

**ANNUAL**  
REPORT OF PROGRAM DATA

**2022**

UNIVERSITY of HAWAII  
**KAUA'I**  
COMMUNITY COLLEGE



Hawaiian Studies

## 1. Program or Unit Description

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### 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 recent high school graduates, returning students, students who plan to transfer to one of our 4-year campuses, Early College and Running Start students, 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

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The program's overall health has increased and is now rated as **Progressing**. We took the information from our last analysis and made several changes, which contributed to our overall health and will be discussed in this section.

### Demand – Healthy

Demand Indicators rose from our last report from 21 majors to 23 majors. Although this is a small number, it is a success for our program. We also saw a 72.5% increase in program majors enrolled in program classes. We also had a significant increase of non-majors taking our program classes because our classes fulfill the necessary requirements for graduation.

Our Hawaiian Studies program has been more active in the recruitment and retention of our students, both program and non-program majors, by offering more place-based opportunities, hands-on learning experiences, and a variety of course modalities. We have been actively promoting our program through different marketing strategies (e.g. social media, community outreach, speaking to students directly), and advising students who may be undeclared but interested in the program. For example, if a student has enrolled in several program-specific courses (i.e. Hawaiian language), sometimes it's just a matter of a few

more classes for them to obtain an AA degree or Academic Subject Certificate (ASC) in Hawaiian Studies.

We also recognize that many students are enrolling as part time students, so we have done our best to work towards meeting the scheduling needs of these students. To keep students on track, we created a part-time schedule for majors who were taking 2-3 courses per semester.

In order to offer a variety of modalities, the Hawaiian Studies faculty split the method of course offerings. We are offering traditional face-to-face courses, synchronous online courses via Zoom, asynchronous online courses, and two Early College classes in HAW 101 and 102. We also tried something new by offering 8-week asynchronous online courses. These courses saw a higher rate of enrollment, and there is now a demand for more courses in this shorter, online format. Although it's not for certain that the 8-week courses are a contributing factor, we did see a significant increase in students moving from part-time status to full-time status in 2021-2022. Some students have noted that it's easier for them to take shorter courses along with 1 or more 16-week courses, so perhaps they were able to take more courses that semester to reach full-time status.

However, because we are splitting our courses among two full time faculty, we have decreased the number of courses offered. This also means that sections of historically higher-enrolled courses have been cut in half. For example, in the 2020-2021 year, we were able to offer two first-year Hawaiian language courses, both of which tend to be higher enrolled. For this academic year, we could only offer one first year Hawaiian language course.

The increase to 23 majors does fall short of our goal of 30 program majors. Last year, we were informed that students were advised to enroll in the Liberal Arts program instead of the Hawaiian Studies program due to the limited number of course options available to complete their HWST degree. To address this concern, we expanded the number of course options to achieve an AA in Hawaiian Studies. This just went into effect, so hopefully we will see an increase in our majors. We also believe that our program needs a counselor specific to Hawaiian Studies who will help us in supporting the program and enrolling more majors.

As discussed in the first paragraph, we have also been active in recruiting more students to join the program and promoting student engagement. Although the majority of our students are enrolling in online courses, they are asking for more opportunities to meet face-to-face in a less formal capacity. Through service learning projects and hands-on, place-based opportunities, our students are more likely to continue with or enroll in our program.

### **Efficiency – Progressing**

We continue to classify as “Progressing” in our Efficiency rates. We were able to maintain our Progressing Efficiency status partly because we raised the benchmark of Majors to FTE BOR Appointed Faculty from 10 to 11. Our program did see a decrease in our Fill Rate from

72.1% to 60.3% (16.4% decrease), which is an unfortunate side effect of our UH campuses offering more online courses. This has allowed our students to “shop around” and take classes from other campuses to fit their schedule. Because we are working with only two full time faculty and two lecturers, we are not able to offer all the courses our students may need to graduate.

In addition, our program had to offer courses that have been historically lower enrolled, but are needed to graduate with an Associates in Arts degree in Hawaiian Studies. The fill rates for these program-specific courses does affect our overall efficiency numbers.

