

Part II. Analysis of the Program

As mentioned in previous reports, there are areas in the data collection method that are unclear as to the final determination of a Health call. Beginning with the demand indicators, a Health score of “Unhealthy” does not seem to be accurate in terms of a qualitative lens. Based upon the benchmarks for that area, it is unclear as to what is being utilized to determine the data. In the previous years there was a slight decrease of majors from 36 in 2013-14 to 30 in 2015-16 and this has remained at 30 for the 2016-17 year in spite of a decline in the overall student population. In the (Demand Indicators item 3) SSH count in program majors in program classes, we are trying to determine what courses are identified as “program courses”. This will then enable us to understand the data and calculations that are found in the report. In addition, the (Demand Indicators item 4 & 5) SSH Non-majors in program classes and SSH in all program classes showed a bit of a decrease between 2015-16 and 2016-17. In those cases, the year 2014-15 showed “0” in items 3 to 7. The same can be said for items 6 and 7. Item 6 shows FTE enrollment in program classes at 1 in 2013-14, 26 in 2015-16, and 23 in 2016-17. Item 7 shows total number of classes taught at 1 in 2013-14 then 18 in 2015-16 and 17 in 2016-17. Attempting to follow the Benchmarks that are available on the web, it is unclear what is being asked for, from what sources this data is gathered, what data is being used, and how this data is being manipulated.

The same can be said for the Efficiency Indicators data fields. Understandably classes here have a lesser chance to completely fill based upon the number of offerings throughout the campus and the limited number of students available. Smaller classes are one of the advantages of a small campus and something that should be utilized to promote the campus. The fill rate (item 9) is a function of the capacity of the room not necessarily the desirable size of the number of students in the class. This factor should be addressed in determining the desirable class size through our curriculum review process, not a function of data analysis. An interesting note are items 10 and 11 relating to FTE BOR faculty and Majors to FTE BOR faculty shows “0” for both items. This would indicate that the author and the other 2 faculty of this department don’t exist. However, item 12, Majors to Analytical Faculty shows a number of 14.5 (which is actually an increase of .5 from the previous year). Then in line 12a Analytical Faculty shows a value of 2.0 (so here we have 2 faculty, but in previous lines we did not exist). So, we are unsure what this all means. It is difficult to accept these “Health Calls” if the data really doesn’t appear to reflect the work that is being done on the campuses or it appears to randomly appear and disappear. As such, it is also difficult to achieve an accurate or reliable analysis of the program utilizing the existing data.

A preliminary and anecdotal analysis of the program is that we are in fair shape. Since the inception of the program(s) (both the Academic Subject Certificate (ASC) and the recently approved permanent Associates of Arts (AA)) we have realized a fairly steady headcount of majors in relation to overall student enrollment. The number of majors has been between 2.3%

on the low end to 2.7% on the high end in relation to overall student enrollment. The program has been able to graduate an average of 13 students each year, either with an Associate in Arts degree or an Academic Subject Certificate in Hawaiian Studies. We have also developed 2 new Academic Subject Certificate in Polynesian Voyaging and Hula that will begin its first offerings this coming Spring 2017 semester. In addition, 1 other Academic Subject Certificate in Malama Aina is in the approval process at this time. All of these programs have been supported through a Title III grant that will continue support for another 2 years based upon successful completion of yearly hallmarks.

Discussions with our campus Institutional Researcher has been helpful. We discussed what courses should be designated to the Hawaiian Studies program in order to receive useful information. It was decided that our required courses for the AAHWST, and the Hawaiian Studies ASC programs be utilized to identify our program. This was relayed to the system office to update the APRD site. However, I overlooked that our request was related to the 2016-17 academic year and not to the previous years. So, reviewing the revised data indicated that we are looking worse in comparison to previous years. The reason for this is that a different set of courses were utilized to identify the program. Thus, it was not comparing comparable data sets. We hope to address this in the coming year.

Part III. Goals, Alignment and Action Plan

Where are you in your 5-year plan as discussed in your previous Comprehensive Program Review (CPR)?

The latest CPR occurred in 2013 and in reviewing that report, we have achieved most of what we had planned. For example, the existing Hawaiian Studies building was in need of repair. We were able to replace the deck, landing, and entrance way to the building addressing a safety issue. However, re-roofing, exterior painting, and interior general “sprucing up” still need to be addressed. Our collaborative efforts with the Culinary program for development of an indoor “imu” site has been addressed. The project just recently completed the design phase and will be going out to “bid” soon. The other areas such as developing promotional brochures, a plan for the lo’i, and an operational plan for the computer language lab are in various stages of discussions with an ongoing refinement built into the operation. The items that are still pending are the Pila Kikuchi Center and the staffing needs for the Center, as well as a new Hawaiian Studies building that would address classroom and office space issues campus-wide.

