



2020  
COMPREHENSIVE PROGRAM REVIEW

# Hawaiian Studies



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

# Kaua`i Community College

## Five Year Comprehensive Program Review (CPR)

**Program Name:** Hawaiian Studies

**Assessment Period:** 2015-2020

### **Program or Unit Mission Statement:**

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.

### **College Mission Statement:**

Ke kū nei ke Kulanui Kaiāulu ma Kaua`i ma ke `ano he kahua e ho`oulu, ho`ā, a ho`oikaika `ia ai ka `ike a me ka na`auao o nā kānaka a`o aku a a`o mai no ka ho`owaiwai `ana i ke kaiāulu a me ka honua.

Kaua`i Community College is a kahua that inspires, engages, and empowers learners and educators to enrich our community and our world.

## Part I. Executive Summary of Program Status

I would like to preface this by stating that, unfortunately, our last CPR recommendations were not available. The links to the website were not working and the previous writer of the CPR did not have that document available.

The Hawaiian Studies program has continued to grow and flourish, upholding both the missions of Kaua`i Community College and of the University of Hawai`i system. Our contribution to ensuring that we are an indigenous-serving institution is evident in the cultural work we do and the community partnerships we have established. Through our program, our students are provided with numerous opportunities to expand their knowledge in Hawaiian culture and to contribute to and learn from their Kaua`i community. Through our program, students are able to earn their Associate in Arts (A.A.) Degree in Hawaiian Studies, as well as certifications in Hawaiian Botany, Voyaging, and Mālama `Āina (Sustainability). While not all of our students complete their degree while at Kaua`i CC, we do help to prepare them for transfer to one of our four-year institutions and/or enter in the workforce.

Our action plans in the previous Comprehensive Program Review (CPR) requested a new Hawaiian Studies building to offer more classes, space for hands-on learning and similar

activities, an open for our hula courses, and more classroom space for other classes. We also envisioned a “hale” or building that would uphold the institution’s mission of being an indigenous-serving institution. As of now, we are housed out of site at the back of campus in a building that is slowly deteriorating.

Luckily, another of our asks was to rehabilitate the current Hawaiian Studies building. Last semester, that request was granted. Through the support of Title III, we are making renovations to the existing building to make it more student-friendly; we will have an area for students to study and to gather as ‘ohana.

The 2015 CPR requested a “hale” structure at the lo‘i, as well as additional storage space. A huge reason for this ask was to offer more classes and experiences at the lo‘i for both our students and for the community. Since COVID-19, this has proved difficult because we aren’t able to provide these opportunities. However, it is still a major goal to convert the lo‘i area to an outdoor classroom and processing area (a place to clean and process our food harvest). Prior to COVID-19, our program was working with other instructors in the Experiential Learning Committee to provide interdisciplinary experiences in a place-based, hands-on environment. These experiences have been successful in bringing together students and instructors from different areas on campus, but we definitely see a need for a place where students can sit, learn, write, and reflect.

Finally, another goal stated in our last CPR was to grow our Hawaiian Studies program. While there have been challenges in this area (described below), we have been able to expand our offerings in both distance learning and in Early College.

In 2015, our program was rated as Cautionary. In looking at the data, one of the main issues was that we were rated as “Unhealthy” in the percentage of change majors into Hawaiian Studies. Initially, when we first offered the A.A. in Hawaiian Studies, we did see a spike in our enrollment. Students who were close to finishing their Liberal Arts degree switched to Hawaiian Studies, and previous students who had earned the Academic Subject Certificate returned to earn a higher degree. However, while the number of enrolled students in our courses remained fairly steady, there has been a slight decline in the number of majors in the program. This is consistent with the enrollment of Liberal Arts majors.