It is also important to acknowledge that we have a higher job market on our island. The trend has always been that, when there are jobs available, we lose students. Since students are now wanting to work full time and enroll in just one or two classes per semester (many of which are online classes), we are losing students to other campuses with more online course offerings. Having said that, our faculty also feel that we do not want to simply offer completely asynchronous online classes; Hawaiian Studies has always been a program where hands-on and place-based experiences are what makes our program an enriching one.

As discussed throughout this section, it has been a struggle to compete against other campuses to fill our courses. Because students are opting to take courses that are asynchronous, it has definitely affected our program courses. All of our program courses, with the exception of two sections of HWST 107, were offered either F2F or synchronous via Zoom. While the numbers certainly show that this has worked against us, our program really strives for quality over quantity. Some courses just do not work in an online format. The Hawaiian language courses are a good example of this. We have had several students take Hawaiian language courses from other campuses that are offering them in the asynchronous online format. The feedback we have received is that the students are unprepared for the intermediate level courses. We are not sure how to solve this issue since it's outside our control, but this is one area where we don't want to make any changes in how we offer these courses. The one thing we can do is strongly encourage our students to take these courses on our campus and work with them and our counselors on how to best schedule the courses.

### **Effectiveness – Progressing**

Our program saw an increase in persistence rates from Fall to Spring by 23% (50% in the 2020-2021 AY to 73% in this reporting period). We can attribute this to several factors, most notably being our personal interactions with our students. Since we have persisted in offering courses where students are meeting with us either face-to-face or via Zoom, we are able to work with students who are struggling and/or need more encouragement. We could see immediately which students needed additional help and/or resources; this is often a struggle in an online setting.

Another thing we were able to do was offer more excursions and place-based opportunities. Because the COVID restrictions were lifted, it allowed us more flexibility and face-to-face interaction with our students. These greatly helped in our retention rates because students

were able to speak with us on a more personal level, and connect with their fellow classmates. These opportunities greatly contribute to our student retention because it's harder to get "lost in the crowd" when you feel a sense of belonging and of kuleana, or responsibility, to keep moving forward. Students want to be seen, meaning that a student is more likely to continue in our program if they feel they are a part of the 'ohana, or family. In the Hawaiian language courses, for example, the students met outside of class and created their own study groups that met over the summer. This helped our persistence rates tremendously. In the voyaging class, some of our students continued to help with the wa'a, or canoe, over the summer. The students have expressed what a great opportunity that was for them because they felt like they were part of the campus community.

Although it doesn't affect our Progressing status, it must be noted that there were more withdrawals this reporting period; it would be unsurprising if these were students in the asynchronous online courses. Personal discussions with these students have informed us that they often struggle to stay on track because online courses are self-motivated. Because of this, the program will implement some new strategies to hopefully keep students from withdrawing.

We saw a 200% increase in degrees and certificates awarded in 2021-2022 (4 degrees in 2020-2021 to 12 degrees in 2021-2022). Working with the counselors helped our students stay on track. Early on, we reached out to the counselors to find out what courses students needed in order to graduate, and we did our best to accommodate these students. We also checked with the counselors to find out which of our students were close to graduating and reached out to those students.

Another thing we did was make accommodations for students who had to take classes from other campuses. If that campus's course met our program's learning objectives, then students could use that class towards their degree. Since we expanded the course options necessary for an AA degree in Hawaiian Studies from our campus, we are hopeful that this upwards trend will continue.

[\[ARPD Data for Kaua'i Community College's Hawaiian Studies Program\]](#)

### **3. Program Student Learning Outcomes or Unit/Service Outcomes**

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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.

The Hawaiian Studies program assessed all three of its Program Student Learning Outcomes (PSLOs) during this annual review period. During our last annual review period, the faculty met to align specific Course Student Learning Outcomes (CSLOs) to the PSLOs and the methods used to assess these learning outcomes. We used a spreadsheet to track the data and conducted discussions between the Hawaiian Studies faculty to determine whether students were meeting the benchmarks. We also worked with the previous and current assessment coordinators to create a plan to best track and compile this information.

