

AA Hawaiian Studies



2020

ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAII®
HAWAII
COMMUNITY COLLEGE

1. Program or Unit 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 (AA HWST) 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.

The AA HWST is housed at the I Ola Hāloa Center for Hawai'i Life Styles program (HLS). While the AA HWST services majors and students enrolled in HAW/HWST classes, HLS services and resources are open to all students, especially Native Hawaiian students.

2. Analysis of the Program/Unit

Overall Program Health: Cautionary

*The [UH ARPD for 2019-2020](#) does not accurately reflect or match the HWST data that the program has collected over the past year. Due to this, it is our belief that our overall program health is better than Cautionary.

| # | Demand Indicators | 2017-18 | 2018-19 | 2019-20 | Demand Health |
|-----|--|---------|---------|---------|----------------|
| 1. | Number of Majors | 59 | 51 | 69 | Healthy |
| 1a. | Number of Majors Native Hawaiian | 33 | 26 | 38 | |
| 1b. | Fall Full-Time | 48% | 45% | 44% | |
| 1c. | Fall Part-Time | 52% | 55% | 56% | |
| 1d. | Fall Part-Time who are Full-Time in System | 2% | 0% | 2% | |
| 1e. | Spring Full-Time | 41% | 42% | 34% | |
| 1f. | Spring Part-Time | 59% | 58% | 66% | |
| 1g. | Spring Part-Time who are Full-Time in System | 0% | 2% | 3% | |
| 2.* | Percent Change Majors from Prior Year | -6% | -14% | 37% | |
| 3. | SSH Program Majors in Program Classes | 353 | 321 | 738 | |
| 4. | SSH Non-Majors in Program Classes | 1,664 | 1,355 | 3,316 | |
| 5. | SSH in All Program Classes | 2,017 | 1,676 | 4,054 | |
| 6. | FTE Enrollment in Program Classes | 67 | 56 | 135 | |
| 7. | Total Number of Classes Taught | 36 | 30 | 74 | |

2020 Hawai'i Community College ARPD
 Program: AA HWST

In Spring 2020, our final count of majors was 78. Therefore, we aren't sure how 69 majors for AY19-20 was calculated. However, based upon the data in the Demand Indicators, the following have improved from prior years:

| Demand Indicators | Compared to AY18-19 | Compared to AY17-19 |
|---|-----------------------|-----------------------|
| Number of majors (69) | 35% increase (51) | 17% increase (59) |
| Number of Majors Native Hawaiians (38) | 46% increase (26) | 15% increase (33) |
| Fall Part-Time (56%) | 1% increase (55%) | 4% increase (52%) |
| Fall Part time who are Full-Time in System (2%) | 2% increase (0%) | No change (2%) |
| Spring Part-Time (66%) | 8% increase (58%) | 7% increase (59%) |
| Spring Part time who are Full-Time in System (3%) | 1% increase (2%) | 3% increase (0%) |
| Percent Change Majors from Prior Year (37%) | 51% increase (-14%) | 43% increase (-6%) |
| SSH Program Majors in Program Classes (738) | 130% increase (321) | 109% increase (353) |
| SSH Non-Majors in Program Classes (3,316) | 145% increase (1,355) | 99% increase (1,664) |
| SSH in All Program Classes (4,054) | 142% increase (1,676) | 101% increase (2,017) |
| FTE Enrollment in Program Classes (135) | 141% increase (56) | 101% increase (67) |
| Total Number of Classes Taught (74) | 147% increase (30) | 105% increase (36) |

Fall and Spring Full Time (1b & 1e) have decreased but the program continues to work towards strengthening these and other areas.