We have expanded our offerings of online courses to meet the needs of our students. Since our last CPR, we have offered HIST 284K (History of Kaua‘i), REL 205 (Understanding Hawaiian Religion), and HWST 107 (Hawai‘i, Center of the Pacific) as distance courses. (It is important to note here that both HIST 284K and REL 205 are technically housed under Liberal Arts and *not* Hawaiian Studies, even though they are both taught by our HWST faculty.) Our HWST 107 course was also approved for the 5-week A.A. online cohort, which is a program offered by Leeward Community College. Although this means that there are seats reserved specific to the cohort students (17 seats), the remaining seats are open for other students who want to enroll (12 seats). These 5-week classes fill rapidly and we have seen a 92% spike in student enrollment in all HWST 107 courses. By offering it online and face to face, we are providing multiple ways of student access to the course. We are also supporting other campuses

through this initiative. The surge in enrollment, specifically in the online courses, shows the growing need for these type of online classes, especially in this new COVID-19 environment.

We have also worked with the other programs at Kaua‘i CC to offer courses at various times throughout the day so that students have more choices and flexibility in their schedules. Between the two Hawaiian Studies faculty (and our one Liberal Arts faculty who teaches HWST and HAW courses), we are able to schedule our classes at various times throughout the day. Additionally, we are offering more courses in the later afternoon and evenings, which has been beneficial for students who have full-time jobs and/or families to take care of.

Working with the program coordinator for English, we decided to stagger our Writing Intensive courses that focus on the Hawai‘i and the greater Pacific so that we were not offering similar courses at the same time. This has helped both our program and the English department to provide more WI offerings. Our students likewise benefit from learning from different instructors across the disciplines.

Though this is not based off a recommendation from our last CPR, it’s important to note that we have strengthened our community partnerships and expanded our place-based experiences for our students. I believe that this has contributed to our program’s overall health.

We have worked closely with Mālama Hulē‘ia, for example, to incorporate more service learning into our classes and provide methods to promote our system’s sustainability goals. By working at Mālama Hulē‘ia’s fishpond (HWST 107, HAW 101-202) and learning about fishpond mechanics, students are gaining STEM knowledge through a Hawaiian cultural lens. Students have also participated in service learning projects with Waipā Foundation, Mālama Māhā‘ulepū, and the National Tropical Botanical Garden. With regards to the Hawaiian value of “kōkua aku, kōkua mai,” or the reciprocal relationship of helping one another, we also worked with the other disciplines to provide learning opportunities at our Hawaiian Studies lo‘i (discussed above).

Through all these experiences, we believe that our Hawaiian Studies program is upholding the college’s mission to “inspire, engage, and empower” our students and educators and contributing to the “enrichment of our community and our world.”

**Part II. Program Description (UHCCP 5.202)**

<b>Number of Faculty and Staff</b>	Faculty (FT): 2
	Faculty (Lecturers): 2
	Staff: 1
<b>Date Website Last Reviewed/Updated</b>	2017

<p><b>Brief History of Program</b></p>	<p>The Hawaiian Studies Program at Kaua‘i Community College first blossomed under the direction of the late ‘Īlei Beniamina and then grew to offer an Academic Subject Certificate. This program was initially housed under the Liberal Arts Program (in the division of Language, Arts and Humanities). In 2014, we began offering an A.A. in Hawaiian Studies, which received permanent status in 2017.</p>
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**For Instructional Programs ONLY**

