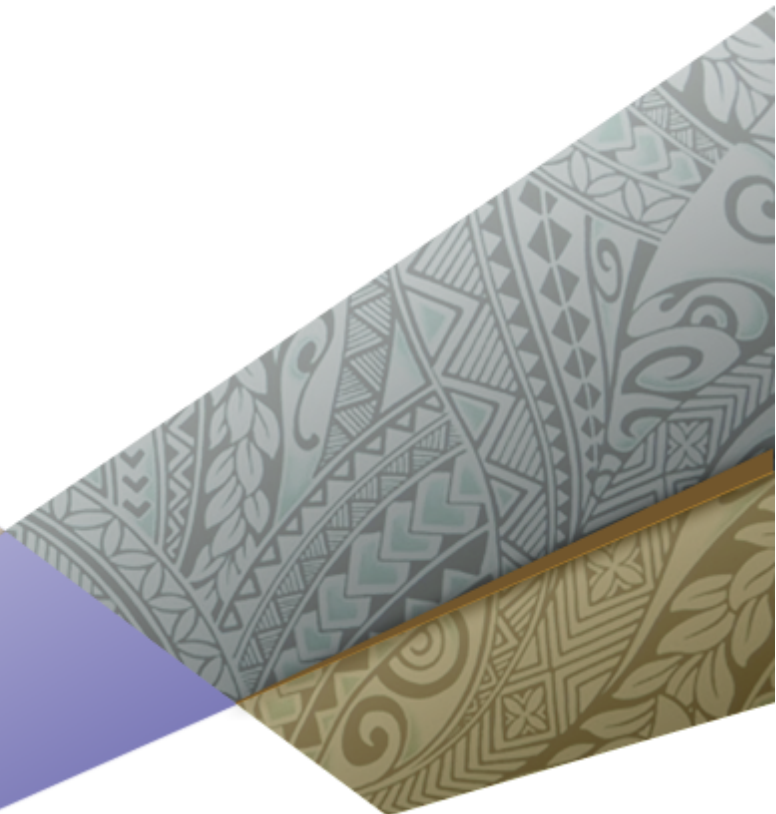


Hawaiian Studies



ANNUAL

REPORT OF PROGRAM DATA

2021



UNIVERSITY of HAWAII®
KAUA'I
COMMUNITY COLLEGE

1. Program or Unit Description

Program Description

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

Target Student and Service Population

Our target student population is any and all students currently living on Kaua'i who are interested in learning about the culture of Hawai'i. This target population includes the recent high school graduate, the returning student, students who plan to transfer to one of our 4-year campuses, and those who are looking to advance their knowledge in the area of Hawaiian studies and culture. In regards to our target service population, we have seen our students advance in the areas of education, natural resource management, sustainability and conservation, political science, and the tourism and hospitality industry.

2. Analysis of the Program/Unit

[ARPD Data Table](#)

The program's overall health has decreased and is now rated as **Unhealthy**. There are several factors that have contributed to the rating, however, in looking at the data, the Kaua'i Community College's Hawaiian Studies program has made positive changes since its last review. These changes and plans for improvement will be discussed in this section.

Demand – Healthy

Demand Indicators rose from our last report. Last year's CPR showed that our number of majors had decreased from 23 to 20 (-13%). Although the program majors are still below the program's goal of 30 for this APRU (we are aiming for 35 by our next CPR), there was a slight increase this year after several years of having a decrease in our majors. In examining the data, a major contribution to the Healthy indicator was due to the increase of change majors from the prior year (8% increase). The Hawaiian Studies program actively encouraged any interested students to enroll in the program.

While it is not a contributing factor in Demand indicators, a huge increase of Hawaiian Studies program majors enrolled in program classes (52 in 2019-2020 to 152 in 2020-2021).

The program also saw an increase of non-majors (students enrolled in other programs) taking the Hawaiian Studies program classes.

We were able to meet the demands for our program courses by removing courses that had a low enrollment rate in Fall 2020 and replacing them with courses that had a higher demand that particular semester. The beginning Hawaiian language course (HAW 101), for example, saw a notable demand in Fall 2020. We replaced a low enrolled course with another section of HAW 101. We also offered an additional HWST 107 class in Fall 2020 due to the other two sections filling to max capacity. Another contributing factor for a Healthy indicator was that we offered Early College classes in Hawaiian language at two Kaua'i high schools. This Academic Year saw some of those Early College students enrolling in our program courses.

