NEW PROGRAM PROPOSAL
Associate in Arts – Hawaiian Studies

Date of Proposal: February 2012
Proposed Date of Program Implementation: Spring 2013
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1. Objectives of Program

As part of the community college system recommendation by the Chief Academic Officers (Appendix B), the University of Hawai‘i Maui College (UHMC) proposes to develop an Associate in arts degree in Hawaiian Studies. The program will be named after King Kalākaua’s motto, **HO‘OULU LĀHUI**, which was to increase, restore, reestablish and advance the lāhui or people. King Kalākaua ruled the Hawaiian Kingdom from 1874 to 1891. His aim was to inspire the people, to persevere and thrive amidst tremendous distress including depopulation and social, economic and political strife. The intent of this degree is to provide students a broad foundation in general education with a major focus in Hawaiian Studies. Accordingly, we have adopted the Program Learning Outcomes (PLO) and Hallmarks (Appendix A) of the University of Hawai‘i Maui College A.A. degree in Liberal Arts and reprioritized them to reflect the major focus of this degree. Students who successfully complete the A.A. program in Hawaiian Studies will demonstrate knowledge of the following:

- **PLO 1**: Multiple Dimensions of Hawai‘i
- **PLO 2**: Multiple Dimensions of Asia/Pacific
- **PLO 3**: The diversity of human conditions and cultures in local and global communities.
- **PLO 4**: The individual in relation to behavior, ideas and values.
- **PLO 5**: Techniques of creative expression and its evaluation.
- **PLO 6**: Natural systems and environmental issues.

2. Relationship of Objectives to Appropriate Functions of the College and University

The University of Hawai‘i (UH) has an extensive and long standing commitment to support the advancement of Hawaiian language, culture, history and practice. In 1985, Vice President for Academic Affairs, Tony Marsella, advised University of Hawai‘i (UH) President, Al Simone, to appoint an Ad Hoc Task Force from across the UH System to address the underrepresentation of Native Hawaiians at University of Hawai‘i as both faculty and students. At that time, only 1% of the faculty and 5% of the student population was Native Hawaiian. In 1986, the Hawaiian Studies department was established at UHM. Also in 1986, fourteen Native Hawaiians were appointed to the UHM Task Force to “Identify problems and recommend solutions to address Native Hawaiian education.” The group produced the Ka‘ū Task Force Report that has since been used to establish...
and guide a multitude of Hawaiian initiatives throughout the University system. The following recommendations from the Kaʻū Task Force Report specifically relate to the establishment of Hawaiian Studies degrees and student support services:

- Recruit more Native Hawaiian Faculty and Staff
- Building for Hawaiian Studies at the University of Hawai‘i at Mānoa and the University of Hawai‘i at Hilo followed by all of the Community Colleges
- Increase Hawaiian Language and Culture Courses
- Creation of Baccalaureate, Masters, and Doctoral programs in Hawaiian Studies

The University’s commitment to the advancement and success of Native Hawaiian students and programs is well documented in the University of Hawai‘i Board of Regents Policy Chapter 4-1, the University of Hawai‘i’s System Strategic Plan 2002-2012, the University of Hawai‘i’s Community College’s Strategic Outcomes and Performance Measures 2008-2015, and the University of Hawai‘i Maui College’s Strategic Plan 2003-2010.

The Board of Regents Policy, Chapter 4-1 shapes the University’s commitment by recognizing the unique condition of Hawai‘i and Hawaiians as the indigenous people of Hawai‘i:

“As the only provider of public higher education in Hawai‘i, the University embraces its unique responsibilities to the indigenous people of Hawai‘i and to Hawai‘i’s indigenous language and culture. To fulfill this responsibility, the University ensures active support for the participation of Native Hawaiians at the University and supports vigorous programs of study and support for the Hawaiian language, history and culture.”

This commitment persists in the vision of the 2002-2012 University of Hawai‘i System Strategic Plan that is founded in Hawaiian philosophies and practices:

“In ancient Hawai‘i, ahupua’a were sections of land that extended from the mountain summits down through fertile valleys to the outer edge of the reef and into the deep sea. The konohiki, or caretakers, managed the land and consulted with kahuna who were experts in different specialties. Within the ahupua’a, a wise conservation system was practiced to prevent exploitation of the land and sea, while allowing the people to use what they needed for sustenance.”

Additionally, the University of Hawai‘i Community College’s Strategic Outcomes and Performance Measures 2008-2015 asserts under the Strategic Outcome for Goal A: Educational Effectiveness and Student Success and Goal A: Promote Learning and Teaching for Student Success:
“Native Hawaiian Educational Attainment - Position the University of Hawai‘i as one of the world’s foremost indigenous-serving universities by supporting the access and success of Native Hawaiians.”

The **University of Hawai‘i Maui College’s Strategic Plan 2003-2010** reaffirms this commitment in its statement of Commitments and Core Values:

“Aloha: The Hawaiian concept of Aloha encompasses a respect for the history, traditions, and culture of Hawai‘i and its indigenous people as well as compassion and caring for the well-being of all people.”

Moreover, this commitment is made explicit in the UHMC Strategic Plan in Goal 3, Objective 2:

“Strengthen the crucial role that the College performs for the indigenous people and general population of Maui County by actively preserving and perpetuating Hawaiian culture, language, and values.”

The Action Strategies under Objective 2 relate specifically to this proposal and state that the College will:

1) Provide positive support for the development, implementation, and improvement of programs and academic support services for Native Hawaiians.
2) Promote the use of the Hawaiian language at all UHMC campuses, as appropriate and consistent with the Hawai‘i State Constitution.
3) Increase funding and provide for the study, development, and research of the Hawaiian language, culture, and history at all UHMC campuses, as consistent with the Hawai‘i State Constitution.
4) Encourage Native Hawaiians to practice their language, culture, and traditions at all UHMC campuses.

Accordingly, the advancement of Hawaiian studies and Hawaiian language courses, programs, and degrees are distinctly aligned with the University’s mission, vision, strategies and objectives at all levels.

