Leeward Community College Comprehensive Review and Evaluation - 2020

Program or Unit Name:
Hawaiian Studies

Assessment Period:
August 2017 to May 2020

College Mission:
At Leeward Community College, we work together to nurture and inspire all students. We help them attain their goals through high-quality liberal arts and career and technical education. We foster students to become responsible global citizens locally, nationally, and internationally. We advance the educational goals of all students with a special commitment to Native Hawaiians.

Program Mission or Unit Goals

Program Vision
Cultivate leaders in our local and global communities through the perpetuation and integration of Hawaiian knowledge and practices.

Program 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.
Part I. Executive Summary of Program or Unit Status

The Associates in Arts in Hawaiian Studies degree (AAHS) is the University of Hawai’i’s first multi-campus degree with seven participating colleges: Hawaii CC, Honolulu CC, Kapi’olani CC, Kaua’i CC, Leeward CC, Windward CC and UH Maui College.

The program addresses the University of Hawai’i’s extensive and long-standing commitment to supporting the advancement of Native Hawaiian language, culture, history, and practice as well as the University’s ambition to become an indigenous-serving institution. This is expressed in the current UH Strategic Directions (2015-2021), the UH Community Colleges Strategic Directions (2015-2021) and the Hawai’i Papa o Ke Ao task force report (2012).

The overall health of the program is Cautionary. The demand for the program is Healthy as is its effectiveness indicators. However, the efficiency indicators are rated as unhealthy, which brings the overall program health to Cautionary.

Feedback from graduates and majors is positive. Nearly 100% of the respondents were satisfied with the program, courses, instruction and attainment of program learning outcomes.

The AAHS an interdisciplinary degree; there is currently no procedure in place to assess all courses. There continue to be categorization issues; the IRO system was not able to automatically retrieve data from courses attached to two different degrees, in this case, the A.A. in Liberal Arts degree.

The program’s goals are:

  GOAL 1: Increase Access, Recruitment, and Retention
  GOAL 2: Expand and align course offerings
  GOAL 3: Improve Program Assessment
  GOAL 4: Foster External Partnerships

To achieve this the program requests:

  ● Funding for 1.0 FTE BOR appointed Hawaiian Studies Instructor
  ● Funding for 1.0 FTE BOR appointed Hawaiian Studies Program Counselor
  ● Funding for 1.0 FTE BOR appointed Native Hawaiian Recruitment and Retention Specialist
  ● Funding for 10 virtual reality units for instructional use
  ● Funding for an OER Textbook for HWST 107
Part II. Program or Unit Description

The Associates in Arts in Hawaiian Studies degree (AAHS) was created in the spring of 2012 and 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 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.
- **ʻĀina (Land) based** - We believe land is one of our most powerful ancestors, thus we weave both philosophical and empirical practices into the curriculum.
- **Maulī 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 Associate in Arts in Hawaiian Studies (AAHS) provides a focused pathway for students pursuing an AA degree and transferring to a Hawaiian Studies or other baccalaureate degree program within the UH System. Current UH System articulation policies allow students who have completed this degree at any of the community colleges to meet the general education core requirements at any of the four-year UH institutions.

The AAHS also provides students with beneficial qualifications for Hawai‘i’s workforce, where knowledge of the host culture or alternative approaches to problem-solving is desirable.

- Native Hawaiian-serving Government Agencies (e.g. Department of Hawaiian Homelands, Office of Hawaiian Affairs)
- Native Hawaiian-serving Organizations (e.g. Kamehameha Schools)
- Hawaiian Immersion Education (e.g. as Teacher’s Aides, Administrative Support, etc.)
- Healthcare in Native Hawaiian communities (e.g. rural Comprehensive Health Centers, Papa Ola Lōkahi, etc.)
- Hospitality Industry
Natural resource management

The AAHS degrees share a common set of required core courses in Hawaiian Studies (HWST) and Hawaiian Language (HAW) totaling 14 credits. The required courses also satisfy the prerequisite requirements for the Bachelor of Arts in Hawaiian Studies at UH Mānoa. The courses are:

1. HWST 107 Hawai‘i, Center of the Pacific (3 credits)
2. HWST 270 Hawaiian Mythology (3 credits) (HWST 104 at Hawai‘i CC)
3. HAW 101 Elementary Hawaiian Language 1 (4 credits)
4. HAW 102 Elementary Hawaiian Language 2 (4 credits)

Program Student Learning Outcomes (PLOs)
Upon successful completion of the Associate in Arts degree in Hawaiian Studies, the student will be able to:

1. Describe aboriginal Hawaiian linguistic, cultural, historical and political concepts.
2. Apply aboriginal Hawaiian-based concepts, knowledge and methods in other areas of inquiry such as to the areas of sciences, 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 research and writing methods.

