

Hawaiian Studies



2019

ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAII®
KAUA'I
COMMUNITY COLLEGE

At a minimum, each program or unit Annual Program Review Update shall include measures described in [UHCCP 5.202](#). Additional measures may also be used for program or unit assessment.

1. Program Description

Program or Unit Mission Statement

The Hawaiian Studies program shall promote, practice and perpetuate the values, language, culture, and native perspective of history of the indigenous peoples of Hawai'i. In addition, the Hawaiian Studies program will strive to promote Hawaiian culture, language, and history to the general population of the community of Kaua'i. The program strives to assist the community to gain an understanding and knowledge of Hawaiian culture, language, and history that may address personal, professional, and/or academic pursuits.

Part I. Program Description

Date of Last Comprehensive Review	October 2015
Date Website Last Reviewed/Updated	2018
Target Student Population	Students enrolled in the Hawaiian Studies program.
External Factor(s) that Affected the Program or Unit	An overall decline in enrollment throughout the college; increase in the job market; class time conflicts.

2. Analysis of the Program

Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the Quantitative Indicators. CTE programs must include an analysis of Perkins Core indicators for which the program did not meet the performance level. Include Significant Program Actions (new certificates, stop outs, gain/loss of positions, results of prior year's action plan).

2019 Kaua'i Community College ARPD

Program: Hawaiian Studies

Include the Annual Review of Program Data (ARPD; all [Instructional programs](#) and [Academic Support](#) programs - Library, Technology Resources, Testing Center, Tutoring, and Financial Aid), program-developed metrics (Institutional Effectiveness programs, Office of Continuing Education and Training, campus committees), or metrics required by [UHCCP 5.202](#) that are not provided as ARPD ([Administrative Service](#) programs and some Student Support [programs](#)) under review in table format below (EP 5.202 and UHCCP 5.202).

The Overall Program Health is Cautionary.

Describe and discuss demand, efficiency, effectiveness, and overall health categories. What has been the trend over the past three years in each of these categories? What factors (internal or external) may have contributed to the program or unit health categories? For Career and Technical Education (CTE) programs, provide a discussion on any unmet Perkins Core Indicator that includes contributing factors (UHCCP 5.202).

Based on this analysis, what are the program's strengths and areas to improve regarding demand, efficiency, and effectiveness?

Describe any significant program actions that occurred in the prior year (e.g., new certificate(s), stop outs, gain/loss of position(s), reduction in funding, new or completed grant(s), etc.).

Career and Technical (CTE) programs should provide an analysis for any unmet Perkins Core Indicators.

Demand Indicators		2016-17	2017-18	2018-19	Demand Health
1	Number of Majors	30	25	23	Unhealthy
1a	Number of Majors Native Hawaiian	20	18	15	
1b	Fall Full-Time	27%	27%	8%	
1c	Fall Part-Time	73%	73%	92%	
1d	Fall Part-Time who are Full-Time in System	12%	4%	4%	
1e	Spring Full-Time	38%	13%	5%	
1f	Spring Part-Time	62%	87%	95%	
1g	Spring Part-Time who are Full-Time in System	0%	0%	16%	
*2	Percent Change Majors from Prior Year	-2%	-17%	-8%	
3	SSH Program Majors in Program Classes	81	105	83	
4	SSH Non-Majors in Program Classes	315	288	302	
5	SSH in All Program Classes	396	393	385	
6	FTE Enrollment in Program Classes	13	13	13	
7	Total Number of Classes Taught	7	7	7	