### 3. Needs Assessment

Since 1896, Hawai‘i’s educational system has played a major role in precluding the transmittal of Hawaiian culture, practice, history and language from generation to generation. In contrast, Hawaiian Studies and language courses and programs work to reconnect our students to those fundamental elements of a people. The establishment of Associate in Arts Degrees in Hawaiian Studies at UH system community colleges is an opportunity for the University to fulfill
its mandate to address the educational policy needs of Native Hawaiians as described in BOR policy and system and campus strategic plans.

In a survey of 154 Hawaiian Studies and language students in 2007, students stated the reasons they enrolled in these courses. Eighty-three percent (83%) or 126 students cited “personal interest” when asked the reason for taking the course. In addition, 52% or 71 of the respondents stated that they were interested in pursuing a degree in Hawaiian Studies. Lastly, 67% of the respondents or 98 students indicated that they were of Hawaiian ancestry (Appendix D).

In the past five years at the University of Hawai‘i Maui College (UHMC), there has been a significant increase in enrollment in Hawaiian Language and Hawaiian Studies courses. Figure 1 shows the increase from Fall 2006 to Fall 2010 and then a slight decrease in Fall 2011. The decrease in enrollment in Fall 2011 was partly due to fewer course offerings. An instructor position in Hawaiian Studies and Language was vacated after the Spring 2011 semester and the UHMC administration decided not to advertise for the position until Spring 2012 due to budget restraints. Figure 2 compares the Hawaiian enrollment to the General enrollment in Hawaiian Studies and Hawaiian language courses over the same five-year period. Please refer to the charts on the next page.

Figure 1: ENROLLMENT GROWTH, Hawaiian Studies & Hawaiian Language Overall

![Figure 1: ENROLLMENT GROWTH, Hawaiian Studies & Hawaiian Language Overall](image)
The patterns of enrollment growth show an increased interest in Hawaiian Studies and Hawaiian language by Native Hawaiian students and the general student population. These students are the primary pool of potential Hawaiian Studies majors.

Also, Hawaiian students comprised 69% to 89% of the Hawaiian language student population from Fall 2006 to Fall 2011. Targeted recruitment and retention of this pool of 115 students is a crucial component in facilitating our program objectives.
4. Curriculum

ASSOCIATE IN ARTS – HAWAIIAN STUDIES

Graduation Requirements
- Minimum Applicable: 60 Credits, 100 level or higher
- Minimum Cumulative GPA: 2.0
- Residency
  - Minimum UHMC: 12 credits
- Writing Intensive: Two Courses
  - WI courses may be used to fulfill other requirements.

Hawaiian Language and Studies Requirements (11 Credits)

<table>
<thead>
<tr>
<th>Credits</th>
<th>Requirements</th>
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</table>
| 11      | • HAW 101 Elementary Hawaiian I (4)  
          • HAW 102 Elementary Hawaiian II (4)  
          • HWST 107 Hawai‘i: Center of the Pacific  
            - Fulfilled as DH in Arts and Humanities Requirement  
          • HWST 270 Hawaiian Mythology (3) |

General Education Requirements (33-34 Credits)

<table>
<thead>
<tr>
<th>Credits</th>
<th>Requirements</th>
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</thead>
</table>
| 3       | Written Communication (FW)  
          - ENG 100 (3) |
| 3       | Oral Communication (FO), choose one course:  
          - BUS/COM 130 (3); COM 145 (3), 210 (3); DRAM 221 (3), 222 (3); SP 151 (3), 231 (3), 251 (3)  
            - Does not satisfy the UHM Oral requirement. |
| 3       | Symbolic Reasoning (FS), choose one course:  
| 6       | Global Multicultural Perspectives (FG), two courses only; choose one course from two different groups below:  
          - Group A: HIST 151 (3)  
          - Group B: HIST 152 (3) or GEOG 102 (3)  
          - Group C: MUS 107 (3) or REL 150 (3) |
| 5-6     | Arts & Humanities (DA, DH), two courses only; choose one course from two different groups below:  
          - DA choose one - HAW 104 (3), HWST 205 A (2), E (2) or I (2), MUS 114H (2)  
          - DH required - HWST 107 (3) |
### 7 Credits

**Natural Sciences (DB, DP, DY)**, choose one DB, one DP and one DY (lab); a four-credit course includes a lab. *Three-credit (DY) courses include a lab; select any one-credit elective to fulfill minimum 60 credit requirement:

- **Biological (DB)**
  - AG 122, 174, 200, ANTH 215, BIOL 100, 101 102, 103, 105, 124, 151, 152, 171, 172, 200, 225, BOT 101, FSHN 185, 285, MICR 130, SCI 121, PHRM 203, ZOOL 101, 141, 142, 200
- **Physical (DP)**
  - ASTR 110, BIOC 241, 244, CHEM 151, 161, 162, FSHN 286, GEOG 101, GG 101, 103, OCN 201, PHYS 105, 151, 152, 170, 272, SCI 122
- **Laboratory Science (DY):** Science lab must be from a corresponding course.

### 6 Credits

**Social Sciences (DS),** choose two courses from different disciplines:

- **DS Required** - BOT 105 (x-listed as HWST 211) (3)
- **DS Choose one** (3 credits)
  - Anthropology 150, 165, 200, 210; Economics; Family Resources 230, 244; Geography (except 101, 101L and 102); Political Science; Psychology; Social Science; Sociology

### Electives (16 or more Credits)

Additional courses 100 or higher level to meet the 60 minimum credit requirement.