Admission into the AAHS program is open to all students. The target groups for this program are (1) students who intend to transfer into a baccalaureate program in Hawaiian Studies at UH Mānoa, UH Hilo or UH West O‘ahu, and (2) students intending to major in other fields at the baccalaureate level who desire a foundation in Hawaiian knowledge before entering their chosen field.

Curriculum Map

<table>
<thead>
<tr>
<th>PROGRAM COURSES</th>
<th>PROGRAM LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWST 105</td>
<td>Explain Native Hawaiian concepts as expressed in the broader areas of science, humanities, arts or social sciences.</td>
</tr>
</tbody>
</table>

X marks the courses that satisfy the program learning outcomes.
Earning an Associates in Arts in Hawaiian Studies (AAHS)
The AAHS prepares students to transfer to four-year institutions. This 60 – 62-credit program provides a pathway for students seeking to earn an AA degree and transfer to a Hawaiian Studies or other baccalaureate degree in the UH System. The program provides curricula that focus on Hawaiian culture and knowledge. This Associate in Arts degree includes all of the broader General Education requirements for a liberal arts degree.

The Associate of Arts in Hawaiian Studies is awarded to students who complete the following:
1. 60 credits, all in courses numbered 100 or above.
2. Two writing intensive courses in any discipline.
3. 12 credits must be earned at Leeward Community College.
4. One Hawaiian, Asian, Pacific (HAP) course.
5. One Contemporary Ethical Issues (ETH) focus course.
6. Cumulative grade point average of 2.0 or higher for all courses numbered 100 or above completed at Leeward CC.
7. A maximum of 48 transfer credits earned at other colleges may be applied towards the degree.
8. General education and program requirements.
Earning an Academic Subject Certificate in Hawaiian Studies
The Academic Subject Certificate in Hawaiian Studies certificate provides a strong introduction to the culture, language, and history of Hawai‘i and the Native Hawaiian people. The certificate enhances any of the three Associates in Arts degrees available at Leeward and prepares students to continue their studies towards baccalaureate degrees in Hawaiian Studies, Hawaiian Language or other fields of study in the University of Hawai‘i System.

ASC Student Learning Outcomes:
Upon completion of the Academic Subject Certificate in Hawaiian Studies the student will be able to: 1. Examine 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.

Faculty

<table>
<thead>
<tr>
<th>Member</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracie Losch</td>
<td>Professor</td>
</tr>
<tr>
<td>Momi Kamahele</td>
<td>Professor</td>
</tr>
<tr>
<td>Genai Keli‘ikuli</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Lu‘ukia Archer</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>John Laimana</td>
<td>Instructor</td>
</tr>
<tr>
<td>Kathleen Lindsey</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Iam Lee</td>
<td>Lecturer</td>
</tr>
<tr>
<td>Chai Blair-Stahn</td>
<td>Lecturer</td>
</tr>
</tbody>
</table>

There are no dedicated AAHS program counselors, advising for students is handled using existing counseling resources.

Articulation Agreements
Currently, all core-required courses individually articulate to each of the baccalaureate institutions. We are pursuing program articulation agreements with the respective Hawaiian Studies programs and UH Hilo, UH Mānoa, and UH West-O‘ahu.

Modes of Delivery
All Hawaiian Studies classes are offered in person. Under normal circumstances, we offer HWST 107: Hawai‘i Center of the Pacific and HWST 276: Hawaiian Literature, as online courses. We also have the capacity to offer HWST 291: Contemporary Hawaiian
Issues online but have not done so yet. Our program also offers HWST 107 as a hybrid course.

Part III. Analysis of Program or Unit Data

The overall program health of Hawaiians Studies is currently ranked as “cautionary”, however, improvements have been made over the past four years to bring our program closer to a “healthy” rating.