| # | Efficiency Indicators | 2017-18 | 2018-19 | 2019-20 | Efficiency Health |
|------|--------------------------------------|-----------|-----------|-----------|-------------------|
| 8. | Average Class Size | 16 | 16 | 18 | Healthy |
| 9.* | Fill Rate | 62.4% | 65.9% | 75.4% | |
| 10. | FTE BOR Appointed Faculty | 3 | 5 | 7 | |
| 11.* | Majors to FTE BOR Appointed Faculty | 19 | 10 | 9 | |
| 12. | Majors to Analytic FTE Faculty | 11 | 12 | 8 | |
| 12a. | Analytic FTE Faculty | 5 | 4 | 8 | |
| 13. | Overall Program Expenditures | \$552,769 | \$547,657 | \$658,808 | |
| 13a. | General Funded Budget Allocation | \$549,478 | \$543,707 | \$656,974 | |
| 13b. | Special/Federal Budget Allocation | 0 | 0 | 0 | |
| 13c. | Tuition and Fees | \$3,291 | \$3,950 | \$1,834 | |
| 14. | Cost per SSH | | | | |
| 15. | Number of Low-Enrolled (<10) Classes | 7 | 9 | 10 | |

As stated previously, the Indicators are highly contested.

Rough data for Fall 2019 shows an average class size of 25 with Spring 2020 reflecting an average of 17. Yet, the Fill Rate for AY19-20 shows a 9.5% increase from AY18-19 and 13% increase from AY17-18.

FTE BOR Appointed Faculty show 7 but only 6 are actually BOR approved. AA HWST does have 7 full-time faculty, but one is funded by a USDOE Title III grant. Therefore, the Majors to FTE BOR Appointed Faculty, Majors to Analytic FYE Faculty, and Analytic FYE Faculty are challenged.

Overall Program Expenditures is also questioned since there are only 6 full time faculty (2 senior and 4 junior). For the number of low-enrolled classes, only 7 classes were low enrolled for AY19-20 (instead of 10). The other low enrolled classes were extramural funded for Early College or the Hawai'i 'Ōlelo Initiative for DOE (K-12) faculty.

| # | Effectiveness Indicators | 2017-18 | 2018-19 | 2019-20 | Effectiveness Health |
|------|---|---------|---------|---------|----------------------|
| 16. | Successful Completion (Equivalent C or Higher) | 76% | 74% | 78% | Healthy |
| 17. | Withdrawals (Grade = W) | 28 | 23 | 100 | |
| 18.* | Persistence Fall to Spring | 72% | 71% | 79% | |
| 18a. | Persistence Fall to Fall | 43% | 45% | 57% | |
| 19. | Unduplicated Degrees/Certificates Awarded Prior Fiscal Year | 11 | 53 | 38 | |
| 19a. | Associate Degrees Awarded | 15 | 11 | 11 | |
| 19b. | Academic Subject Certificates Awarded | 0 | 47 | 31 | |
| 19c. | Goal | 0 | 0 | 0 | |
| 19d. | Difference Between Unduplicated Awarded and Goal | 0 | 0 | 0 | |
| 20. | Transfers to UH 4-yr | 6 | 7 | 5 | |
| 20a. | Transfers with degree from program | 2 | 3 | 5 | |
| 20b. | Transfers without degree from program | 4 | 4 | 0 | |
| 20c. | Increase by 3% Annual Transfers to UH 4-yr Goal | | | | |
| 20d. | Difference Between Transfers and Goal | | | | |

Effectiveness indicators show some increases in Successful Completion and Persistence (Fall to Spring and Fall to Fall). For Spring 2020, our records indicate 7 transfers (6 to UHH and 1 to UH Mānoa). The HLS program will be working closely with the Kauhale Analytics and Intelligence (KAI) to verify if the Effectiveness indicators actually reflect the correct information and will continue to utilize Academic Logic.

| # | Distance Indicators | 2017-18 | 2018-19 | 2019-20 | |
|-----|--|---------|---------|---------|--|
| 21. | Number of Distance Education Classes Taught | 11 | 12 | 18 | |
| 22. | Enrollments Distance Education Classes | 238 | 261 | 404 | |
| 23. | Fill Rate | 89% | 88% | 95% | |
| 24. | Successful Completion (Equivalent C or Higher) | 70% | 70% | 73% | |
| 25. | Withdrawals (Grade = W) | 16 | 14 | 41 | |
| 26. | Persistence (Fall to Spring Not Limited to Distance Education) | 49% | 63% | 57% | |