- Minimum of three HAW or HWST 200 level or higher courses **required**; HAW 201 & 202 **highly recommended**.
- Any HAW or HWST 100 level
- Other Approved Electives: ANTH 235, HIST 284, HIST 288 (x-listed as ANTH 235), POLS 180

16+ Credits
Possible Course Map

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
<th>Semester 4</th>
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<tbody>
<tr>
<td>HAW 101 (4)</td>
<td>HAW 102 (4)</td>
<td>HAW 201 OR APPROVED 200 LEVEL ELEC (4)</td>
<td>HAW 202 OR APPROVED 200 LEVEL ELEC (3-4)</td>
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<tr>
<td>HWST 107 (3)</td>
<td>HWST 270 (3)</td>
<td>HAW/HWST OR APPROVED 200 LEVEL ELEC (3)</td>
<td>HAW/HWST OR APPROVED ELEC (3)</td>
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<td>ENG 100 (3)</td>
<td>BOT 105 or HWST 211 (3)</td>
<td>ARTS &amp; HUMANITIES DA (2-3)</td>
<td>HAW/HWST OR APPROVED ELEC (3)</td>
</tr>
<tr>
<td>ORAL COM (3)</td>
<td>MATH (3)</td>
<td>NAT SCI (4)</td>
<td>SOC SCI (3)</td>
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<tr>
<td>GLOBAL MULTICULTURAL PERSPECTIVES (3)</td>
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<td>GLOBAL MULTICULTURAL PERSPECTIVES (3)</td>
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<tr>
<td>13</td>
<td>16</td>
<td>16-17</td>
<td>15-16</td>
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5. Enrollment Projections

In fall 2011, 308 students enrolled in the two main Hawaiian Studies (HWST) and Hawaiian Language (HAW) introductory courses, HWST 107 and HAW 101. Using that total number as a base, we project that we will enroll approximately 20% or 60 students as Hawaiian Studies majors in the 2012-2013 school year. We intend to increase the number of majors by ten each year as shown below in Figure 3.

Because our course fill rates are consistently high, we are confident that we will be able to increase our enrollment to meet the projections. In the spring 2012, semester the Hawaiian language courses are 82% full. Moreover, in seven sections of Hawaiian Studies 107 with 232 seats, 241 students are enrolled, which is a fill rate of 104%.

![Figure 3: PROJECTED GROWTH, Hawaiian Studies Majors](image)

6. Resources Required for Program Implementation

There are some unique issues to establishing this A.A. degree within the existing context. Currently, there are four full time Hawaiian Studies and Language instructors. The faculty serves the general student population and other programs such as the Institute for Hawaiian Music and Hospitality and Tourism. The present situation already facilitates healthy enrollments. In that way, unlike a typical program, the large majority of our students will not be majors. As described in the Needs Assessment section above, our program enrolled an average of 637 students in the last two
years. With a targeted major count of 60 students for the first year, approximately 9% of our total students will be majors. As such, the commitment to the general student population is immense.

At present, lecturers are teaching 12 course sections. This translates into approximately three full-time faculty positions, since they include four-credit language courses. Therefore, we are requesting funding for three part-time lecturers ($20,000) and two full time faculty positions ($130,000), one Hawaiian Studies/language counselor for the Maui campus and one Hawaiian Studies/Language instructor for Maui College Molokai.

A Hawaiian Studies/language counseling position for the Hawaiian Studies program is being requested as part of the newly proposed Native Hawaiian Student Affairs Model and is also included in the Pūko‘a 2013-2014 Biennium Request.

According to Maui College, Molokai 2010 Program Review, the center has the highest percentage of Native Hawaiian students in the system, between 70-75%. There is a demand for Hawaiian Studies and language courses. In fact, in each of the last two semesters, the center has offered two Hawaiian language courses and two Hawaiian studies courses at an average fill rate of 63%.

We are also requesting a full-time clerical position ($36,000) and a Hawaiian Studies program support specialist ($36,000). Both positions would serve the Hawaiian studies program and students. The student support position would work on recruitment and retention for special populations.

An amount of $9,500 is being requested for “Unique Program Costs.” These costs include materials and supplies for a number of our courses including Botany 105/Hawaiian Studies 211, Hawaiian Studies 231 and a variety of special topics courses. These supplies include, cordage, kapa, wood, tools and the like.

The University of Hawai‘i’s Strategic Plan emphasizes the importance of positioning the university as “one of the world’s foremost indigenous-serving universities by supporting the access and success of Native Hawaiian.” According to the Hawai‘inui‘akea website, the UHMC Hawaiian student enrollment has increased significantly by 121.5% over the past five years (Fall 2005=656 to Fall 2010=1,423). While other UH system campuses have institutionalized counseling and support positions to serve Native Hawaiian students, UHMC has relied solely on extramural funding sources targeting a small number of Native Hawaiian students. In Spring 2011, 146 native
Hawaiian students were on academic probation, representing 37% of all students on probation. More support is needed to specifically address these students' concerns so that they can earn a cumulative GPA of 2.0 or higher. This Hawaiian Studies program counseling position is necessary to meet the UH system and UHMC goals in the recruitment, retention, persistence, graduation, and transfer of Native Hawaiian students.

The budget (Attachment B) requests $211,500 for each of the next five years. Using the Academic Cost and Revenue Template, we estimate that we will be in the red in the first program year by $29,700. Over the next four years, we estimate that we will produce a profit of $11,000 in year two, $62,100 in year three, $96,300 in year four and $130,500 in year five.

7. Existing Infrastructure and Support

As mentioned in the section above, there are four full-time instructor positions in the Hawaiian Studies/Language discipline. The current instructors are able to teach a wide variety of courses and perform a multitude of administrative duties including being department chair, executive committee representative, curriculum committee chair. The Hawaiian Studies and language faculty also function as integral parts of the Humanities and Liberal Arts Divisions.

There are two student study centers on our campus that target Native Hawaiian students, the Hoʻokahua Lab and the Kaiao Lab. Both were established with and continue to operate with federal funding. The project facilitates a student support program for Native Hawaiian freshmen that includes academic advising, support services and cultural development.

In the fall 2011 semester, the College designated a classroom dedicated to Hawaiian language instruction. Though this is only the first classroom to be designated as such, it is a symbol of the administrative commitment to support our students.