In Fall 2021 and Spring 2022, we assessed PSLO #1 [Describe aboriginal Hawaiian linguistic, cultural, historical, and political concepts.] in three of our program courses: HWST 107 (assessed both semesters), HAW 102, and HAW 202 (both assessed in the Spring). We used specific assignments to determine whether students were meeting these benchmarks. For this PSLO, we are pleased to report that 86% of our students are meeting the benchmark. As discussed in our last report, we can contribute this high number by providing multiple approaches to reaching the benchmarks. In all courses, there are both formative and summative assessments, and various assignments that specifically address both the PSLOs and CSLOs.

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 both Fall and Spring in HWST 107. Overall the benchmark was met with 81%. In this section there was a bit of a struggle in the online Fall 2021 course. Although there are two ways in which students are assessed (a response paper and an individual project), the students did not meet the benchmark with the individual project because they simply did not complete the project.

This specific course section did not change from the previous semesters where students were meeting the benchmark; the only difference was that more students were not completing the assignments than previous semesters. Because of this, there was more follow up in the next

semester if students were falling behind. In that semester (Spring 2022), 88% of the students met the benchmark for the online course. These numbers tell us that there needs to be a point in the semester where we are more vigilant about reaching out to all students (and not just those falling behind) to keep them on course.

Our 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 both HWST 107 and HAW 202. For HWST 107, the PSLO was assessed in both the Fall and Spring; HAW 202 was assessed in the Spring. This benchmark was met at 87%. For the HWST 107 courses, students were assessed in various ways. In the online course, students were assessed with a group project; this held them accountable to their team members and their instructor. For the face-to-face course, we used a summative assessment. There were also multiple methods to reach the benchmark in HAW 202, which included writing assignments, exams, and in-class observations.

Due to the successful completion rates of our Program Learning Outcomes, we will continue our methods of instruction and assessments, but will also look at other ways to improve our numbers for our next review cycle.

## 4. Action Plan

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### **Goal #1:**

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

Results From Last APRU: We were able to increase the number of program majors. However, our goal of 30 Hawaiian Studies majors did fall short. This can be attributed to several factors, most of which were discussed in section 1. We aren't able to offer as many classes as before due to courses being spread among only two FTE positions. We also are losing students to other campuses who are offering a variety of course options, many of which can be taken online. We additionally saw a decrease of program majors because they were leaving college altogether to pursue the workforce or because of other personal issues.

Action Plan: Our program faculty and staff will continue work with counselors, students, and the Wai'ale'ale/Kīpaipai Program mentors to market our program. We will also work on providing multiple approaches to the program courses (face to face, via Zoom, asynchronous online) and keep our students' schedule needs in mind.

We will continue to reach out to students personally as this has always been our most successful method of boosting enrollment, and will continue to provide more hands-on, place-based learning opportunities. In addition, because we did lose students to outside

influences, we will work with students early on to identify factors that may hinder their continued enrollment.

We will also need another Full Time faculty position so that we may offer more program classes to keep students interested, engaged, and on track to graduation. In addition, a counselor specific to Hawaiian Studies would greatly contribute to increasing our students in the program. It's imperative that we have a counselor who advocates for our program and works closely with our students. For example, working with the Wai'ale'ale Program has helped increase our number of majors and helped when we run into issues with students. Because the Wai'ale'ale Program works closely with us, they know what classes their students will succeed in and encourage them to enroll in those classes. Whenever we run into situations where students are not attending classes or not turning in work, we are able to contact the Wai'ale'ale Program mentors and quickly follow up with the student in question.

It was also discussed in our last APRU that we would like to follow the model of Honolulu Community College to become our own Division. Honolulu CC is the only CC campus that is currently considered "Healthy" according to the ARPD information. We believe that much of that is due to them having more autonomy in their program, which includes HWST-specific counselors, Native Hawaiian program services, and grant programs to better support their students. If we truly want to live up to the reputation of being an indigenous serving institution, we should support the expansion of our programs throughout the community colleges.

Desired Outcome: 30 Hawaiian Studies majors.