While AY19-20 only accounts for Fall and Spring semesters, it should be noted that the HLS program offered an additional Distance Education (DE) course (HAW 101 CRN 19848) in Summer 2019 and offered 4 hybrid courses (F2F and Online) during the academic year (HAW 101: 15359, 15468; HAW 102: 16120; & HWST 260: 16549). In addition, all HAW/HWST courses moved completely online during Spring 2020 due to the COVID-19 pandemic. The only areas of concern relate to Withdrawals and Persistence which was, in part, affected by COVID-19 as well. However, during Spring and Summer 2020, HLS faculty, including lecturers, participated in ITSO badging and other Summer professional development training to continue to build distance education and service our students.

| # | Performance Indicators | 2017-18 | 2018-19 | 2019-20 |
|-----|--|----------|----------|----------|
| 27. | Number of Degrees and Certificates | 15 | 11 | 11 |
| 28. | Number of Degrees and Certificates Native Hawaiian | 5 | 7 | 6 |
| 29. | Number of Degrees and Certificates STEM | Not STEM | Not STEM | Not STEM |
| 30. | Number of Pell Recipients ¹ | 4 | 6 | 4 |
| 31. | Number of Transfers to UH 4-yr | 6 | 7 | 5 |

The HLS program will continue to work with the KAI office to collect information on program health including but not limited to ARPD indicators. The “Number of Pell Recipients” does not seem accurate to report that there were only 4 Pell recipients out of the reported 69 majors (as indicated in the Demand indicators).

11-Month Services Program

As stated in previous Annual Reports, the HLS program provides 11-month services:

| AA HWST | Additional Information |
|-----------------------|--|
| Early College Courses | <ul style="list-style-type: none"> • 17 Early College courses taught from Summer 2019 - Spring 2020. • Pāalamanui HWST faculty have been essential in working with local high schools (Konawaena, Ke Kula ‘o Ehunuikaimalino, Kanu o Ka Aina, Kohala and Kealakehe) to provide a pathway for students to earn the HWST/HLS ASC while completing their high school diplomas. • The HLS program will collaborate with the Early College Coordinator to establish other partnerships for the HWST/HLS ASC pathway. |

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| <p>HI DOE 'Ōlelo Initiative</p> | <ul style="list-style-type: none"> ● The Hawai'i Department of Education 'Ōlelo initiative aims to increase 'Ōlelo Hawai'i access to K-12 DOE instructors. In Spring 2020, HLS provided three (3) HAW 101 sections. HIDOE HAW courses generate an estimated \$9,000 per section. Therefore, HLS was able to earn an additional \$27,000 in revenue for Hawai'iCC. Interest in HIDOE HAW courses continues to grow, and we anticipate a continued demand for HAW classes for Summer 2020 and AY20-21. |
| <p>Partnerships with Other Units</p> | <ul style="list-style-type: none"> ● In Fall 2019, our program started collaborating with Harold Fujii and Jeff Fujii to provide HWST courses for the ATE program. In Spring 2020, we were able to provide a HWST 105 to fit within ATE students schedule to fulfill the Cultural Environment Requirement for the AAS degree. ● Beginning Summer 2019, HLS started collaborating with EDvance to reserve space for non-credit learners to participate in HWST courses. In Spring 2020, 6 students participated in the HWST 103 (16525) section. The Hawai'iCC internal process for Credit/Non-Credit courses enables, EDvance to receive 60% and the department receives 40% of revenue generated. Due to this collaboration, an additional \$720 was earned for both credit and non-credit at Hawai'iCC. The HLS program and EDvance will continue with this partnership and will look at opportunities for continued collaborations. ● Since AY18-19, the HLS program has been meeting with the Math and Natural Science department to create a HWST-STEM ASC. The proposal was submitted in May 2019 but was returned |