8. Measures of Program Efficiency

Program efficiency will be measured in two major ways. As stated previously, the A.A. in Hawaiian Studies will not initially require additional instructional faculty on the Maui campus. In addition, the existing infrastructure and support described above will be leveraged to facilitate a seamless implementation of the A.A. program.
Second, the college’s program health indicators will be used to assess program efficiency on an annual basis:

- Number of Majors
- Class Size
- Course Fill Rate;
- Number of Courses Taught Per Year
- Number of Degrees Awarded

9. **Measures of Program Effectiveness**

Program effectiveness will be measured by assessing the Program Learning Outcomes (PLO). Assessments will include:

- Assessment of Student Work that support PLOs
- Student Assessment of Coursework that support PLOs
- Alignment of Course Learning Outcomes to PLOs

In addition, the following points will be used to determined program effectiveness:

- Successful Completion of Courses
- Persistence of Majors
- Number of Degrees Awarded
Appendix A. A.A. Degree Hallmarks

UNIVERSITY OF HAWAII MAUI COLLEGE
ASSOCIATE IN ARTS DEGREE
REVIEW OF COURSES FOR AA CATEGORY INCLUSION

SUBJECT ALPHA: ___________ COURSE NUMBER: ___________
If the course is cross-listed, please provide the cross-listing: Subject _______ Course # _____

COURSE TITLE: _________________________________________________________

CATEGORY: Graduation Requirements

SUB-CATEGORY: Hawai‘i Emphasis

HALLMARKS:
To meet the Hawai‘i Emphasis requirement, a course will:
a) Develop students’ understanding of the cultural perspectives, values, and world views of Native Hawaiians through assignments or practica rooted in Hawaiian experiences and traditions.
b) Develop students’ understanding of at least one topic that is crucial to an understanding of the histories, cultures, beliefs, or arts of Hawai‘i; or the societal, political, economic, or technological processes of Hawai‘i; for example, the relationships of societal structures to the natural environment.
c) Foster multi-cultural respect and understanding through in-depth analysis or understanding of the Hawaiian issues being studied.

Is the course outline, on file with the UHMC Curriculum Committee, consistent with the Hallmarks stated above? _____ Yes _____ No

If “No” and you wish to submit changes to correspond with the Hallmarks, attach a University of Hawaii Maui College Curriculum Action Request (CAR) (Form 4-93) with new course outline.

OR

Recommend course be changed to another sub-category: ______________________

OR

Recommend course be used only as general elective

_________________________  ____________________________  __________
Instructor’s Printed Name      Instructor’s Signature     Date
SUBJECT ALPHA: ___________ COURSE NUMBER: ___________

If the course is cross-listed, please provide the cross-listing: Subject _________ Course # _______

COURSE TITLE: _________________________________________________________

CATEGORY: II – BREADTH OF UNDERSTANDING AND EXPERIENCE

SUB-CATEGORY: Asia/Pacific Perspective

RELATED PROGRAM LEARNING OUTCOME: Students will demonstrate knowledge of the multiple dimensions of the Asia/Pacific region.

HALLMARKS:

To satisfy the Asia/Pacific Perspective requirement, a course will:

a) Develop students’ understanding of the cultural perspectives, world views, and values of peoples indigenous to Asia or the Pacific.

b) Develop students’ understanding of Asia/Pacific regions though focus on historical, political, economic, cultural, societal, or artistic topics.

c) Foster an appreciation of multi-cultural understanding through in-depth analysis of topics and artifacts from varied cultural points of view.

Is the course outline, on file with the UHMC Curriculum Committee, consistent with the Hallmarks stated above? _____ Yes _____ No

If “No” and you wish to submit changes to correspond with the Hallmarks, attach a University of Hawaii Maui College Curriculum Action Request (CAR) (Form 4-93) with new course outline.

OR

Recommend course be changed to another sub-category: ____________________

OR

Recommend course be used only as general elective ____________________

____________________ ____________________ ____________________
Instructor’s Printed Name Instructor’s Signature Date
UNIVERSITY OF HAWAII MAUI COLLEGE
ASSOCIATE IN ARTS DEGREE
REVIEW OF COURSES FOR AA CATEGORY INCLUSION

SUBJECT ALPHA: ___________ COURSE NUMBER: ___________

If the course is cross-listed, please provide the cross-listing: Subject _________ Course # _______

COURSE TITLE: __________________________________________________________

CATEGORY: 1 – FOUNDATIONS/SKILLS

SUB-CATEGORY: Global and Multicultural Perspectives

RELATED PROGRAM LEARNING OUTCOME: Students will demonstrate knowledge of the diversity of human conditions and cultures in local and global communities.

HALLMARKS:

To satisfy the Global and Multicultural Perspectives requirement, a course will:

a) Provide students with a large-scale analysis of human development and change over time. The two courses will together cover the whole time period;

b) Analyze the development of human societies and their cultural traditions through time in different regions (including Africa, the Americas, Asia, Europe, and Oceania) and using multiple perspectives;

c) Offer a broad, integrated analysis of cultural, economic, political, scientific, and/or social development that recognizes the diversity of human societies and their cultural traditions;

d) Examine processes of cross-cultural interaction and exchange that have linked the world’s peoples through time while recognizing diversity;

e) Include at least one component on Hawaiian, Pacific, and Asian societies and their cultural traditions; and

f) Engage students in the study and analysis of writings, narratives, texts, artifacts, and/or practices that represent the perspectives of different societies and cultural traditions.

Is the course outline, on file with the UHMC Curriculum Committee, consistent with the Hallmarks stated above? _____ Yes  _____ No

If “No” and you wish to submit changes to correspond with the Hallmarks, attach a University of Hawaii Maui College Curriculum Action Request (CAR) (Form 4-93) with new course outline.

