Hawaiian Studies

2019
ANNUAL REPORT OF PROGRAM DATA

UNIVERSITY OF HAWAIʻI
LEEWARD
COMMUNITY COLLEGE
1. Program Description

Vision
Seeks to cultivate leaders in our local and global communities through the perpetuation and integration of Hawaiian knowledge and practices.

Mission
The Associates in Arts in Hawaiian Studies degree prepares students to pursue a baccalaureate degree in Hawaiian Studies and other disciplines by providing a foundation in Hawaiian knowledge. The degree integrates Hawaiian knowledge and values into the curriculum, and thus nurtures a sense of place, defines personal, community and global responsibilities and builds connections between all who call Hawai‘i home.

Ke Kahua (The foundation)
The AAHS multi-campus program is founded on the following ideas:

- Loina Hawai‘i (Hawaiian tradition) - We emphasize Hawaiian epistemologies, histories and engage with the world through a Hawaiian viewpoint.
- Kūpuna (elders) - We honor our ancestors, both the living and those who have passed, as sources of life, information and wisdom.
- ‘Āina (Land) based - We believe the land is one of our most powerful ancestors, thus we weave both philosophical and empirical practices into the curriculum.
- Mauli Ola - Empowering people via the power of healing. We believe the health of the people is directly related to the health of the nation and national lands. This degree is a path to hoʻōla, or heal, the ʻāina, kūpuna, and therefore the lāhui, the people.
- Kuleana (responsibility) - We believe that all who call Hawai‘i home are responsible for its natural, civic and philosophical well-being.

The AAHS is the first joint degree in the University of Hawai‘i Community Colleges (UHCC) system with 7 participating colleges (Hawaii CC, Honolulu CC, Kapi‘olani CC, Kaua‘i CC, Leeward CC, Windward CC and UH Maui College). The 7 campuses adopted 4 core-required courses:

- HWST 107: Hawai‘i in the Center of the Pacific
- HWST 270: Hawaiian Mythology
- HAW 101: Elementary Hawaiian I
- HAW 102: Elementary Hawaiian II
2. Analysis of the Program

<table>
<thead>
<tr>
<th>Item #</th>
<th>Demand Indicators</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Number of Majors</td>
<td>46</td>
<td>51</td>
<td>47</td>
</tr>
<tr>
<td>1a.</td>
<td>Number of Majors Native Hawaiian</td>
<td>40</td>
<td>40</td>
<td>39</td>
</tr>
<tr>
<td>1b.</td>
<td>Fall Full-Time</td>
<td>60%</td>
<td>44%</td>
<td>30%</td>
</tr>
<tr>
<td>1c.</td>
<td>Fall Part-Time</td>
<td>40%</td>
<td>56%</td>
<td>70%</td>
</tr>
<tr>
<td>1d.</td>
<td>Fall Part-Time who are Full-Time in System</td>
<td>7%</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>1e.</td>
<td>Spring Full-Time</td>
<td>57%</td>
<td>53%</td>
<td>60%</td>
</tr>
<tr>
<td>1f.</td>
<td>Spring Part-Time</td>
<td>43%</td>
<td>47%</td>
<td>40%</td>
</tr>
<tr>
<td>1g.</td>
<td>Spring Part-Time who are Full-Time in System</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>1.</td>
<td>Percent Change Majors from Prior Year</td>
<td>-6%</td>
<td>10%</td>
<td>-8%</td>
</tr>
<tr>
<td>3.</td>
<td>SSH Program Majors in Program Classes</td>
<td>442</td>
<td>454</td>
<td>429</td>
</tr>
<tr>
<td>4.</td>
<td>SSH Non-Majors in Program Classes</td>
<td>4,486</td>
<td>4,490</td>
<td>5,027</td>
</tr>
<tr>
<td>5.</td>
<td>SSH in All Program Classes</td>
<td>4,928</td>
<td>4,944</td>
<td>5,456</td>
</tr>
<tr>
<td>6.</td>
<td>FTE Enrollment in Program Classes</td>
<td>164</td>
<td>165</td>
<td>182</td>
</tr>
<tr>
<td>7.</td>
<td>Total Number of Classes Taught</td>
<td>71</td>
<td>71</td>
<td>79</td>
</tr>
</tbody>
</table>

Source: https://uhcc.hawaii.edu/varpd/

The demand health call is based on the percent change in the number of majors from the previous year (#2) (2019 ARPD General Pre-Professional Program Glossary). The demand health call is unhealthy because in AY 2018-2019 the number of majors in the AAHS program decreased by 8% (#1). However, the number of Native Hawaiian majors remained steady.

