COMPREHENSIVE

REPORT OF PROGRAM DATA

AY18-19 to AY20-21

July 1, 2018 through June 30, 2021

UNIVERSITY of HAWAI'I®

HAWAI'I
COMMUNITY COLLEGE

1.   Program or Unit Description

A two-year Baccalaureate direct transfer Associate in Arts degree consisting of 62 semester credits at the 100-200 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.

The AA HWST is housed at the I Ola Hāloa Center for Hawaiʻi 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 and UH personnel, especially Native Hawaiian students.

2.   Analysis of the Program/Unit

UHCC Annual Report of Program Data (VARPD)

Overall Program Health: Cautionary

*The UH ARPD for 2020-2021 does not accurately reflect or match the HWST data that the program has collected for three years. Due to this, it is our belief that our overall program health is better than Cautionary.

Program or Unit Name: AA HWST

Demand Indicator: Healthy

#	Demand Indicators	2018-19	2019-20	2020-21	Demand Health
1.	Number of Majors	51	69	72	
1a.	Number of Majors Native Hawaiian	26	38	35	
1b.	Fall Full-Time	45%	44%	41%	
1c.	Fall Part-Time	55%	56%	59%	
1d.	Fall Part-Time who are Full-Time in System	0%	2%	1%	
1e.	Spring Full-Time	42%	34%	35%	
1f.	Spring Part-Time	58%	66%	65%	Healthy
1g.	Spring Part-Time who are Full-Time in System	2%	3%	8%	
2.*	Percent Change Majors from Prior Year	-14%	37%	4%	
3.	SSH Program Majors in Program Classes	321	738	723	
4.	SSH Non-Majors in Program Classes	1,355	3,316	3,024	
5.	SSH in All Program Classes	1,676	4,054	3,747	
6.	FTE Enrollment in Program Classes	56	135	125	
7.	Total Number of Classes Taught	30	74	71	

In Spring 2020, our internal records reflected a final count of majors at 78. Therefore, the program is unsure why 69 majors continues to be reflected for AY19-20 (referenced in the 2020 AA HWST report).

Prior to the COVID-19 pandemic, the majority of the Demand Indicators demonstrated growth of our program. While there continues to be improvements in some areas, AY20-21 did experience some decreases. However, it is a testament to our exceptional faculty and staff that the numbers and percentages did not change drastically. The most significant changes are in the SSH but decreased SSH for majority of Hawai'i CC programs (AA and AAS)

Efficiency Indicator: Progressing

#	Efficiency Indicators	2018-19	2019-20	2020-21	Efficiency Health
8.	Average Class Size	16	18	17	
9.*	Fill Rate	65.9%	75.4%	68.9%	
10.	FTE BOR Appointed Faculty	5	7	7	
11.*	Majors to FTE BOR Appointed Faculty	10	9	10	
12.	Majors to Analytic FTE Faculty	12	8	8	
12a.	Analytic FTE Faculty	4	8	8	
13.	Overall Program Expenditures	$547,657	$658,808	$696,976	Progressing
13a.	General Funded Budget Allocation	$543,707	$656,974	$696,835	
13b.	Special/Federal Budget Allocation	0	0	0	
13c.	Tuition and Fees	$3,950	$1,834	$141	
14.	Cost per SSH	$327	$163	$186	
15.	Number of Low-Enrolled (<10) Classes	9	10	14	

FTE BOR Appointed Faculty continues to reflect inaccurate information. While the ARPD shows 7 there are only 6 faculty members who are BOR approved. While the AA HWST program does have 7 full-time faculty, one is funded by a USDOE Title III grant (Pos. #86796T). Therefore, the Majors to FTE BOR Appointed Faculty, Majors to Analytic FYE Faculty, and Analytic FYE Faculty are challenged.

Even with 6 BOR appointed faculty and 1 grant funded faculty position, the efficiency indicator does not reflect or take into account assigned time for HWST faculty and other duties. HWST faculty serve as Chairs, Co-chairs and leads for multiple and various campus and UH system committees.

- Pos. #82889: Since AY15-16 re-assigned to non-instructional duties to serve on UH System Hawai'i Papa O Ke Ao (HPOKA) committee as the representative for Hawai'iCC, Director of Hawaiian Culture and Protocols Engagement for UHH and Hawai'iCC, and is listed as key personnel on some USDOE Title III Cooperative Grants with UH Hilo and UH Maui College.
- Pos #86986: Since AY15-16 assigned as the Assessment Liaison Officer for Hawai'i CC.
- Pos #82780: Since AY20-21, has served as a Co-Chair for Curriculum Review Committee and part of Leeward Community College (LCC) Accelerated Class program. Due to assigned time and the accelerated classes, the number of actual Hawai'i CC HAW and HWST classes have been limited. Prior to this, served as the Hawai'i CC Ho'olulu Native Hawaiian Council (Ho'olulu Council) Chair from AY18-19 to AY19-20.
- Pos #74863 (NEW): Includes non-instructional duties for HWST and STEM incorporation and Ha'akūmalae Hawaiian Protocols development and sustainability for Pālamanui campus.
- Pos #74861: Re-assigned to non-instructional duties including but not limited to extramural grant coordination and support, Co-Chair for Kīpaepae Committee for both Hawai'i CC and UH Hilo (Kīpaepae committee).
- Pos #86796T: Since AY20-21 has served as the Hawai'i CC Ho'olulu Council Chair, UH System Pūko'a Council representative for Hawai'i CC, and has non-instructional duties for the USDOE grant (Ulu Kini) that funds the position. Since Summer 2019 has served on a core team to help Hawai'i CC establish it's First Year Experience program, the soft launch happened Fall 2021.
- Pos #74860: Since AY20-21 has served as the Vice Chair for the Hawai'i CC Ho'olulu Council and is the alternate representative for the UH System Pūko'a Council. Since Summer 2019 has served on a core team to help Hawai'i CC establish its First Year Experience program, the soft launch happened Fall 2021. Prior to this, served as the Chair and Co-chair for the Kīpaepae committee from AY17-18 to AY19-20 and continues to serve as an executive member.

Credit should also be given to our adjunct faculty who work closely with our full time faculty and staff to ensure our learners are supported. With the amount of assign time for other campus and UH system tasks, the adjunct faculty continue to uphold the HLS program standards. We are fortunate to have a dedicated and loyal group of adjunct faculty. Even though it is not required in their duties, adjunct faculty contribute to the well-being of Hawai'i CC by serving on committees and going above and beyond their duty requirements.