What were the goals you identified for the past year as discussed on that CPR and in your last APRU?

The main thrust of previous reports has been to increase the number of majors in the program and the visibility of the program within the community of Kaua’i. We have been fairly steady in the number of majors in the HWST programs over the past 3-4 years. These have been discussed in the last years APRU, as well as in the current document. However, the latest data showed that

we fell in the number of degrees conferred during the 2016-17 year, with 5 AAHWST and 10 ASCHWST awarded in 2015-16 and only 1 AAHWST and 8 ASCHWST degrees conferred in 2016-17. However, the number of HWST majors has stayed relatively steady at 30 between those 2 years. Perhaps this is in part to the cycle between sets of new majors and those that have graduated. The most difficult situation has been the establishment of the Pila Kikuchi Center. This activity has been the most difficult to attain because of resource limitations in time, personnel, funding, and expertise.

Did you achieve them? What impact did this have on your health indicators?

The goal of increasing majors will continue to be a focus. Compared to the total student population, I feel we should be able to increase our majors and be able to support them till graduation. This has impacted the Demand Indicators for the program and has resulted in an “Unhealthy” score in this area as well as in the “Effectiveness” area. The “Effectiveness” area has shown that lesser numbers of our students are persisting on to subsequent semesters. This is an area that will need our attention as we move to encourage students to complete the degree. The only area that gained a “Healthy” rating was the “Efficiency” area of our program.

What are your goals for the current year?

We will continue to focus on growing the number of majors in both the AA-HWST and ASC-HWST programs. At the same time we are hoping to gain a better grasp of the current statistical issues of identifying specific data to truly reflect the program. We are also attempting, as a system, to gain some graduate data from those that have attained the AA-HWST and perhaps those that have attained the ASC-HWST. Reviewing the data presented, we will need to also focus on the persistence rates of our students. We hope to discuss and implement some strategies in this area during the coming year.

We will continue with our projects as defined by our Title III grant which will end in the next two years. An anticipated need at the end of the grant will be an Education Specialist position that would focus on supporting the Polynesian Voyaging, Malama ‘Aina, and Digital Media programs and a new Instructional faculty position to institutionalize and broaden courses for all programs of the department.

A number of CIP improvements would support these initiatives. These would include an open “hale” structure at the lo’i and a new HWST building to house classrooms, offices, and resources of an expanded program. The open “hale” would improve our ability to conduct instructional and community activities in that area and generate a more efficient use of the resources available in that location. The improvements at the lo’i would also include a remodeling and addition to the existing storage facilities that need to be enlarged to better house the necessary equipment and supplies. The addition will include a covered deck area that will provide shelter and a work area for cleaning and preparing products and materials used in the lo’i area. In addition, the water system for the lo’i will need to be re-designed and implemented in the coming years. Much of the pipelines and valves are over 15years old and are in need of replacement.

The largest CIP improvement will be the construction of a “new” Hawaiian Studies building that would house additional classrooms, offices, storage, and space for protocol and other community activities. Preliminary specifications and needs have been identified can be provided during the design phase of the project. As stated earlier, this is a proactive move in anticipation of growth and refinement, not only with the program but also throughout the campus. We would also need to address the need for new furnishings for the HWST classroom and offices. The current furnishings are nearly 20 years old with many tables, chairs, and visual equipment needing repair, malfunctioning, or not functioning at all due to overuse or normal wear and tear. In order to keep current, we are proposing a new smart board, computer, and HD display. We are also determining specifications for new furniture for the classroom and offices.

How are they aligned with our priority goals?

The goal of the program of growing the number of majors in both the AA-HWST and the ASC-HWST will address the goals of “Student Success, Recruitment and Retention, and Persistence to graduation”.

The Title III grant will allow us to begin to address the integration of STEM courses with Hawaiian Studies certificates and degrees as addressing the goal of retention and persistence to graduation with a focus on STEM activities. However, this will also highlight the need for added personnel and facilities. By the end of the grant period we will need at least 1 new Education Specialist position and 1 new Instructor position to institutionalize the programs and broaden course offerings.

