

AA HAWAIIAN STUDIES



2019

ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAII®
HAWAII
COMMUNITY COLLEGE

1. Program Description

A two-year Baccalaureate direct transfer Associate of Arts degree consisting of 62 credits at the 100 and 200 levels. The Associate in Arts in Hawaiian Studies is designed for students who are preparing to transfer to a four-year college or university and who have an interest in achieving a qualification that would be beneficial in the workforce or other areas of study where a foundational knowledge of the Native Hawaiian host culture can complement their worldview.

Upon successful completion, students are prepared to:

- Describe aboriginal Hawaiian linguistic, cultural, historical, and political concepts.
- Apply aboriginal Hawaiian concepts, knowledge, and methods to the areas of science, humanities, arts, and social sciences, in academics and in other professional endeavors.
- Engage, articulate, and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods

2. Analysis of the Program

Overall Program Health: Cautionary

Demand Indicators: Unhealthy

1. Number of Majors: **51** (Down 8 majors from AY17-18, 59)
 - a. Number of Majors Native Hawaiian: **26** (Down 7 NH majors from AY17-18, 33)
 - b. Fall Full-Time: **45%** (Down 3% from AY17-18, 48%)
 - c. Fall Part-Time: **55%** (Increased 3% from AY17-18, 52%)
 - d. Fall Part-Time who are Full-Time in System: **0%** (Down 2% from AY17-18, 2%)
 - e. Spring Full-Time: **42%** (Increased 1% from AY17-18, 41%)
 - f. Spring Part-Time: **58%** (Down 1% from AY17-18, 59%)
 - g. Spring Part-Time who are full-Time in System: **2%** (Increased 2% from AY17-18, 0%)
2. Percent Change Majors from Prior Year: **-14%** (Down 8% from AY17-18, -6%)
3. SSH Program Majors in Program Classes: **321** (Down 32 SSH from AY17-18, 353)
4. SSH Non-Majors in Program Classes: **1,355** (Down 309 SSH from AY17-18, 1,664)
5. SSH in All Program Classes: **1,676** (Down 341 SSH from AY17-18, 2,017)
6. FTE Enrollment in Program Classes: **56** (Down 11 from AY17-18, 67)
7. Total Number of Classes Taught: **30** (Down 6 from AY17-18, 36)

Decreasing enrollment is a continuing issue for not only Hawai'iCC but for the majority of UH campuses. Our AA HWST program has not been immune to this. Yet, despite the ongoing low enrollment, there have been some improvements such as the Fall and Spring Part Time student enrollment.

I Ola Hāloa Center for Hawai'i Life Styles (HLS) submitted a program modification for AY18-19 and applied for Diversifications and HAP designations that should increase SSH and enrollment in classes. HLS will continue to work towards building and improving our academic program and overall program services.

Efficiency Indicators: Cautionary

8. Average Class Size: **16** (no change from AY17-18)
9. Fill Rate: **65.9%** (Increased 3.50% from AY17-18, 62.4%)
10. FTE BOR Appointed Faculty: **5** (AY17-18 data inaccurate)
11. Majors to FTE BOR Appointed Faculty: **10** (Down 9 from AY17-18, 19)
12. Majors to Analytic FTE Faculty: **12** (Increased 1 from AY17-18, 11)
 - a. Analytic FTE Faculty: **4** (Down 5 from AY17-18, 9)
13. Overall Program Budget Allocation: **\$0**

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- . General Funded Budget Allocation: **\$0**
- a. Special/Federal Budget Allocation: **\$0**
- 14. Cost per SSH: **\$0**
- 15. Number of Low-Enrolled (<10) Classes: **9** (Increased 2 from AY17-18, 7)

The Efficiency Indicator is labeled as Cautionary but there are a few inconsistencies with this indicator. The FTE BOR appointed faculty reflects 3 for AY17-18 but should be 5. The majors to FTE BOR appointed faculty (AY18-19) field does not account for reassigned time of senior faculty. One faculty member is completely reassigned to servicing both Hawai'iCC and UH Hilo as the Director of Hawaiian Culture and Protocols Engagement. The other serves as the Hawai'iCC Accreditation Liaison Officer (ALO). Despite these reassignments, HLS has continued to service both majors and non-majors.