<p><b>Graduate Occupation or Transfer Options</b></p>	<p>Hawaiian Studies graduates are able to transfer to almost all programs offered in the UH 4-year campuses. Specific programs could include:                  B.A. in Hawaiian Studies, Kamakakūokalani (UH Mānoa)                  B.A. in Hawaiian Language, Kawaihuelani (UH Mānoa)                  B.A. in Hawaiian Studies, Ka Haka ‘Ula o Ke‘elikōkālani (UH Hilo)                  UHWO</p>				
<p><b>Special Admission Requirements</b></p>	<p>None</p>				
<p><b>Credentials Offered</b></p>	<p>Certificates in:                  Hawaiian Botany                  Academic Subject Certificates in:                  Hawaiian Studies                  Voyaging                  Mālama ‘Āina                  A.A. in Hawaiian Studies</p>				
<p><b>Current Program Articulation Agreements (Institution and Expiration Date)</b></p>	<table border="1"> <tr> <td data-bbox="716 1503 1430 1646"> <p>Institution: Our A.A. in Hawaiian Studies meets the general requirements for transfer to any of the 4-year institutions in the UH system.</p> </td> </tr> <tr> <td data-bbox="716 1646 1430 1705"> <p>Expiration Date: N/A</p> </td> </tr> <tr> <td data-bbox="716 1705 1430 1764"> <p>Institution:</p> </td> </tr> <tr> <td data-bbox="716 1764 1430 1829"> <p>Expiration Date:</p> </td> </tr> </table>	<p>Institution: Our A.A. in Hawaiian Studies meets the general requirements for transfer to any of the 4-year institutions in the UH system.</p>	<p>Expiration Date: N/A</p>	<p>Institution:</p>	<p>Expiration Date:</p>
<p>Institution: Our A.A. in Hawaiian Studies meets the general requirements for transfer to any of the 4-year institutions in the UH system.</p>					
<p>Expiration Date: N/A</p>					
<p>Institution:</p>					
<p>Expiration Date:</p>					

<b>Distance Education Courses Offered</b>	HWST 107 - Hawai‘i, Center of the Pacific HIST 284K - History of Kaua‘i REL 205 - Understanding Hawaiian Religion
<b>Early College Courses offered (total number of sections/high school)</b>	Course Alpha and Number – # sections – High School HAW 101 - 1 section - Kanuikapono Public Charter School HAW 101 - 1- section - Kapa‘a High School
<b>Distance Education Programs offered</b>	N/A
<b>Current Advisory Board Members/Employer and last meeting date</b>	Member Name: N/A
	Employer: N/A
	Last Meeting Date: N/A
<b>Employer Internships</b>	N/A

**For Non-Instructional Programs ONLY**

<b>Community Partnerships, Advisory Committees, etc.</b>	Mālama Hulē‘ia, Waipā Foundation, Kaua‘i Historical Society, Kōke‘e Hui o Laka, Mālama Māhā‘ulepū, National Tropical Botanical Garden, Polynesian Voyaging Society, Protect Kaho‘olawe ‘Ohana, Hawaiian Agencies Organization, Nāpali Coast ‘Ohana
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**Part III. Analysis of Quantitative Indicators**

**The Overall Program Health is** Cautionary.

Describe and discuss demand, efficiency, effectiveness, and overall health categories. For example, what trends have emerged over the past five years? What factors (internal or external) may have contributed to the program or unit health categories? For Career and Technical Education (CTE) programs, provide a discussion on any unmet Perkins Core Indicator that includes contributing factors (UHCCP 5.202).

Based on this analysis, what are the program’s strengths and areas to improve regarding demand, efficiency, and effectiveness (UHCCP 5.202)?

Demand Indicators		2016-17	2017-18	2018-19	2019-20	Demand Health
1	Number of Majors	30	25	23	20	Unhealthy
1a	Number of Majors Native Hawaiian	20	18	15	11	
1b	Fall Full-Time	27%	27%	8%	24%	
1c	Fall Part-Time	73%	73%	92%	76%	
1d	Fall Part-Time who are Full-Time in System	12%	4%	4%	0%	
1e	Spring Full-Time	38%	13%	5%	17%	
1f	Spring Part-Time	62%	87%	95%	83%	
1g	Spring Part-Time who are Full-Time in System	0%	0%	16%	0%	
*2	Percent Change Majors from Prior Year	-2%	-17%	-8%	-13%	
3	SSH Program Majors in Program Classes	81	105	83	52	
4	SSH Non-Majors in Program Classes	315	288	302	560	
5	SSH in All Program Classes	396	393	385	612	
6	FTE Enrollment in Program Classes	13	13	13	20	
7	Total Number of Classes Taught	7	7	7	9	