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| | <p>with items that needed clarification. The HLS Coordinator will work with the Math and Natural Science Department Chair to fine tune the proposal before re-submitting to the Curriculum Review Committee (CRC).</p> |
| <p>Additional 9-month HWST faculty member</p> | <ul style="list-style-type: none"> ● In August 2019, HLS gained an additional 9-month HWST faculty member. The responsibilities for this position include building HWST-STEM pathways and supporting Ha‘akūmalae Protocols at Pālanuanui campus in addition to teaching HAW/HWST courses and other duties. While the HWST faculty member is new, they are showing signs for leadership potential for Pālanuanui campus. |
| <p>Paepae ‘Ōhua Native Hawaiian Student Success Center</p> | <p>Additional Information</p> |
| <p>HLS Peer Mentors</p> | <ul style="list-style-type: none"> ● Student workers are hired and trained to be peer mentors, which includes mentorships with Hawai‘iCC students, tutoring assistance with HAW/HWST courses, and facilitation of cultural and academic workshops for Hawai‘iCC and UHH students, staff, faculty, and administrators. ● For AY19-20, including Summer 2019, peer mentors facilitated 23 events, were assigned to HWST majors, hosted an interactive booth at the Fresh Check Day event in November 2019, assisted in the Spring 2020 commencement video for graduates, provided maintenance to the Ha‘akūmalae protocol items, underwent personal and professional development training, preparation, and planning for services for Summer 2019 and AY19-20, and assisted with over 25 kīpaepae for both Hawai‘iCC and UHH. |

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| <p>Waihonua Media Lab</p> | <ul style="list-style-type: none"> ● The Waihonua Media Lab provides access to desktop computers, same-day laptop loans, limited printing, and media support for the HLS program including the HAW/HWST courses, etc. ● During AY19-20, Waihonua serviced over 150 (unduplicated) students and personnel. |
| <p>UH - Office of Hawaiian Affairs (OHA) Ho'ona'auao Scholarship</p> | <ul style="list-style-type: none"> ● The UH-OHA Ho'ona'auao Scholarship is provided to Native Hawaiian students who demonstrate financial need. The Ho'ona'auao scholarship awards \$2,000 to students for the academic year. The HLS program services the Hawai'iCC Ho'ona'auao scholarship recipients. ● For AY19-20, 19 Hawai'iCC students were awarded the Ho'ona'auao scholarship. <ul style="list-style-type: none"> ○ 11 Earned a CO, CA, AAS and/or an AA degree ○ 4 Transferred to UH Hilo ○ 8 Persisted to Fall 2020 (Hawai'iCC or other UH institution) |
| <p>Fall 2019 Survey</p> | <ul style="list-style-type: none"> ● In Fall 2019, PPO sent a survey to over 238 students for feedback on our overall services. We received 26 responses (11%). Using a rating scale from 1-5 (1 as strongly disagree and 5 as strongly agree), PPO's mission statement was accessed: <ul style="list-style-type: none"> ○ The Paepae 'Ōhua Center contributed to my overall well-being: 4.73 (average) ○ Paepae 'Ōhua services were valuable in supporting my academic success: 4.62 (Average) ○ The Paepae 'Ōhua Center helped me cultivate and strengthen my cultural identity: 4.46 (average) ● Two negative responses: <ul style="list-style-type: none"> ○ Very dissatisfied with all |