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Efficiency Indicators		2016-17	2017-18	2018-19	Efficiency Health
8	Average Class Size	17	17	16	Healthy
*9	Fill Rate	70.6%	72.1%	66.1%	
10	FTE BOR Appointed Faculty	1.5	1.5	2	
*11	Majors to FTE BOR Appointed Faculty	19	16	11	
12	Majors to Analytic FTE Faculty	29	24	22	
12a	Analytic FTE Faculty	1	1	1	
13	Overall Program Budget Allocation	\$213,742	\$214,296	\$0	
13a	General Funded Budget Allocation	\$208,238	\$191,690	\$0	
13b	Special/Federal Budget Allocation	\$0	\$0	\$0	
13c	Tuition and Fees	\$5,504	\$22,606	\$0	
14	Cost per SSH	\$540	\$0	\$0	
15	Number of Low-Enrolled (<10) Classes	1	2	2	

Effectiveness Indicators		2016-17	2017-18	2018-19	Effectiveness Health
16	Successful Completion (Equivalent C or Higher)	71%	77%	76%	Cautionary
17	Withdrawals (Grade = W)	3	3	7	
*18	Persistence Fall to Spring	67%	73%	63%	
18a	Persistence Fall to Fall	38%	38%	46%	
19	Unduplicated Degrees/Certificates Awarded Prior Fiscal Year	8	2	6	
19a	Associate Degrees Awarded	1	1	5	
19b	Academic Subject Certificates Awarded	8	1	2	
19c	Goal	0	0	0	
19d	Difference Between Unduplicated Awarded and Goal	0	0	0	
20	Transfers to UH 4-yr	1	4	2	
20a	Transfers with degree from program	1	2	0	
20b	Transfers without degree from program	0	2	2	
20c	Increase by 3% Annual Transfers to UH 4-yr Goal				
20d	Difference Between Transfers and Goal				

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Distance Indicators		2016-17	2017-18	2018-19
21	Number of Distance Education Classes Taught	0	0	0
22	Enrollments Distance Education Classes	0	0	0
23	Fill Rate	0%	0%	0%
24	Successful Completion (Equivalent C or Higher)	0%	0%	0%
25	Withdrawals (Grade = W)	0	0	0
26	Persistence (Fall to Spring Not Limited to Distance Education)	0%	0%	0%

Performance Indicators		2016-17	2017-18	2018-19
27	Number of Degrees and Certificates	1	1	5
28	Number of Degrees and Certificates Native Hawaiian	1	1	4
29	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
30.	Number of Pell Recipients ¹	1	1	5
31.	Number of Transfers to UH 4-yr	1	4	2

The Hawaiian Studies program has raised its Overall Program Health from “Unhealthy” to “Cautionary.” This is due to a number of factors which are discussed below.

DEMAND: Demand for our program has remained Unhealthy.

We have seen a slight decline of students majoring in the Hawaiian Studies program, resulting in an Unhealthy ranking for Percent Change Majors from Prior Year. After meeting with our Institutional Research and Analysis specialist (IR), I learned that we are ranked Unhealthy because we didn't pick up two new students. While our numbers usually fall between 20-35 majors, the 2018-2019 Academic Year dropped to 23 majors, a -8% from the previous AY. However, it is important to state that we only lost 2 students since 2017-2018. Because of the small cohort size of majors in Hawaiian Studies, this number is not as dramatic as the data portrays. The percentage is also consistent with enrollment rates for the entire campus.

Our data is also showing a significant decrease in full time majors compared to part time majors. In meeting with IR, we see that our HWST majors are continuing, but they are taking only 1-2 courses per semester. The data also shows that they are primarily taking our HWST and HAW courses, with a significant amount in our Tuesday/Thursday classes. In moving forward, we will have to reexamine our schedule of course offerings and what classes are being offered.

EFFICIENCY: Our Efficiency indicators raised from Cautionary to Healthy.

Our fill rate remains steady with a slight decrease from 72.1% in 2017-2018 to 66.1% in 2018-2019. We improved our ratio of students to FTE instructors from 16 to 11.

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EFFECTIVENESS: Our Effectiveness indicators remains CAUTIONARY.