Efficiency Indicators		2016-17	2017-18	2018-19	2019-20	Efficiency Health
8	Average Class Size	17	17	16	21	Healthy
*9	Fill Rate	70.6%	72.1%	66.1%	86.8%	
10	FTE BOR Appointed Faculty	1.5	1.5	2	2	
*11	Majors to FTE BOR Appointed Faculty	19	16	11	9	
12	Majors to Analytic FTE Faculty	29	24	22	19	
12a	Analytic FTE Faculty	1	1	1	1	

13	Overall Program Budget Allocation	US\$213,742	US\$214,296	US\$0	US\$223,183
13a	General Funded Budget Allocation	US\$208,238	US\$191,690	US\$0	US\$223,183
13b	Special/Federal Budget Allocation	US\$0	US\$0	US\$0	0
13c	Tuition and Fees	US\$5,504	US\$22,606	US\$0	US\$0
14	Cost per SSH	US\$540	US\$0	US\$0	US\$0
15	Number of Low-Enrolled (<10) Classes	1	2	2	1

Effectiveness Indicators		2016-17	2017-18	2018-19	2019-20	Effectiveness Health
16	Successful Completion (Equivalent C or Higher)	71%	77%	76%	69%	Cautionary
17	Withdrawals (Grade = W)	3	3	7	13	
*18	Persistence Fall to Spring	67%	73%	63%	70%	
18a	Persistence Fall to Fall	38%	38%	46%	58%	
19	Unduplicated Degrees/Certificates Awarded Prior Fiscal Year	8	2	6	3	
19a	Associate Degrees Awarded	1	1	5	3	
19b	Academic Subject Certificates Awarded	8	1	2	1	
19c	Goal	0	0	0	0	
19d	Difference Between Unduplicated Awarded and Goal	0	0	0	0	
20	Transfers to UH 4-yr	1	4	2	0	
20a	Transfers with degree from program	1	2	0	0	
20b	Transfers without degree from program	0	2	2	0	
20c	Increase by 3% Annual Transfers to UH 4-yr Goal					
20d	Difference Between Transfers and Goal					



Distance Indicators		2016-17	2017-18	2018-19	2019-20
21	Number of Distance Education Classes Taught	0	0	0	3
22	Enrollments Distance Education Classes	0	0	0	69
23	Fill Rate	0%	0%	0%	92%
24	Successful Completion (Equivalent C or Higher)	0%	0%	0%	64%
25	Withdrawals (Grade = W)	0	0	0	7
26	Persistence (Fall to Spring Not Limited to Distance Education)	0%	0%	0%	30%

Performance Indicators		2016-17	2017-18	2018-19	2019-20
27	Number of Degrees and Certificates	1	1	5	3
28	Number of Degrees and Certificates Native Hawaiian	1	1	4	2
29	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	Not STEM
30.	Number of Pell Recipients <sup>1</sup>	1	1	5	2
31.	Number of Transfers to UH 4-yr	1	4	2	0

Our program has remained Cautionary since its last CPR review. However, we have raised our Efficiency Indicators from Cautionary to Healthy.

Our Demand Indicators have remained Unhealthy for several cycles, which is definitely an area that we continue to work on each semester. In working with our Institutional Research and Analysis specialist (IR), we learned that the difference in percentage of change majors is dependent on just three students. As discussed in the last APRU, our decrease in enrollment is consistent with the enrollment rates for the entire campus. Also, because of our small cohort size, the numbers seem much more significant than they actually are.

However, if we are able to pick up several more students in the next AY, I am confident that we can move up from the Unhealthy status. We have identified one significant factor that has attributed to our decrease in program majors: We have not had a full-time academic advisor

specific to the Hawaiian Studies program. A number of students who are enrolled in the Hawaiian Studies courses would like to major in the program, but have expressed that they are not encouraged to declare Hawaiian Studies as a major. This will be one of our action plans that will be implemented in the 2021-2022 and 2022-2023 AY.

