

**Kaua`i Community College
Annual Program Review Update (APRU) for
(Type your program or unit name here)**

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.

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	
Target Student Population	All students
External Factor(s) that Affected the Program or Unit	An active job market, ineffective marketing, emphasis on "time to graduation" rather than learning.

Part II. Analysis of Quantitative Indicators

Overall Program Health: Unhealthy



Demand Indicators		Program Year			Demand Health
		15-16	16-17	17-18	
1.	Number of Majors	30	30	25	Unhealthy
1a.	Number of Majors Native Hawaiian	21	20	18	
1b.	Fall Full-Time	23%	27%	27%	
1c.	Fall Part-Time	77%	73%	73%	
1d.	Fall Part-Time who are Full-Time in System	13%	12%	4%	
1e.	Spring Full-Time	34%	38%	13%	
1f.	Spring Part-Time	66%	62%	87%	
1g.	Spring Part-Time who are Full-Time in System	7%	0%	0%	
*2.	Percent Change Majors from Prior Year	-13%	-2%	-17%	
3.	SSH Program Majors in Program Classes	250	81	105	
4.	SSH Non-Majors in Program Classes	529	315	288	
5.	SSH in All Program Classes	779	396	393	
6.	FTE Enrollment in Program Classes	26	13	13	
7.	Total Number of Classes Taught	18	7	7	

Efficiency Indicators		Program Year			Efficiency Health
		15-16	16-17	17-18	
8.	Average Class Size	14	17	17	Cautionary
*9.	Fill Rate	57.3%	70.6%	72.1%	
10.	FTE BOR Appointed Faculty	2	2	2	
*11.	Majors to FTE BOR Appointed Faculty	15	15	12	
12.	Majors to Analytic FTE Faculty	15	30	25	
12a.	Analytic FTE Faculty	2	1	1	
13.	Overall Program Budget Allocation				
13a.	General Funded Budget Allocation				
13b.	Special/Federal Budget Allocation				
13c.	Tuition and Fees				
14.	Cost per SSH				
15.	Number of Low-Enrolled (<10) Classes	8	1	2	

Effectiveness Indicators		Program Year			Effectiveness Health
		15-16	16-17	17-18	
16.	Successful Completion (Equivalent C or Higher)	75%	71%	77%	Cautionary
17.	Withdrawals (Grade = W)	11	3	3	
*18.	Persistence Fall to Spring	81%	67%	73%	
18a.	Persistence Fall to Fall	46%	38%	40%	
19.	Unduplicated Degrees/Certificates Awarded Prior Fiscal Year	13	8	2	
19a.	Associate Degrees Awarded	5	1	1	
19b.	Academic Subject Certificates Awarded	10	8	1	
19c.	Goal				
19d.	Difference Between Unduplicated Awarded and Goal				
20.	Transfers to UH 4-yr	3	1	4	
20a.	Transfers with degree from program	2	1	2	
20b.	Transfers without degree from program	1	0	2	
20c.	Increase by 3% Annual Transfers to UH 4-yr Goal				
20d.	Difference Between Transfers and Goal				
Distance Indicators		Program Year			
		15-16	16-17	17-18	
21.	Number of Distance Education Classes Taught	0	0	0	
22.	Enrollments Distance Education Classes	n/a	n/a	n/a	
23.	Fill Rate	n/a	n/a	n/a	
24.	Successful Completion (Equivalent C or Higher)	n/a	n/a	n/a	
25.	Withdrawals (Grade = W)	n/a	n/a	n/a	
26.	Persistence (Fall to Spring Not Limited to Distance Education)				
Performance Indicators		Program Year			
		15-16	16-17	17-18	
27.	Number of Degrees and Certificates	5	1	1	
28.	Number of Degrees and Certificates Native Hawaiian	3	1	1	
29.	Number of Degrees and Certificates STEM	0	0	0	
30.	Number of Pell Recipients ¹	2	1	1	
31.	Number of Transfers to UH 4-yr	3	1	4	

The Overall Program Health is _____ Unhealthy _____.

Reviewing the data available has once again indicated that the Hawaiian Studies program is in an “unhealthy” state. This may be a view that statistics will reveal, but one that does not take into account the actual subjective impact that the program has on the overall student population as well as the overall campus. In terms of majors, we have been fairly consistent in terms of numbers since the inception of the Associate of Arts, Hawaiian Studies in Fall of 2012. The number of majors has generally ranged from a low of 20 to a high of 36. The rise and fall of this number seems to be affected by 1) the overall campus enrollment, 2) employment opportunities in the community, 3) a vibrant student population in regards to native Hawaiian issues, topics, interests, etc., and 4) the interests of academic advisors. The rubric that defines the benchmark of the health of the program is determined by a percentage of the overall student headcount. Thus, in order to be considered “healthy” a program needs have the number of majors within 3% of the annual headcount. So, for our case this means in the 2017-18 academic year the overall headcount was 2,694 students, which means we would need nearly 80 students with a major in HWST (3% of 2,694). I am not sure if I am reading this correctly, but that seems like a pretty large number for this campus.

