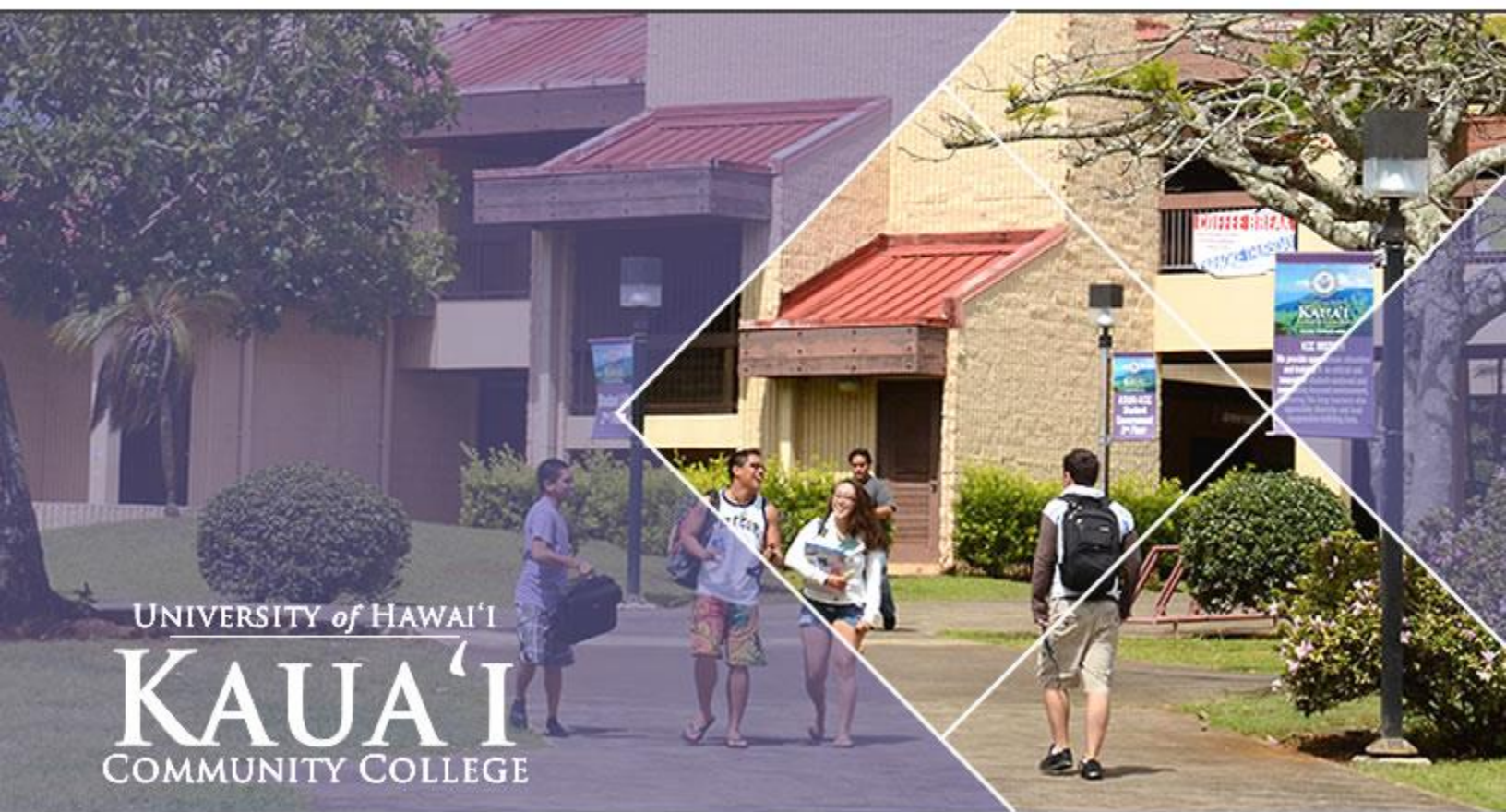


**ANNUAL**  
REPORT OF PROGRAM DATA  
**2023**



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



# 2023 Annual Report of Program Data

## Hawaiian Studies

### 1. Program or Unit Mission

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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.

How the program supports the mission of the college:

This program supports our college mission by serving as a kahua for our students, laying a cultural foundation for those who want to serve Hawai'i. As part of our kuleana to our students and our community, we continuously strive to be the bridge that connects our students to other communities and we provide opportunities for more place-based learning.