Although this does not affect our health indicators, I do want to point out that we have raised the percentage of our Full Time majors from the previous AY. In the 2018-2019 AY, our Full Time majors was at an alarming low of 8% (92% were Part Time majors). We have raised this number to 24% Full Time majors. We also raised our number of SSH Non-Majors in Program Classes from 302 students to 560 students. This spike is in large part due to the offering of three additional HWST 107 courses in the online format, which again shows that we may need to transition to more online courses to entice more students to our program.

Our Efficiency Indicators show that we are Healthy, which is in large part due to fill rates in our Hawaiian Studies courses. We have seen an increase in student (and community) interest in the Hawaiian Studies courses in the past few years. I would personally like to acknowledge the work of our Wai‘ale‘ale and Kīpaipai program coordinators and student mentors. Through their encouragement, we have seen more non-majors and non-declared students enrolling in our courses, which sometimes leads them to declaring Hawaiian Studies as their major. In fact, the student mentors have been great at marketing our classes to new students. They all have been an asset to our program!

With the exception of the 2018-2019 AY, we’ve maintained an above 70% fill rate since our last CPR. (66.1% in 2018-2019). In the 2019-2020 AY, we were at our highest fill rate at 86.8%. As discussed above, our HWST 107 course saw a significant increase in its fill rate. Since our last CPR, this course has never dipped below a 50% enrollment.

The HAW 101 course had the highest number of enrollment by our Hawaiian Studies majors (43 majors). When we drilled down that data with IR, we saw an upward trend of students enrolling in the evening HAW 101 course (offered in Fall 2018). This tells us that our decision to stagger our courses so that they are offered throughout the day is boosting our enrollment.

Our least enrolled course is HWST 270 with 49 total students (27 program majors). This is in large part due to the prerequisites required for the course (HAW 101 and HWST 107), which made it very program-specific. Likewise, we offered it rather frequently and during the time in which similar WI courses were being offered. As a result, our department decided to reduce the number of prerequisites and offer it every three semesters. This has just been implemented, so we will have more information on how this works out in our next CPR.

Finally, we are still sitting at Cautionary in our Effectiveness Indicators. There is definitely a downward trend in our persistence rates from Fall to Spring, although we were able to raise it to

70% this past AY. This is disappointing since we were above 70% for every AY in our last CPR. We are seeing this trend throughout the campus, however, so this data tells us that we will need to work more closely with other programs to support our students from semester to semester.

#### Part IV. Assessment Data (EP 5.202)

To better align with ACCJC’s best practices in assessment, we moved away from assessing our Course Learning Outcomes (CSLOs) and we are focusing more on our Program Learning Outcomes.

<b>PSLO</b>	<b>Date Last Assessed</b>	<b>Findings</b>	<b>Improvements Implemented</b>	<b>Next Assessment Date</b>
Describe aboriginal Hawaiian linguistic, cultural, historical, and political concepts.	Fall 2019/Spring 2020	Our students are meeting the benchmarks for this PSLO at 100%.	This high number is due to the multiple methods we use to achieve this benchmark. Students who are assessed have various ways to describe these concepts through speeches, writing, critical thinking, and in-class discussion.	Fall 2020
Apply aboriginal Hawaiian concepts, knowledge, and methods to the areas of science, humanities, arts, and social sciences in academics and in other professional endeavors.	Fall 2019	Of the 20 students assessed, 85% met the benchmark.	We have limited information with this PSLO due to our small sample size. We plan to look at more methods of assessment and to examine how we can further support our students to meet expectations for this PSLO.	Spring 2021