### Demand

<table>
<thead>
<tr>
<th>#</th>
<th>Demand Indicators</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>Demand Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Number of Majors</td>
<td>51</td>
<td>47</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>1a.</td>
<td>Number of Majors Native Hawaiian</td>
<td>40</td>
<td>39</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>1b.</td>
<td>Fall Full-Time</td>
<td>44%</td>
<td>30%</td>
<td>58%</td>
<td></td>
</tr>
<tr>
<td>1c.</td>
<td>Fall Part-Time</td>
<td>56%</td>
<td>70%</td>
<td>42%</td>
<td></td>
</tr>
<tr>
<td>1d.</td>
<td>Fall Part-Time who are Full-Time in System</td>
<td>4%</td>
<td>2%</td>
<td>5%</td>
<td>Healthy</td>
</tr>
<tr>
<td>1e.</td>
<td>Spring Full-Time</td>
<td>53%</td>
<td>60%</td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td>1f.</td>
<td>Spring Part-Time</td>
<td>47%</td>
<td>40%</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>1g.</td>
<td>Spring Part-Time who are Full-Time in System</td>
<td>0%</td>
<td>2%</td>
<td>2%</td>
<td>Healthy</td>
</tr>
<tr>
<td>2.</td>
<td>Percent Change Majors from Prior Year</td>
<td>10%</td>
<td>-8%</td>
<td>51%</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>SSH Program Majors in Program Classes</td>
<td>433</td>
<td>429</td>
<td>686</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>SSH Non-Majors in Program Classes</td>
<td>4,439</td>
<td>5,027</td>
<td>4,336</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>SSH in All Program Classes</td>
<td>4,872</td>
<td>5,456</td>
<td>5,022</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>FTE Enrollment in Program Classes</td>
<td>162</td>
<td>182</td>
<td>167</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Total Number of Classes Taught</td>
<td>71</td>
<td>79</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>
Demand has maintained a healthy trend. We have seen a rise in the number of majors by a significant margin and an increase in Native Hawaiian majors as well as full-time students.

The AAHS Program is interdisciplinary and there are no dedicated program classes. All courses that qualify for the AAHS degree can also qualify as various requirements for the College’s other Associate degrees. Therefore, the number of Student Semester Hours (SSH) generated by majors and non-majors in “program classes” are difficult to measure accurately. The data provided shows that non-majors in program classes generated most of the SSHs. Moreover, HWST 107 is both a core requirement for the AAHS and fulfills 2 requirements for the AA in Liberal Arts: the Diversification Humanities (DH) credits and the Hawaiʻi, Asia, Pacific (HAP) Focus credit. Thus, a significant number of non-majors enroll in this course to fulfill other degree requirements.

**Efficiency**

<table>
<thead>
<tr>
<th>#</th>
<th>Efficiency Indicators</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>Efficiency Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Average Class Size</td>
<td>22</td>
<td>22</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Fill Rate</td>
<td>78.7%</td>
<td>83.2%</td>
<td>82.2%</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>FTE BOR Appointed Faculty</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>11.*</td>
<td>Majors to FTE BOR Appointed Faculty</td>
<td>16</td>
<td>9</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Majors to Analytic FTE Faculty</td>
<td>6</td>
<td>5</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>12a</td>
<td>Analytic FTE Faculty</td>
<td>8</td>
<td>9</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Overall Program Expenditures</td>
<td>$164,068</td>
<td>$243,065</td>
<td>$274,676</td>
<td>Healthy</td>
</tr>
<tr>
<td>13a</td>
<td>General Funded Budget Allocation</td>
<td>$163,864</td>
<td>$241,974</td>
<td>$272,259</td>
<td></td>
</tr>
<tr>
<td>13b</td>
<td>Special/Federal Budget Allocation</td>
<td>$204</td>
<td>$1,091</td>
<td>$2,417</td>
<td></td>
</tr>
<tr>
<td>13c</td>
<td>Tuition and Fees</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Cost per SSH</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Number of Low-Enrolled (&lt;10) Classes</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>
The efficiency indicator for the Hawaiians Studies program is categorized as healthy based on the class fill rate and the majors to faculty ratio. The class fill rate is at 82.2%, a 1 percent decrease from last year but maintains the upward trend since 2017. The majors to full time faculty ratio has increased from 9 to 14.

To further increase program efficiency, we will continue to work on course alignment and program coherence in the context of other UH System offerings. Much of this work has already been completed.