OR

Recommend course be changed to another sub-category: ______________________

OR

Recommend course be used only as general elective

_________________________  ___________________________  ____________
Instructor’s Printed Name   Instructor’s Signature   Date
UNIVERSITY OF HAWAII MAUI COLLEGE
ASSOCIATE IN ARTS DEGREE
REVIEW OF COURSES FOR AA CATEGORY INCLUSION

SUBJECT ALPHA: ___________ COURSE NUMBER: ___________

If the course is cross-listed, please provide the cross-listing: Subject _________ Course # _______

COURSE TITLE: _________________________________________________________

CATEGORY: II – BREADTH OF UNDERSTANDING AND EXPERIENCE

SUB-CATEGORY: Human Understanding
The Individual

RELATED PROGRAM LEARNING OUTCOME: Students will demonstrate knowledge of the individual in relation to behavior, ideas, and values.

HALLMARKS:

To satisfy the Human Understanding of the Individual requirement, a course will:

a) Develop students’ understanding of ideas, societies, artifacts, and cultures with an emphasis on the individual.
b) Practice various methods of inquiry such as reflection, analysis, observation, and/or argumentation.

Is the course outline, on file with the UHMC Curriculum Committee, consistent with the Hallmarks stated above? _____ Yes _____ No

If “No” and you wish to submit changes to correspond with the Hallmarks, attach a University of Hawaii Maui College Curriculum Action Request (CAR) (Form 4-93) with new course outline.

OR

Recommend course be changed to another sub-category: __________________________

OR

Recommend course be used only as general elective

______________________________  ____________________________  __________
Instructor’s Printed Name  Instructor’s Signature  Date
UNIVERSITY OF HAWAII MAUI COLLEGE
ASSOCIATE IN ARTS DEGREE
REVIEW OF COURSES FOR AA CATEGORY INCLUSION

SUBJECT ALPHA: ___________ COURSE NUMBER: ___________

If the course is cross-listed, please provide the cross-listing: Subject _________ Course # _______

COURSE TITLE: _________________________________________________________

CATEGORY: II – BREADTH OF UNDERSTANDING AND EXPERIENCE

SUB-CATEGORY: Human Expression

RELATED PROGRAM LEARNING OUTCOME: Students will demonstrate knowledge of techniques of creative expression and its evaluation.

HALLMARKS:

To satisfy the Human Expression requirement, a course will:

a) Introduce definitions, descriptions, and terminology of creative and interpretive expression.

b) Develop technical, theoretical, and communication skills necessary to engage in the creative process or in interpretive performance.

c) Develop ability to respond to and evaluate works in the arts and humanities.

Is the course outline, on file with the UHMC Curriculum Committee, consistent with the Hallmarks stated above? _____ Yes _____ No

If “No” and you wish to submit changes to correspond with the Hallmarks, attach a University of Hawaii Maui College Curriculum Action Request (CAR) (Form 4-93) with new course outline.

OR

Recommend course be changed to another sub-category: ____________________

OR

Recommend course be used only as general elective

______________________________________________________________
Instructor’s Printed Name                         Instructor’s Signature                         Date
SUBJECT ALPHA: ___________ COURSE NUMBER: ___________

If the course is cross-listed, please provide the cross-listing: Subject ______ Course # ______

COURSE TITLE: _________________________________________________________

CATEGORY: II – BREADTH OF UNDERSTANDING AND EXPERIENCE

SUB-CATEGORY: Environmental Awareness

RELATED PROGRAM LEARNING OUTCOME: Students will demonstrate knowledge of natural systems and environmental issues.

HALLMARKS:

To satisfy the Environmental Awareness requirement, a course will:

a) Develop students’ understanding of the interactions between an individual and the natural world.
b) Develop students’ understanding of balance in natural systems.
c) Introduce students to the terminology of the natural sciences.
d) Develop students’ understanding of theories relating to the processes of scientific inquiry.
e) Develop students’ understanding of inquiry guided by observation, experimentation, analysis, and reasoning.
f) Develop students’ understanding of the strengths and limitations of the scientific method.

Is the course outline, on file with the UHMC Curriculum Committee, consistent with the Hallmarks stated above? _____ Yes _____ No

If “No” and you wish to submit changes to correspond with the Hallmarks, attach a University of Hawaii Maui College Curriculum Action Request (CAR) (Form 4-93) with new course outline.

OR

Recommend course be changed to another sub-category: ______________________

OR

Recommend course be used only as general elective

_________________________  ___________________________  ___________
Instructor’s Printed Name  Instructor’s Signature  Date
Council of Chief Academic Officers
Meeting Summary

October 11, 2011
Bachman 113
10:00-2:00 p.m.

Present: Russell Uyeno for Erika Lacro (Hon CC), Kenny Simmons (UHH), Joni Onishi (Hawaii CC), Charles Sasaki for Louise Pagotto (Kap CC), James Dire (KauCC), Mike Peesok (Lee CC), John McKee (Maui College), Ellen H Ishida-Babineau for Richard Fulton (Win CC), Reed Dasenbrock. (UHM), Teri Ota for Joe Mobley (UHWO), Peter Quigley and Suzette Robinson (UHCC), Linda Johnsrud and Joanne Itano (UH System)

Guests: Krystyna Aune, Mike Reese (LCC), Brian Taylor, Greg Moore and Garrett Ito (UHM), Kalawaia Moore (Win CC), Cheryl Chappell-Long (CC System)

LCC AS in Natural Science with concentrations in Biological Science, Physical Science or Engineering

Mike Peesok provided an overview of this AS transfer degree focused on students interested in transferring to STEM disciplines. Mike Reese provided details on curriculum. Kap CC and UHMC have approved ASNS degrees with Hon CC and Win CC planning an ASNS degree. CCs have met to discuss the ASNS degree. Reconsider inclusion of EE 160 and CE 270 as required in engineering concentration as UHM engineering requires only one of these courses. Add program outcomes to curriculum and reorganize proposal consistent with executive policy E5.201. Revised proposal to be sent to Joanne for review. Plans to submit to BOR in fall 2011 for effective start date of Spring 2012. There is a need for more STEM graduates and UHCC has instituted performance based funding with one criteria being number of STEM graduates. CCAO endorsed proposal.