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

Results From Last APRU: We exceed our goal of increasing graduation rates. In our last APRU, our goal was to increase our rates to 5 students each year. According to our ARPD, we increased our graduation rate from 4 students to 12. We actively worked with our counselors this review cycle to ensure that our students were on track to graduation. We also personally spoke to students to see what courses were needed to graduate.

One example of this is that we spoke with several students who were close to graduation that we identified as Hawaiian Studies majors, only to find out that they were 2-3 classes short of meeting the program requirements. (They had taken courses at other campuses that we did not offer at Kaua'i CC.) We worked with these students and their counselors to see if the courses they took outside our program requirements would satisfy our degree program. As a result, we were able to waive these courses and allow students to graduate with an AA in Hawaiian Studies.

Action Plan: As stated in our last APRU, our program faculty and staff will work with counselors to determine the needs and challenges of our majors. Prior to scheduling our courses, we will check in with counselors to see what courses are needed for graduation. We will also work with our students to ensure that they are on track to graduate.



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)**

Results From Last APRU: Our enrollment in the second year HAW language classes remained steady. We did keep up our enrollment in Spring 2022 with 12 students. In the last review period, we offered more HAW 101 and HAW 102 sections than previous year, with only one second year language course. This resulted in a somewhat larger HAW 201 and HAW 202 enrollment because the first year courses funneled into those classes. It's important to state here that we do anticipate a decrease in enrollment in the next review period. We have less sections of HAW 101 and HAW 102 being offered due to one of our faculty members retiring. We also have students enrolling in other campuses because they want asynchronous online classes; as mentioned above, this is one area that we are focused more on quality than quantity.

One area where we haven't yet "closed the loop" is that we had a plan in place to offer summer refresher courses or bootcamps to prepare students for their second year. Instead, we're aiming to implement an immersive experience in the Spring semester for students in both the first and second year language courses.

Action Plan: We will continue to work with counselors, the Wai'ale'ale and Kīpaepae programs, and with the students themselves to promote and maintain enrollment in our second language classes. We are offering tutoring and more in-person experiences to keep students engaged in the classes. We will also continue to work with the high schools, especially those offering first year language courses, to hopefully have students continue in our second year courses. We will also need another FTE position so that we may offer more first year Hawaiian language courses to funnel into our second year language courses. We will also work towards implementing immersive experiences and summer refresher courses.

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)**

Results From Last APRU: The plan to strengthen our distance learning classes has exceeded our goal. We paid attention to the requests of the students in terms of preferred modalities, but we also tried something different in Spring 2022. Although a survey indicated that 8-week courses were the least preferred method of course modality, we knew from speaking with our students and knowing their capabilities and level of interest that an 8-week course would work in our program. We offered REL 205 (Understanding Hawaiian Religion) as an 8-week, asynchronous online course. The course filled quickly and students expressed that they enjoyed this shortened model in the online setting. As a result, more requests came in to offer additional 8-week online courses. We will continue to try this model with different courses and see which will work best in this new modality.

Action Plan: The action plan for this goal is to continue to offer at least one asynchronous online HWST 107 course per academic year, and also offer one 8-week course per academic year.

Desired Outcome: Students will successfully complete the online courses and meet the learning outcomes for the program.

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

Results From Last APRU: We are still working on closing the loop for this goal.

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)**

Results From Last APRU: While we are still working on achieving this goal, we are pleased to report that the "hale" section of the Hawaiian Studies building (the side where the offices are located) has been renovated through our Title III funds. We now have a place where students may gather to study, attend online classes, eat, and get tutoring.

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.

## 5. Resource Implications

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Detail any resource requests, including reallocation of existing resources (physical, human, financial). \*Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

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

**Resource Requested: One FTE position for an Academic Advisor/Counselor 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: Summer 2023

**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: Fall 2023

**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.

Useful Life of Resource: 50 years

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

Timeline: Completion of building by 2025.

## **6. Optional: Edits to Occupation List for Instructional Programs**

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Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

**I am requesting changes to the SOC codes/occupations listed for my program/unit.**