The SSH in All Program Classes (#5) increased by 10% from the previous year and 92% of students in program classes are non-majors (#3, 4, 5). Of the 79 program classes taught in AY 2018-2019, 35 (44%) was the course HWST 107. HWST 107 is both a core requirement for the AAHS and fulfills 2 requirements for the AA in Liberal Arts: the Diversification Humanities (DH) credit and the Hawai‘i, Asia, Pacific (HAP) Focus requirement. This makes HWST 107 highly attractive to non-majors.

To increase demand, the Hawaiian Studies Program proposes hiring a recruitment and retention specialist to network with community organizations, attend college fairs, coordinate recruitment activities, and collaborate with the Native Hawaiian Center at Pu‘uloa (2019 Goal 1.c). Additionally, we propose that we continue to diversify program course offerings with particular attention to voyaging courses (2019 Goal 2.a, 3.a, 3.b).
### Efficiency

<table>
<thead>
<tr>
<th>Item #</th>
<th>Efficiency Indicators</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Average Class Size</td>
<td>22</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>*9.</td>
<td>Fill Rate</td>
<td>80.5%</td>
<td>79.9%</td>
<td>83.2%</td>
</tr>
<tr>
<td>10.</td>
<td>FTE BOR Appointed Faculty</td>
<td>3</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>*11.</td>
<td>Majors to FTE BOR Appointed Faculty</td>
<td>15</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td>12.</td>
<td>Majors to Analytic FTE Faculty</td>
<td>5</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>12a.</td>
<td>Analytic FTE Faculty</td>
<td>9</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>13.</td>
<td>Overall Program Budget Allocation</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>13a.</td>
<td>General Funded Budget Allocation</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>13b.</td>
<td>Special/Federal Budget Allocation</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>13c.</td>
<td>Tuition and Fees</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>14.</td>
<td>Cost per SSH</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>15.</td>
<td>Number of Low-Enrolled (&lt;10) Classes</td>
<td>6</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

Source: [https://uhcc.hawaii.edu/varpd/](https://uhcc.hawaii.edu/varpd/)

The efficiency health call is based on the class Fill Rate (#9) and the ratio of Majors to FTE BOR Appointed Faculty (#11) (Glossary). The efficiency call was cautionary primarily because the number of FTE BOR Appointed Faculty (#10) increased by 67% from 3 to 5. This increase significantly affected the ratio of Majors to FTE BOR Appointed Faculty, reducing it from 16 to 9.

To increase the program’s efficiency, we will continue to work on course alignment and program coherence in the context of other UH System offerings (2019 Goal 2.b).

### Effectiveness

<table>
<thead>
<tr>
<th>Item #</th>
<th>Effectiveness Indicators</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.</td>
<td>Successful Completion (Equivalent C or Higher)</td>
<td>76%</td>
<td>72%</td>
<td>76%</td>
</tr>
<tr>
<td>17.</td>
<td>Withdrawals (Grade = W)</td>
<td>86</td>
<td>98</td>
<td>64</td>
</tr>
<tr>
<td>*18.</td>
<td>Persistence Fall to Spring</td>
<td>64%</td>
<td>67%</td>
<td>66%</td>
</tr>
<tr>
<td>18a.</td>
<td>Persistence Fall to Fall</td>
<td>41%</td>
<td>36%</td>
<td>40%</td>
</tr>
<tr>
<td>19.</td>
<td>Unduplicated Degrees/Certificates Awarded Prior Fiscal Year</td>
<td>12 (22*)</td>
<td>10 (23*)</td>
<td>24 (32*)</td>
</tr>
<tr>
<td>19a.</td>
<td>Associate Degrees Awarded</td>
<td>12</td>
<td>10</td>
<td>4 (6**)</td>
</tr>
<tr>
<td>19b.</td>
<td>Academic Subject Certificates Awarded</td>
<td>0 (10***)</td>
<td>0 (13***)</td>
<td>23 (26***)</td>
</tr>
<tr>
<td>19c.</td>
<td>Goal</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>19d.</td>
<td>Difference Between Unduplicated Awarded and Goal</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20.</td>
<td>Transfers to UH 4-yr</td>
<td>8</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>20a.</td>
<td>Transfers with a degree from program</td>
<td>5</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>20b.</td>
<td>Transfers without a degree from program</td>
<td>3</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>20c.</td>
<td>Increase by 3% Annual Transfers to UH 4-yr Goal</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20d.</td>
<td>Difference Between Transfers and Goal</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* Adjusted number of Unduplicated Degrees/Certificates Awarded awarded (STAR Academic Logic)
** Adjusted number of Associate Degrees awarded (STAR Academic Logic)