Effectiveness Indicators: Cautionary

- 16. Successful Completion (Equivalent C or Higher): **73%** (Down 2% from AY17-18, 75%)
- 17. Withdrawals (Grade = W): **23** (Down 5 from AY17-18, 28)
- 18. Persistence Fall to Spring: **71%** (Down 1% from AY17-18, 72%)
 - a. Persistence Fall to Fall: **45%** (Increased 2% from AY17-18, 43%)
- 19. Unduplicated Degrees/Certificates Awarded Prior Fiscal Year: **53** (Increased 42 from AY17-18, 11)
 - . Associate Degrees Awarded: **11** (Down 4 from AY17-18, 15)
 - a. Academic Subject Certificates Awarded: **47** (Increased 47 from AY17-18)
 - b. Goal: **0**
 - c. Difference Between Unduplicated Awarded and Goal: **0**
- 20. Transfers to UH 4-yr: **7** (Down 1 from AY17-18, 8)
 - . Transfers with degree from program: **3** (Increased 1 from AY17-18, 2)
 - a. Transfers without degree from program: **4** (No change form AY17-18)
 - b. Increase by 3% Annual Transfers to UH 4-yr Goal: **No Data**
 - c. Difference Between Transfers and Goal: **No Data**

Distance Indicators

- 21. Number of Distance Education Classes Taught: **12** (Increased 1 from AY17-18, 11)
- 22. Enrollments Distance Education Classes: **261** (Increased 23 from AY17-18, 238)
- 23. Fill Rate: **88%** (Down 1% from AY17-18, 89%)
- 24. Successful Completion (Equivalent C or Higher): **69%** (Increased 1% from AY17-18, 68%)
- 25. Withdrawals (Grade = W): **14** (Down 2 from AY17-18, 16)
- 26. Persistence (Fall to Spring Not Limited to Distance Education): **63%** (Increased 14% from AY17-18, 49%)

The Distance Indicator has no health call label but continues to show growth. Towards the end of Spring 2019, the HLS Coordinator was working with Hawai'iCC Admin on how to continue to grow the AA HWST with an emphasis on distance education.

Performance Indicators

- 27. Number of Degrees and Certificates: **11** (Down 4 from AY17-18, 15)
- 28. Number of Degrees and Certificates Native Hawaiian: **7** (Increased 2 from AY17-18, 5)
- 29. Number of Degrees and Certificates STEM: **Not STEM**
- 30. Number of Pell Recipients: **6** (Increased 2 from AY17-18, 4)
- 31. Number of Transfers to UH 4-yr: **7** (Increased 1 from AY17-18, 6)

Other

Currently I Ola Hāloa is classified as a 9-month academic program. However, we provide services that are consistent with an 11-month including our academic program (AA-HWST and Academic Subject Certificate), the Paepae 'Ōhua Native Hawaiian Student Success Center, Ha'akūmalae Protocols Program, USDOE Title

III, and other partnerships with other units/divisions. During AY18-19, HLS has provided the following services:

For the **AA-HWST program including the Academic Subject Certificate (ASC)**, our program worked with the Math and Natural Science unit to create the HWST-STEM certificate. The proposal was submitted into Kualii in May 2019. The ASC will help to bridge HWST and STEM disciplines. Pending the hire of the Kona HWST Instructor, HLS will be able to continue working with faculty across disciplines to develop pathways with Hawaiian Studies. HLS also continues to outreach to high schools for early college participation, especially for West Hawai'i. The program will revamp and work on doing the same for East Hawai'i. The Effectiveness indicator shows a large increase in the number of certificates that were awarded (47). This is due to our faculty who continue to communicate with high school administration to not only take early college courses but enable high school students to earn a certificate at the same time they earn their high school diploma.

The **Paepae 'Ōhua Native Hawaiian Student Success Center (PPO)** offers peer mentoring, tutoring, workshops (academic and cultural), a lending library, the Waihonua Media lab (desktop and laptop usage, limited printing) for all learners, staff and faculty. While our priority is to service HWST majors and Native Hawaiian learners, our services are open to all. The Center is open to students, staff and faculty and is designed to close the gap between academics and provide learner support in a way that reflects Hawai'i culture and values. PPO has facilitated over 20 workshops, collaborated in over 20 events (including but not limited to kīpaepae, community of hei, Hawai'iCC Fresh Check Day, Hawai'iCC Day, etc.) to promote student success, and has created various learning materials and resources to increase awareness and knowledge of Hawaiian culture.