### 2. 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.

We assessed all three PSLOs for this academic year and are happy to report that we are meeting the benchmarks for our program.

**PSLO #1:** We did not make drastic changes to this learning outcome because 86% of our students were meeting the benchmark.

**Results from 2022-2023:** We slightly decreased the percentage of students who are meeting the benchmark to 82%. We assessed this PSLO in HWST 107 (Spring), HWST 270 (Fall), and HAW 202 (Spring). A contributing factor to this lower percentage is due to having a number of students, especially in HWST 107, who did not complete the

assignments for assessment. This section of HWST 107, for example, had a group of Early College students who did not meet the benchmarks.

**PSLO #2:** In our last report, 81% of students were meeting the benchmarks. Our largest concern was with the online students who struggled to stay on task. Our action plan from the last APRU was to be more vigilant in our communication, especially in the online courses.

**Results from 2022-2023:** We are meeting the benchmark at 79%. The HWST 107 online course is where we saw a lower percentage of students meeting the benchmarks, which means that there needs to be more early on communication with the instructors and the students. This course may also be a little difficult for first time Early College students who had not taken an online course before.

**PSLO #3:** For 2021-2022 year, we were meeting this benchmark at 87%. We did not make major changes to how we approached and assessed this learning outcome.

**Results from 2022-2023:** We met this PSLO at 85% and will continue to have multiple methods of ensuring that students are meeting this benchmark.

**Action Plan for Program PSLOs:** We will continue to offer multiple approaches to our learning outcomes, whether it be through group projects and team assignments, discussions, summative assessments, and so on. More communication, and early on, will be key. We also need to look at how students are accessing resources and utilizing them. Another important change is to reassess whether and how our CSLOs are tying in to our PSLOs.

### **3. Analysis of the Program/Unit**

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Since our last Comprehensive Program Review (CPR), the program was steadily improving, but this year saw a decrease in our quantitative indicators. In our CPR, our goal was to recruit more students by engaging them with community activities and field trips, and to continue to host events on campus. We have seen that this is where we are strongest and has proved to be the best method to increase our enrollment. Although our program was improving in our analysis, there were factors that contributed to the decline in this reporting year.

**Demand:** Our action plan in the last report was to be more active in the recruitment and retention of our students (both program and non-program majors) and offering more place-based opportunities, hands-on learning experiences, and a variety of course modalities. Although the program followed through with the plan, we did not see significant increases in our Demand indicators. However, we are at the same level as we were in our last report (23 majors). We gained three new majors and had three students graduate. In discussing this downward trend with other Hawaiian Studies and Hawaiian Language faculty from other campuses, this has been an issue for the other Hawaiian Studies programs across the system.

**Efficiency:** Our Efficiency level likewise decreased from 60.3% to 57.3% fill rate, though our fill rate remained the same at 14 students. We did remain at the same level of Majors to FTE BOR Appointed Faculty at 11. In our last annual report, our program acknowledged

that students were “shopping around” and finding classes that fit their schedule. Because of this, we increased our offerings of online courses, attempting to offer at least 1-2 online courses per semester. Our program offered one 8-week course (REL 205) which proved to be successful in both enrollments and retention, so we have added additional courses that follow the 8-week format. We also have adjusted our class time to accommodate students’ schedules.

**Effectiveness:** Our program had a decrease in persistence rates and how many students achieved degrees/certificates (73% last year to 54% this year). In our last report, we discussed how important it was to continue the face to face interactions with our students. Our program still believes that this is the best way to keep our rate of persistence up from Fall to Spring, as well as to identify who is close to completion.

We have noticed that students are experiencing more stress and anxiety than before, and are failing to complete their courses. Referring them to our college’s resources (i.e. Hale Mālama) has been one way to support our students, but we still face challenges. Another factor was that our program’s advisor retired in 2022, so we went through a brief period where advisors had to take responsibility for a large number of students.

Recruitment and retainment will continue to be a major focus for the next year. A best method for recruiting new majors has always been to speak to the students directly. We have non-declared students who have taken most of our program courses. These students already have an interest in the program, but perhaps have not taken the necessary steps to declare a major. We will continue to recruit new students through community engagement and marketing. By having an active and positive presence in the community, we can work towards bringing in students who are interested in Hawaiian culture and language. We will also continue to offer more place-based and hands-on learning opportunities.