Effectiveness Health: Progressing

#	Effectiveness Indicators	2018-19	2019-20	2020-21	Effectiveness Health
16.	Successful Completion (Equivalent C or Higher)	74%	78%	82%	
17.	Withdrawals (Grade = W)	23	100	48	
18.*	Persistence Fall to Spring	71%	79%	74%	
18a.	Persistence Fall to Fall	45%	57%	48%	
19.	Unduplicated Degrees/Certificates Awarded Prior Fiscal Year	53	38	57	
19a.	Associate Degrees Awarded	11	11	6	
19b.	Academic Subject Certificates Awarded	47	31	52	**Progressing**
19c.	Goal	0	0	0	
19d.	Difference Between Unduplicated Awarded and Goal	0	0	0	
20.	Transfers to UH 4-yr	7	5	9	
20a.	Transfers with degree from program	3	5	7	
20b.	Transfers without degree from program	4	0	2	
20c.	Increase by 3% Annual Transfers to UH 4-yr Goal				
20d.	Difference Between Transfers and Goal				

There are a few discrepancies with information shown for the Effectiveness Indicators. The number of Associate Degrees Awarded and Academic Subject Certificates awarded do not match our internal records:
- Associate Degrees Awarded - AY20-21 ARPD: 6; HLS program: 7
- Academic Subject Certificates awarded - AY20-21 ARPD: 52; HLS program: 55

Overall persistence and degrees awarded decreased in 2020-2021, but that can be attributed to the pandemic. However, despite this we do have improvement in other areas like completion, certificates and transfer. The pandemic has caused setbacks and additional stress for both personnel and students but both groups have demonstrated continued commitment to academic excellence.

In March 2021, the Office of Kauhale Analytics and Intelligence (KAI) was able to pull data to provide the HLS program with a sense of how our program is doing. Included below is a comparison of the HLS program AA HWST degrees awarded compared to other UHCCs.

Hawaiian Studies	TOTAL AWARDED	Associate Degrees				
		2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
UHCCs	319	56	75	75	52	61
Hawaii Community College	**56**	**11**	**11**	**15**	**9**	**10**
Honolulu Community College	15	2	4	4	3	2
Kapiolani Community College	49	7	14	12	7	9
Kauai Community College	15	3	5	1	1	5
Leeward Community College	44	7	4	10	12	11
University of Hawaii - Maui College	56	9	12	11	13	11
Windward Community College	**84**	**17**	**25**	**22**	**7**	**13**

Source: Banner Operational Data Store (ODS) IRO_DEGREE

Distance Health: Blank

Program or Unit Name: AA HWST

#	Distance Indicators	2018-19	2019-20	2020-21	
21.	Number of Distance Education Classes Taught	12	18	68	
22.	Enrollments Distance Education Classes	261	404	1,190	
23.	Fill Rate	88%	95%	70%	
24.	Successful Completion (Equivalent C or Higher)	70%	73%	82%	
25.	Withdrawals (Grade = W)	14	41	48	
26.	Persistence (Fall to Spring Not Limited to Distance Education)	63%	57%	66%	

Distance Education (DE) skyrocketed in Spring 2019 and remained high in response to the pandemic. The immediate and sudden transition to DE has highlighted other challenges and disparities including but not limited to internet connectivity, access to computer equipment, and other obstacles caused by the pandemic (i.e. DE for K-12, child care, loss of employment, care of family members, etc.).

Performance Health: Blank

#	Performance Indicators	2018-19	2019-20	2020-21	
27.	Number of Degrees and Certificates	11	11	6	
28.	Number of Degrees and Certificates Native Hawaiian	7	6	2	
29.	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	
30.	Number of Pell Recipients[1]	6	4	2	
31.	Number of Transfers to UH 4-yr	7	5	9	

Indicator #27 only shows the number of degrees awarded. Effectiveness indicators revealed the following:

	2018-19	2019-20	2020-21
Unduplicated Degrees/Certificates Awarded Prior Fiscal Year	53	38	57
Associate Degrees Awarded	11	11	6
Academic Subject Certificates Awarded	47	31	52

Since #27 had missing information, #28 and #30 performance indicators are questioned if that is the accurate information.

11-Month Program

Early College Courses

The HLS program continues to work closely with the Early College/Dual Credit coordinators and High Schools to meet the needs of learners and expand opportunities for High School students to earn our HWST-HLS Academic Subject Certificate (ASC) upon graduation. Our West Hawai'i faculty continue to be leaders in ensuring more High Schools are aware of our ASC and have expanded discussions with the East Hawai'i schools. Since 2019, more West and North Hawai'i High Schools have had students who earn both their High School diploma and our HWST-HLS ASC.

For the comprehensive reporting period, our program has provided a total of 49 early college courses (AY18-19: 15; AY19-20: 16; AY20-21:19). In the AY19-20 Annual Report, it was mentioned that our program would continue to establish other partnerships for potential HWST-HLS ASC pathways. During last academic year, with the guidance of the West Hawai'i Early College Coordinator, R. Kalei Haleamau-Kam, a Memorandum of Understanding was finalized with a local community group, Aloha MAPS, and two classes (HAW 101 & HWST 100) were offered to high school students in the greater Kona area. The feedback from students and Aloha MAPS has been positive, and the plan is to continue the partnership for Summer 2022.

Hawai'i Department of Education (DOE) 'Ōlelo Initiative

The Hawai'i Department of Education 'Ōlelo initiative aimed to increase 'Ōlelo Hawai'i access to K-12 DOE instructors. The program ran from Spring 2020 - Spring 2021. Unfortunately, funding ran out for this initiative, but there was high participation and interest from K-12 DOE schools
  ● Spring 2020: HAW 101 (3 sections): Estimated $27,000 additional funding for Hawai'iCC
  ● Summer 2020: HAW 101 (1 section) & HAW 102 (1 section). Estimated $18,000 additional funding for Hawai'iCC
  ● Fall 2020: HAW 101(2 sections) & HAW 201 (1 section). Estimated $27,000 additional funding for Hawai'iCC
  ● Spring 2021: HAW101 (1 section) and HAW102 (2 sections). Estimated $27,000 additional funding for Hawai'iCC

*Due to this initiative, the HLS program generated an estimated $99,000.

Partnerships with Other Units and Programs

The HLS program continues to work and remain open for potential collaborations and partnerships with other units and programs. Below are some of the ongoing collaborations:
  ● 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. This agreement continues today but due to COVID, community/non-credit participation has been limited and there are some sections where there is no participation. However, in Spring 2020, the HLS program was able to generate some additional funding ($720) for both credit and non-credit.
- 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 in 2020 to address concerns from the Curriculum Review Committee (CRC). This is an ongoing endeavor and the hope is that the revised proposal will be submitted in AY21-22.