Our numbers of persisting students from Fall to Spring has dropped 10% (73% in the 2017-2018 AY to 63% in the 2018-2019 AY). In looking at the previous years, this decrease in persistence rates is becoming an unfortunate pattern. However, the Liberal Arts program also saw a decrease in its persistence rates. Many of the courses our Hawaiian Studies students need in order to graduate fall under Liberal Arts, so this follows the trend. We have been in discussion with the Wai'ale'ale Program to create opportunities for students over the holiday break as a way to keep them on course from Fall to Spring.

We also have not seen a high number of transfers to 4-year programs. I believe this may be due to our demographic of students in the program, namely the non-traditional student who does not have plans to transfer. Additionally, our percentage of part-time students is significantly higher than full-time students, which means that they are taking longer to graduate.

Although this is not a performance of measure, it is worth noting that we have increased our number of Unduplicated Degrees/Certificates awarded in the 2018-2019 AY from 2 (AY 2017-2018) to 6. It is a goal of the program to raise this number in the coming years. This will require us to reexamine our schedule of course offerings and work more closely with student services to identify the needs of our students. It is also a goal to be diligent in marketing our program to the community.

Our successful completion rates remain steady throughout the previous academic years, usually falling within the 70-77% success rate. Successful completion has only dropped 1% from the previous year (77% in AY 2017-2018 to 76% in AY 2018-2019), but it is 5% higher than the 2016-2017 AY. It is important to note that this data reflects course completion rates of all students and not necessarily the completion rates of only HWST majors. Taking into account that most of our majors are part time students, we wanted to look at the successful completion rates of this demographic of students. The system aspirational goal is 75% completion success rate. In Fall 2018, our part time majors were 83% successful and, in Spring 2019, they were 68% successful. In the future, we will have to look at our schedule of course offerings to ensure that these students graduate from the program.

3. Program Student Learning Outcomes

- a) List of the Program Student Learning Outcomes
- b) Program Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data.
- c) Assessment Results
- d) Changes that have been made as a result of the assessments.

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Program: Hawaiian Studies

Report on PSLO assessment for the prior year.

1. List of the PSLOs.
2. Indicate PLSOs that were assessed in the year of this APRU.
3. Assessment findings.
4. Changes that have been made as a result of the assessment findings.
5. Next planned assessment date.

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PSLO	Assessed During this APRU Cycle (Y or N)	Findings	Improvements Implemented	Next Assessment Date
Describe aboriginal Hawaiian linguistic, cultural, historical, and political concepts.	Yes	This PSLO was assessed through student research on a cultural topic. Of the 24 students assessed in HAW 102, 83% met the benchmark. Of the 10 assessed in HAW 202, 90% were proficient.	There needs to be more assessment of this PSLO in the areas of historical and political concepts.	Fall 2020
Apply aboriginal Hawaiian concepts, knowledge, and methods to the areas of science, humanities, arts, and social sciences in academics and in other professional endeavors.	Yes	This PSLO was addressed in the HWST 128 course, specifically in the area of arts. Of the 11 students who were assessed, 91% were proficient.	More assessment needs to be done in the areas of humanities and social sciences.	Fall 2020

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Engage, articulate, and analyze topics relevant to the aboriginal Hawaiian community using college-level reading skills, research methods, and writing and speaking techniques.	No			Fall 2019
Apply appropriate mathematical and logical concepts and methods to understand, analyze, and explain issues.	No			Fall 2019
Synthesize aboriginal Hawaiian problem-solving skills and creative thinking strategies with other approaches then applying this learning to new and varied situations.	No			Spring 2020
Identify, allocate, and utilize technological and natural resources effectively and responsibly.	No			Spring 2020

4. Action Plan

Include how the actions within the plan support the college's mission. In addition to the overall action plan for the program, include specific action plans for any Perkins Core Indicator for which the program did not meet the performance level.