Our goal for this next AY is to continue to enroll students in our program. We met with advising at the end of the last AY to discuss ways to boost our numbers and to address our goal to increase our majors. One area that needed attention was the limited choices students had to fulfill our degree requirements. As a result of that discussion, we took a closer look at Kaua'i CC's course offerings and what courses would fit into our vision of the program. This led to us expanding the options for our students to complete their degree in Hawaiian Studies. It is hopeful that this will help in boosting our enrollment and completion rates, as well as addressing the time to completion rates.

Efficiency – Progressing

Program Efficiency Indicators dropped from Healthy to Progressing. The fill rate decreased from 86.8% in AY 2019-2020 to 72.1% in AY 2020-2021. This is due to the fact that we offered more sections of program classes than before. In AY 2019-2020, we had one section of HAW 101 (25 students), one section of HAW 102 (13 students), and six sections of HWST 107 (134 students). These data can be somewhat discouraging because, as discussed in last year's CPR, we were healthy because we did have a high demand for our program courses. As a result, we offered more courses this year to meet student demands.

In AY 2020-2021, we expanded our offerings to four sections of HAW 101 (54 students), four sections of HAW 102 (41 students), and eight sections of HWST 107 (154 students). Although this shows a big increase in the number of seats filled (172 to 249 students in AY 2020-2021), offering more courses also means there's a larger gap between the number of seats filled versus the number of seats offered. Since our Efficiency Indicators are determined by the Fill Rate and Majors to FTE BOR Appointed Faculty (This number went up from 9 to 10.), which contributed to a "Progressing" status.

Effectiveness – Needs Attention

Persistence rates from Fall to Spring decreased in AY 2020-2021, dropping from 70% to 50%. After examining which students dropped after the Fall 2020 semester, some of these students struggled due to COVID and the challenges faced during the pandemic. This knowledge comes from personal discussions with those students. Some of the students found the online format to be difficult. Others struggled with supporting their families and decided to return to the workforce.

Unfortunately, this trend is seen throughout the system. Last semester, the Native Hawaiian Council Chairs from across the community colleges met with Vice President of Community Colleges, Erika Lacro, as well Interim Associate Vice President, Tammi Chun, in regards to the enrollment situation we are currently facing. The number of our Native Hawaiian students, the demographic that makes up the most of the Hawaiian Studies program majors, has dropped so significantly that the Native Hawaiian Council Chairs were brought into the discussion of how we can address these barriers to student success. This is a conversation that's still on-going, but for our own program at Kaua'i Community College, we can address this in several ways which will be discussed below..

One way is to model our program in a way that's similar to the Wai'ale'ale Program, where there are student mentors and program leaders who actively work on enrollment and retention. Student mentors and leaders regularly communicate with the faculty members to assess how the students are doing. Likewise, these mentors and leaders are also very helpful to instructors for intervening when a student is not doing well in class. This is one of the reasons that our program needs its own academic advisor, which is discussed in Section 4. Having an advisor for Hawaiian Studies majors would help in both retention and success rates.

Another beneficial approach is through having more hands-on activities at the lo'i. This is a place where students feel connected, and being able to work together in a cultural setting has always helped us form bonds with our students. Also, as discussed in the later sections of this report, a Hawaiian Studies Building that serves as a kīpuka (center) for students to gather would enhance the campus and create a student-friendly zone for gathering, tutoring, studying, and conducting workshops.

Though the number of program majors has slightly increased, the move to the online format because of COVID has affected our student retention. In the past, our student activities, whether through our active student clubs, our service learning projects, or our community engagement, have been a contributing factor in our overall retention. Students form strong bonds through these activities, and these bonds have helped to enhance the student experience. Students encourage, support, and mentor each other. Since COVID, this area is not as strong as it once was. Next semester, some of our courses will return to in-person, with others remaining in the online format. Through these two mediums, the Hawaiian Studies program is optimistic that these numbers will continue to increase and will re-evaluate whether this approach was successful.

3. Program Student Learning Outcomes or Unit/Service Outcomes

The Program Learning Outcomes for the Hawaiian Studies Program are as listed:

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 reading skills, research methods, and writing and speaking techniques.
4. Apply appropriate mathematical and logical concepts and methods to understand, analyze, and explain issues.
5. Synthesize aboriginal Hawaiian problem-solving skills and creative thinking strategies with other approaches then applying this learning to new and varied situations.
6. Identify, allocate, and utilize technological and natural resources effectively and responsibly.