Source: [https://uhcc.hawaii.edu/varpd/](https://uhcc.hawaii.edu/varpd/)
***Adjusted number of Academic Subject Certificates (STAR Academic Logic)

The effectiveness health call is based on the percentage of students who persist from fall to spring (#18) (Glossary). The effectiveness health call is cautionary because the rate of persistence is between 60% and 74%.

The number of Associate Degrees awarded decreased by 40% from 10 to 6 (#19). During AY 2017-2018, there was a fluctuation in personnel and the Hawaiian Studies program did not have sufficient student service support, which may have been a factor in the decrease of degrees awarded. The personnel situation has now settled and we are confident that this renewed stability will result in an increase in degrees awarded. However, it underscores the program’s vulnerability because of a lack of formal, permanent student support. Therefore, the program recommends hiring a second counselor for Native Hawaiian students (2019 Goal 1.b).

The number of Academic Subject Certificates awarded increased by 100% from 13 to 26 (#19b). The number of Academic Subject Certificates (ASC) in Hawaiian Studies awarded is incorrect – there were 26 certificates awarded in AY 2018-2019 (#19b). In AY 2016-2017 and 2017-2018, there was a duplicate program code for the ASC in Hawaiian Studies – the program codes HWST and HAWN are both listed as Hawaiian Studies and the ASCs in Hawaiian Studies were entered as HAWN, not HWST. Thus, the wrong data set was pulled to fill this field (#19b). The actual number of ASCs in Hawaiian Studies (listed erroneously as HAWN) awarded in AY 2016-2017 was 10, and 13 in AY 2017-2018. Factoring in this information changes the number of Unduplicate Degrees/Certificates Awarded Prior Fiscal Year (#19) to 23. As of spring 2019, the program code was corrected.

To increase the program’s effectiveness and student persistence, the Hawaiian Studies program also proposes hiring an additional Hawaiian Studies instructor (2019 Goal 1.a). This instructor would help to meet the demand for core and elective courses on both campuses to ensure students have sufficient scheduled courses to graduate on time.

Review of last year’s action plan

GOAL 1: Increase Access, Recruitment, and Retention

A. Hire 1.0 FTE BOR appointed instructor, Hawaiian Studies (C-2, 9 mo.).
   a. Not met. The Hawaiian Studies Program continues to support this request. See the current action plan.

B. Hire a 1.0 FTE BOR appointed counselor, Hawaiian Studies Program (C-2, 11 mo.).
   a. Not met. The Hawaiian Studies Program continues to support this request. See the current action plan.

C. Hire a 1.0 FTE Native Hawaiian Recruitment and Retention Specialist (APT, band B)
   a. Not met. The Hawaiian Studies Program continues to support this request. See the current action plan.

GOAL 2: Expand and align course offerings

A. Create and propose five new courses: The University of Hawai‘i is a long-time partner of the Polynesian Voyaging Society. President Lassner has made voyaging courses a priority for the University.
   a. Three courses were added to the college catalog, and are elective courses for the AA in Hawaiian Studies degree (effective fall 2018):
      i. HWST 110: Huaka‘i Wa’a - Introduction to Hawaiian Voyaging,
      ii. HWST 281: Ho‘okele I - Hawaiian Astronomy and Weather,
      iii. HWST 281L: Ho‘okele I - Hawaiian Astronomy and Weather Lab
   b. The remaining two courses will be submitted to the college’s curriculum approval process in fall 2019
      i. HWST 282: Ho‘okele I - Hawaiian Navigation
      ii. HWST 282L: Ho‘okele I - Hawaiian Navigation Lab
**B. Align and restructure courses:** As a part of the University’s realignment initiative, program faculty will align and/or restructure courses. For example, the following courses represent a restructuring of the hula courses in the UHCC system.

a. Two courses were added to the college catalog, and are elective courses for the AA in Hawaiian Studies degree (effective fall 2018):
   i. HWST 128: Introduction to Hula Kahiko - An introduction to hula and oli (chant) covering the fundamentals of traditional dance and practices, language, and regional traditions.
   ii. HWST 129: Introduction to Hula ‘Auana - An introduction to hula ‘auana covering the fundamentals of contemporary Hawaiian dance, music, practices, language, poetry, and regional traditions.

b. The remaining two courses will be submitted.
   i. HWST 228 - Hula Kahiko - Students refine and enhance the skills learned in HWST 128.
   ii. HWST 229 - Hula ‘Auana - Students will refine and enhance the skills learned in HWST 129.