UHM ATP Masters in Geoscience

Brian Taylor, dean of SOEST, provided an overview of the program. Greg Moore and Garrett Ito were available for clarification. This is a profession focused degree compared to the MS which is a research focused degree. Working professionals and students interested in employment in the field would be target student population. Industry has requested such a degree. The curriculum is focused on application and requires work experience in the field. Suggestions for program proposal include some student interest data, provide context by describing all degrees offered in SOEST, clarify difference between geosciences and geology/geophysics early in proposal. CCAO endorses. Hopes to have program effective Fall 2012. Proposal will need to be routed through Mānoa Faculty Senate before coming back to CCAO.

Win CC Program Proposal - CA in Agripharmatec with concentrations in Plant Biotechnology and Ethnopharmacogy

Ellen Ishida-Babineau provided on overview of the program. Question raised include why a CA with two concentrations, why not two separate CAs? Since Win CC is expanding its degree
offerings, may wish to consider this to be a concentration with the AS/NS. The newly funded C3T grant has agriculture as a focus. Lee CC also has a plant biotechnology ASC. Table on course alignments needs review (Charles Kinoshita, associate dean, is contact at UHM CTAHR) as it aligns 100 level courses to 300 or 400 level courses. An articulation agreement would add value to this proposal. It is suggested that Win CC revisit this proposal with the feedback provided. Suzette will follow up regarding CC systemwide (UHMC also has an agriculture program) academic planning for this area. Consider revisiting the titles and its impact on marketing the degree.

Win CC ATP AA in Hawaiian Studies

Kalawaia Moore provided an overview of this proposed program. Win CC offers an ASC in Hawaiian Studies. Eighty five students have been identified as interested in this ASC. Forty one percent indicate interest in an AA in Hawaiian Studies. Win CC already has many courses that would meet the degree requirements, courses that meet general education requirements that are Hawaiian focused. A systemwide offering of the AA in Hawaiian Studies has been discussed, most recently with the “Model Indigenous Serving” task force. Suggestions for the program proposal include add how the degree supports the CC system mission; add demographics on survey results; spell out options for graduates after completion of the degree; include specific plan for funding for additional faculty and educational specialist. All the CCs are interested in this degree and the degree needs to have a clear pathway to the four-year Hawaiian Studies bachelor degrees at UHM, UHIL, UHWO. The intent is to offer the degree effective Fall 2012. If the CCs submit a joint program proposal, they need not complete an ATP unless their campus decides otherwise. Campuses that are not able to jointly submit will need to complete the ATP process. Suzette will convene the VCAAs and appropriate faculty to discuss the joint proposal for the AA in Hawaiian Studies. Four year campuses will be invited to join the discussion. Joanne is available to help.

A template for the Degree Qualification Profile was distributed. It was suggested to use the DQP to evaluate the AA degree. Joanne will post the templates and the link to the DQP.

Prior Learning Assessment

Suzette Robinson provided an overview of the use of PLA in Vermont. PLA started in 1978 and has been flourishing. Students take a course on how to develop a portfolio and a second course to prepare the materials to request credit. The PLA validates the learning from life/work experiences. A team of faculty reviews the portfolios and awards the credit. The course appears on the transcript. Up to 90 credits can be requested and only 45 may be applied to an associate degree. Credits transfer without difficulty within Vermont except to the research university. LCC will pilot the portfolio development in spring 2012. Kap CC has an existing program for prior learning credit which uses a slightly different process. They will be visiting Vermont CC in the fall 2011. It is suggested after the process is established, PLA be coordinated by the CC system with credits awarded by the campus. It is important that credits accepted via PLA are transferable within the UH system. Suzette will keep the CAO apprised of PLA’s continued development.

Systemwide Academic Degrees
There have several examples of this, AA in Hawaiian Studies, AS in Natural Science, BA in Ocean Studies with UHH/UHMC and Kaua‘i CC and the PLA initiative. Need to be sensitive in proposing new programs in these difficult economic times and make the case that the credentials lead to jobs and contribute to the economy. There will still be proposals for single degrees. A discussion on are degrees ever terminated followed.

Degree Qualification Profile

HPU, Chaminade and BYUH are interested in piloting use on DQP for bachelor’s degrees. HPU is also interested in using the DPQ for associate degrees. WASC is offering small grants to pilot the use of DQP to evaluate the entire degree. There is support from the group to participate if funding was received. The working group should include those who direct programs along with a few administrators.
## Appendix C: Program Budget

### Academic Cost and Revenue Template - New Program (adjust template for appropriate number of years) (Updated 09/06/11)