To assess the Program Learning Outcomes (PSLOs), the Hawaiian Studies program conducted internal discussions to see if and how students were meeting the PLOs. As a result of this discussion, the program aligned the Course Learning Outcomes (CSLOs) to the PSLOs. We were able to use specific assignments and/or formative and summative assessments to capture data on whether students are meeting both the program and course learning outcomes, which proved successful. We will continue this method and also regularly evaluate both the program method of PSLO assessment as well as the success rates of the program majors.

In Fall 2020 and Spring 2021, the program assessed PSLO 1 [Describe aboriginal Hawaiian linguistic, cultural, historical, and political concepts.] through the program courses: HAW 101, HAW 102, and HWST 107. Both courses provided data that showed 100% met this learning outcome, which is attributed to the various ways that students are assessed (writing assignments, formal evaluations, research projects, and so on). This PSLO is assessed every semester and we will continue to use multiple approaches to assess students' success rates.

PSLO 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.] was assessed in Fall 2019. According to our data, 85% of the students we assessed successfully met this learning outcome. We will be reassessing this PSLO in Spring 2021.

The program assessed PSLO 3 [Engage, articulate, and analyze topics relevant to the aboriginal Hawaiian community using college-level reading skills, research methods, and writing and speaking techniques.] in Fall 2019. Like PSLO 1, 100% of students that were assessed successfully met the outcome. Though the Hawaiian Studies program formally assessed PSLO 3 in 2019, and will assess it again in Fall 2021, this is a program learning outcome that is evaluated frequently in the program classes.

Likewise, PSLO 5 [Synthesize aboriginal Hawaiian problem-solving skills and creative thinking strategies with other approaches then applying this learning to new and varied situations.] is regularly assessed through our program courses. Similar to the other program learning outcomes, the approach to this PSLO is to provide multiple ways to meet the benchmark and by aligning our CSLO assessments to the PSLO.

Our program has met difficulties with assessing both PLSO 4 [Apply appropriate mathematical and logical concepts and methods to understand, analyze, and explain issues.] and PLSO 6 [Identify, allocate, and utilize technological and natural resources effectively and responsibly.] They were written and agreed upon by the Hawaiian Studies Coordinators from the community colleges, but they are not relevant to Kaua'i Community College's Hawaiian Studies program. Because of this, our program does plan to discuss this with the other Hawaiian Studies Coordinators and remove them from our list of Program Learning Outcomes.

With the successful completion rates of PSLOs 1, 2, 3, and 5, the Hawaiian Studies program will continue its method of assessing the PSLOs. As the program evolves, we will continuously evaluate the PSLOs and determine whether they still meet the overall vision and goals of the program.

4. Action Plan

After reviewing our 2019-2020 Comprehensive Program Review, the program is pleased to report that we did meet some of our goals, but there are also goals that we still have to work on to accomplish. These goals and accomplishments are described in more detail at the end of this section.

Goal #1:

Increase the number of Hawaiian Studies majors. (Priority Goals 1, 17; Goals 2-4)

Action Plan: Our program faculty and staff will work with advisors, students, and the Wai'ale'ale/Kīpaipai Program mentors to market our program. These discussions are essential in order to determine students' needs and/or challenges when it comes to our program.

Our faculty and staff will also reach out to students personally as this has always been our most successful method of boosting enrollment. In the past, we would host a "Hawaiian Studies Pā'ina" at the beginning of each semester. This helped to answer any questions the students may have about the program. As we transition back to campus, we plan to start this tradition again.

As discussed in Section 2, the program instructors met with the academic advisor and determined that the program's limited course options, specifically in the sciences, were impacting students' access to Financial Aid and/or time to completion. Therefore, in order to

eliminate that barrier, we added additional science courses to our AA requirements and will assess whether this helped us to achieve Goal #1 in our next review.

Desired Outcome: 35 Hawaiian Studies majors.

Goal #2: Increase the number of Hawaiian Studies graduates. (Priority Goal 1)

Action Plan: Our program faculty and staff will work with advisors to determine the needs and challenges of our majors. We will periodically check in with advisors to see what courses are needed in order for students to graduate in a timely manner.

Desired Outcome: Increase student graduation rates to 5 students each year.

Goal #3: Increase the number of students enrolled in the second year HAW language classes. (Priority Goal 1; Goals 2-4)

Action Plan: Our program faculty and staff will continue to work with advisors and our first year language students to promote our language classes. In regards to the first year students, we will offer additional services (tutoring, summer meet-ups, etc.) to increase their success rates in the language courses. We are considering offering optional summer refreshers or bootcamps to prepare students for the second year and create a second year capstone activity to celebrate their completion. We have done similar, informal summer refreshers in the past, and will look at trying this in a more formal capacity, but still as an optional service for interested students. We will work with the high schools and charter schools to enroll students who have had language classes and enroll them directly into the second year language classes.