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Action Plan	Anticipated Outcome	Actual Outcome
Increase number of majors.	Increase our number of Hawaiian Studies majors to 35.	Ongoing. While we have seen a drop in majors from the last report, we have not dropped below our benchmark of 20 students.
Hale Structure at the Lo'i	Design a traditional hale structure and consult with an experienced traditional hale builder to create an outdoor learning environment for our campus.	We have made progress in this goal. Last semester, we partnered with the Ho‘ouluwehi Sustainable Living Institute to begin building our Hale. We have also identified a consultant in Peleke Flores, who is experienced in traditional hale building. Please refer to the next section for funding justification.
Institutionalize an APT Position	The position would aim towards the support of HWST programs and faculty to increase enrollment and retention rates.	No action taken.
New CIP for Hawaiian Studies Building	Preliminary design of building structure and consultation with contractors.	No funding or action taken. Please refer to the next section for funding justification.

List any additional significant actions that impacted your program (e.g., new certificate, loss or gain of faculty or staff, stop outs, etc.).

Academic Activities Completed in 2018-2019 and Upcoming Actions for 2019-2020.

We replaced the old furniture in the Hawaiian Studies classroom. Our new desks and chairs are more mobile, similar to those in the LRC Building. We replaced our outdated SmartBoard with a large flatscreen and an in-class computer. In the past, we had to connect our own laptops to the

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SmartBoard, which did not always work. This allows for more ease to connect to the internet and to play videos.

We are continuing to promote our certificate programs, specifically our Mālama 'Āina and Polynesian Voyaging Certificates. The Hula Program is also moving forward, but will undergo some changes this year to be consistent with the course offerings at the other community colleges. We will need to be more strategic in marketing these certificates because of the decline in enrolled students.

Our program has partnered with the Ho'ouluwehi Sustainable Living Institute to design the traditional hale for our lo'i. Peleke Flores, who is experienced in hale building, has designed and measured the specifications for construction. The hale has been approved for construction.

To address the decline in our student population, we reinstated our semesterly Hawaiian Studies pā'ina. This pā'ina, or luncheon, is conducted at the beginning of the semester to welcome returning majors and recruit new students into the program. We have also partnered with community programs, such as Mālama Hulē'ia and the Waipā Foundation, to bring more visibility to our program and to offer service learning opportunities to our students.

The students of the Hawaiian Club worked with our department to host a number of vibrant speakers and events on campus. In November, we partnered with the Kaua'i Historical Society and brought two guest speakers to campus. Through our Title III grant, we were able to fund the travel for Donovan Preza and John Clark. Both speakers brought over 40 guests. The students coordinated with other clubs to host the Lā Kū'oko'a event at the end of November. In April, the students worked with the Ho'ouluwehi Sustainable Living Institute to offer month-long events leading up to Earth Day.

To support the need of our students for evening and online classes, we began offering several of our courses as online courses (HWST 107, REL 205, and HIST 284K). We also offered HAW 101 as a night course. This class filled to capacity at 25 students. However, we still see a significant drop in students in the second year. We plan to address this by offering more incentives to continue to the second year, such as a language certificate and/or a capstone activity for those who complete the second year. A language "bootcamp" is another method of retaining students from Fall to Fall.

Last year we conducted a survey of our Native Hawaiian students through the Makaloa Council. One of the goals of the survey was to identify the needs and wants of our Native Hawaiian student population. One of the top requests was to provide more cultural classes and workshops on campus. We believe these can be accomplished through new classes and CIP improvements that I discuss below.

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We are requesting funding for two lecturer positions to fill future classes in Lā'au Lapa'au (Hawaiian medicine) and Mālama Ahupua'a (Ahupua'a Resource Management). The Lā'au Lapa'au classes are in high demand by our students and were once offered on our campus. There is currently a person on island who is now qualified to teach these courses. Mālama Ahupua'a is a class offered at all other community colleges in the system (HWST 207) except Kaua'i CC. This course is another one that has been requested by students and will help accomplish some of our campus priority goals. This course is both STEM- and sustainability-focused. Like the Lā'au Lapa'au class, we also have a person on island who is qualified to teach the course.