### Effectiveness

<table>
<thead>
<tr>
<th>#</th>
<th>Effectiveness Indicators</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>Effectiveness Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Successful Completion (Equivalent C or Higher)</td>
<td>72%</td>
<td>76%</td>
<td>78%</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Withdrawals (Grade = W)</td>
<td>95</td>
<td>64</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Persistence Fall to Spring</td>
<td>67%</td>
<td>66%</td>
<td>58%</td>
<td></td>
</tr>
<tr>
<td>18a</td>
<td>Persistence Fall to Fall</td>
<td>36%</td>
<td>40%</td>
<td>46%</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Unduplicated Degrees/Certificates Awarded Prior Fiscal Year</td>
<td>10</td>
<td>24</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>19a</td>
<td>Associate Degrees Awarded</td>
<td>10</td>
<td>4</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>19b</td>
<td>Academic Subject Certificates Awarded</td>
<td>0</td>
<td>23</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>19c</td>
<td>Goal</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>19d</td>
<td>Difference Between Unduplicated Awarded and Goal</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Transfers to UH 4-yr</td>
<td>16</td>
<td>4</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>20a</td>
<td>Transfers with degree from program</td>
<td>11</td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>20b</td>
<td>Transfers without degree from program</td>
<td>5</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>20c</td>
<td>Increase by 3% Annual Transfers to UH 4-yr Goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In terms of effectiveness, the program has been categorized as unhealthy based on persistence, which indicates the percentage of program majors who continue throughout the academic year. The persistence rate dropped from 66% in 2018-19 to 58% in 2019-20. This decline may be due to the Covid-19 pandemic and the wide-reaching impacts felt by our students during the spring 2020 semester. On an upward trend are the number of Associate Degrees that were awarded from 4 in 2018-19 to 7 in 2019-20 (#19a) as well as Academic Subject Certificates, from 23-33 during the same time period (#19b).

To increase the program’s effectiveness and student persistence, the Hawaiian Studies program has hired an additional instructor to help meet the demand for core and elective courses on both campuses and to ensure students have sufficient courses to graduate on time.

Part IV.A. Analysis of Program or Unit Service Area Outcomes (SAOs), Program Level Outcomes (PLOs) and/or Student Learning Outcomes (SLOs)

The Hawaiian Studies program faculty designed a course to measure and analyze our PLOs, HWST 292: Kūkulu Manaʻo. However, we will not be able to offer this class until the fall 2021 semester. Below are the courses and student learning outcomes that have been measured. See Part VI for more information on program analysis.

**HWST 105**

All 6 SLOs were measured and met.

<table>
<thead>
<tr>
<th>LEARNING OUTCOME</th>
<th>MET/NOT MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluate some of the ways in which plants and/or uses of plants have shaped past cultural and historical developments in Hawai‘i and the larger Pacific regions.</td>
<td>MET</td>
</tr>
<tr>
<td>2. Identify selected plants by their common and Hawaiian names.</td>
<td>MET</td>
</tr>
</tbody>
</table>
3. Make connections between plants and the personal, or social, or cultural, or ethical, or political dimensions of human experience/society using the basic elements of botanical sciences terminology and/or conventions of cultural analysis. | MET

4. Explain how Native Hawaiian culture/society intersects with other Pacific Island cultures/societies. | MET

5. Evaluate or describe basic plant classification. | MET

6. Demonstrate knowledge of the ecology of plants and their environment in the modern world. | MET

**HWST 107**
All 3 SLOs were met.

<table>
<thead>
<tr>
<th>LEARNING OUTCOME</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 128**
All 6 SLOs were met.

<table>
<thead>
<tr>
<th>LEARNING OUTCOME</th>
<th>MET/NOT MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate body coordination, poise and control.</td>
<td>MET</td>
</tr>
<tr>
<td>2. Identify hula and oli terminology.</td>
<td>MET</td>
</tr>
<tr>
<td>3. Perform oli and basic hula movements with musical accompaniment.</td>
<td>MET</td>
</tr>
</tbody>
</table>
4. Categorize basic characteristics of hula protocol. | MET
5. Evaluate the historical and/or cultural significance of hula. | MET
6. Demonstrate lei making techniques. | MET

**HWST 270**

All 4 SLOs were measured and met.

<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), ʻaumākua (ancestral family deities), and kānaka (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>

**HWST 276**

All 4 SLOs were measured and met.