**C. Purchase virtual reality equipment for use in the voyaging courses:**

a. Not met. The Hawaiian Studies Program continues to support this request. *See the current action plan.*

**GOAL 3: Improve Program Assessment**
The AA in Hawaiian Studies is an interdisciplinary degree; there is currently no procedure in place to assess all courses.

A. Develop a capstone course that will be used to assess the successful completion of program learning outcomes via relevant, guided student research projects.

   a. Met. HWST 292: Kūkulu Mana’o: Hawaiian Studies Capstone Project was added to the college’ catalog, and is a required core course for the AA in Hawaiian Studies degree.

**GOAL 4: Foster External Partnerships**
The Hawai‘i Department of Education (HDOE) (Hawaiian Studies) is interested in courses that would provide professional development for current HDOE teachers in Hawaiian science and natural resource management.

A. Propose a course that focuses on Hawaiian natural resources management, transfers to UH Mānoa in the natural resources management track of the Bachelor in Hawaiian Studies degree, and could be used for the professional development of DOE teachers.

   a. Met. HWST 207: Hawaiian Perspectives in Ahupua’a Resource Management was added to the college’ catalog, and is an elective core course for the AA in Hawaiian Studies degree.

**3. Program Student Learning Outcomes**

**Program learning outcomes**

1. Describe Native Hawaiian linguistic, cultural, historical and political concepts.
2. Explain Native Hawaiian concepts as expressed in the broader areas of science, humanities, arts or social sciences.
3. Use writing to discover, develop, communicate and reflect on issues relevant to the Native Hawaiian community.
**Curriculum Map**

<table>
<thead>
<tr>
<th>PROGRAM COURSES</th>
<th>Program Learning Outcome #1</th>
<th>Program Learning Outcome #2</th>
<th>Program Learning Outcome #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWST 105</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>HWST 107</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>HWST 270</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>HWST 276</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>HWST 291</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>HAW 101</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>HAW 102</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>HAW 201</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>HAW 202</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>HIST 284</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>POLS 180</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

The AAHS is an interdisciplinary degree; there is currently no procedure in place to assess all courses. We developed a capstone course (HWST 292: Kūkulu Manaʻo: Hawaiian Studies Capstone Project) that will be used to assess the successful completion of program learning outcomes via relevant, guided student research projects. This course will be offered for the first time in spring 2020.

**Courses Assessed**

The expected level of achievement for the AA-HWST program is that at least 70% of students will meet the course-level learning outcomes. All course-level learning outcomes are directly connected to one or more of Program Learning Outcomes.

**HWST 107**

In the 2018-2019 AY. All 3 SLOs were measured and met.

<table>
<thead>
<tr>
<th>COURSE LEARNING OUTCOMES</th>
<th>MET/NOT MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate knowledge of the origins, migrations and settlement patterns of Oceania.</td>
<td>MET</td>
</tr>
<tr>
<td>2. Show knowledge of similarities between Native Hawaiians and other Oceanic peoples' cultures, languages, religions, arts and natural resources.</td>
<td>MET</td>
</tr>
<tr>
<td>3. Explain the connections of historical events to modern issues in relation to the unique social, political and economic history of Hawaii, including concepts such as colonization and decolonization, occupation, independence movements, sovereignty.</td>
<td>MET</td>
</tr>
</tbody>
</table>