The goal of providing adequate, safe, and appropriate facilities to enrich student experience as well as an overall collegiate campus atmosphere is an integral aspect of our CIP proposal. In addition, these facilities are the infrastructure that will address the strategic goals of “Increasing overall retention and persistence to graduation or transfer (identify goals and track by disaggregated groups), with an additional focus on STEM degrees and certificates”, “Fostering Global Understanding and Intercultural Competence”, and through these show that the institution is on a pathway towards being “A Model Local, Regional and Global University”. As stated, these facilities would be, 1) a new “Hawaiian Studies” building to house classrooms, offices, resources, and culturally appropriate activities, 2) an open “hale” type structure at the lo’i area to increase instructional and community activities in that area, and 3) remodeling and addition to the existing storage facilities at the lo’i that would include a covered deck area and an expanded storage structure, as well as resources to re-design and construct an updated water system for the lo’i. Item 4) relates to the institutionalizing of the activities that have been incubated by the Title III grant. In order to continue the activities of the grant, the program will need an APT – Education Specialist position and an Instructor position. Item 5) addresses the need for new furnishings for the HWST classroom and offices. The current furnishings are nearly 20 years old with many tables, chairs, and visual equipment needing repair, malfunctioning, or not functioning at all due to overuse or normal wear and tear. In order to keep current, we are proposing a new smart board, computer, and HD display. We are also determining specifications for new furniture for the classroom and offices.

Action Plan and New Resource Request

Program Goal & Campus Strategic Goal or Priority Alignment	“Increasing overall retention and persistence to graduation or transfer,
Action Item	New Hawaiian Studies Building
Resource(s) Request	\$20 Million
Person(s) Responsible and Collaborators	HWST faculty and Administration
Timeline	2025
Indicator of Improvement	Persistence rate Fall to Fall increase by 4%, Transfer to 4-yr. increase by 5 students per year, Class fill rate increase by 5%.
PSLO Impacted	Items 1 through 3
Current Status	Under discussion

Program Goal & Campus Strategic Goal or Priority Alignment	“Increasing overall retention and persistence to graduation or transfer,
Action Item	Hale structure
Resource(s) Request	\$30,000
Person(s) Responsible and Collaborators	HWST faculty and Administration
Timeline	2020
Indicator of Improvement	Persistence rate Fall to Fall increase by 4%, Transfer to 4-yr. increase by 5 students per year, Class fill rate increase by 5%.

PSLO Impacted	Items 1 through 3
Current Status	Under discussion

Program Goal & Campus Strategic Goal or Priority Alignment	“Increasing overall retention and persistence to graduation or transfer,
Action Item	Re-design, modification, additions to Lo’i area
Resource(s) Request	\$20,000
Person(s) Responsible and Collaborators	HWST faculty and Administration
Timeline	2020
Indicator of Improvement	Persistence rate Fall to Fall increase by 4%, Transfer to 4-yr. increase by 2 students per year, Class fill rate increase by 5%.
PSLO Impacted	Items 1 through 3
Current Status	Under discussion

Program Goal & Campus Strategic Goal or Priority Alignment	“Increasing overall retention and persistence to graduation or transfer,
Action Item	Hiring of an APT and Instructor
Resource(s) Request	APT – Band I and Instructor position
Person(s)	Dennis Chun

Responsible and Collaborators	
Timeline	2020
Indicator of Improvement	Persistence rate Fall to Fall increase by 4%, Transfer to 4-yr. increase by 2 students per year, Class fill rate increase by 5%.
PSLO Impacted	Items 1 through 3
Current Status	Under discussion

Program Goal & Campus Strategic Goal or Priority Alignment	“Increasing overall retention and persistence to graduation or transfer,
Action Item	Replacing classroom and office furniture and visual equipment
Resource(s) Request	\$15,000 – furniture, \$6,500 – audio/visual and computer equipment
Person(s) Responsible and Collaborators	HWST faculty and Administration
Timeline	2018
Indicator of Improvement	Persistence rate Fall to Fall increase by 4%, Transfer to 4-yr. increase by 2 students per year, Class fill rate increase by 5%.
PSLO Impacted	Items 1 through 3
Current Status	Currently designing specifications for audio/visual equipment and furnishings for classroom and offices.

Part V. Program Student Learning Outcomes and Assessment

AAHS Program Student Learning Outcomes Upon successful completion of the Associate in Arts degree in Hawaiian Studies, the student will be able to:

1. Describe aboriginal Hawaiian linguistic, cultural, historical and political concepts.
2. Apply aboriginal Hawaiian concepts, knowledge and methods to the areas of science, humanities, arts and social sciences – in academics and in other professional endeavors.
3. Engage, articulate and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods.

The Hawaiian Studies faculties of the community colleges are discussing various methods to assess these program outcomes.