The **Ha'akūmalae Protocols Program** continues to be a leader in the UH system initiative Hawai'i Papa o Ke Ao. The Ha'akūmalae Protocols program has resulted in the Kīpaepae Protocols Committee for both Hawai'iCC and UH Hilo which is housed under the office of the Chancellors (Hawai'i CC and UH Hilo). There are between 40-50 kīpaepae conducted each year where students, staff, faculty, admin, community members, and global visitors are welcomed and encouraged to participate. Hawai'iCC is the lead campus for Kīpaepae and protocol training in the UH system and further supporting Hawai'i Papa o Ke Ao. Hawai'i Pāmaomao and Wahi Pana are also a part of Ha'akūmalae and was created to engage with indigenous communities. Hawai'i Pāmaomao encourages faculty, staff, admin and students to leave Hawai'i and learn from other communities to enhance student success at Hawai'iCC. Wahi Pana is the localized approach to Pāmaomao where faculty, staff, admin and students visit various 'celebrated places' in Hawai'i to gain a better understanding of the students and the communities they come from.

Currently HLS is part of a **USDOE Title III** (5-year) grant titled Mōkaulele. UH Hilo is the lead campus, with Hawai'iCC as the partner. There are three activities in the Mōkaulele Grant - Activity One: Building Capacity Through Leadership Development (UHH); Activity Two: Strengthening Campus and Community Engagement (Hawai'iCC); and Activity Three: Facilitating Language, Culture and Knowledge Learning Pathways (Hawai'iCC). With Hawai'iCC leading two of the three activities via HLS, this campus continues to service the Island of Hawai'i and serve as a model institution for indigenizing academia. Various events and activities produced by the Hawai'iCC Mōkaulele program includes the Fall 2019 'Aha Haumāna (Student Leadership Conference, a partnership with UHH Kīpuka Native Hawaiian Student Center), Spring 2020 'Aipono (collaboration with Agriculture, Forest Team, Culinary and multiple community members and organizations), Movie on the Pā: Moana (Hawaiian Language with English Subtitles), monthly 'Ōlelo Hawai'i (Hawaiian language) workshops, etc.

Various **cultural workshops and activities** are offered throughout the year via Paepae 'Ōhua (PPO), Ha'akūmalae and the Mōkaulele Grant that includes kīhei, hei, lei, etc. These workshops are open to all of Hawai'iCC and UH Hilo populations to (re)orient learners to Hawai'i island culture and history. Workshops provide additional learning opportunities for students and serve as professional development for staff and faculty to further Hawai'i CC Institutional Learning Outcomes - primarily #3 and the UH Hawai'i Papa o Ke Ao initiative.

Our program also partners with the Hawai'i CC Forest Team/Agriculture program with the **USDA HIIAG: Fostering Vibrant Local AG grant**. This grant enables both HLS and Forest Team the opportunity to provide additional services and learning opportunities to students via Tuition Assistance and Internships. This partnership with Forest Team/Agriculture enables our program to maintain a humble māla in front of our office. The māla is named Māla Ke Kōlea for the Kōlea (Pacific Golden Plover) who visit the area. Māla Ke Kōlea serves as an extended learning resource for the kauhale and is the primary area on campus that the HLS interns are able to do projects that deepen their understanding of Hawaiian plants.

In Summer 2019, HLS was the lead for **Pāalamanui Ignites Indigenous Art (PI`IA)**. This inaugural event is the catalyst in highlighting Pāalamanui as a center for indigenous arts. HLS in collaboration with Kamehameha Schools, the Mōkaulele Program, and Pāalamanui campus presented PI`IA to West Hawai'i. There were over 130 people who registered. Over 60 people attended the event and many expressed positive reviews of the event including the needs to continue PI`IA. HLS will continue to support PI`IA with plans that Pāalamanui will eventually have the capacity to lead this activity.

Our program goes above and beyond in services to all learners, staff, faculty, administration, community members, and the global community. Due to this our program does not agree with the Overall Program Health rating of **Cautionary**. HLS continues to meet regularly to discuss ways we can improve our program. This past summer we met for a four day residency to discuss curriculum, plan ways to outreach and how to revamp who we are as the I Ola Hāloa Center for Hawai'i Life Styles program. One tangible result of the summer residency was a three part task list (summer deliverables, AY19-20 actions and future goals).