**HWST 270**

In the 2018-2019 AY. All 4 SLOs were measured and met.
### COURSE LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>MET/NOT MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and utilize written and oral sources of Hawaiian moʻolelo.</td>
<td>MET</td>
</tr>
<tr>
<td>2. Describe akua (deities), kupua (deities), ʻaumakua (ancestral family deities), and kanaka (humans) and their various forms from Hawaiian moʻolelo.</td>
<td>MET</td>
</tr>
<tr>
<td>3. Analyze the relationship between Hawaiian moʻolelo (mythologies) and Hawaiian worldview, including Hawaiian cultural values and traditions.</td>
<td>MET</td>
</tr>
<tr>
<td>4. Employ the terminology of literary and/or cultural analysis in the study of Hawaiian moʻolelo.</td>
<td>MET</td>
</tr>
</tbody>
</table>

### 4. Action Plan 2019

**GOAL 1: Increase Access, Recruitment, and Retention**

The University has a long-standing commitment to supporting the advancement of Hawaiian language, culture, history, and practice as well as Native Hawaiian student success. To support the University’s goals, it is critical to provide additional funding for instruction and student support to increase the program’s demand, effectiveness, and efficiency.

**Action Plan:**

**A. Hire a 1.0 FTE BOR appointed Hawaiian Studies instructor in Hawaiian Studies (C-2, 9 mo.).**
   a. There are 3 Hawaiian Studies/Pacific Studies lecturers who taught 33% (51 credits) of the classes offered in the 2019 AY. Additional BOR appointed faculty is warranted by the number of credits taught by lecturers.
   b. Demand for HWST courses has increased on the LCC Waiʻanae-Moku campus. We are unable to meet the demand for different HWST courses needed to complete the AA in Hawaiian Studies degree at this location.
   c. UH is a long-time partner of the Polynesian Voyaging Society. President Lassner has made voyaging courses a priority for the University. Additional faculty with specialized training is needed to fulfill this goal.
   d. This position would help to increase effectiveness.

**B. Hire a 1.0 FTE BOR appointed Counselor, Native Hawaiian students**
   a. The College has only one full-time counselor for the 2,332 (26% of the total student body) Native Hawaiian students enrolled at Leeward CC (AY 2018-2019, OPPA).
   b. During the 2018-2019 academic year, only one counselor was available via the Native Hawaiian Center at Puʻuloa. The counselor conducted met with 849 students, 63% of whom were Native Hawaiian students.
   c. The current full-time counselor was asked to assist the Hawaiian Studies program as the program counselor. However, 1.0 FTE is insufficient to support both 26% of the college’s population and the specific needs of an academic program at the same time (AY 2018-2019, OPPA).
   d. This position would help to increase effectiveness.

**C. Hire a 1.0 FTE, Recruitment and Retention Specialist (APT, band B)**
   a. The current full-time counselor also assists the Hawaiian Studies program as the program counselor. However, 1.0 FTE is insufficient to support both 26% of the college’s population
and the specific needs of an academic program at the same time. This position would perform specialized retention and recruitment activities targeting potential Hawaiian Studies majors and Native Hawaiian students at Leeward Community College. This position would help to increase demand by:

i. Networking with community organizations
ii. Attending college fairs to recruit Native Hawaiian students and potential Hawaiian Studies majors
iii. Partnering with campus Retention Office to expand its reach to Native Hawaiian organizations
iv. Coordinating related recruitment activities and collaborate with the Native Hawaiian Center at Pu‘uloa

Supporting Institutional Goals

University of Hawai‘i Mission (BOR Policy 4.201)

“Ensures active support for the participation of Native Hawaiians and supports vigorous programs of study and support for the Hawaiian language, history, and culture.”

2015-2021 UH Strategic Directions (rev. 2018)

- Hawai‘i Graduation Initiative (HGI) Goal: Increase the educational capital of the state by increasing the participation and completion of students, particularly Native Hawaiians, low-income students and those from underserved regions and populations and preparing them for success in the workforce and their communities
- Mission-Focused System (MFS): Realize the University’s commitments to becoming a foremost indigenous-serving university... support[s] vigorous programs of study and support for the Hawaiian language, history, and culture.”

Executive Sustainability Policy (EP 4.202)

“Embrace the culture, wisdom and fundamental values of the indigenous people of Hawai‘i to advance sustainability.”

UHCC Strategic Directions (rev. 2/2017)

Native Hawaiian Graduation - Further develop Native Hawaiian student success centers on each campus that incorporate peer and professional advising and mentoring, cultural activities, student leadership development, and other support systems based on Native Hawaiian values and practices;

Leeward CC Mission

“We advance the educational goals of all students with a special commitment to Native Hawaiians.”