<table>
<thead>
<tr>
<th>LEARNING OUTCOME</th>
<th>MET/NOT MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluate thematic patterns or structures in Hawaiian literary works.</td>
<td>MET</td>
</tr>
<tr>
<td>2. Engage in an active, deliberative, interpretive process of reading Hawaiian literature.</td>
<td>MET</td>
</tr>
<tr>
<td>3. Assess the need for textual evidence in establishing opinions and ideas regarding Hawaiian literary works.</td>
<td>MET</td>
</tr>
<tr>
<td>4. Make connections between Hawaiian literary works and the personal, social, cultural, ethical and/or political dimensions of the human experience.</td>
<td>MET</td>
</tr>
</tbody>
</table>
The Hawaiian Studies program created assignments and activities to be used as assessment tools for each course. These assignments and activities are specifically designed to measure student success and achievement of SLOs. For example, a map test is assigned in HWST 107 that requires students to track the origin, migration and settlement patterns across Oceania. This activity assesses student learning outcome 1: “Demonstrate knowledge of the origins, migrations and settlement patterns of Oceania.” In HWST 276, students are required to submit an essay that specifically asks them to address SLO 4: “Make connections between Hawaiian literary works and the personal, social, cultural, ethical and/or political dimensions of the human experience.” In writing the essay they also must use and explain why it is important to use textual evidence when writing about literature thereby addressing SLO 3.

Part IV.B. Curriculum Revision and Review (For Instructional Programs)

Curriculum review currently includes alignment with other UH campuses. This is in process.

Part V. Survey Results

Graduates
Graduates of the AAHS program were asked to provide feedback via an 8-question survey. The survey consisted of three sets of questions regarding the following:

1. the availability and quality of courses and instruction,
We received responses from 8 graduates.

100% of the respondents were satisfied with the availability of classes, quality of courses, instruction and opportunities to meet with faculty outside of class.

I was thrilled that I was able to complete the AAHS from LCC online after having to leave for Arizona for the Kupuna care of my father-in-law. I was also thrilled I was able to participate in the Ke Ala 'Ike scholar program even while away from home.

100% of the respondents agreed that the program provided them with a good foundation in Hawaiian values, a sense of place and personal responsibility as a member of the community and global citizen.

I was at Leeward Community College and the best thing at the time was really the community.

100% of the respondents agreed that the program helped them learn basic Hawaiian concepts, connect current issues to their historical roots.

Best thing I’ve ever achieved as a Hawaiian Studies major at LCC was that the knowledge i gained from the classes built the foundation of my mindset and perspectives as a kanaka. Even though I don’t have Hawaiian blood, I can tell what is pono or hewa on a daily basis and I’m more aware of social issues of Hawai‘i now.

75% of respondents agreed that the program helped them to apply Hawaiian-based concepts to other areas of study.

**Majors**

Majors of the AAHS program were asked to provide feedback via a 19-question survey. The survey consisted of four sets of questions regarding:

1. general background,
2. choosing Hawaiian Studies,
3. academic planning and transfer information,
4. their achievement of the program goals and program learning outcomes.

We received responses from 9 majors.

- 100% of the respondents were satisfied with the availability of classes.
• 100% were satisfied with the quality of courses.
• 90% were satisfied with the quality of instruction and opportunities to meet with faculty.
• 100% agreed that the program is providing them with a good foundation in Hawaiian values, a sense of place.
• 90% agreed that the program was providing them with a positive sense of place, and a sense of responsibility to themselves, their communities and globally.
• 100% of respondents agreed that they are learning to explain basic cultural concepts and connect modern issues with their historical roots.
• 90% of respondents agreed that they are learning to explain basic linguistic concepts, apply concepts in other areas and engage and analyze relevant topics.

The greatest gift I received as a Hawaiian Studies major is the opportunity to reach the level of consciousness our kūpuna innately possessed. I value the gift of knowing and memory.

Part VI. Overview Analysis of Program or Unit

Historic support for aboriginal Hawaiians
The AAHS program outcomes address the historic need to support Hawaiian culture, programs, and students. The University of Hawai‘i (UH) has an extensive and longstanding commitment to support the advancement of Native Hawaiian language, culture, history and practice. The University’s commitment to the advancement and success of Native Hawaiian students and programs is well documented in the University of Hawai‘i Board of Regents (BOR) Policy Chapter 4-1, the University of Hawai‘i System Strategic Directions 2015-2021 (rev. 2018), the University of Hawai‘i Community College (UHCC) Strategic Directions (2015-2021), and Leeward Community College’s mission.

Board of Regents Policy (RP 4.201)
BOR policy 4.201 underscores the University’s commitment to the Native Hawaiians.

Section 3c.3
As the only provider of public higher education in Hawai‘i, the University embraces its unique responsibilities to the indigenous people of Hawai‘i and to Hawai‘i’s indigenous language and culture. To fulfill this responsibility, the University ensures active support for the participation of Native Hawaiians at the University and supports vigorous programs of study and support for the Hawaiian language, history and culture.

