacement positions in the County	111	111	111
3. Number of majors	41	48	40
4. Student Semester Hours for program majors in all program classes	221	303	296
5. Student Semester Hours for Non-program majors in all program classes	1258	1324	1089
6. Student Semester Hours all program classes	1479	1627	1385
7. FTE Program enrollment	98.6	108.47	92.33
8. Number of classes taught	20	26	21
9. Determination of program's health based on demand (Health, Cautionary, or Unhealthy)	Healthy	Healthy	Healthy
10. Average Class Size	22.45	19.88	22
11. Class fill rate	90.71%	70.82%	83.24%
12. FTE of BOR appointed program faculty	3	3	3
13. Student/Faculty ratio	13.67:1	16:1	13.33:1
14. Number of Majors per FTE faculty	9.32	8.78	9.52
15. Program Budget Allocation (Personnel, supplies and services, equipment)	\$208,441.00	\$260,787.10	\$200,201.00

16. Cost Per Student Semester Hour	\$140.93	\$160.29	\$144.55
17. Number of classes that enroll less than ten students	3	0	1
18. Determination of program's health based on Efficiency (Healthy, Cautionary, or Unhealthy)	Healthy	Healthy	Healthy
19. Persistence of majors fall to spring	80.49%	53.33%	77.5%
20. Number of degrees earned (annual)	5	3	4
21. Number of certificates earned (annual)	0	9	13
22. Number of students transferred (enrolled) to a four-year institution in UH	1	0	0
23. Perkins core indicator: Academic Attainment(1P1)	.00%	100.00%	100.00%
24. Perkins core indicator: Technical Skill Attainment (1P2)	.00%	100.00%	100.00%
25. Perkins core indicator: Completion Rate (2P1)	.00%	50.00%	25.00%
26. Perkins core indicator: Placement in Employment Education, and Military (3P1)	.00%	.00%	100.00%
27. Perkins core indicator: Retention in Employment (3P2)	.00%	.00%	100.00%
28. Perkins core indicator: Non Traditional Participation (4P1)	.00%	.00%	.00%
29. Perkins core indicator: Non Traditional Completion (4P2)	.00%	.00%	.00%
30. Determination of program's health based on effectiveness (Healthy, Cautionary, Or Unhealthy)	Healthy	Healthy	Healthy
31. Determination of program's overall health (Healthy, Cautionary, or Unhealthy)	Healthy	Healthy	Healthy
32. Number of FTE Faculty	4.4	5.47	4.2

## Part II. Analysis of the Program

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

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

A unique event that is difficult to quantify is the occurrence of the change of major of students prior to graduation. The Associate of Applied Science degree does not allow for the complete transference of all credits to a four year institution such as UH-Hilo thus HLS majors will change to Liberal Arts in preparation for graduation and/or transference to the four year institution. As such, we see low numbers in the persistence of majors from fall to spring (Table 8, #19). In AY 05-06, this was evident as seen by the dramatic decrease in the number of majors who persisted from Fall to Spring (Table 8, #19). Although these students have changed majors, they continue to enroll in HwSt/Haw classes and are then counted as non-program majors. Although we know this from careful tracking and monitoring of our learners, this event is still to quantify as there is no institutional data to reflect this occurrence.

#### Significant Program Actions:

- Revision of PSLOs and assessment tool;
- New Lawai'a and Mahi'ai cohorts began in the Fall 2007;
- New course, HwSt 197 (change to 180 after approvals) for new HLS track, Kahu Ku'una: Resources Management launched and scheduled to begin Spring 2008;
- HLS faculty position in screening committee and schedule for Jan. 2008 hire;
- outreach and tracking majors and native Hawaiian non-majors in rural districts improved;
- Haw 101, 102, 201, and 202 articulation agreement with UHH, Ka Haka'ulaoKe'elikolani Hawaiian Language College, completed with help of Noreen Yamane of HawCC and Kenny Simmons of UH Hilo;
- Publication of three original text books for HLS learners;
- Completed initial steps in the substantive change process with the help of HawCC colleagues

#### Part III. Action plan

- Discussion among faculty regarding the advantage of changing from an A.A.S to an A.A. or an A.S. degree
- Revision of PSLOs and reevaluation of assessment tools
- Continue articulation process with system wide for entry level HwSt and Haw courses
- Develop Lawai'a track cohort
- Develop Kahu Ku'una curriculum
- Continue close monitoring and follow up of HLS majors and native Hawaiian learners in rural districts to increase retention and success
- Steps to proceed towards institutionalizing I Ola Haloa program and positions upcoming in Spring 2008
- Continuing to seek extramural funding appropriate to the uniqueness for the programmatic setting

#### Part IV. Resource Implications (physical, human, financial)

- We are still in need of sufficient and adequate facilities to support productive instructional, non-instructional and learner environments.
- Adequate distant site facilities are a challenge and lack of facilities is an obstacle that deters, or perhaps, does not invite rural learners and families to engage although according to an informal educational assessment, they are in need of higher education opportunities
- Development of a stronger on-line and video conference user support is needed.

Professional development is extremely helpful in maintaining academic, intellectual and creative health. Faculty and staff need continued support in this area.