Paepae ʻŌhua Native Hawaiian Student Success Services

The HLS program has a Student Services component, Paepae ʻŌhua Native Hawaiian Student Success Services (PPO) that provides services to UH students with peer mentoring, tutoring in our HAW and HWST classes, access to our Waihonua Media Lab (computer equipment including but not limited to desktops, laptops, limited printing, and other media support), and various academic and cultural workshops. Assistance is also provided to Hawaiʻi CC staff and faculty when requested as well.

In Spring 2019, our services also transitioned to online to align with social distancing mandates but our office continues to remain open for students especially those who have challenges with remote learning. Included below is information relating to mentoring and tutoring, peer mentor facilitated workshops, access to student areas and spaces, and student survey on PPO services for the reporting period:
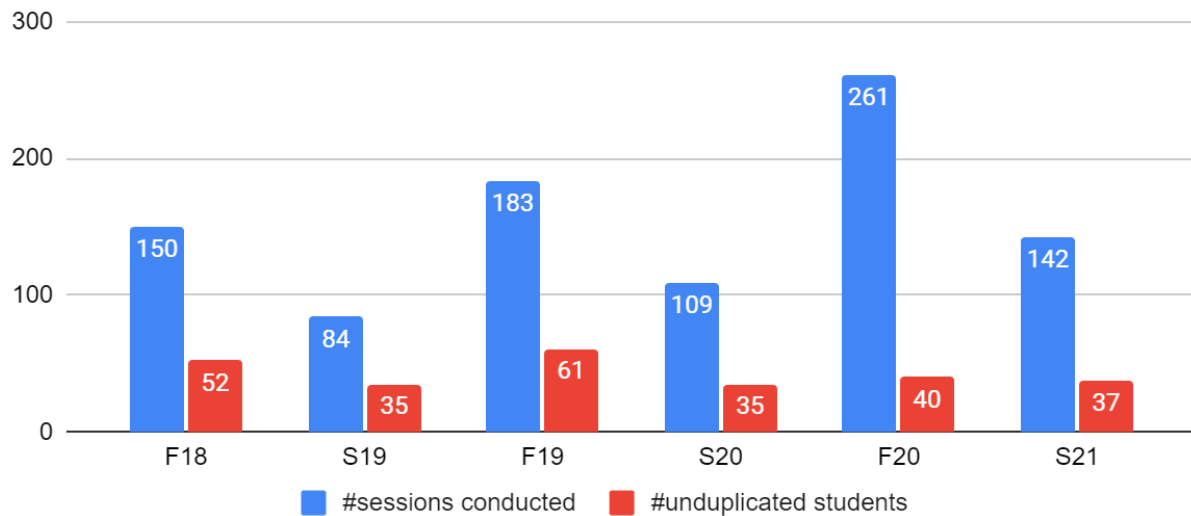
Mentoring and Tutoring Data
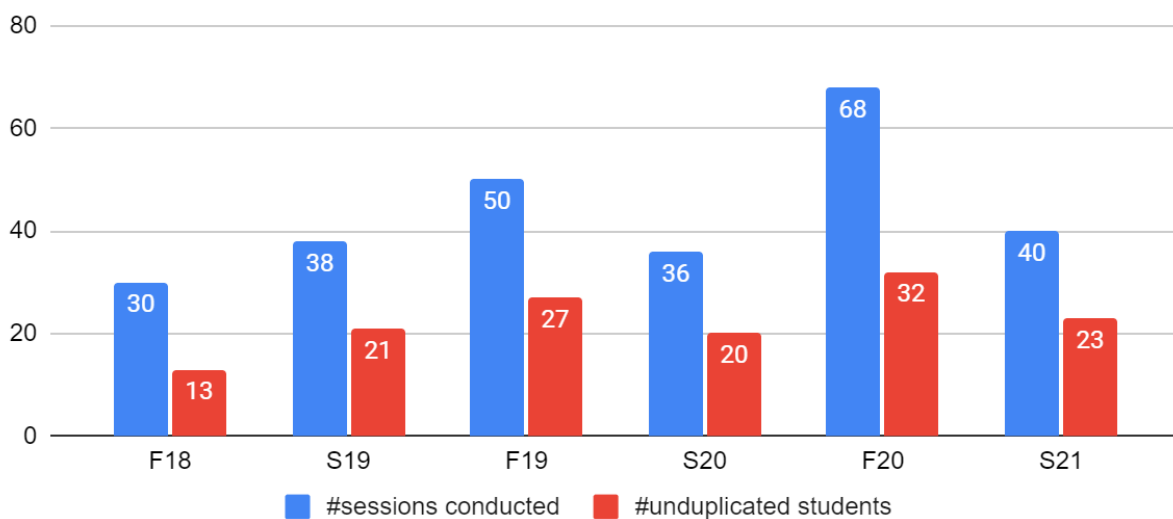
Chart showing the number of mentoring sessions conducted and amount of unduplicated students for the 3-year reporting period of Fall 18 to Spring 21.

Tutoring

	F18	S19	F19	S20	F20	S21
#sessions conducted	150	84	183	109	261	142
#unduplicated students	52	35	61	35	40	37

Chart showing the number of tutoring sessions conducted and amount of unduplicated students for the 3-year reporting period of Fall 18 to Spring 21.

In **Fall 2018**, the peer mentors mentored 13 students in 30 sessions and tutored 52 students in 150 sessions.

Of the 13 students mentored, 12 were identified as Hawai'iCC students. By the end of Spring 2021, 8 of the 12 (67%) achieved a degree or certificate. Altogether, they obtained 15 degrees and certificates. Here is the semester-by-semester student persistence, including those who continued to further their education.

mentoring	F18	S19		F19	S20		F20	S21
#persisted	12	7		6	5		1	3
#continued	-	3		1	1		2	0
#awarded	4	2		2	4		0	0

persisted - students enrolling consecutive semesters; continued - students who continue after receiving a degree or certificate; awarded - students who received a degree or certificate.

Of the 52 students tutored, 48 were identified as Hawai'iCC students. By the end of Spring 2021, 26 of the 48 (54%) achieved a degree or certificate. Altogether, they obtained 35 degrees and certificates. Here is the semester-by-semester persistence, including those who continued to further their education.

tutoring	F18	S19		F19	S20		F20	S21
#persisted	**48**	31		21	18		13	12
#continued	-	4		6	4		2	1
#awarded	7	10		3	5		3	5

persisted - students enrolling consecutive semesters; continued - students who continue after receiving a degree or certificate; awarded - students who received a degree or certificate.