Section 3C.4c
The University will fulfill its “unique commitment to Native Hawaiians” by:

1. Providing positive system-wide executive support in the development, implementation, and improvement of programs and services for Native Hawaiians;
2. Providing for and promoting the use of the Hawaiian language within the university;
3. Providing a level of support for the study of Hawaiian language, culture and history within the university that honors, perpetuates and strengthens those disciplines into the future;

**UH System Strategic Directions 2015-2021 (rev. 2018)**

The AAHS program outcomes align with the following Goals, Objectives and Action Strategies of the University of Hawai‘i System Strategic Plan:

**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.

HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion.

Tactics
- Reduce attainment gaps in college completion for Native Hawaiians, low-income and under-represented groups
- Expand services for Native Hawaiian students, under-represented populations, as well as active military/veterans and their families, returning adults and online students

**Mission-Focused System (MFS)**

Goal: Realize the University’s commitments to becoming a foremost indigenous-serving university and advancing sustainability, both of which are significant parts of our mission.

**MFS Action Strategy 1**

UH aspires to be the world’s foremost indigenous serving university and embraces its unique responsibilities to the indigenous people of Hawai‘i and to Hawai‘i’s indigenous language and culture. To fulfill this responsibility, the university ensures active support for the participation of Native Hawaiians and supports vigorous programs of study and
support for the Hawaiian language, history and culture. In addition to the Native Hawaiian student success agenda within the Hawai‘i Graduation Initiative, the following tactics align with the thematic areas set forth in Hawai‘i Papa O Ke Ao, UH’s plan for a model indigenous serving university.

- Advance the utilization and understanding of the Hawaiian language and culture throughout the UH System, including through articulated programs of study as well as through informal learning

University of Hawai‘i Community College Strategic Directions 2015-2021 (rev. 2/2017)
The AAHS program outcomes align with the following Goals, Objectives and Action Strategies of the University of Hawai‘i Community College Strategic Plan Update 2015-2020:

Hawai‘i Graduation Initiative (HGI)
The Hawai‘i Graduation Initiative is the UH System’s commitment to increase the educational capital of the state by increasing the participation and completion rates of students, particularly Native Hawaiians, low-income students, and those from underserved regions and populations and preparing these students for success in the workforce and their communities. The UH Community Colleges share this commitment, including increasing the transfer rates and success of its students.

Native Hawaiian Graduation
Native Hawaiian student success remains of paramount importance to the UH Community Colleges as we strive to fulfill our obligation to be a model indigenous serving institution. Over the past six years, Native Hawaiian student enrollment, graduation, and transfer have all more than doubled. This plan seeks to sustain that progress and to eliminate any gaps in the graduation of Native Hawaiian students compared to the overall student population. The Native Hawaiian graduation targets combine this elimination of any gaps in graduation numbers, that is, Native Hawaiian graduates should be at the same percentage as their enrollment percentage, with the overall planned graduation increases for all students.

- Develop programs that target and serve populations in geographic regions with large Native Hawaiian populations;

Eliminating Access and Success Gaps for Targeted Populations
The UH Community Colleges play a vital role in ensuring access to the benefits of higher education for all Hawai‘i’s citizens. In fulfilling that mission, the commitment is that there should be no achievement gaps for any of the populations normally
considered unrepresented in higher education. This plan commits to eliminate gaps in enrollment, graduation, STEM graduation, and transfer for these targeted populations:
- Native Hawaiian
- Filipino
- Pacific Islander

**High Performance Mission-Driven System (HPMS)**
The UH Community Colleges will identify and change processes and structures that potentially impede student progress or student success or that keep UH Community Colleges from creating responsive and efficient decision-making structures and policies.

**Adoption of Hawai'i Papa o Ke Ao report goals and benchmarks including**
- The University fosters and promotes Hawaiian culture and language at all its campuses

**2012 Hawai'i Papa o Ke Ao Report**

As stated in the report:

Hawai'i Papa O Ke Ao was developed to meet the University of Hawai'i’s commitment to Native Hawaiians. In Spring 2011 MRC Greenwood, University of Hawai'i President, asked Vice President Rockne Freitas to convene a task force to articulate a plan that would make the University of Hawai'i a leader in Indigenous (Hawaiian) education. … Vice President Freitas put out a call to the Chancellors from the University of Hawai’i system to nominate members from their campus to serve on this newly created taskforce. VP Freitas selected members to create a well-balanced team of faculty and administrators.