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| | <p>services but marked our mission statement as satisfied. This person did not leave any comments for us to better understand what they were dissatisfied with and how we could address the issues.</p> <ul style="list-style-type: none">○ Another response marked “very dissatisfied with workshops, study space, and resource information; and dissatisfied with mentoring. Our mission statement evaluation reflected “Disagree”). In the comments, the respondent expressed frustration with “bureaucratic blockages that prevent more student involvement.” Further expressing overall dissatisfaction with Hawai‘i CC processes for reserving spaces for student and club activities and barriers for utilizing student activity fees.<ul style="list-style-type: none">■ In Fall 2019, all Papa‘ā Hale requests by Hawai‘i CC clubs were approved.● Suggestions to improve our services:<ul style="list-style-type: none">○ More promotion, advertising, and exposure of events, including at Pāalamanui○ Afternoon and evening workshops○ More extension cords○ More snacks● Unfortunately, a Spring 2020 survey was not issued but next steps include:<ul style="list-style-type: none">○ Issue survey two weeks before the last day of instruction○ Evaluate survey layout for clarity○ Evaluate PPO mission statement○ Address suggestions to improve PPO services. |
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| Ha‘akūmalae Protocols | Additional Information |
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| Hawai‘iCC and UHH Kīpaepae Protocols Committee | <ul style="list-style-type: none"> ● Since AY15-16, Hawai‘iCC has partnered with UHH to build kīpaepae capacity at both institutions. Hawai‘iCC remains the lead campus in kīpaepae and other Hawai‘i protocol programs. ● In AY19-20, over 25 kīpaepae were offered for both Hawai‘iCC and UHH and continues to provide kīpaepae related training for both campuses. |
| Hawai‘i Protocols and Cultural Activities | <ul style="list-style-type: none"> ● The HLS program continues to be the lead in providing Hawai‘i protocols and cultural activities for Hawai‘iCC campus. This includes Wahi Pana (excursions and information about celebrated Hawai‘i Island places), Pāmaomao (indigenous exchanges with other tribal colleges and communities), and training that included UHH and UH Maui College, and creation of various resource and educational materials for Hawai‘iCC and UHH. |
| Leadership | Additional Information |
| Personnel | <ul style="list-style-type: none"> ● HLS faculty continue to serve on multiple campus and UH system committees in leadership capacities: <ul style="list-style-type: none"> ○ Senior faculty (2) serve in various capacities: UH System Hawai‘i Papa O Ke Ao (HPOKA) representative for Hawai‘iCC, Director of Hawaiian Culture and Protocols Engagement for UHH and Hawai‘iCC, Hawai‘iCC Accreditation Liaison Officer, etc. ○ Junior faculty (4) serve in multiple capacities: Chair of Ho‘olulu Council, Vice Chair of CRC, UH System Hawaiian, Asian, and Pacific Islander |

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| | <p>Issues (HAP) Board representative for Hawai'iCC, Hawai'iCC HAP Chair, Chair and Vice Chair for Kīpaepae Committee (UHH and Hawai'iCC), etc.</p> <ul style="list-style-type: none"> ● HLS staff continue to serve on various committees including but not limited to Hawai'iCC Hilo Commencement, Kīpaepae Committee (UHH and Hawai'iCC), etc. ● Hawai'iCC Ho'olulu Council and Hawai'iCC/UHH Kīpaepae Committee continue to be heavily populated by HLS personnel who are invested in the ongoing indigenizing efforts for Hawai'iCC and the rest of the UH system. ● HLS personnel continue to be leaders in the UH system, for Hawai'iCC and within the greater Hawai'i and global community as kumu hula, educators, activists, etc. |
| <p>Safe Space during ongoing Maunakea-TMT issue and Official stance on Maunakea</p> | <ul style="list-style-type: none"> ● In September 2019, HLS released “E ‘Imi Pono for Maunakea” where we shared that our program was unanimously in support of the preservation of Maunakea and opposed any current and future development on the mauna (mountain). ● However, even with this stance, the HLS program was designated a safe space for the Hawai'iCC kauhale to engage in discussion about Maunakea-TMT and engage in Hawai'i protocols relating to Maunakea. While the HLS program is opposed to TMT, care and support of the kauhale is a priority. |
| <p>Extramural Funding for Hawai'iCC</p> | <p>Additional Information</p> |
| <p>USDOE Title III Alaska Native/Native Hawaiian Servings Institution Grants</p> | <ul style="list-style-type: none"> ● Hawai'iCC currently has four (4) USDOE Title III Grants which are housed or partially housed with the HLS |