GOAL 2: Diversify and align course offerings

In response to UH system initiatives and student demand, the Hawaiian Studies program will expand and diversify our course offerings. This goal will support demand, increase efficiency and program coherence.

Action Plan:

A. Create and propose two new courses
   a. The University of Hawai‘i is a long-time partner of the Polynesian Voyaging Society. President Lassner has made voyaging courses a priority for the University. The following
courses exist in the UH System and would enhance our program by providing a follow-up course to our HWST 281 course.

i. HWST 282: Hoʻokele I - Hawaiian Navigation - Introduces students to traditional knowledge of Hawaiian voyaging and navigation.

ii. HWST 282L: Hoʻokele I - Hawaiian Navigation Lab - Accompanying lab for HWST 282

B. Align and restructure courses

a. As a part of the University’s realignment initiative, program faculty will align and/or restructure courses. For example, the following courses represent a restructuring of the hula courses in the UHCC system.

i. HWST 228 - Hula Kahiko - Students refine and enhance the skills learned in HWST 128.

ii. HWST 228 - Hula ʻAuana - Students will refine and enhance the skills learned in HWST 129.

Supporting Institutional Goals

University of Hawaiʻi Mission (BOR Policy 4.201)

Ensures active support for the participation of Native Hawaiians and supports vigorous programs of study and support for the Hawaiian language, history, and culture.”

2015-2021 UH Strategic Directions (rev. 2018)

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Executive Sustainability Policy (EP 4.202)

“Embrace the culture, wisdom and fundamental values of the indigenous people of Hawaiʻi to advance sustainability.”

Leeward CC Mission

“We advance the educational goals of all students with a special commitment to Native Hawaiians.”

GOAL 3: Acquire Specialized Instructional Materials for Voyaging Courses

The University of Hawaiʻi is a long-time partner of the Polynesian Voyaging Society. President Lassner has made voyaging courses a priority for the University. To support the courses HWST 281/281L and 282/282L, it is necessary for the college to acquire specialized materials.

Action Plan:

A. Purchase virtual reality equipment for use in the voyaging courses

a. The voyaging lab courses necessitate meeting off-campus at night to observe the star lines. This is an obstacle to students who don’t have regular transportation. A graduate program at the University of Hawaiʻi at Mānoa, in partnership with the Polynesian Voyaging Society, created a virtual reality program that lets students experience life on a canoe and navigate the ocean in real-time. They are offering the software for free; purchasing the recommended equipment is the only requirement. Virtual reality units such as these would minimize the need to meet at night off-campus.

i. One time purchase of cameras (TBD)

ii. Per student, $4,082.
1. $1,399 virtual reality set up (goggles and hand controls)
2. $2,683 laptop (includes 4 years of tech support and accidental damage support)

B. Purchase a double-hulled canoe for use in the voyaging courses HWST 282 and 282L
   a. HWST 282 and 282L are follow-up courses to HWST 281. They build on the information and skills presented in that class and expands that knowledge to include seamanship particular to sailing double-hulled voyaging canoes. Honolulu Community College is currently the only college in the system that has its own double-hulled canoe. In the short term, we propose a collaboration with Honolulu CC’s canoe that would allow Leeward periodic usages of the canoe. However, a better, long-term solution is to purchase our own canoe. The mold used for Honolulu’s canoe is available and could be used to create one for Leeward.
      i. Honolulu CC’s canoe cost approximately $200,000 to build several years ago. We estimate that it would cost approximately $250,000-$300,000 plus yearly maintenance costs to build one for Leeward.

Supporting Institutional Goals

University of Hawai‘i Mission (BOR Policy 4.201)

[E]nsures active support for the participation of Native Hawaiians and supports vigorous programs of study and support for the Hawaiian language, history, and culture.”

2015-2021 UH Strategic Directions (rev. 2018)

- Mission-Focused System (MFS): Realize the University’s commitments to becoming a foremost indigenous-serving university... support[s] vigorous programs of study and support for the Hawaiian language, history, and culture.”

Executive Sustainability Policy (EP 4.202)

“Embrace the culture, wisdom and fundamental values of the indigenous people of Hawai‘i to advance sustainability.”

UHCC Strategic Directions (rev. 2/2017)

Native Hawaiian Graduation - Further develop Native Hawaiian student success centers on each campus that incorporate peer and professional advising and mentoring, cultural activities, student leadership development, and other support systems based on Native Hawaiian values and practices;

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