In terms of the “Efficiency” of the program, we have been moving upwards the upper limits of the “cautionary” benchmarks of “fill rate”. This has been a good thing in the sense that we are filling the seats in our classes. Perhaps this is the result of offering a few less courses from a high of 18 courses to the current 7 courses. This was done to address the needs for majors, rather than offering courses for general interest/consumption. We are hopeful that this trend continues. In terms of faculty to majors, there has been a drop in this area since it is tied to number of majors and the number of faculty has remained the same. However, the faculty has continued to serve non-majors in all of our courses, which serves other majors offered on the campus. We are still within the upper limits of the “cautionary” area.

The “Effectiveness Indicators” of awarding of degrees appears to be cyclic in nature. This may be tied to enrollment, declared majors, as well as the cycle in which the majors are within the program. This seems to hold true also for the Academic Subject Certificate. Though the Academic Subject Certificate could also be a starting point from which a student may continue on towards an Associates degree. The number of transfers from the program to the 4-year programs has actually increased from previous years. Our persistence rate has remained fairly steady from a high of 86.% to a low of 67%. Not really sure what factors influence this, but on the surface it appears that employment and family issues impact whether a student continues or not.

Part III. Assessment Data (EP 5.202)

A.A. in Hawaiian Studies Program Student Learning Outcomes

Upon successful completion of the Associate of Arts degree in Hawaiian Studies, the student will be able to :

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

PSLO	Assessed During this APRU Cycle (Y or N)	Findings	Improvements Implemented	Next Assessment Date
All PSLOs	Not Assessed			

Part IV. Results of Prior Year Action Plans (UHCCP 5.202)

Action Plan	Anticipated Outcome	Actual Outcome
Replace classroom/office furniture and equipment	Old classroom furniture replaced and updated equipment installed.	New large screen monitor acquired, but not yet installed. In process of selecting classroom furniture.
Institutionalize an APT position	Continued support of HWST programs and faculty	Currently supported by Title III grant which ends Sept. 2019.
Hale Structure at Lo‘i	Design and preliminary construction	No funding or action taken
New CIP for Hawaiian Studies Building	Preliminary design and consultation	No funding or action taken

Part V. 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.

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 – PolyVoy.)	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).

Action Plan:

We will continue with our projects as defined by our Title III grant which will end this coming year. 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. This support will also impact increasing the number of majors through a vibrant program that will attract students.

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 and 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.

Goal	Strategic Goal/Priority (List number)	Benchmark	Desired Outcome	Unit of Measure	Year(s) Implemented
Increase number of majors	Goals 1-4, 10, 20-21	Not less than 20	35	Number of AAHWST majors	2019
APT position	Goal 1, 2, 7, 8	Increase no. Of majors by 2 in successive years	By end of year 3 increase of majors to 30	Number of AAHWST majors	2019
Hale Structure a Lo'i	Goal 2, 5, 10, 15, 18, 21	Construction of Hale	Design and consultation		2020
New Hawaiian Studies Building	Goal 1, 2, 10, 13, 15, 17, 18, 21	Completion of building			2023

Part VI. 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).

If no resources are being requested, place an "X" here. _____

Program Goal	Increase of number of majors – assist in the operation of program
Resource Requested*	APT Band B, 9-month, step 1
Cost and Vendor	\$45,972
Annual Recurring Cost	\$45,972 dependent upon union contract
Useful Life of Resource	

Person(s) Responsible and Collaborators	Dennis Chun
Timeline	Approval Spring 2019 with a hire date of Fall 2019.

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

Program Goal	New Hawaiian Studies Building – addition of increased facilities for campus
Resource Requested*	Funding for consultation and construction
Cost and Vendor	\$50 million
Annual Recurring Cost	Dependent upon concept design and utility costs
Useful Life of Resource	50 years
Person(s) Responsible and Collaborators	Dennis Chun
Timeline	2019 approval and out for bidding of consultant. Projected completion of project of 2024

Program Goal	Hale structure at Lo'i – increase majors and program participation
Resource Requested*	Traditionally built Hale
Cost and Vendor	\$50,000
Annual Recurring Cost	Minimal. Maintenance and upkeep done by students, faculty, and staff.
Useful Life of Resource	
Person(s) Responsible and Collaborators	Dennis Chun