

2024 Annual Report of Program Data

Hawaiian Studies



1. Program or Unit Mission

The Hawaiian Studies program shall promote, practice, and perpetuate the values, language, culture, and history of the indigenous peoples of Hawai'i from a native perspective. In addition, the Hawaiian Studies program will strive to promote Hawaiian culture, language, and history to the general population of Kaua'i. The program strives to assist the community in gaining an understanding and knowledge of Hawaiian culture, language, and history that may address personal, professional, and/or academic pursuits.

College Mission Alignment

The Hawaiian Studies program supports the college mission by serving as a kahua for students, laying a cultural foundation for those who want to serve Hawai'i. As part of the program's kuleana to students and community, the program continuously strives to be the bridge that connects students to other communities and provides opportunities for more place-based learning.

2. Program Student Learning Outcomes or Unit/Service Outcomes

The Program Learning Outcomes for the Hawaiian Studies Program are as listed:

1. Describe aboriginal Hawaiian linguistic, cultural, historical, and political concepts.
2. Apply aboriginal Hawaiian concepts, knowledge, and methods to the areas of science, 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 reading skills, research methods, and writing and speaking techniques.

The faculty assessed all three PSLOs for this academic year, and Kaua'i Community College (KCC) students are meeting the benchmarks for this program.

PSLO #1: The program did not make drastic changes to this learning outcome because 82% of the students were meeting the benchmark last year.

Results from 2023-2024: The Hawaiian Studies program saw a decrease in students meeting the benchmark from 82% to 80%. The program assessed this PSLO across various courses, including HWST 107 (Fall and Spring), HWST 270 (Fall), HAW 102 (Fall), and HAW 202 (Spring).

Although the percentage change is not severe enough for anyone to be alarmed, faculty want to see this number increase by next year's report.

PSLO #2: In the last report, 79% of students were meeting the benchmarks. For this APRU, the Division Chair (DC) and faculty wanted to help the online students stay on task.

Results from 2023-2024: The program noted a six percent increase in keeping students on task from 79% to 85%. This increase was due to heightened faculty and staff engagement in both online and traditional courses.

PSLO #3: For the 2022-2023 year, the Hawaiian Studies program met this benchmark at 85%. The program did not make major changes in how it approached and assessed this learning outcome.

Results from 2023-2024: The program met this PSLO at 84%, so there was a very slight 1% decrease from the last report.

Action Plan for Program PSLOs: Hawaiian Studies will continue to utilize various strategies to help students meet learning outcomes, including group projects, team assignments, discussions, and summative assessments while being intentional. Increased and earlier communication will continue to be essential to ensuring students stay on track. Additionally, the program will examine how students are accessing and utilizing resources, identifying any gaps in support.

3. Analysis of the Program/Unit

Since the last report, the program has seen steady improvement, and this year, it saw some positive results in the quantitative indicators. The goal was to recruit more students by engaging them with community activities and field trips, revising how and when courses were offered and promoted, working closely with the program advisors, and continuing to host Hawaiian cultural events on campus. While these strategies have helped to improve the Program Quantitative Indicators, retention and recruitment must be improved moving forward.

Demand: The Hawaiian Studies action plan from last year focused on enhancing recruitment and retention efforts for both program and non-program majors, offering more place-based opportunities, hands-on learning experiences, and a variety of course modalities. This year, the program maintained steady enrollment, with 23 majors currently. One additional full-time major was enrolled, bringing the total to 14 full-time students. While enrollment has remained stable overall, Hawaiian Studies continues to explore ways to further engage students and promote the program to see these numbers increase in the next Comprehensive Progress Report (CPR).

Efficiency: The efficiency level decreased this year, with the fill rate dropping from 57.3% to 48.3%. While the number of students in the classes remained stable at 14, the average class size decreased from 14 to 11 students. Despite this, there was an increase in the Program Majors to FTE BOR appointed faculty ratio, which grew from 11 to 12.

The last annual report noted that students were "shopping around" for classes that fit their schedules, which led faculty to expand the course offerings and introduce more online options. This year, the program offered multiple 8-week courses, including *HWST 270* and *HIST 284K*, both of which had strong enrollment numbers (15 and 19 students respectively). Building on the success of the earlier 8-week course (REL 205), additional courses in shorter async online formats will better accommodate students' needs and improve both enrollment and retention. Additionally, class times will further align with student schedules and increase participation. This will occur through "sandwiching" low-enrolled courses between higher-enrolled courses so that students will be more inclined to take 2-3 classes that are offered on the same days in sequence.