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| | <p>program:</p> <ul style="list-style-type: none"> ○ Mōkaulele Grant: 5-year Cooperative Grant with UHH (Lead campus), currently in it's final year. ○ Ulu Kini: 5-Year Developmental Grant, 1st year ○ Nā'ū: 2-Year Renovation Grant (focused on Pāalamanui campus), 1st year ○ Mānai a Maui: 5-Year Cooperative grant with UHH and UH Maui College (Hawai'iCC is the lead campus), 1st year. <ul style="list-style-type: none"> ● All four grants have generated millions of dollars for Hawai'iCC and other campuses and are designed to increase enrollment, retention, transfer, and graduation for UH students with a focus on Native Hawaiians. |
| <p>USDA Hi!Ag: Fostering Vibrant Local Agriculture</p> | <ul style="list-style-type: none"> ● Hawai'i CC partners with other UH campuses for the Hi!Ag Grant. This grant is housed with Forest Team with partnerships with Agriculture and HWST. <ul style="list-style-type: none"> ○ HLS is able to provide tuition assistance and internship stipends to HWST majors. For AY19-20, including Summer 2019, HLS was able to provide 9 awards totaling \$9,500 to assist students in their academic journeys. |
| <p>UH Mānoa Kūlia Support Program (KSP)</p> | <ul style="list-style-type: none"> ● Since AY17-18, HLS has been in discussion with UH Mānoa - College of Education about the Kūlia Support Program grant they were awarded. While Hawai'iCC does not receive any direct funding from this grant, HLS was able to establish a partnership for Hawai'iCC for an Educational Coach who services Hawai'i Island. The coach |

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| | <p>officially started in Fall 2019 and continues to collaborate with HLS and The Learning Center.</p> <ul style="list-style-type: none">○ The estimated funding for the Educational Coach position is \$66,964 (including fringe). |
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3. Program Student Learning Outcomes or Unit/Service Outcomes

The AA HWST Program Learning Outcomes are:

- Describe aboriginal Hawaiian linguistic, cultural, historical, and political concepts. (PLO1)
- Apply aboriginal Hawaiian concepts, knowledge, and methods to the areas of science, humanities, arts and social sciences in academics and in other professional endeavors. (PLO2)
- Engage, articulate, and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods. (PLO3)

For AY190-20, the following courses were assessed. The minimum goal for all courses was to have at least 75% of the submitted artifacts satisfy the “Met Standard” or “Exceeding Standard” range.

- HWST 100: Piko Hawai‘i: Connecting to Hawai‘i Island
 - CLO1: 43% Met or exceeded expectations.
 - CLO2: 51% Met or exceeded expectations.
 - The minimum goal for both CLOs were not met. The HLS program will meet to discuss and formulate an action plan to address this issue.
- HWST 130: Hula I: ‘Aiha‘a
 - CLO1: 95% Met or exceeded expectations.
 - CLO2: 100% Met or exceeded expectations.
 - CLO3: 100% Met or exceeded expectations.
 - A course modification for HWST 130 was submitted to update the course according to current programmatic and student needs.
- HWST 219: Piko Hawai‘i II: Experiencing Hawai‘i Island
 - CLO1: 100% Met or exceeded expectations.
 - CLO2: 100% Met or exceeded expectations.
 - The HLS program is working on revising the project assessment for better alignment with the CLOs. A “closing the loop” assessment is planned for Fall 2021.
- HWST 230: Hula III: ‘Auana
 - CLO1: 100% Met or exceeded expectations.
 - CLO2: 100% Met or exceeded expectations.
 - CLO3: 100% Met or exceeded expectations.
 - A course modification for HWST 230 was submitted to update the course according to current programmatic and student needs. HWST 230 will no longer be a

requirement for the AA HWST - Hula concentration but will continue to be offered to fulfill the general AA HWST requirements.

Based upon the AY19-20 course assessments, the results for the Program Learning Outcomes are:

- PLO1: 75% Met or exceeded expectations.
- PLO2: 100% Met or exceeded expectations.
- PLO3: No courses were assessed that align to this PLO.

**HWST Program
AY19-20 PLO Assessment Results**

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

Hawaiian Studies
Academic Year 2019-20

Outcomes | Taxonomy | Curriculum Map

Term: Overview [Add Outcome](#)

| Outcome ID | Outcome Description | Assessment Results |
|------------|---|-------------------------|
| HWST_PLO1 | HWST_PLO1 "HWST PLO1: Describe aboriginal Hawaiian linguistic, cultural, historical, and political concepts." | 75% Meets (Light Green) |
| HWST_PLO2 | HWST_PLO2 "HWST PLO2: Apply aboriginal Hawaiian concepts, knowledge, and methods to the areas of science, humanities, arts, and social sciences, in academics an..." | 100% Meets (Dark Green) |
| HWST_PLO3 | HWST_PLO3 "HWST PLO3: Engage, articulate, and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods." | No Results |
| ILO3 | Contributions to Community and Culture - Kōkua i ke Kaiulu a me nā Mo'omeheu Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawai'i island, as well as o... Requested By: Hawai'i Community College | 75% Meets (Light Green) |