<p>Engage, articulate, and analyze topics relevant to the aboriginal Hawaiian community using college-level reading skills, research methods, and writing and speaking techniques.</p>	<p>Fall 2019</p>	<p>Students met this benchmark at 100%.</p>	<p>While it's great that students are meeting this benchmark, I do want to point out that when it comes to college-level reading skills, we are assessing this in the medium of Hawaiian Language. Students are writing and communicating in Hawaiian Language and are therefore meeting our benchmarks for that level of language research and communication.</p>	<p>Fall 2021</p>
<p>Apply appropriate mathematical and logical concepts and methods to understand, analyze, and explain issues.</p>	<p>Fall 2019</p>	<p>80% of students are meeting the benchmark.</p>	<p>Similar to PSLO 2, have limited information. due to our small sample size.</p>	<p>Spring 2021</p>

<p>Synthesize aboriginal Hawaiian problem-solving skills and creative thinking strategies with other approaches then applying this learning to new and varied situations.</p>	<p>Fall 2019/Spring 2020</p>	<p>80% of students in HWST 281 met the benchmark. 100% of students in HWST 107 met the benchmark.</p>	<p>For HWST 107, students are assessed through multiple methods and frequently throughout the course, thereby ensuring that students are meeting the benchmarks. The assessment method of HWST 281 is focused on mathematical and problem-solving skills. We do see students struggle in this area across the board, so we plan to look at this data more closely to find methods of improving our students' scores.</p>	<p>Spring 2022</p>
<p>Identify, allocate, and utilize technological and natural resources effectively and responsibly.</p>	<p>This PSLO has not been assessed because we began our 5-year assessment plan after the last CPR.</p>			<p>Spring 2021</p>

## Part V. Curriculum Revision and Review

Minimum of 20% of existing courses are to be reviewed each year so that within the timeframe of the CPR, all courses will be reviewed and revised as appropriate. Indicate when all courses within the program will be reviewed during the next five years.

Several of the courses that were not reviewed within the last five years have been submitted this semester.

<b>Course Prefix and Number</b>	<b>Date Last Reviewed</b>	<b>Next Review Date</b>
HAW 101	F2019/S2020	F2024/S2025
HAW 102	F2019/S2020	F2024/S2025
HAW 201	F2009/S2003	F2020/S2021
HAW 202	F2009/S2003	F2020/S2021
HAW 221	1990	F2020/S2021
HAW 222	1991	F2020/S2021
HAW 261	F2019/S2020	F2024/S2025
HAW 262	2008	F2020/S2021
HWST 107	F2019/S2020	F2023/S2024
HWST 110	F2018/S2019	Course has been deleted
HWST 111	F2017/S2018	F2022/S2023
HWST 128	2001	F2020/S2021
HWST 129	F2015/S2016	F2020/S2021
HWST 140	F2017/S2018	F2023/S2024
HWST 177	F2017/S2018	F2023/S2024
HWST 228	F2015/S2016	F2020/S2021
HWST 229	F2015/S2016	F2020/S2021
HWST 270	F2014/S2015	F2020/S2021
HWST 281	F2018/S2019	F2024/S2025
HWST 282	F2018/S2019	F2024/S2025
HWST 290	F2017/S2018	F2023/S2024

### Part VI. Survey Results

List results of surveys administered during the review timeframe [e.g., student satisfaction, occupational placement in jobs (for CTE programs), employer satisfaction (for CTE programs), CESSE, licensure pass rates, and graduate/leaver].

<b>Survey Type</b>	<b>Date Administered</b>	<b>Date of Next Survey</b>	<b>Results</b>
None			

### Part VII. Financials

Provide your program or unit's budget for each year of this review.

<b>Fiscal Year</b>	<b>Budget</b>
<b>2015-2016</b>	<b>US\$15,000</b>
<b>2016-2017</b>	<b>US\$15,000</b>
<b>2017-2018</b>	<b>US\$15,000</b>
<b>2018-2019</b>	<b>US\$15,000</b>
<b>2019-2020</b>	<b>US\$15,000</b>

Describe any changes that have occurred regarding services, functions, personnel, facilities, or stakeholders served.

None

Provide the program or unit's current resources.