In **Spring 2019**, the peer mentors mentored 21 students in 38 sessions and tutored 35 students in 84 sessions.

Of the 21 students mentored, 20 were identified as Hawai'iCC students. By the end of Spring 2021, 14 of the 20 (70%) achieved a degree or certificate. Altogether, they obtained 24 degrees and certificates. Here is the semester-by-semester student persistence, including those who continued to further their education.

mentoring	S19		F19	S20		F20	S21
#persisted	20		13	13		6	8
#continued	-		4	2		4	1
#awarded	5		3	7		1	3

persisted - students enrolling consecutive semesters; continued - students who continue after receiving a degree or certificate; awarded - students who received a degree or certificate.

Of the 35 students tutored, 33 were identified as Hawai'iCC students. By the end of Spring 2021, 17 of the 33 (52%) achieved a degree or certificate. Altogether, they obtained 28 degrees and certificates. Here is the semester-by-semester persistence, including those who continued to further their education.

tutoring	S19		F19	S20		F20	S21
#persisted	13		28	21		12	11
#continued	-		2	3		3	1
#awarded	3		3	7		3	6

persisted - students enrolling consecutive semesters; continued - students who continue after receiving a degree or certificate; awarded - students who received a degree or certificate.

In **Fall 2019**, the peer mentors mentored 27 students in 50 sessions and tutored 61 students in 183 sessions.

Of the 27 students mentored, 24 were identified as Hawaiʻi CC students. By the end of Spring 2021, 14 of the 24 (58%) achieved a degree or certificate. Altogether, they obtained 20 degrees and certificates. Here is the semester-by-semester student persistence, including those who continued to further their education.

mentoring	F19	S20		F20	S21
#persisted	24	20		6	10
#continued	-	1		5	0
#awarded	3	10		6	3

persisted - students enrolling consecutive semesters; continued - students who continue after receiving a degree or certificate; awarded - students who received a degree or certificate.

Of the 61 students tutored, 60 were identified as Hawaiʻi CC students. By the end of Spring 2021, 29 of the 60 (48%) achieved a degree or certificate. Altogether, they obtained 37 degrees and certificates. Here is the semester-by-semester persistence, including those who continued to further their education.

tutoring	F19	S20		F20	S21
#persisted	60	45		28	23
#continued	-	6		7	6
#awarded	6	13		8	7

persisted - students enrolling consecutive semesters; continued - students who continue after receiving a degree or certificate; awarded - students who received a degree or certificate.

In **Spring 2020**, the peer mentors mentored 20 students in 36 sessions and tutored 35 students in 109 sessions.
All 20 mentored students were identified as Hawaiʻi CC students. By the end of Spring 2021, 16 of the 20 (80%) achieved a degree or certificate. Altogether, they obtained 19 degrees and certificates. Here is the semester-by-semester student persistence, including those who continued to further their education.

mentoring	S20		F20	S21
#persisted	20		5	9
#continued	-		5	0
#awarded	11		1	4

persisted - students enrolling consecutive semesters; continued - students who continue after receiving a degree or certificate; awarded - students who received a degree or certificate.

All 35 tutored students were identified as Hawai'iCC students. By the end of Spring 2021, 14 of the 35 (40%) achieved a degree or certificate. Altogether, they obtained 16 degrees and certificates. Here is the semester-by-semester persistence, including those who continued to further their education.

tutoring	S20		F20	S21
#persisted	35		13	17
#continued	-		7	1
#awarded	9		3	3

*persisted - students enrolling consecutive semesters; continued - students who continue after receiving a degree or certificate; awarded - students who received a degree or certificate.

In **Fall 2020**, the peer mentors mentored 32 students in 68 sessions and tutored 40 students in 261 sessions. All 32 mentored students were identified as Hawai'iCC students. By the end of Spring 2021, 11 of the 32 (34%) achieved a degree or certificate. Altogether, they obtained 12 degrees and certificates. Here is the semester-by-semester student persistence, including those who continued to further their education.

mentoring	F20	S21
#persisted	32	23
#continued	-	1
#awarded	5	6

*persisted - students enrolling consecutive semesters; continued - students who continue after receiving a degree or certificate; awarded - students who received a degree or certificate.

All 40 tutored students were identified as Hawai'iCC students. By the end of Spring 2021, 7 of the 40 (18%) achieved a degree or certificate. Altogether, they obtained 9 degrees and certificates. Here is the semester-by-semester persistence, including those who continued to further their education.

tutoring	F20	S21
#persisted	40	25
#continued	-	2
#awarded	4	4

*persisted - students enrolling consecutive semesters; continued - students who continue after receiving a degree or certificate; awarded - students who received a degree or certificate.

In **Spring 2021**, the peer mentors mentored 23 students in 40 sessions and tutored 37 students in 142 sessions.

Peer Mentor Facilitated Workshops

Workshops facilitated by our peer mentors covered topics relating to Student Services (Financial Aid, Scholarships, Navigating Laulima, Introduction to Zoom, Mental Health - Coping Strategies, etc.) and Hawaiian culture (Kīhei, the Kaʻao Model, Ola Kina - Wellness, Hawaiian Language, Hula, Protocols training, etc.).

		Workshops	**Participants**
AY 18-19	F18	12	103
	S19	16	63
AY 19-20	F19	17	184
	S20	12	84
AY 20-21	F20	6	46
	S21	7	24

Awarded Degrees

PPO also helps to track the progress of our HWST majors.
The chart displays awarded degrees in the Hawaiian Studies Associate in Arts (A.A.) Hula, Kapuahi, and Mahi'ai tracks for the three-year reporting period. The chart also shows the number of graduates who transferred to a UH Hawai'i four-year campus with a breakdown of who reported as Native Hawaiian.

		#Students	#Haw	KAPU	HULA	MAHI	AY Totals	#Txfr	#Haw
AY 18-19	F18	4	2 (50%)	1	3	0	11	2	2(100%)
	S19	6	4 (67%)	5	1	1		4	3 (75%)
AY 19-20	F19	1	0 (0%)	0	1	0	11	0	0 (0%)
	S20	9	6 (67%)	8	2	0		5	3 (60%)
AY 20-21	F20	2	0 (0%)	1	1	0		0	0 (0%)
	S21	4	2 (50%)	2	2	0	7	1	1 (100%)
	Su21	1	1 (100%)	1	0	0		0	0 (0%)

		27	15 (56%)	18	10	1	29	12	9 (75%)

(#students can obtain multiple degrees with different tracks.)