Effectiveness: This year, the program saw both improvements and deficits in some key areas. The persistence rate from Fall to Spring increased significantly from 54% to 79%, which was a sizable increase in student retention. However, the number of unduplicated degrees and certificates awarded decreased, from seven last year to five this year. Specifically, the number of Associate Degrees awarded increased from three to four, while Academic Subject Certificates awarded declined from five to two.

As stated in the last report, it was observed that students were facing increased stress and anxiety, which may have impacted their course completion rates. The higher cost of living has also forced people to enter the workforce to help support their families. Additionally, following the retirement of the program advisor in 2022, faculty temporarily assumed advising duties for a larger number of students. Since that time a new advisor was hired who previously had success in student recruitment and retention.

Direct engagement with students has been a successful method for attracting new majors, particularly non-declared students who have already taken several of the program courses. Recruitment will continue to focus on community outreach and marketing to students interested in Hawaiian culture and language, while also expanding place-based and hands-on learning opportunities.

Focused marketing, community engagement, and a plan to strengthen communication with both students and advisors will occur to improve recruitment and retention efforts. Financial aid remains a challenge for students with too many credits to switch majors. The program will work to address these barriers moving forward.

Link to the ARPD: <https://uhcc.hawaii.edu/varpd/index.php?y=2024&c=KAU&t=GPP&p=3117>

4. Action Plan

Goal #1: Increase the Number of Hawaiian Studies Majors (Imperative K, Imperative S)

Results from the Last APRU: The program did not reach the goal of 30 majors but maintained the same number of majors as the previous year.

Contributing Factors: Limited course offerings due to only two FTE faculty, students seeking courses at other campuses, and student withdrawals primarily due to financial challenges and personal issues.

Action Plan: To address the program's limited ability to offer a wide variety of courses, recruitment for an additional full-time faculty member able to teach both Hawaiian Language and Hawaiian Studies program courses is currently underway, with an anticipated start semester of fall 2025. Program faculty will continue collaborating with the now-permanent academic advisor for Hawaiian students, regularly discussing class needs and schedules, as this has proven essential for ensuring program offerings are meeting student needs. In addition, the program will work with the campus' marketing director and partner with community organizations to expand outreach to the community and local schools, increasing awareness of the program island-wide. The faculty advisor

to the Hawaiian Club will work with the club members to increase its presence and visibility on campus by offering engaging activities to retain current students and potentially attract new ones.

Additionally, Hawaiian Studies has requested to become its own Division, similar to the organizational structure at Honolulu Community College (HonCC), to better serve our students and increase enrollment. This structure would allow the program to better integrate Hawaiian culture across the campus and manage program resources, including Title III grants, as HonCC has successfully done.

Goal #2: Increase the Number of Hawaiian Studies Graduates (Imperative K, Imperative S)

Results from Last APRU: The Hawaiian Studies program did not meet the goal of significantly increasing graduates, but a modest rise in the number of graduates did occur.

Contributing Factors: The program continued its action plan from last year, working closely with counselors to identify students close to graduating, structuring course offerings to meet those students' needs, and then reaching out to those students to provide additional academic advising.

Action Plan: With the addition of a permanent dedicated academic advisor, the program will be able to better track student progress and ensure students are aware of their remaining graduation requirements. Regular follow-ups will help identify students who are just a course or two away from completing their degree. The program will also focus on improving retention by offering additional resources like tutoring, food, and access to the Kauhale space.

Desired Outcome: Graduate five students each year.

Goal #3: Increase Enrollment in Second-Year Hawaiian Language Classes (Imperative K, Imperative S)

Results from Last APRU: Enrollment in second-year Hawaiian language classes dropped significantly.

Contributing Factors: Several factors contributed to the decline. First, the program offered a hybrid ("Here or There") option for *HAW 201*, which proved to be difficult for retention. Second, second-year language courses are not a graduation requirement contributing to lower enrollment. Third, Kaua'i CC's Hawaiian Studies program loses students to asynchronous online classes offered by other University of Hawai'i (UH) campuses, even though Kaua'i CC students have stated they prefer face-to-face instruction. Finally, the rising cost of living and greater job availability have led many students to prioritize work over continuing their education, with limited flexibility to attend in-person classes.