We will continue to work on improving the lo'i area and constructing the traditional hale. Other Hawaiian Studies programs throughout the system have been creating similar structures and using them as outdoor classrooms and/or meeting areas. In following traditional methods of construction and utilizing traditional materials, a hale structure would follow our system goals of sustainability and being a model indigenous campus. Expanding the lo'i area as a learning site would allow for more hands-on learning experiences, workshops and presentations, and community engagement. The lo'i itself is also in need of improvements, specifically the irrigation system, which will need to be replaced.

Another area of improvement that we believe is directly related to student enrollment and retention is a new Hawaiian Studies Building. Overlapping class schedules and lack of space require us to be in other classrooms. Our students crave a sense of place, which supports their learning experience and retention. If we have a gathering space, or "kīpuka," for our students, it will encourage them to stay on campus and contribute to their success. The new building would allow for more office space and classrooms, which will provide our campus with more workshops (such as those requested by our students in the survey), presentations, and classroom space for other departments.

We are also requesting funding for improvements to our current Hawaiian Studies Building, especially the "hale" side where our offices are located. The building is in need of restoration. Some areas that need attention are the deteriorating roof, a central a/c that doesn't work, and doors that are need of replacement.

Analysis of Alignment with CPR

List the goals that were identified to be initiated, continued, or completed during this APRU cycle, in your last CPR, and if they were achieved. Be sure to include the benchmark, desired outcome, actual outcome, and unit of measure. If you completed your last CPR prior to 2018, please refer to * in this section.

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Goal/Strategic Goal or Priority**	Achieved (Y or N)?	Benchmark	Desired Outcome	Actual Outcome	Unit of Measure
Increase of majors (total of AAHWST and ASC-HWST, ASC – PolyV oy.)	yes	not less than 20	30	25	

**All Strategic Goals and Priorities are Aligned to the College Mission.

Describe any impacts these goals had on your health indicator(s).

Our last CRP was conducted in 2015. Since then, our needs for the program have changed. We remain steadfast in increasing the number of HWST majors and provide them with life-long skills and quality education; this is our main priority. We also plan to continue our goal of building both a traditional style hale structure and the lo'i and a new Hawaiian Studies Building. Both of these will directly impact the quality of our program, creating a Hawaiian sense of place (or kīpuka) where students can gather, collaborate, and learn.

However, we have seen a decrease in enrollment in our second-year language courses, There are some changes to our goals that differ from the 2015 CRP. We see a need for more hands-on types of classes and courses that bridge the campus with the community.

*Based on findings in Parts I – IV, develop an action plan for your program or unit from now until your next CPR date. This should include goals that align with the College Mission, measurable outcomes, benchmarks, and alignment to the College's Strategic Priorities, and/or Strategic Goals. Be sure to focus on weaknesses identified in ARPD data, PSLO outcomes, results of survey data, and other data used to assess your unit or program. This plan should guide your program and subsequent APRUs, but may be amended based on new initiatives, updated data, or unforeseen external factors.

Goal	Strategic Goal/Priority (List number)	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
Increase the number of Hawaiian	Priority Goals 1, 17 Goals 2-4	Increase our number of Hawaiian	35 Hawaiian Studies majors.	Number of Hawaiian Studies	2020-2021