44% of our A.A. graduates transferred to a four-year UH Hawai'i campus. Most students (11) transferred to UH Hilo, with the remaining student transferring to UH West O'ahu. They enrolled in the following degrees: Hawaiian Studies (6), Communication (2), Psychology (1), Linguistics (1), Sociology (1), and Business Administration-Marketing (1).

This chart displays Hawai'i Life Styles Academic Subject Certificates awarded for the three-year reporting period.

			AY Totals
AY 18-19	F18	18	47
	S19	29	
AY 19-20	F19	13	31
	S20	18	
AY 20-21	F20	17	55
	S21	35	
	Su21	3	
			133

US Department of Agriculture HI!AG: Fostering Vibrant Local AG grant (USDA)

Hawai'i CC is part of a consortium USDA grant. The Agriculture and Forest Team programs serve as the lead for Hawai'i CC and HLS is a partner that is included in the grant. Funding is provided for HWST majors for both Tuition Assistance and Internships.

Tuition Assistance						
	F18	**S19**	**F19**	**S20**	**F20**	**S21**
Total $ awarded	$1,500	$2,000	$2,000	$0	$2,500	$1,500
# of students awarded	2	4	4	0	3	3

Internships									
	F18	**SP19**	**SU19**	**F19**	**S20**	**SU20**	**F20**	**S21**	**SU21**
Total $ awarded	$1,500	$3,000	$1,500	$3,000	$1,500	$3,000	$3,000	$3,000	$1,000
# of students awarded	1	2	1	2	1	2	2	2	1

UH-OHA Hoʻonaʻauao Scholarship

The UH-OHA Hoʻonaʻauao Scholarship is provided to Native Hawaiian students who demonstrate financial need. The Hoʻonaʻauao scholarship awards $2,000 to students for the academic year. Since AY19-20, HLS program has been assisting with tracking and providing support for the Hawaiʻi CC Hoʻonaʻauao scholarship recipients.

	AY20-21	AY19-20
Total	15	19
Persisted	9	8
Graduated	7	11
Transferred	1	4
Amt Funded	$ 26,000.00	$ 36,000.00

UH Mānoa Kūlia Support Program (KSP)

Collaboration with UH Mānoa Kūlia Support Program (KSP) for Educational Coaches provides services to Native Hawaiian students since January 2019. Normal check-ins with the Hawaiʻi island KSP educational coach enables the program to see how our learners are doing. In collaboration with the Hawaiʻi CC Learning Center, a faculty referral form was created, and we help to refer students to the KSP educational coach for soft skills and academic coaching support.

Other PPO Highlights and Reporting

To give a better idea of the support that PPO including peer mentors provide to the HLS program, here are a few of the many services provided:

- Assistance in the HLS program annual Hōʻike in Fall semester (cancelled Fall 2020 and 2021 due to COVID);
- Participation in various kīpaepae and other Haʻakūmalae Hawaiian Protocols activities (Māweke, Māmoe, Hawaiʻi CC Model Homes, etc.);
- Assist HLS instructors in classroom activities as needed;
- Creation of academic and student support videos;
- Provide ongoing support to extramural grant program activities and programming;
- Participate in ongoing professional development trainings;
- Assist in increasing the HLS programʻs social media presence;
- Creation of PPO webpage.

Waihonua Media Lab (Waihonua)

Waihonua is our media lab that provides resources and support for both students and UH personnel. For staff and faculty, computers (desktop and laptop), limited instructional equipment (relating but not only limited to distance learning), and limited printing is available. For students computers (desktop and laptop), limited printing, assistance with computer programs (Microsoft Office, Excel, Hawaiian keyboard, etc.) and UH systems (Laulima, Google Drive, MyUH, etc)

Waihonua Data indicates the following for the reporting period:

- AY18-19
  - 166 Unduplicated students utilized Waihonua (1,433 duplicated)
    - 95 Native Hawaiian students unduplicated (801 duplicated)
  - Breakdown of Waihonua usage
    - 43% of students used Waihonua for HAW/HWST courses
    - 49% of students used Waihonua for other courses (including but not limited to ACC, AG, AJ, CHEM, ENG, GEOG, HIST, JPNS, MATH, MICR, PHIL, SSCI, SOC)
    - 8% of students used Waihonua for other college related functions (i.e. Registration, Financial Aid, Scholarships, Housing, Employment, etc)
  - AY19-20
    - 177 Unduplicated students utilized Waihonua (1,140 duplicated)
      - 89 Native Hawaiian students unduplicated (608 duplicated)
    - Breakdown of Waihonua usage
      - 52% of students used Waihonua for HAW/HWST courses
      - 41% of students used Waihonua for other courses (including but not limited to ART, AJ, BIOL, BOT, BUS, CULN, EIMT, ETRO, HIST, NURS, PSY, SPCOM)
      - 7% of students used Waihonua for other college related functions (i.e. Registration, Financial Aid, Scholarships, Housing, Employment, etc)
  - AY20-21
    - 23 Unduplicated students utilized Waihonua (109 duplicated)

- 9 Native Hawaiian students unduplicated (63 duplicated)
  - Breakdown of Waihonua usage
    - 70% of students used Waihonua for HAW/HWST courses
    - 18% of students used Waihonua for other courses (i.e. AJ, ANTH, ART, BIOL, BUS, ENG and ITS)
    - 12% of students used Waihonua for other college related functions (i.e. Registration, Financial Aid, Scholarships, Housing, Employment, etc)

Student Survey

Surveys were carried out every semester, except for Spring 20 due to the COVID interruption. The surveys asked students to rate our performance and services.

Here is a summary of the Fall 18 to Fall 20 survey results, with most respondents indicating they were satisfied or very satisfied with our services and activities.
(The questions used a rating scale from 1-5 with 1 as strongly disagree to 5 as strongly agree.)