Action Plan: The program is recruiting for an FTE position to offer more Hawaiian language courses and plans to maintain enrollment through summer boot camps and tutoring services. Hawaiian Studies is returning to offering more in-person classes, based on student feedback that the hybrid model for language learning was not effective. To boost retention, the program is examining the feasibility of making second-year Hawaiian language a requirement for the AA degree in Hawaiian Studies. Additionally, the Division Chair and faculty are exploring the possibility of offering evening classes to better accommodate working students.

Desired Outcome: Increase enrollment in second-year Hawaiian language classes to 10-15 students.

Goal #4: Strengthen Distance Learning Classes (Imperative S)

Results from Last APRU: The program has made progress in this area. In fall 2023, *HWST 270* was offered as an eight-week online asynchronous course, which saw strong enrollment. *HIST 284K* was also offered in the eight-week online format, which performed well. *ANTH 220* ran as a hybrid course with two required field trips, with high enrollment and success rates.

Action Plan: The program will continue offering a variety of courses appropriate to distance learning in asynchronous and hybrid modalities, including offering an eight-week course each semester instead of just once a year.

Desired Outcome: Students will successfully complete online courses and meet program learning outcomes.

Goal #5: Design and Construct a Learning Area at the Lo'i (Imperative K, Imperative S, Imperative D)

Results from Last APRU: The program is progressing toward this goal. "Taropy Tuesday" (a play on therapy and taro) workdays have successfully brought more people and classes to the lo'i, which is in turn increasing the number of students who would benefit from a permanent learning area at the lo'i.

Action Plan: The program will seek out possible funding opportunities to support designing and building a traditional hale structure and outdoor classroom at the lo'i. This structure would foster campus and community connections and support traditional sustainable practices. There has been increased demand to use the lo'i for experiential learning and to fulfill KCC's mission as an Indigenous-serving institution.

Desired Outcome: By the next CPR, the program will have secured funding, and completed consultations and the design process, with construction underway.

Goal #6: Design and Construct a New Hawaiian Studies Building (Imperative K, Imperative S)

Results from Last APRU: Incremental progress with fund-sourcing continues. The current Kauhale is deteriorating quickly, although some grant funding has enabled repairs necessary to make the space usable until a new building can be constructed.

Action Plan: The program will pursue extramural funding and grants for the design and construction of a new building and will continue to advocate with the UHCC System to support a new Hawaiian Studies building. This aligns with Hawai'i Papa O Ke Ao's Goal 1, Objective 1.

Desired Outcome: Secure funding for consultation and design within the next three years, and execute the planning stages of the project within the next five, with construction to follow.

5. Resource Implications

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

1) Resource Requested: One (1) FTE Hawaiian Studies instructional position (replacement for tenured faculty retired in spring 2022). With the planned retirement of one tenured HWST instructor, a replacement tenure-track faculty position is needed. Ideally, this position would be able to teach both Hawaiian language and Hawaiian Studies, as this would provide the program maximum flexibility for faculty assignments.

Cost and Recurring Cost: salary and fringe benefits for one instructor.

Useful Life of Resource: 30+ Years

Person(s) Responsible and Collaborators: Hawaiian Studies Program Coordinator and Hawaiian Language Instructor(s)

Timeline: fall 2025

2) Resource Requested: Supplies and Technology Equipment, which includes new computers/laptops for instructors and books for the Kauhale.

Cost and Vendor: \$5,000.

Annual Recurring Cost: Yes (\$5,000 bi-annually)

Useful Life of Resource: Two Years

Person(s) Responsible and Collaborators: Hawaiian Studies Program Coordinator and Hawaiian Language Instructor(s)

Timeline: Spring 2024

3) Resource Requested: Institutionalized funding to support retention in the second-year Hawaiian Language classes in the form of a “bootcamp” (similar to the Math Bootcamp) and a capstone activity.

Cost and Vendor: \$5,000.

Annual Recurring Cost: Yes (\$5,000 per AY)

Useful Life of Resource: 10+ Years

Person(s) Responsible and Collaborators: Hawaiian Studies Program Coordinator and Hawaiian Language Instructor(s)

Timeline: Summer 2025