Category	Current Resource(s)	What is needed?	Justification
<b>PERSONNEL</b>			
Positions (Faculty)	2	1 Additional FTE Position	We will be losing one of our instructors to retirement at the end of Spring 2021. In order to continue offering the necessary classes for graduation, we will need one FTE faculty position. Although this instructor position is in Liberal Arts, the majority of her courses fall under HWST.
Positions (Staff)	1	1 Additional FTE Position	We are requesting a position for Academic Advising specific to Hawaiian Studies. With an advisor who is focused only on Hawaiian Studies majors, we will free up time for our advisors to focus on the Liberal Arts majors and we will be able to build up our program.
Positions (Lecturer)	2		
<b>OPERATING</b>			
Supplies	Standard supplies for printing, handouts, and office equipment.		
Equipment	Standard College-Issued Computers		



Space/Facilities	Hawaiian Studies Hale / Hawaiian Studies Lo‘i	Requesting an additional Hale Structure at the Lo‘i and a Hawaiian Studies Building.	Additional space will be needed for offering more experiential learning programs at the Lo‘i and for offering more classes in the Hawaiian Studies program.
<b>TECHNOLOGY</b>			
Hardware	Standard office hardware for instructors.		
Software	None		

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

<b>Action Plan</b>	<b>Anticipated Outcome</b>	<b>Actual Outcome</b>
Increase the number of Hawaiian Studies majors.	Increase our number of Hawaiian Studies majors to 35 in the 2019-2020 AY.	Our numbers have slightly decreased since the last Program Review.
Increase the number of students enrolled in the second year HAW language classes.	Increase the number of enrolled students in the second years HAW language classes to 10-15 students.	This number has decreased significantly this AY. However, our HAW 101 enrollment has increased, so there’s still the possibility of an upswing in enrollment for the next AY.
Renovate the Hawaiian Studies Hale Building	Renovation of concerned areas in the Hale Building to be completed by 2019-2020.	Renovations have begun and are close to completion.

Design and construct a learning area at the lo'i.	Create a learning center for both Hawaiian Studies courses and other campus programs. This will include classroom space and a better irrigation system for better kalo production.	We plan to continue working with both the carpentry and physics department to eventually build a hale structure and improve our irrigation system.
Design and construct a new Hawaiian Studies building.	Approval of funding to begin the design process and building completion by 2024.	No action taken.

### Part IX. Analysis of Program

Based on findings in Parts I – VIII, develop a five-year action plan for your program or unit. This should include goals that align with the College Mission, measurable outcomes, benchmarks, and alignment to the College’s Strategic Priorities, and/or Strategic Goals. Be sure to focus on weaknesses identified in ARPD data, PSLO outcomes, results of survey data, financial needs (with timelines), and other data used to assess your unit or program. This plan should guide your program and subsequent APRUs, but may be amended based on new initiatives, updated data, or unforeseen external factors.

<b>Goal</b>	<b>Strategic Goal/Priority (List number)*</b>	<b>Benchmark</b>	<b>Desired Outcome</b>	<b>Unit of Measure</b>	<b>Year(s) Implemented</b>
Program Goal 1: Increase the number of Hawaiian Studies Majors	Priority Goals 1, 17 Goals 2-4	Increase our number of Hawaiian Studies majors to 35.	35 Hawaiian Studies majors.	Number of Hawaiian Studies majors.	2022-2023
Program Goal 2: Increase the number of Hawaiian Studies graduates	Priority Goal 1	Increase the number of graduates each year.	Increase student graduation rates to 5 each year.	Number of Hawaiian Studies graduates.	2022-2023