Average Rating	F18	S19	F19	F20
PPO contributed to my overall well-being	4.81	4.92	4.73	4.62
PPO services were valuable in supporting my academic success	4.94	4.92	4.62	4.75
PPO helped me cultivate and strengthen my cultural identity	4.56	4.67	4.46	4.56
Overall, how would you rate our				
Workshops	4.79	4.86	4.35	4.07
Tutoring	4.77	5	4.56	4.36
Computers	4.83	5	4.53	4.27
Mentoring	4.68	4.89	4.47	4.29
Study Space	4.83	4.89	4.61	4.44
Resources Information	4.75	4.71	4.43	4.64
Advising	4.74	4.89	4.47	4.5

We also asked students how we could improve our services, and while many said to keep doing what we are doing, others suggested over the various semesters to

- Do more promotion, advertising, and exposure of events,
- Provide afternoon and evening workshops,
- Keep the office and study space open later,
- Have more workshops at Pālamanui,

- Improve and enhance technology.

We have incorporated these suggestions when we could.
- In June 2019, an event advertising checklist was created to support the awareness and promotion of Paepae ʻŌhua and I Ola Hāloa Center events. The events were promoted in the Ka ʻIo Student Newsletter, direct emails to HWST majors, students in our HWST and HAW courses, flyers, and posted to the HawaiʻiCC campus calendar posted to our social media sites.
- In August 2019, the Center extended its hours to be open until 5:00 pm.
- In September 2018, a peer mentor was hired at Pālamanui to support student activities.
- Computer upgrades and new laptops were available for students to use.
- Peer Mentors scheduled workshops at various hours including late afternoon and early evening hours.

In Spring 2021, we changed the questions on the survey. Here are the results of the survey.

During the semester,	
I attended a workshop and really enjoyed it	29.4%
I attended a workshop and it was okay	5.9%
I attended a workshop and did not like it	5.9%
I knew about the workshops but did not attend them	35.3%
I was not aware of any workshops	23.5%

Desktop computers were available for students to use in the Waihonua Lab.	
I came in to use a computer and was very satisfied with it.	29.4%
I came in to use a computer and it was okay.	0.0%
I came in to use a computer and did not like it.	0.0%
I knew there were computers available to use, but I did not need to use them.	52.9%
I did not know I could use a desktop computer.	17.6%

Laptops were available for students to borrow for the day.	
I came in to borrow a laptop and was very satisfied with it.	11.8%
I came in to borrow a laptop and it was okay.	0.0%
I came in to borrow a laptop and did not like it.	0.0%
I knew there were laptops available to borrow, but I did not need to use them.	52.9%
I did not know I could borrow a laptop for the day.	35.3%

Peer Mentors were available to talk to and help guide you during the semester.	
I met with a peer mentor and it really helped me.	47.1%
I met with a peer mentor and it was okay.	0.0%
I met with a peer mentor and it did not help me.	0.0%
I knew mentoring was available, but I did not need to meet with them.	41.2%
I did not know mentoring was available.	11.8%

The Peer Mentors provided tutoring in Hawaiian Language and Studies courses.	
I worked with a peer mentor for tutoring and it really helped me with my class(es).	47.1%
I worked with a peer mentor for tutoring and it was okay.	5.9%
I worked with a peer mentor for tutoring, but it did not help me with my class(es).	0.0%
I knew tutoring was available, but I did not use or need it.	29.4%
I did not know Hawaiian Language and Studies tutoring was available for my class(es).	17.6%

On Wednesday, Thursday, and Fridays from 11:00-1:00 pm, Virtual Study Hall with the Peer Mentors was available for students to hang out, study, do homework, or get help with HWST/HAW classes.	
I attended Virtual Study Hall and really enjoyed it.	5.9%
I attended Virtual Study Hall and it was okay.	0.0%
I attended Virtual Study Hall and did not like it.	5.9%
I knew about Virtual Study Hall but did not use or need it.	52.9%
I did not know Virtual Study Hall was available.	35.3%

Open Monday to Thursday from 8:30-3:00 pm during the semester, Papaʻā Hale on the Manono Campus is a comfortable and quiet lānai area for students.	
I came to use Papaʻā Hale and it was a great place to study.	23.5%
I came to use Papaʻā Hale and it was okay.	0.0%
I came to use Papaʻā Hale and I did not like it.	0.0%
I knew about the lānai study area, but I did not need to use it.	47.1%
I did not know there was a lānai study area available for me to use.	29.4%

Paepae ʻŌhua has a webpage with information about our services, including tutoring, workshops, scholarships, etc.	
I used the Paepae ʻŌhua resource webpage and it really helped me.	47.1%
I used the webpage and it was okay.	0.0%
I used the webpage and it did not help me.	0.0%
I knew about the webpage, but I did not need to use it.	11.8%
I did not know about the webpage.	41.2%

Overall, ratings and comments were very positive. We will persist in promoting our activities to increase awareness of services. Also, we will work on developing the use of technology to engage, connect, and communicate with students.

PPO will continue to survey students who utilize our services. The information provided will help us improve and grow.

Paepae ʻŌhua is our powerhouse Student Services component of the HLS program. Student participation has been drastically affected by the COVID-19 pandemic but we continue to explore ways to enhance our services to not only HWST majors, students in HAW/HWST classes but all students.

Haʻakūmalae Protocols

UH Hawaiʻi Papa O Ke Ao (HPOKA) indigenizing efforts were happening at Hawaiʻi CC before the creation of HPOKA. Our Haʻakūmalae Protocols program also pre-dates HPOKA. Under Haʻakūmalae, kīpaepae and other Hawaiʻi protocols and training were provided to HawaiʻiCC and UHH students and personnel. In 2015, HWST senior faculty member, Dr. Taupōuri Tangarō was assigned Director for Native Hawaiian Culture and Protocols for HawaiʻiCC and UHH. With this appointment, kīpaepae expanded to UHH including the Kīpaepae Committee. Since 2015, the HLS faculty members have held positions of leadership as Chair and Co-Chairs for Kīpaepae. Included below is the number of kīpaepae for the reporting period with majority including HLS program support.

- AY18-19: 42 kīpaepae
  - Number of unduplicated students: 135 (Native Hawaiian students: 47)
  - Number of unduplicated UH personnel: 140 (Native Hawaiian personnel: 65)
  - Number of unduplicated community members: 45 (Native Hawaiian: 12)
- AY19-20: 26 kīpaepae
  - Number of unduplicated students: 42 (Native Hawaiian students: 21)
  - Number of unduplicated UH personnel: 72 (Native Hawaiian personnel: 34)
  - Number of unduplicated community members: 11 (Native Hawaiian: 9)
- AY20-21: 18 kīpaepae
  - Number of unduplicated students: 151 (Native Hawaiian students: 63)

○ Number of unduplicated UH personnel: 112 (Native Hawaiian personnel: 46)
○ Number of unduplicated community members: 92 (Native Hawaiian: 25)

Other Haʻakūmalae activities include Wahi Pana (Celebrated Places), Pāmaomao (Indigenous exchange for faculty and staff), Māweke/Māmoe (Rite of Passage/Honoring Graduation or Task Completion), various workshops and collaboration with other campus programs (i.e. Model Homes House Dedication). Due to the pandemic, our activities have shifted to online delivery with the potential to service a larger number of individuals and communities. However, once in person travel and activities are once again approved, there will be a mixture of both to compliment the new and remaining needs of student, staff, and faculty. Until then services, workshops and activities continue to be offered online or via a hybrid (limited in person and online mixture). Haʻakūmalae activities and programming are also included in USDOE Title III grants for continued support of our protocols program and increased efforts to indigenize UH campuses. In fact some of our current Title III grants include partnerships to Hawaiʻi CC can provide Haʻakūmalae resources and training to other UH campuses.