Desired Outcome: Students enrollment will increase in the second-year Hawaiian language courses (10-15 students).

Goal #4: Strengthen our distance learning classes. (Priority Goal 12)

Action Plan: The action plan for this goal was to offer at least one section of HWST 107 online every semester, as well as offering different courses in the online format to help fill the need for other programs. Due to COVID-19 and the necessary shift to the online format, the desired outcome for this goal has been met and we will continue to offer 1-2 courses per semester in the online format.

Goal #5: Design and construct a learning area at the lo'i. (Goals 10, 11, 15)

Action Plan: Design and complete the construction of a traditional hale structure and outdoor classroom at the lo'i to provide more opportunities for campus and community to

connect and to implement more sustainable practices. This goal also aligns with Hawai'i Papa O Ke Ao's Goal 1, Objective 1: Create a Native Hawaiian Place / Building.

Desired Outcome: By our next CPR, we will have gone through the consultation and completed our design for the lo'i. Construction will have commenced.

Goal #6: Design and construct a new Hawaiian Studies building. (Priority Goals 1, 16, 17; Goals 10, 11, 15)

Action Plan: Advocate for a new Hawaiian Studies building and actively seek out funding and grant opportunities that would support its design and construction. This goal also aligns with Hawai'i Papa O Ke Ao's Goal 1, Objective 1.

Desired Outcome: Consultation and design will be completed within the next three years.

In our last CPR, there was an ask for resources to support our program goals (see Section 5: Resource Implications). The resources we are asking for has not deviated from our last report because the program goals have remained the same.

In order to achieve **Goals 1, 2, and 3**, we are asking to reopen and restructure the position that was vacated when the program's Hawaiian Language instructor retired. The Hawaiian Studies program is now working with only two FTE positions and one APT position. This semester, we were put in a situation where we had to limit our number of course offerings. We would like to reopen this position and hire someone who will be able to offer both the Hawaiian language and literature courses. Without this position, it does affect how quickly our students may graduate because we won't be able to offer as many courses as in the past due to having one less FTE position.

We are also asking for one FTE position to hire an Academic Advisor for the Hawaiian Studies program. This request is to (1) help alleviate the load that our advisors currently face with having to work with both the Liberal Arts and Hawaiian Studies students, and (2) offer specific support for students interested in or already pursuing an A.A. in Hawaiian Studies. In order to boost enrollment in our program and to really focus on retaining our program majors, it is necessary to have an advisor specific to Hawaiian Studies.

In regard to **Goal 3**, we have seen more students enrolled in the second year Hawaiian Language classes. This may be partially due to our increase of HAW 101 and 102 sections during 2020-2021. The program would like to see the number of enrolled students increase in the coming semesters. It's difficult to say whether our move to the synchronous online format has helped to maintain our student population in the second year course, but the plan is to survey our students and see what their preferred method is and possibly offer both traditional in-person courses and synchronous online courses in the future. In our last CPR, there was a discussion on how the possibility of a summer "bootcamp" for the language courses may help to keep our enrollment up. This past summer, we organized a couple of

language Zoom meetings to practice. The students who participated, with the exception of one, did continue into the second year.

For **Goal 4**, this plan has seen progress since moving to the online format due to COVID. Some of these courses, such as HAW 101 and 102, were synchronous and offered via Zoom. The feedback from our students has been positive. Although most prefer the traditional face to face format, they have commented on the ways in which we have maintained the same dynamic in the online format. Our HWST 107 courses were offered in both asynchronous and synchronous formats, which gave students an option on how they wanted to take the class. We also offered other language courses, such as HAW 201 and HAW 221, via Zoom, as well as HIST 284K and REL 205 completely online.

This coming semester, we are trying something new by offering REL 205 as an 8-week asynchronous online course. The reason behind this decision is to see if students are more successful in this condensed format and to offer some variation to our courses. If this proves successful, then we will reexamine courses that may fit these different formats.

The plan for **Goal 5** did have a setback with COVID and our campus being closed. We are continuing to work towards this goal and have had discussions on how to move forward. Of all our requests from students, the number one ask I hear is whether they can return to the lo'i. We have always had a greater vision for our lo'i space, specifically an outdoor classroom environment where students may apply their skills in the area of Hawaiian cultivation practices. We also envision a place where people may gather for workshops and presentations, and as a place to bridge campus with community.

