

**PROJECT SHINE**  
Faculty Survey

Hawaii  
Chaminade University / Kap'iolani Community College / University of Hawaii at Manoa

Site:  
Institutions represented on this form:

	Fall 2001	Spring 2002	Academic Year	Consortium
Forms returned and aggregated in this report:	10	16	26	89
1. How did faculty members first become involved in the SHINE program?				
A. Heard about it from staff/faculty	100%	94%	96%	83%
B. Heard about it from students	50%	19%	31%	9%
C. Saw printed materials	90%	44%	62%	24%
D. Other	0%	6%	4%	16%
2. How long have faculty members been part of Project SHINE?				
A. One semester or less	100%	25%	54%	57%
B. Two semesters/three quarters	0%	44%	27%	24%
C. Longer than one year	0%	25%	15%	16%
D. Other	0%	6%	4%	3%
3. How do faculty members describe classes that involved SHINE?				
A. Arts and Humanities	20%	13%	15%	19%
B. Foreign Language	0%	25%	15%	9%
C. Social sciences	50%	31%	38%	36%
D. International studies	0%	6%	4%	2%
E. Ethnic Studies	30%	25%	27%	11%
F. Education	0%	6%	4%	11%
G. Pre/Professional	0%	0%	0%	3%
H. Other	0%	0%	0%	11%
4. How do students participate in SHINE?				
A. It is required for all students in class	0%	6%	4%	29%
B. One of several course options	100%	88%	92%	79%
C. Extra credit	0%	6%	4%	3%
D. Other	0%	0%	0%	6%

13. Ways in which students who participated in SHINE were changed as a result of their experience with the project:

My students ... were able to directly apply what they were learning in class. This allowed them to have more meaningful discussions of topics. It also allowed them to see the variety of ways in which the areas they studied are relevant.... For more intellectual students it helped them believe that what they were learning is not just an abstraction.

Awareness of issues involving aging, especially in minority groups.

Rethinking stereotypes about immigrants and the elderly

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A. Desire to help others	100%	81%	88%	54%
B. Interest in learning about other cultures	30%	63%	50%	29%
C. Interest in teaching	50%	38%	42%	33%
D. Interest in politics/political process	0%	25%	15%	9%
E. Interest in issues of access/equity	10%	31%	23%	18%
F. Interest in aging issues	10%	6%	8%	9%
G. Other	0%	13%	8%	17%
	64	94	158	737

6. How many students participated in SHINE this semester?

7. How many did NOT complete their SHINE service (but did finish course)?

A. Too much time involved	13%	13%	13%	11%
B. Difficulty scheduling	30%	0%	12%	13%
C. Conflicted with work/activities	40%	13%	23%	25%
D. Transportation issues	30%	31%	31%	28%
E. Lack of interest	40%	0%	15%	8%
F. Other	0%	6%	4%	1%
	0%	0%	0%	10%
	0%	0%	0%	1%
	0%	0%	0%	6%
	0%	0%	0%	12%
	100%	94%	96%	72%
	0%	6%	4%	16%
	0%	0%	0%	3%

8. How long did most students participate in SHINE?

A. One time	0%	0%	0%	1%
B. One to two weeks	0%	0%	0%	6%
C. Three to seven weeks or less	0%	0%	0%	12%
D. Eight to twelve weeks	100%	94%	96%	72%
E. Thirteen weeks or longer	0%	6%	4%	16%
D. Other	0%	0%	0%	3%

14. Positive or negative impact the inclusion of SHINE had on your course:

*The model provided to me of a sociolinguistics class in San Francisco that developed a student project through SHINE was used as a starting point for developing a student project in my course.*

*Overall it was a positive experience. But there was just too much paperwork!*

*Around week 10, I was hearing student complaints from some of the best of my students that the matches were not appropriate.*

*Students were more aware of language learning and more willing to discuss its aspects.*

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9. How many hours each week did students tutor through SHINE?				
A. Less than two hours	0%	0%	0%	13%
B. Two to three hours	100%	94%	96%	76%
C. Four to five hours	0%	6%	4%	6%
D. More than five hours	0%	0%	0%	3%
10. To what extent is SHINE integrated into these courses?				
A. Fully integrated into coursework and activities	0%	25%	15%	24%
B. Somewhat integrated	100%	63%	77%	64%
C. Not at all integrated	0%	6%	4%	2%
D. Other	0%	6%	4%	9%
11. Which, if any, parts of these courses are related to students' work in SHINE?				
A. Course requirements	60%	69%	65%	75%
B. Class Discussions	50%	81%	69%	67%
C. Readings	30%	38%	35%	42%
D. Coursework	60%	44%	50%	63%
E. Grades, etc.	90%	75%	81%	73%
F. Other	0%	6%	4%	8%
12. Do faculty members formally assess what students' gain from their SHINE experience?				
Yes	90%	100%	96%	91%
No	0%	0%	0%	3%
A. Reflection journals	70%	100%	88%	74%
B. Logs of service hours	100%	69%	81%	56%
C. Discussions that bridge theory and	50%	38%	42%	39%
D. Student papers/projects	80%	63%	69%	66%
E. Tests	0%	0%	0%	2%
F. Other	0%	25%	15%	15%

15. Do you plan to include SHINE in this course or another course in the future? If YES, describe any changes you would make in the way SHINE is included in your course:

*I might have other options for students to access older adults. The low level of English speaking and poor attendance of some learners was a major problem for some students.*

*I want to do fewer placements in SHINE in lower level classrooms and ... place our students with more advanced students if possible.*

*I will make it optional. Some students prefer to do their work in their own churches/neighborhoods.*

*Greater integration into course objectives, activities and discussions.*

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13. Do faculty members think SHINE students were changed in any way as a result of their experience with the project?	90%	100%	96%	98%
Yes				
No	0%	0%	0%	0%
A. Academic performance.	0%	44%	27%	22%
B. Class participation	10%	19%	15%	35%
C. Increased self-confidence	40%	94%	73%	71%
D. Intellectual growth	0%	44%	27%	39%
E. Social/political	60%	63%	62%	64%
F. Other	10%	13%	12%	21%
14. Did the inclusion of SHINE impact these courses in other ways?	100%	69%	81%	73%
Yes				
No	0%	25%	15%	19%
15. Do faculty members plan to include SHINE in this course or another course in the future?	100%	100%	100%	91%
Yes				
No	0%	0%	0%	7%
16. Which of the following Project SHINE resources did faculty members find helpful?				
A. SHINE class presentations	70%	75%	73%	53%
B. SHINE training, placement, and support of students	100%	75%	85%	85%
C. Site visits	0%	6%	4%	12%
D. Ongoing assistance	0%	63%	38%	47%
E. None	0%	0%	0%	1%
F. Other	0%	13%	8%	9%
17. How satisfied were faculty members overall with the assistance received from SHINE project?				
A. Very satisfied	40%	75%	62%	62%
B. Satisfied	50%	19%	31%	30%
C. Somewhat satisfied	10%	6%	8%	4%
D. Not at all satisfied	0%	0%	0%	0%
E. Not able to say	0%	0%	0%	2%

15. Do you plan to include SHINE in this course or another course in the future? If NO, Why not?

Placement time is too difficult to match with course plans.

We will use a version of this concept but the older adult ESL citizenship intersection is too hard to match.