It is with great pride that we can say I Ola Hāloa Center for Hawai'i Life Styles definitely upholds the mission and vision of Hawai'i CC and the UH system. HLS is currently working to be re-classified as an 11-month unit due to all the services our humble program provides.

3. Program Student Learning Outcomes

- a. List of the Program Student Learning Outcomes
- HWST PLO1: Describe aboriginal Hawaiian linguistic, cultural, historical, and political concepts.
 - HWST PLO2: Apply aboriginal Hawaiian concepts, knowledge, and methods to the areas of science, humanities, arts, and social sciences, in academics and in other professional endeavors.
 - HWST PLO3: Engage, articulate, and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods.
- b. Program Student Learning Outcomes that have been assessed in the year of the Annual Review of Program Data.
- HWST PLO1: Describe aboriginal Hawaiian linguistic, cultural, historical, and political concepts.
 - HWST PLO2: Apply aboriginal Hawaiian concepts, knowledge, and methods to the areas of science, humanities, arts, and social sciences, in academics and in other professional endeavors.
 - HWST PLO3: Engage, articulate, and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods.

c. Assessment Results

HWST PLO1: Describe aboriginal Hawaiian linguistic, cultural, historical, and political concepts.

	AY17-18	AY18-19
Exceeded	51.37% (263)	49.17% (118)

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Met	28.32% (145)	20% (48)
Partially Met	11.72% (60)	6.67% (16)
Not Met	8.59% (44)	24.17% (58)

HWST PLO2: Apply aboriginal Hawaiian concepts, knowledge, and methods to the areas of science, humanities, arts, and social sciences, in academics and in other professional endeavors.

	AY17-18	AY18-19
Exceeded	53.7% (167)	56.52% (78)
Met	27.33% (85)	22.46% (31)
Partially Met	12.86% (40)	10.87% (15)
Not Met	6.11% (19)	10.14% (14)

HWST PLO3: Engage, articulate, and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods.

	AY17-18	AY18-19
Exceeded	47.89% (34)	51.67% (31)
Met	8.45% (6)	28.33% (17)
Partially Met	33.8% (24)	8.33% (5)
Not Met	9.86% (7)	11.67% (7)

HWST Program AY18-19 Assessment Results

Dark Green = Exceeds // Light Green = Meets // Orange = Partly Meets // Red = Does not Meet

The screenshot shows the 'Outcomes' dashboard for 'Hawaiian Studies' in 'Academic Year 2018-19'. The sidebar on the left lists organization units, with 'Hawaiian Studies Department' selected. The main content area displays assessment results for four outcomes: HWST_PLO1, HWST_PLO2, HWST_PLO3, and ILO3. Each outcome is accompanied by a horizontal bar chart where segments represent the percentage of students who 'Exceeds' (dark green), 'Meets' (light green), 'Partly Meets' (orange), and 'Does not Meet' (red). The descriptions for each outcome are also visible.

- d. Changes that have been made as a result of the assessments.

In AY17-18, the HLS Program performed 9 initial assessments and 7 close-the-loop assessments. In AY18-19, the HLS Program performed 1 initial assessment and 6 close-the-loop assessments.

Following are some of the changes that have been implemented (or are scheduled to be implemented) as a result of these assessments:

HAW 101 - Rubric was revised to use specific terminology (for refined scoring) effective Fall 2019.

HWST 100 - Rubric and prompt was revised effective Spring 2018. Another close-the-loop assessment is scheduled for Fall 2019.

HWST 101 - Final examination questions are to be revised for next assessment cycle Fall 2022.

HWST 102 - CLO 2 is scheduled for modification; rubric is scheduled for revision; assessment project is scheduled for revision; all effective Fall 2020.

HWST 105 - Rubric was revised to adjust score ranges effective Spring 2019.

HWST 106 - CLO 2 is scheduled for revision or deletion for next assessment cycle Fall 2022.

HWST 107 - Artifacts were standardized effective Fall 2019.

HWST 130 - Course is scheduled for modification to include new CLOs, Course Objectives and Course Topics effective Fall 2020.

HWST 230 - Course is scheduled for modification effective Fall 2020.