<p>Program Goal 3: Increase the number of students enrolled in the second-year Hawaiian Language courses</p>	<p>Priority Goal 1 Goals 2-4</p>	<p>Increase the number of enrolled students in the second years HAW language classes to 10-15 students.</p>	<p>Students continue to enroll in second-year Hawaiian language courses.</p>	<p>Number of students enrolled in HAW 201-222 classes.</p>	<p>2021-2022</p>
<p>Program Goal 4: Strengthen our distance learning classes.</p>	<p>Priority Goal 12</p>	<p>Increase the number of online course offerings. Increase student enrollment and retention.</p>	<p>Provide at least one distance learning course each semester. Increase the number of enrolled students.</p>	<p>Number of Hawaiian Studies courses offered online each semester. Student enrollment is above 10 per class.</p>	<p>2021-2022</p>

<p>Program Goal 5: Design and construct a learning area at the lo‘i.</p>	<p>Goals 10, 11, 15</p>	<p>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.</p>	<p>Consultation and design will be completed and construction will commence by next academic year.</p>	<p>Design plan in place with construction beginning or completed.</p>	<p>2021-2022</p>
<p>Program Goal 6: Design and construct a new Hawaiian Studies building.</p>	<p>Priority Goals 1, 16, 17 Goals 2, 3, 11, 15</p>	<p>Design and complete the construction of a new Hawaiian Studies building. This goal also aligns with Hawai‘i Papa O Ke Ao’s Goal 1, Objective 1.</p>	<p>Consultation and design will be completed within the next three years.</p>	<p>Design plan in place with construction beginning or completed.</p>	<p>2024</p>

\*All Strategic Goals and Priorities are Aligned to the College Mission.

**Part X. Resource Request(s) for next year (Year 1 of the 5-year Plan for your unit or program).**

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

<b>Program Goal</b>	Program Goals 1, 2, and 3
<b>Resource Requested*</b>	One FTE position for an Academic Advisor specific to Hawaiian Studies
<b>Cost and Vendor</b>	Salary of an academic advisor
<b>Annual Recurring Cost</b>	Salary and benefits for one FTE position
<b>Useful Life of Resource</b>	30 years
<b>Person(s) Responsible and Collaborators</b>	Hawaiian Studies Department, Academic Services
<b>Timeline</b>	Although we understand the current issues with budget cuts, we would like to hire someone by Fall 2021.

<b>Program Goal</b>	Program Goals 1, 2, and 3
<b>Resource Requested*</b>	One FTE position for a Hawaiian Studies Faculty (Replacement)
<b>Cost and Vendor</b>	Salary of an instructor
<b>Annual Recurring Cost</b>	Salary and benefits for one FTE position
<b>Useful Life of Resource</b>	30 years
<b>Person(s) Responsible and Collaborators</b>	Hawaiian Studies Program Coordinator
<b>Timeline</b>	Although we understand the current issues with budget cuts, we would like to hire someone by Fall 2021.

<b>Program Goal</b>	Program Goal 2
<b>Resource Requested*</b>	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.
<b>Cost and Vendor</b>	\$5,000
<b>Annual Recurring Cost</b>	Yes
<b>Useful Life of Resource</b>	10+ years
<b>Person(s) Responsible and Collaborators</b>	Hawaiian Studies Program Coordinator
<b>Timeline</b>	Beginning Summer 2021

<b>Program Goal</b>	Program Goal 5
<b>Resource Requested*</b>	Funding for materials and construction of an outdoor hale, materials for a taro processing area, and maintenance for the irrigation system.
<b>Cost and Vendor</b>	\$100,000
<b>Annual Recurring Cost</b>	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.
<b>Useful Life of Resource</b>	10+ Years
<b>Person(s) Responsible and Collaborators</b>	Hawaiian Studies Program Coordinator
<b>Timeline</b>	Fall 2021

<b>Program Goal</b>	Program Goal 6
<b>Resource Requested*</b>	Funding for consultation and construction.
<b>Cost and Vendor</b>	\$60 million
<b>Annual Recurring Cost</b>	Dependent upon concept design and utility costs.
<b>Useful Life of Resource</b>	50 years
<b>Person(s) Responsible and Collaborators</b>	Hawaiian Studies Program Coordinator
<b>Timeline</b>	Completion of building by 2024.

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