4. Action Plan

Report back on AY19-20 Action Plan

1. Develop a new course offering plan and assessment plan.
 - a. A revised assessment plan will be submitted to the Assessment Coordinator by Fall 2020.
2. Streamline ASC for Early College by creating a calendar of classes to ensure they earn the certificate by the time they graduate High School.
 - a. Partnerships with West Hawai'i high schools has been established and a timeline of course offerings was shared.
 - b. The HLS program will work with the Early College Coordinator to schedule meetings with East Hawai'i high schools who have been submitting requests for the past three years.
3. Hire the Kona HWST Instructor
 - a. Kona HWST Instructor was hired in August 2019.
4. Work on HLS Program Retreat AY20-21
 - a. HLS program will meet Summer 2021 to continue to plan, modify and improve overall program activities and services.

Action Plan for AY20-21

| Goal | Timeframe | Resource Implications | Alignment to Hawai'iCC Mission and UHCC Strategic Plan |
|--|-------------|-----------------------|---|
| Look into making the AA HWST (Kapuaahi concentration) a fully online program. | Summer 2021 | N/A | <ul style="list-style-type: none"> ● Increased commitment to service all segments of our Hawai'i Island community and greater global community ● UHCC Strategic Plan <ul style="list-style-type: none"> ○ HGI Action Strategy 2, 3 ○ HI2 Action Strategy 2, 3 ○ HPMS Action Strategy 2, 3 |
| Do an in-depth review of HWST 100 since Closing the Loop assessment did not meet the goal. | Summer 2021 | N/A | <ul style="list-style-type: none"> ● Increased commitment to service all segments of our Hawai'i Island community and greater global community ● UHCC Strategic Plan <ul style="list-style-type: none"> ○ HGI Action Strategy 2, 4 ○ HI2 Action Strategy 3 ○ HPMS Action Strategy 2, 4 |

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| <p>Continue to develop and enhance data collection of overall HLS programs.</p> | <p>Summer 2021</p> | <p>N/A</p> | <ul style="list-style-type: none"> ● Increased commitment to service all segments of our Hawai'i Island community and greater global community ● UHCC Strategic Plan <ul style="list-style-type: none"> ○ HGI Action Strategy 2, 3, 4 ○ HI2 Action Strategy 1, 3 ○ 21CF Action Strategy 1 ○ HPMS Action Strategy 2, 3, 4 |
| <p>Continue to search for extramural funding opportunities.</p> | <p>Summer 2021</p> | <p>N/A</p> | <ul style="list-style-type: none"> ● Increased commitment to service all segments of our Hawai'i Island community and greater global community ● UHCC Strategic Plan <ul style="list-style-type: none"> ○ HGI Action Strategy 2, 3, 4 ○ HI2 Action Strategy 1, 3 ○ 21CF Action Strategy 1, 2 ○ HPMS Action Strategy 1, 2, 3, 4 |
| <p>Acquire full acknowledgement and institutionalization of the I Ola Hāloa as an 11-month program.</p> | <p>Ongoing</p> | <p>None at this time</p> | <ul style="list-style-type: none"> ● Increased commitment to service all segments of our Hawai'i Island community and greater global community ● UHCC Strategic Plan <ul style="list-style-type: none"> ○ HGI Action Strategy 2, 3, 4 ○ HI2 Action Strategy 1, 3 ○ 21CF Action Strategy 1, 2 ○ HPMS Action Strategy 1, 2, 3, 4 |

5. Resource Implications

Detail any resource requests, including reallocation of existing resources (physical, human, financial)

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

Due to the current financial situation facing the State of Hawai'i and UH system. The HLS program will not be requesting additional resources at this time but will in the future in order to maintain the exceptional 11-month services our program provides. HLS requests that current resources including personnel remain the same and are not modified to suit overall UH budget needs.