Extramural Funding

USDOE Title III funding for Hawaiʻi CC originated with the HLS program and for the past 20+ years, HawaiʻiCC has continued to receive Title III funding because of the HLS program. Therefore, it is only fitting that HLS continues in its legacy of procuring and facilitating extramural funding for the college. Currently the HLS program is tied to seven Title III awards: Mōkaulele (5-Year Cooperative grant with UH Hilo), Nāʻū (2-Year Renovation grant), Ulu Kini (5-Year Development grant), Mānai a Maui (5-Year Cooperative grant with UH Hilo and UH Maui College), Nāʻū II (5-Year Renovation Grant), Nauane (5-Year Renovation Grant), and Pāʻieʻie (5-Year Renovation Grant with UH Hilo).

Mōkaulele (5-Year Cooperative grant with UH Hilo): 2015-2021
   a. Funding awarded: $3.9 million (shared between two campuses)
   b. UH Hilo is lead campus with HawaiʻiCC serving as a partner
   c. HawaiʻiCC is the lead campus for Activity II (Strengthening Campus and Community Engagement) and Activity III (Facilitating Hawaiian Language, Culture and Knowledge Learning)
   d. Currently completing a No Cost Extension
   e. Number of Mōkaulele grant personnel housed at HLS: 3 APTs and 3 peer mentors (student workers)

Nāʻū (2-Year Renovation grant): 2019-2021
   a. Funding awarded: $800,000
   b. Activities include (1) Enhancing the Piko and Bridging Academia and (2) Hawaiʻi Protocols primarily for the Pālamanui (Kona) campus
   c. The grant is scheduled to end September 30, 2021. A No Cost Extension was submitted and awaiting approval from the sponsor (USDOE).
   d. Number of Nāʻū grant personnel: 1 APT and 2 peer mentors (student workers)

Ulu Kini (5-Year Development grant): 2019-2024
   a. Funding awarded: $795,920.00
   b. Activities include (1) Expanding Kahale Distance Education, (2) Haʻakūmalae Indigenizing Curriculum Model, and (3) Improving Distance Education Infrastructure
   c. Currently in its second year
   d. Number of Ulu Kini grant personnel housed at HLS: 1 HWST Distance Education faculty, 1 APT and 3 peer mentors (student workers)

Mānai a Maui (5-Year Cooperative grant with UH Hilo and UH Maui College): 2019-2024
   a. Funding awarded: $900,000 shared between three campuses)
   b. HawaiʻiCC is the lead campus with partners UH Hilo (UHH) and UH Maui College (UHMC)
   c. Activities include (1) Kaʻao Student Development Model, (2) Pāmaomao Indigenous Exchange, and (3) Kīpaepae Hawaiian Protocols
   d. HawaiʻiCC is the lead for Activity 2, UHH is the lead for Activity 3, and UHMC is the lead for Activity 1
   e. Currently in its second year
   f. Number of Mānai a Maui grant personnel housed at HLS: 3 peer mentors (student workers), pending hire

Nāʻū II (5-Year Renovation grant): 2020-2025
   a. Funding awarded: $2,750,000.00
   b. Continued renovation to enhance Piko area for Pālamanui campus
   c. Incorporation of Hawaiian culture and protocols into academia.
   d. Currently in itʻs 1st year.
   e. Number of Nāʻū grant personnel: 1 Program Coordinator (APT), 1 Professional Development Specialist (Faculty, C-2), peer mentors (pending hire)

Nauane (5-Year Renovation grant): 2020-2025
   f. Funding awarded: $2,750,000.00
   g. Renovation of Student Services space for a one-stop center addressing Basic Needs of students.
   h. Incorporation of the Kaʻao Model and other indigenous work on academia.
   i. Currently in itʻs 1st year.
   j. Number of Nauane grant personnel: 1 Program Coordinator (APT), 1 Kaʻao Model Specialist (Faculty, C-2), peer mentors (pending hire)

Nauane (5-Year Renovation grant): 2020-2025
   a. Funding awarded: $2,998,734
   b. Incorporation and increased offerings of Piko Hawaiʻi type classes
   c. Renovation of Manono campus and Kō spaces for creations of an indigenous repository.
   d. Professional Development training for Piko Hawaiʻi classes.

    e.   Currently in it's 1st year.

    f.   Number of Pāʻieʻie grant personnel housed at HLS program: 1 Piko Hawaiʻi Coordinator (APT), 1 Activity 2: Manono Facilitator (APT), 2 peer mentors (pending hire)

Another task that the HLS program coordinates is submittal of the annual application for USDOE Title III eligibility for Hawaiʻi CC. Every year that our program has applied for eligibility, it has been granted. In fact when USDOE stimulus funding was available due to the pandemic, Hawaiʻi CC was eligible to receive the funding since our campus was designated an Alaska Native/Native Hawaiian Serving institution under the broader Minority Serving Institution (MSI) classification. Over the past two years, Hawaiʻi CC has received millions of dollars (CARES, CRRSSA, & HEERF) due to the steadfast and dedicated work that HLS continues to provide in ensuring the continued Title III eligibility designation.

2018 CERC Feedback

In November 2019, the College Effectiveness Review Committee (CERC) reported the following for the AY2016-AY2018 AA Hawaiian Studies Comprehensive Program Review:

- Acknowledgement that the available ARPD data was flawed.
- The HLS program has effective leadership.
- Recommended the following:
    - Aligning HWST PLOs with as many ILOs as is reasonable
    - Research into having separate AA Hawaiian Studies (program) and I Ola Hāloa (unit) reviews.
    - Commend the program for bringing in extramural funding but since it is not always guaranteed, to institutionalize critical components with College funds to anchor the program and help bring stability.