In her opening message of the 2012 Hawai'i Papa O Ke Ao Report, UH President MRC Greenwood explains:

Why is this an area in which the university should excel? We in Hawaii share the gift of living in the home of our host culture – Hawaiian. Everything we do is, or should be, imbued with Hawaiian values and respectful of the traditions practiced here for centuries, long before the ancestors of other ethnicities landed on our shores. It is incumbent on Hawaii’s only public institution of higher education to both educate Hawaiian youth of our islands to prepare them for productive lives, and continue to play a key role in preserving and perpetuating the culture that exists nowhere else on earth. It is a gift and an obligation of which we are keenly aware. If not the University of Hawai'i, then who?
The relevant goals from Hawai‘i Papa O Ke Ao, the Task Force on Creating a Model Indigenous-Serving Institution, include:

**Community Engagement - University of Hawai‘i in the Community & Community in the University**
- Goal 1: Intra-Campus Development - Building Community on Each Campus
- Objective 2: Build and sustain a community of learners.
- Goal 2: Inter-Campus Development – Building Community Connections with ALL campuses
- Objective 1: Articulate programs between UH Community Colleges and 4-year institutions.

**Hawaiian Culture and Language Parity**
- Goal 1: Vibrant Language and Culture Programs of Study at all UH campuses
- Objective 1: Establish an A.A. / A.S. degree in Hawaiian Studies at all seven community colleges.
- Objective 3: Provide appropriate staffing to support and expand each respective Hawaiian degree program.
- Objective 4: Create a true 60 + 60 Credit articulation in Hawaiian Studies between its community colleges and 4-year campuses.

**Strengths and weaknesses based on analysis of data**
The demand for the program is healthy. The number of majors increased over the last three years despite an overall decline in the college’s enrollment. We hope for an upward trend to continue as we increase marketing activities and diversify our offerings. As we work on course alignment and articulations, we expect this to improve further.

The program is effective, particularly when the adjusted data, such as the number of ASCs awarded, is factored. We have met our goal for degrees and certificates awarded. We are pleased to see that the number of transfers to UH 4-year institutions has increased.

The AAHS an interdisciplinary degree; there is currently no procedure in place to assess all courses. However, program faculty developed a capstone course that will be used to assess the successful completion of program learning outcomes via relevant, guided student research projects called *HWST 292: Kūkulu Mana‘o: Hawaiian Studies Capstone Project*. In addition, the majors/graduate surveys should be administered annually.
Evidence of quality
Feedback from graduates and majors is positive. Nearly 100% of the respondents were satisfied with the program, courses, instruction and attainment of program learning outcomes.

Evidence of student learning
The AAHS is an interdisciplinary degree; there is currently no procedure in place to assess all program courses. However, we have reviewed and/or assessed the four core-required courses for the degree and all assessed SLOs have been met.

Resource sufficiency
There are no dedicated AAHS program counselors, advising for students is handled using existing counseling resources. Additional staff is required to continue to grow diversify and serve our population adequately.

Recommendations for improving outcomes
For program assessment, the program faculty will offer the course HWST 292. Additionally, the Program coordinator will administer the majors and graduate satisfaction surveys annually.

Part VII. Action Plan

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 and completion. To support the University’s goals, it is critical to provide additional funding for instruction and student support.

1. Hire 1.0 FTE BOR appointed Hawaiian Studies instructor in Hawaiian Studies (C-2, 9 mo.).
   a. There are 3 Hawaiian Studies/Pacific Studies lecturers. Additional BOR appointed faculty is warranted by the number of credits taught by lecturers.
   b. Demand for HWST courses has increased on the LCC Wai‘anae-Moku campus. We are unable to meet the demand for different HWST courses needed to complete the AA in HWST 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 and additional faculty with specialized training is needed to fulfill this goal.

2. Hire a 1.0 FTE BOR appointed Counselor, Hawaiian Studies Program
a. The College has only one full-time counselor for the Native Hawaiian students enrolled at Leeward CC.
b. Only one counselor was available via the Native Hawaiian Center. The counselor is overwhelmed with student needs.
c. The counselor also reported fielding over 500 email interactions with students during each semester.
d. The current full-time counselor was asked to assist the program as the Hawaiian Studies 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.