We employed a new strategy this semester in terms of our scheduling. The two FTE faculty looked at what courses tended to be lower enrolled and “sandwiched” them between two higher enrolled courses so students will have an easier schedule. We are also in talks with other general education faculty about employing this same approach across disciplines.

Finally, we will continue to communicate with our students, the advisors, and the resources on our campus. Developing and sustaining these relationships will be helpful in improving our data for the next reporting period.

Link to ARPD: <https://uhcc.hawaii.edu/varpd/index.php?y=2023&c=KAU&t=GPP&p=2889>

## 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 did not meet our goal of 30 majors, but we have retained the same number of Hawaiian Studies majors from the previous year.

**Contributing Factors:** Similar to last year, we aren't able to offer as many classes as before due to courses being spread among only two FTE positions. Students are also looking at other campuses to take courses. We have also seen students who are dropping out due to a variety of reasons, mostly due to the high cost of living or family/personal issues.

**Action Plan:** We plan to continue to meet with our counselors, students, and the Wai'ale'ale/Kīpaipai Program mentors. We have regular discussions with our current advisor and the Wai'ale'ale advisor to see what classes are needed and when. We will work with community based organizations as another way of marketing our program. We will continue to build our Hawaiian Club presence, and provide on-campus activities for students to keep them on campus and engaged with other students. We also need another Full Time faculty member, especially for Hawaiian Language and the program classes.

We have also requested that we be able to follow the model of Honolulu Community College (HCC) and become our own Division. Classes no longer fall solely under the Language, Arts, and Humanities division. We have to fulfill a role similar to a Division, including serving in various capacities and committees, conducting a program review, managing a budget, and so on. We feel that having our own Division will provide the opportunity to boost our student enrollment and help to fulfill our campus mission to be an indigenous-serving institution. If we want to include Hawaiian cultural concepts throughout the campus, it would not make sense to be housed under one division. HCC has been successful in prioritizing their students' needs and providing more opportunities for culture- and community-based learning by having student support housed in their Division, as well as being in charge of their Title III grants.

**Desired Outcome:** 30 Hawaiian Studies majors.

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

**Results From Last APRU:** We did not meet our goal of increasing our graduates.

**Contributing Factors:** We continued to follow through with last year's action plan and worked closely with our counselors to identify who was close to graduating. However, we did lose our program's academic advisor, who retired at the end of 2022. Because of this transition, the remaining counselors had to cover an extensive amount of students.

**Action Plan:** We now have an interim academic advisor to help identify how close students are to completion. We will also follow up with students regularly to see what classes they need to graduate. Sometimes students do not realize that they are just one or two classes away from graduating and this is an area where we can help. We will also work on our retention rates and provide more resources (tutoring, food, opening the Kauhale space) for students.

**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 dropped significantly.

Contributing Factors: We did anticipate this drop in enrollment. Because there are usually two offerings of first year Hawaiian Language, we were able to keep up enrollment into the one section of second year. Due to having one FTE position, we are only able to offer one section of first year language. Another factor was that some of the HAW 102 students were coming from a different campus. (They took HAW 101 asynchronously online.) These students were unprepared for the rigor of a synchronous course (via Zoom) and struggled to keep up with their peers.

Action Plan: We need another FTE position to help offer more courses. We will keep up enrollment with our summer boot camps and promote our tutoring services. We are returning to face to face classes, which we hope will help in student retention.

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: We have continued to progress and improve in this area. In Fall 2023, we offered one of our required courses (HWST 270) as an 8-week online asynchronous course. This proved to be a successful method of action for a course that tended to be under-enrolled. We also offered ANTH 220 as a Hybrid. The course was taught primarily as an asynchronous online course, but with two required field trips. This course also had a high enrollment and success rate.

Action Plan: We plan to continue to offer our courses through different modalities. We will continue to offer one 8-week course, but instead of doing it just once per academic year, we plan to offer one per semester.

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. We have had more requests to use the lo'i space for experiential learning and to fulfill our mission of being an indigenous serving institution.

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: We are still working on achieving this goal.

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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**Resource Requested: One FTE position for an Academic Advisor/Counselor specific to Hawaiian Studies.** – *We understand that this is in process.*

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.**

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.**

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 2024

**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.**

Cost and Vendor: \$150,000.

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 2024

**Resource Requested: Funding for consultation and construction of a new Hawaiian Studies building.**

Cost and Vendor: \$80 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 2026.