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENTER VALUES IN YELLOW CELLS ONLY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CAMPUS Program</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Provisional Years (0 yrs for Certificate, 1 yrs for Associate Degree, 2 yrs for Bachelor’s Degree, 3 yrs for Master’s Degree, 4 yrs for Doctoral Degree)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ENTER ACADEMIC YEAR (i.e., 2011-2012)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students &amp; ESH</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Number of full-time equivalents (FTE)</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>B. Annual ESH</td>
<td>$1,800</td>
<td>$1,800</td>
<td>$1,800</td>
<td>$1,800</td>
<td>$1,800</td>
<td>$1,800</td>
<td>$1,800</td>
<td>$1,800</td>
<td>$1,800</td>
<td>$1,800</td>
</tr>
<tr>
<td><strong>Direct and incremental Program costs Without Fringe</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Direct instructional cost without Fringe</td>
<td>$110,400</td>
<td>$28,800</td>
<td>$28,800</td>
<td>$28,800</td>
<td>$28,800</td>
<td>$28,800</td>
<td>$28,800</td>
<td>$28,800</td>
<td>$28,800</td>
<td>$28,800</td>
</tr>
<tr>
<td>D. Instructional lab cost for FTE</td>
<td>$12,000</td>
<td>$12,000</td>
<td>$12,000</td>
<td>$12,000</td>
<td>$12,000</td>
<td>$12,000</td>
<td>$12,000</td>
<td>$12,000</td>
<td>$12,000</td>
<td>$12,000</td>
</tr>
<tr>
<td>E. Instructional lab cost for FTE</td>
<td>$12,000</td>
<td>$12,000</td>
<td>$12,000</td>
<td>$12,000</td>
<td>$12,000</td>
<td>$12,000</td>
<td>$12,000</td>
<td>$12,000</td>
<td>$12,000</td>
<td>$12,000</td>
</tr>
<tr>
<td>F. Other Personnel Costs</td>
<td>$36,000</td>
<td>$36,000</td>
<td>$36,000</td>
<td>$36,000</td>
<td>$36,000</td>
<td>$36,000</td>
<td>$36,000</td>
<td>$36,000</td>
<td>$36,000</td>
<td>$36,000</td>
</tr>
<tr>
<td>G. Total Direct and Incremental Costs</td>
<td>$194,400</td>
<td>$110,400</td>
<td>$110,400</td>
<td>$110,400</td>
<td>$110,400</td>
<td>$110,400</td>
<td>$110,400</td>
<td>$110,400</td>
<td>$110,400</td>
<td>$110,400</td>
</tr>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. Other Source of Revenue</td>
<td>$9,600</td>
<td>$9,600</td>
<td>$9,600</td>
<td>$9,600</td>
<td>$9,600</td>
<td>$9,600</td>
<td>$9,600</td>
<td>$9,600</td>
<td>$9,600</td>
<td>$9,600</td>
</tr>
<tr>
<td>J. Total Revenue</td>
<td>$126,880</td>
<td>$126,880</td>
<td>$126,880</td>
<td>$126,880</td>
<td>$126,880</td>
<td>$126,880</td>
<td>$126,880</td>
<td>$126,880</td>
<td>$126,880</td>
<td>$126,880</td>
</tr>
<tr>
<td><strong>Net Cost/Revenue</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K. Net Cost</td>
<td>$67,520</td>
<td>$67,520</td>
<td>$67,520</td>
<td>$67,520</td>
<td>$67,520</td>
<td>$67,520</td>
<td>$67,520</td>
<td>$67,520</td>
<td>$67,520</td>
<td>$67,520</td>
</tr>
<tr>
<td>L. Net Revenue</td>
<td>$59,360</td>
<td>$59,360</td>
<td>$59,360</td>
<td>$59,360</td>
<td>$59,360</td>
<td>$59,360</td>
<td>$59,360</td>
<td>$59,360</td>
<td>$59,360</td>
<td>$59,360</td>
</tr>
</tbody>
</table>

### Program Cost per STH With Fringe

- **Instructional cost per STH**
- **Total Campus Expenditures:**

### Instructional Cost with Fringe per STH

- **Instructional Cost:**
- **Complementary Cost:**

### Notes

- **Program used for comparison:**
- **Reviewed by campus VO & Administrative Affairs:**
- **Signature and date:**

### Instructions

- Headings and all italicized in this template in your narrative.
- **Annual STH:**
- **Total Cost:**
- **Revenue:**
- **Net Cost:**
- **Net Revenue:**

### Executive Summary

- **Direct and incremental Program costs Without Fringe**
- **Direct instructional cost without Fringe**
- **Instructional lab cost for FTE**
- **Other Personnel Costs**
- **Total Direct and Incremental Costs**
- **Revenue**
- **Net Cost/Revenue**

### Program Cost per STH With Fringe

- **Instructional cost per STH**
- **Total Campus Expenditures:**

### Instructional Cost with Fringe per STH

- **Instructional Cost:**
- **Complementary Cost:**
## Hawaiian Studies and Hawaiian Language Student Survey

1. What Hawaiian Studies or Hawaiian Language courses have you enrolled in previously?

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWST 107, Hawai‘i, Center of the Pacific</td>
<td>59.9%</td>
<td>91</td>
</tr>
<tr>
<td>HWST 111, The Hawaiian 'Ohana</td>
<td>5.9%</td>
<td>9</td>
</tr>
<tr>
<td>HWST 213, Hawaiian Ethnozoology</td>
<td>1.3%</td>
<td>2</td>
</tr>
<tr>
<td>HWST 231, Hawaiian Culture</td>
<td>10.5%</td>
<td>16</td>
</tr>
<tr>
<td>HWST 262, Pana Maui: Maui’s Sacred Hawaiian Places</td>
<td>6.6%</td>
<td>10</td>
</tr>
<tr>
<td>HWST 270, Hawaiian Mythology</td>
<td>7.2%</td>
<td>11</td>
</tr>
<tr>
<td>HAW 100, Hawai‘i, Language Through Hula</td>
<td>3.3%</td>
<td>5</td>
</tr>
<tr>
<td>HAW 101, Elementary Hawaiian</td>
<td>44.1%</td>
<td>67</td>
</tr>
<tr>
<td>HAW 102, Elementary Hawaiian</td>
<td>19.1%</td>
<td>29</td>
</tr>
<tr>
<td>HAW 201, Intermediate Hawaiian</td>
<td>15.8%</td>
<td>24</td>
</tr>
<tr>
<td>HAW 202, Intermediate Hawaiian</td>
<td>11.8%</td>
<td>18</td>
</tr>
<tr>
<td>HAW 221, Hawaiian Conversation</td>
<td>5.9%</td>
<td>9</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>19.1%</td>
<td>29</td>
</tr>
</tbody>
</table>

**Answered question:** 152

**Skipped question:** 4
## 2. What motivated you to enroll in a Hawaiian Studies or a Hawaiian Language course?

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Interest</td>
<td>82.8%</td>
<td>125</td>
</tr>
<tr>
<td>Transferable Credits</td>
<td>8.6%</td>
<td>13</td>
</tr>
<tr>
<td>Program Requirement</td>
<td>30.5%</td>
<td>46</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
<td>11</td>
</tr>
</tbody>
</table>