In the past, we have discussed how significant the lo'i space is to our campus. It is the only wetland lo'i that's on a UH community college campus. Kānewai lo'i at UH Mānoa is an excellent example of how these spaces can provide a hands-on, place-based area for learning. With this action plan, we could offer the same, but on a smaller scale.

In regard to **Goal 5**, on our 2018-2019 APRU, we discussed how our Hawaiian Studies building needed renovation. In this APRU, we are happy to report that the "hale" side of the building (opposite to the classroom) has been renovated and will soon be used as a study space for students. However, we are still asking for an additional building for the Hawaiian Studies program. With only one classroom, we have had to find other locations for our courses. We would also like to offer classes that provide hands-on learning opportunities, as well as a space for our hula classes to practice. One of the goals of the University of Hawai'i is to be a leader of indigenous education, and therefore it would make sense to make our Hawaiian Studies program more visible and to create spaces for indigenous learning practices.

One goal that's never been addressed in any of our past APRUs or CPRs is the possibility of our program becoming its own division. Currently, most of our courses fall under the Language, Arts, and Humanities (LAH) Division. However, we do have some courses that fall under the Science and Mathematics (SAM) Division. Our program is definitely diverse

and crosses over several disciplines. Additionally, like the campus divisions, we also have to report our annual data, we work across the disciplines on our course scheduling, we used to manage our own budget, and we are tasked with hiring and scheduling our lecturers. We are also tied to the community through our service learning projects and cultural initiatives.

With the University taking the charge of being a leading institution of indigenous education, the Hawaiian Studies programs across the system are essential to achieving that mission. Likewise, our HWST program coordinators are all in agreement that it makes sense for our programs to each be their own division. As of now, Honolulu Community College does recognize Hawaiian Studies as its own division and it has worked well for their campus.

The fact that we offer our own A.A. degree also sets us apart from many of the other programs. Our program is crucial to the community colleges across the system and we likewise play a significant role in the mission of Kaua'i Community College. Our program is fundamental to providing a Hawaiian Place of Learning on our campus and for bridging our campus to the Kaua'i community.

5. Resource Implications

I am NOT requesting additional resources for my program/unit.

Resource Requested: One FTE position for an Academic Advisor specific to Hawaiian Studies. (Program Goals 1, 2, and 3)

Cost and Vendor: Salary of an academic advisor.

Annual Recurring Cost: Salary and benefits for one FTE position in academic advising.

Useful Life of Resource: 30 Years

Person(s) Responsible and Collaborators: Hawaiian Studies Department, Academic Services

Timeline: We would like to hire someone as soon as possible.

Resource Requested: One FTE position for a Hawaiian Studies Faculty. (Program Goals 1, 2, and 3)

Cost and Vendor: Salary of an instructor.

Annual Recurring Cost: Salary and benefits for one FTE position.

Useful Life of Resource: 30 Years

Person(s) Responsible and Collaborators: Hawaiian Studies Program Coordinator

Timeline: We would like to hire someone as soon as possible.

Resource Requested: Funding to support retention in the second year Hawaiian Language classes in the form of a “bootcamp” (similar to the Math Bootcamp) and a capstone activity. (Program Goal 2)

Cost and Vendor: \$5,000.

Annual Recurring Cost: Yes (\$5,000. Per AY)

Useful Life of Resource: 10+ Years

Person(s) Responsible and Collaborators: Hawaiian Studies Program Coordinator and Hawaiian Language Instructor(s)

Timeline: Beginning Summer 2022

Resource Requested: Funding for materials and construction of an outdoor hale, materials for a taro processing area, and maintenance for the irrigation system at our lo'i. (Program Goal 5)

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. Some financing will be necessary for the taro processing equipment. The irrigation system will be dependent upon regular maintenance costs.

Useful Life of Resource: 10+ Years

Person(s) Responsible and Collaborators: Hawaiian Studies Program Coordinator

Timeline: Spring 2022

Resource Requested: Funding for consultation and construction of a new Hawaiian Studies building. (Program Goal 6)

Cost and Vendor: \$60 million

Annual Recurring Cost: Dependent upon concept design and utility costs.

2021 Kaua'i Community College ARPD
Program: Hawaiian Studies

Useful Life of Resource: 50 years

Person(s) Responsible and Collaborators: Hawaiian Studies Program Coordinator

Timeline: Completion of building by 2025.