3. Hire a 1.0 FTE, Native Hawaiian Recruitment and Retention Specialist (APT, band B)

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.
   i. Network with community organizations
   ii. Attend college fairs to recruit Native Hawaiian students and potential Hawaiian Studies majors
   iii. Partner with campus Retention Office to expand its reach to Native Hawaiian organizations

GOAL 2: Expand and align course offerings
In response to UH system initiatives and student demand, the Hawaiian Studies program will expand and diversify our course offerings.

1. Purchase virtual reality equipment for use in the voyaging courses: The voyaging lab courses necessitate meeting off-campus at night to observe the starlines. This is an obstacle to students who don’t have regular transportation. A graduate program at the University of Hawai‘i 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.
   a. One time purchase of cameras (TBD)
   b. Per student, $4,082:
      i. $1,399 virtual reality set up (goggles and hand controls)
ii. $2,683 laptop (includes 4 years of tech support and accidental damage support)

2. Develop an OER Textbook for HWST 107
The current textbook used for Hawaiian Studies 107 is a wonderful resource is only available in print form. Developing an OER Textbook would allow us to cut costs to our students, update course materials, and innovate course lessons.

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

1. Implement a capstone course that will be used to assess the successful completion of program learning outcomes via relevant, guided student research projects. The course has been approved but has yet to be offered.
   a. HWST 292: Kūkulu Mana’o: Hawaiian Studies Capstone Project - This is the capstone course for the AA in Hawaiian Studies Program. It requires students to integrate knowledge gained in the Associate in Arts in Hawaiian Studies program. Students will collaborate with faculty to design and complete a project which demonstrates that students can describe aboriginal Hawaiian linguistic, cultural, historical and political concepts, apply those concepts in other areas, and analyze topics relevant to the aboriginal Hawaiian community.

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.

Action Plan:

1. Implement 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 professional development of DOE teachers.
   a. HWST 207: Hawaiian Perspectives in Ahupua’a Resource Management - HWST 207 examines the Hawaiian ahupua’a as an integral component of the Hawaiian resource management system, and its relevance today. Using both primary and secondary written and oral sources, students will study Hawaiian perspectives on resource management and their relationship with land. This course emphasizes land-based learning.
## Part VII. Resource and Budget Implications

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<tr>
<th>Priority</th>
<th>Item or Action and Improvement Sought</th>
<th>College, Program, or Unit Goal</th>
<th>Data Supporting Request from ARPD</th>
<th>New Funding Cost Estimate</th>
<th>If New Funding Not Available: Possibilities for Extramural Funding or Reallocation</th>
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<tr>
<td>1.</td>
<td>Virtual reality units (virtual reality cameras, goggles, laptop)</td>
<td><strong>BOR Policy 4.201 2015-2021 UH Strategic Directions (rev. 2018):</strong> Mission-Focused System (MFS) Executive Sustainability Policy EP 4.202 Leeward CC Mission</td>
<td>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. Lab courses necessitate meeting off-campus at night to observe the starlines. This is an obstacle to students who don't have transportation. Virtual reality units would minimize the need to meet at night off campus.</td>
<td>One time purchase of virtual reality cameras (price TBD) +$40,082 for 10 units [$4,082/unit ($1,399 virtual reality goggles, $2,683 laptop)]</td>
<td><strong>Possibilities for Extramural Funding or Reallocation</strong></td>
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**PERSONNEL (Positions and Release time)**
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<th>Item or Action and improvements sought</th>
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| 1.       | 1.0 FTE Hawaiian Studies Instructor (C-2,9 mo. Faculty) | University of Hawai‘i Mission (BOR Policy 4.201) 2015-2021 UH Strategic Directions (rev. 2018): Mission-Focused System (MFS) Executive Sustainability Policy EP 4.202 Leeward CC Mission AAHS Program mission | There are 3 Hawaiian Studies/Pacific Studies lecturers who taught 36% (27 credits) of the classes offered in the 2018 AY. Additional BOR appointed faculty is warranted by the number of credits taught by lecturers. Demand for HWST courses has increased on the LCC Wai‘anae-Moku campus. We are unable to meet the demand for different HWST courses needed to complete the AA in HWST degree at this location. UH is a long-time partner of the Polynesian Voyaging Society. President Lassner has made | $54,084/year (UHPA salaries) | }
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<th>University and additional faculty with specialized training is needed to fulfill this goal.</th>
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<td>UHCC Strategic Directions (<em>rev.</em> 2/2017): Native Hawaiian Graduation</td>
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<td>Leeward CC Mission</td>
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