**Answered Question:** 151

**Skipped Question:** 5
<table>
<thead>
<tr>
<th>Course Description</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWST 107, Hawai'i, Center of the Pacific</td>
<td>13.9%</td>
<td>21</td>
</tr>
<tr>
<td>HWST 111, The Hawaiian 'Ohana</td>
<td>21.9%</td>
<td>33</td>
</tr>
<tr>
<td>HWST 213, Hawaiian Ethnozoology</td>
<td>23.2%</td>
<td>35</td>
</tr>
<tr>
<td>HWST 231, Hawaiian Culture</td>
<td>25.2%</td>
<td>38</td>
</tr>
<tr>
<td>HWST 262, Pana Maui: Maui’s Sacred Hawaiian Places</td>
<td>27.2%</td>
<td>41</td>
</tr>
<tr>
<td>HWST 270, Hawaiian Mythology</td>
<td>37.7%</td>
<td>57</td>
</tr>
<tr>
<td>HAW 100, Hawai'i, Language Through Hula</td>
<td>17.2%</td>
<td>26</td>
</tr>
<tr>
<td>HAW 101, Elementary Hawaiian</td>
<td>14.6%</td>
<td>22</td>
</tr>
<tr>
<td>HAW 102, Elementary Hawaiian</td>
<td>33.1%</td>
<td>50</td>
</tr>
<tr>
<td>HAW 201, Intermediate Hawaiian</td>
<td>34.4%</td>
<td>52</td>
</tr>
<tr>
<td>HAW 202, Intermediate Hawaiian</td>
<td>38.4%</td>
<td>58</td>
</tr>
<tr>
<td>HAW 221, Hawaiian Conversation</td>
<td>31.1%</td>
<td>47</td>
</tr>
<tr>
<td>None</td>
<td>19.2%</td>
<td>29</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>16.6%</td>
<td>25</td>
</tr>
</tbody>
</table>

answered question 151
skipped question 5
### 4. What days of the week would you like Hawaiian Studies and Hawaiian Language courses available?

<table>
<thead>
<tr>
<th></th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekdays</td>
<td>92.8%</td>
<td>142</td>
</tr>
<tr>
<td>Weekends</td>
<td>19.0%</td>
<td>29</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>6.6%</td>
<td>10</td>
</tr>
</tbody>
</table>

Answered question: 153

Skipped question: 3

### 5. At what times would you like Hawaiian Studies and Hawaiian Language courses available?

<table>
<thead>
<tr>
<th></th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>56.4%</td>
<td>84</td>
</tr>
<tr>
<td>Midday</td>
<td>41.6%</td>
<td>62</td>
</tr>
<tr>
<td>Afternoon</td>
<td>42.3%</td>
<td>63</td>
</tr>
<tr>
<td>Evening</td>
<td>30.2%</td>
<td>45</td>
</tr>
</tbody>
</table>

Other (please specify): 4

Answered question: 149

Skipped question: 7
6. Are you interested in enrolling in non-credit Hawaiian Studies or Hawaiian Language seminars?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>68.3%</td>
<td>99</td>
</tr>
<tr>
<td>no</td>
<td>31.7%</td>
<td>48</td>
</tr>
</tbody>
</table>

Other (please specify) 9

answered question 145
skipped question 11

7. Are you willing to take distance or on-line Hawaiian Studies or Hawaiian Language courses?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>67.1%</td>
<td>100</td>
</tr>
<tr>
<td>no</td>
<td>32.9%</td>
<td>49</td>
</tr>
</tbody>
</table>

Other (please specify) 11

answered question 149
skipped question 7
8. Are you interested in pursuing a degree in Hawaiian Studies or Hawaiian Language?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>51.8%</td>
<td>71</td>
</tr>
<tr>
<td>no</td>
<td>48.2%</td>
<td>66</td>
</tr>
</tbody>
</table>

Other (please specify) 24

Answered question: 137
Skipped question: 19

9. Are there any Hawaiian Studies or Hawaiian Language courses that you are interested in taking but are not offered here at MCC?

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>no</td>
<td>72.3%</td>
<td>102</td>
</tr>
<tr>
<td>yes</td>
<td>27.7%</td>
<td>39</td>
</tr>
</tbody>
</table>

If yes (please specify) 34

Answered question: 141
Skipped question: 15

10. Are there any other ideas or comments that you would like to share with us regarding our courses and program?

<table>
<thead>
<tr>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
</tr>
<tr>
<td>58</td>
</tr>
</tbody>
</table>

Answered question: 58
Skipped question: 98
## 11. What is your age?

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 18</td>
<td>3.2%</td>
<td>5</td>
</tr>
<tr>
<td>19-25</td>
<td>63.6%</td>
<td>98</td>
</tr>
<tr>
<td>26-39</td>
<td>20.8%</td>
<td>32</td>
</tr>
<tr>
<td>40 and better</td>
<td>12.3%</td>
<td>19</td>
</tr>
</tbody>
</table>

answered question 154
skipped question 2
12. What is your ethnicity? Please mark all that apply.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawaiian</td>
<td>66.7%</td>
<td>98</td>
</tr>
<tr>
<td>Tongan</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Samoan</td>
<td>4.1%</td>
<td>6</td>
</tr>
<tr>
<td>Filipino</td>
<td>39.5%</td>
<td>58</td>
</tr>
<tr>
<td>Japanese</td>
<td>25.9%</td>
<td>38</td>
</tr>
<tr>
<td>Chinese</td>
<td>36.1%</td>
<td>56</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>6.6%</td>
<td>10</td>
</tr>
<tr>
<td>Thai</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2.7%</td>
<td>4</td>
</tr>
<tr>
<td>Latino</td>
<td>1.4%</td>
<td>2</td>
</tr>
<tr>
<td>American Indian</td>
<td>8.6%</td>
<td>13</td>
</tr>
<tr>
<td>African American</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>Native Alaskan</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>English</td>
<td>14.3%</td>
<td>21</td>
</tr>
<tr>
<td>German</td>
<td>15.6%</td>
<td>23</td>
</tr>
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<td>Italian</td>
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