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Studies majors.		Studies majors to 35.		majors.	
Increase the number of students enrolled in the second year HAW language classes.	Priority Goal 1 Goals 2-4	Increase the number of enrolled students in the second years HAW language classes to 10-15 students.	Students continue to enroll in second-year Hawaiian language courses.	Number of students enrolled in HAW 201-222 classes.	2021-2022
Goal	Strategic Goal/Priority (List number)	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
Design and construct a learning area at the lo'i.	Goals 10, 11, 15	Design and complete the construction of a traditional hale structure and outdoor classroom at the lo'i.	Consultation and design will be completed and construction will commence by next academic year.	Design plan in place with construction beginning or completed.	2019-2020
Design and construct a new Hawaiian Studies building.	Priority Goals 1, 16, 17 Goals 2-3	Design and complete the construction of a new Hawaiian Studies building.	Consultation and design will be completed within the next three years.	Design plan in place with construction beginning or completed.	2024
Renovate the Hawaiian Studies Hale Building	Goal 13	Renovation of concerned areas in the Hale Building.	Complete renovation of the Hale Building.	Areas of concern have been addressed.	2020-2021

5. Resource Implications

Resource Request(s) for next year (from CPR Plan for your program or unit, or one(s) developed in Part V above if CPR was completed prior to 2018).

I am NOT requiring resources for my program/unit.

5. Resource Implications

Resource Request(s) for next year (from CPR Plan for your program or unit, or one(s) developed in Part V above if CPR was completed prior to 2018).

List in the table below resource request greater than or equal to \$3,000.

Program Goal	Increase the number of Hawaiian Studies majors.
Resource Requested*	Two lecturer positions.
Cost and Vendor	Salary of a 3-credit Lecturer Position
Annual Recurring Cost	Yes, depending on # of credit hours being taught.
Useful Life of Resource	As long as there is a demand for the classes.
Person(s) Responsible and Collaborators	Hawaiian Studies Program Coordinator
Timeline	Fall 2020

***An approved ITAC Request Form must be attached for all technology requests**

Program Goal	Increase the number of students enrolled in the second year HAW language classes.
Resource Requested*	Funding to support retention in the second year Hawaiian language classes in the form of a bootcamp and capstone activity.
Cost and Vendor	\$5,000
Annual Recurring Cost	Yes
Useful Life of Resource	10+ years

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Program: Hawaiian Studies

Program Goal	Increase the number of students enrolled in the second year HAW language classes.
Resource Requested*	Funding to support retention in the second year Hawaiian language classes in the form of a bootcamp and capstone activity.
Cost and Vendor	\$5,000
Annual Recurring Cost	Yes
Useful Life of Resource	10+ years
Person(s) Responsible and Collaborators	Hawaiian Studies Program Coordinator
Timeline	Begin in Spring 2021

***An approved ITAC Request Form must be attached for all technology requests**

Program Goal	Design and construct a learning area at the lo'i.
Resource Requested*	Funding for materials, construction, and maintenance for the irrigation system.
Cost and Vendor	\$100,000
Annual Recurring Cost	Minimal for the hale and outdoor classroom. The maintenance and upkeep will be done by the students and staff. The irrigation system will be dependent upon regular maintenance costs.
Useful Life of Resource	
Person(s) Responsible and Collaborators	Hawaiian Studies Program Coordinator
Timeline	Fall 2020

***An approved ITAC Request Form must be attached for all technology requests**

List in the table below resource request greater than or equal to \$3,000.

Program Goal	Design and construct a new Hawaiian Studies building.
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Resource Requested*	Funding for consultation and construction.
Cost and Vendor	\$60 million
Annual Recurring Cost	Dependent upon concept design and utility costs.
Useful Life of Resource	50 years
Person(s) Responsible and Collaborators	Hawaiian Studies Program Coordinator
Timeline	Completion of building by 2024.

***An approved ITAC Request Form must be attached for all technology requests**

List in the table below resource request greater than or equal to \$3,000.

Program Goal	Renovate the Hawaiian Studies Hale Building
Resource Requested*	Funding to fix the roof, doors, and other areas of concern in the Hale Building.
Cost and Vendor	\$300,000
Annual Recurring Cost	Dependent on the utility costs.
Useful Life of Resource	20 years
Person(s) Responsible and Collaborators	Hawaiian Studies Program Coordinator
Timeline	Spring 2021

***An approved ITAC Request Form must be attached for all technology requests**