4. Action Plan

The action plan for AY18-19 (as described in last year's annual report) states four action items for HLS: (1) Continue to focus on course modifications to strengthen the AA-HWST program, (2) Conduct a summer 2019 program residency, (3) Complete remaining assessment from original assessment plan, (4) Continue to look for funding opportunities to support student success at Hawai'iCC. A summer residency was completed that included course modifications proposals into Kualii. In late Spring and during Summer 2019, a title III proposal team was established with the HLS Coordinator and one senior faculty of HWST representing the HLS program. Together with the team, Hawai'iCC submitted three proposals for Title III funding. This wouldn't have been possible if HLS hadn't completed the required Title III eligibility form and other required information. Currently Hawai'iCC is waiting to hear back about the status of the Title III proposals.

I Ola Hāloa Center for Hawai'i Life Styles has four action plans for AY19-20:

1. Develop a new course offering plan and assessment plan. Due to the new course modifications, new plans are needed to better service students.

A new course offering and assessment plan will decrease the number of low enrolled classes and ensure that the AA HWST program continues to provide exceptional curriculum to the kauhale. This is in alignment with the Hawai'iCC Hawai'i Graduation Initiative (HGI) Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion. The new course offering plan will drive scheduling to allow students to attain their degrees in a timely manner.

2. Streamline ASC for Early College Students by creating a calendar of classes to ensure they earn the certificate by the time they graduate High School.

Streamlining the ASC for Early College students allows high school students to prepare/ learn what to expect in college while earning college credit. This is in alignment with HGI Strategy 1: Strengthen the pipeline from K-12 to the university to improve college readiness and increase college

attendance and HGI Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion. By working with high school students early on, we can increase their persistence to higher education and degree attainment by showing them that college can be for them.

3. Hire the Kona HWST Instructor

We anticipate the hiring of the Kona HWST Instructor for Fall 2019. Once this person is hired, the HLS Coordinator and senior faculty will work with the instructor on a calendar of activities and training over the next three years to ensure all job duties are being met. Filling this position will not only provide more instructional support but will strengthen Ha'akūmalae protocols and STEM pathways at Pālanui. This is in alignment with HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion and HGI Action Strategy 4: Solidify the foundations for Hawai'iCC at Pālanui, our newest campus, and establish large-scale student support services for Native Hawaiians, low-income students, and the under-represented populations served.

4. Work on HLS Program Retreats every 2 years (next one for AY20-21)

The Summer 2019 HLS Residency was essential for planning and projections for the program. This was long overdue and the program was able to accomplish a lot in four days. This included a three part task list (Summer, AY19-20, and Future). Having HLS program retreats every two years makes sure the program is providing current and needed curriculum and services to the kauhale and Hawai'i island community. The program retreats include curriculum review, outreach, strategies for increasing enrollment, persistence and degree attainment. This is in alignment with HSI Action Strategy 3: Anticipate and align curricula with community and workforce needs.

5. Resource Implications

I Ola Hāloa Center for Hawai'i Life Styles has need for three resource areas:

1. Funding for Paepae Ōhūa Native Hawaiian Student Success Center (PPO). While PPO has a priority to service HWST majors and Native Hawaiians, all learners, staff, and faculty are welcomed to utilize our services. PPO provides peer mentors, student spaces, and the Waihonua media lab that includes access to computers and limited printing. PPO was established with Title III funding and continues to be supported by Title III funding with no institutional support. Resource implications for PPO is **\$13,840** which includes \$5K for resource materials, printing, and consumables and \$8,840.00 for 2 student workers (\$13/hour x 10hours x 34 weeks x 2 students).
2. Funding for Ha'akūmalae Protocols Program. Like PPO, the Ha'akūmalae Protocols Program was established by Title III funding and continues to be supported by Title III. We are requesting **\$4,000**/year for resource materials, maintenance of protocol items and printing. This will ensure that Ha'akūmalae protocols program continues to make Hawai'iCC stand out as a premiere college for indigenizing academia.
3. Funding for Ha'akūmalae Specialist (APT A). The Ha'akūmalae Protocols Program includes Kīpaepae, Pāmaomao, Wahi Pana, and other protocols programming and activities. A Ha'akūmalae Specialist position was promised but hiring has been frozen due to cost savings. In order for HLS to continue to provide exceptional services to the kauhale, this position needs to be filled. The projected costs for this position is **\$71,678** : \$44,112 (pay) & \$27,566 (fringe).