Response to 2018 CERC Feedback

While it is appreciated that ARPD data is not always accurate, it continues to be an issue affecting the AA HWST program and assuming other programs as well. It is our hope that improvements will be made that reflect accurate information and if there are still errors that enough time is allotted for programs to review and notify the responsible parties.

In response to CERC's recommendations, the HLS program has had numerous discussions:

- Aligning HWST PLOs with as many ILOs as is reasonable

Discussions were ongoing about PLO alignment with other ILOs (instead of only #3) before the pandemic. Due to the switch transition to remote learning and the ongoing changes, new COVID-19 variants, and other issues caused by the pandemic, our work in this area has been interrupted. However, as social distancing guidelines begin to relax and more face to face opportunities are available, we will once again address this

area. Prior to the pandemic, the HLS program wanted to have a clear picture and action plan in place on how PLO to ILO alignment would affect assessment and what changes would need to be made.

- Research into having separate AA Hawaiian Studies (program) and I Ola Hāloa (unit) reviews.

This was an ongoing discussion with the former Vice Chancellor of Academic Affairs, Joni Onishi and continues with interim VCAA Melanie Wilson. Currently there is no information available on how to split the AA Hawaiian Studies and I Ola Hāloa program.

The last time this subject was brought up at an HLS meeting, some faculty members expressed how the two should not be separated because they intersect and support each other. Past Pāmaomao (exchange between Hawai'i CC personnel and students with other indigenous communities) inspired the creation of PPO and Ha'akūmalae to support and enhance the student experience by providing indigenous professional development for faculty, staff, and admin and personal development for students during their academic journey. While the HLS program/I Ola Hāloa unit can understand the relevancy of splitting the two, the contributions of the HLS program overall (academic, student services, and Hawai'i protocols) has made Hawai'i CC a leader indigenizing the UH system and other UH campuses are interested or have adopted some of our practices to a certain degree. The HLS program is stronger as a whole instead of split into two entities that could cause or promote silos.

- Commend the program for bringing in extramural funding but since it is not always guaranteed, to institutionalize critical components with College funds to anchor the program and help bring stability.

Institutionalization is always an important issue when the HLS program applies for extramural funding. In fact, prior to the close of the last round of USDOE Title III grants, the former HLS coordinator and other HLS faculty members did advocate for institutionalization of grant positions which only one (Pathways Coordinator) was out of the three grants awarded to Hawai'i CC (Kulukuluua, Hālaulani and Waihonua). The Ha'akūmalae APT position (Kulukuluua) was supposed to be institutionalized but was frozen and then reassigned to another campus unit. Yet, despite this our program continues to push and promote institutionalization of positions and services/programming for the benefit of our kauhale.

While Hawai'i CC has institutionalized certain components from extramural funding, the workload still rests primarily on the HLS program with no or very limited additional funding or support. This can often lead to burnout or HLS personnel being stretched thin. However, we as the HLS program see the relevancy of the programming and services we provide, which is why we still offer them even if at a diminished capacity AND continue to advocate for institutionalized positions and resources for our services outside of the extramural funding our program is pivotal in helping to secure for Hawai'i CC.

3. **Program Learning Outcomes or Unit/Service Outcomes**

The AA HWST Program Learning Outcomes are:

Program or Unit Name: AA HWST

- Describe aboriginal Hawaiian linguistic, cultural, historical, and political concepts. (PLO1)
  - Aligned to ILO #3
- 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)
  - Aligned to ILO #3
- Engage, articulate, and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods. (PLO3)
  - Aligned to ILO #3

For **AY20-21** due to the COVID-19 pandemic and the HLS programs aggressive assessment schedule of HAW and HWST courses, it was determined that a break was needed from assessment.

For **AY19-20**, the following courses were assessed in Fall 2019. Due to the COVID-19 pandemic, assessment was deferred. 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.
    - Aligned to PLO #1
  - CLO2: 51% Met or exceeded expectations.
    - Aligned to PLO #1
  - 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.
    - Aligned to PLO #1
  - CLO2: 100% Met or exceeded expectations.
    - Aligned to PLO #1
  - CLO3: 100% Met or exceeded expectations.
    - Aligned to PLO #1
  - 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.
    - Aligned to PLO #1
  - CLO2: 100% Met or exceeded expectations.
    - Aligned to PLO #1
  - 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.
    - Aligned to PLO #2
  - CLO2: 100% Met or exceeded expectations.

- - ■ Aligned to PLO #2
  - ○ CLO3: 100% Met or exceeded expectations.
    - ■ Aligned to PLO #2
  - ○ 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.

In **AY18-19** 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.
- HAW 101: Elementary Hawai'i Language I
  - ○ CLO 1: 95.83% Met or exceeded expectations.
    - ■ Aligned to PLO #1 & 2
  - ○ CLO 2: 66.67% Met or exceeded expectations.
    - ■ Aligned to PLO #1 & 2
- HAW 201: Intermediate Hawai'i Language I
  - ○ CLO 1: 70% Met or exceeded expectations.
    - ■ Aligned to PLO #1 & 2
  - ○ CLO 2: 70% Met or exceeded expectations.
    - ■ Aligned to PLO #1 & 2
  - ○ CLO 3: 80% Met or exceeded expectations.
    - ■ Aligned to PLO #1 & 2
- HWST 101: 'Aikapu: Hawai'i Culture I
  - ○ CLO 1: 55.55% Met or exceeded expectations.
    - ■ Aligned to PLO #1
  - ○ CLO 2: 72.23% Met or exceeded expectations.
    - ■ Aligned to PLO #1
  - ○ CLO 3: 66.66% Met or exceeded expectations.
    - ■ Aligned to PLO #1
- HWST 105: Mea Kanu Hawai'i: Hawaiian Plant Culture
  - ○ CLO 1: 66.67% Met or exceeded expectations
    - ■ Aligned to PLO #1
  - ○ CLO 2: 51.85% Met or exceeded expectations
    - ■ Aligned to PLO #1
- HWST 107: Hawai'i: Center of the Pacific
  - ○ CLO 1: 100% Met or exceeded expectations
    - ■ Aligned to PLO #2 & 3

- ○ CLO 2: 78.57% Met or exceeded expectations
  - ■ Aligned to PLO #2 & 3
- ○ CLO 3: 71.42% Met or exceeded expectations
  - ■ Aligned to PLO #2 & 3
- ● HWST 201: 'Ai Noa: Hawai'i Culture II
  - ○ CLO 1: 66.67% Met or exceeded expectations
    - ■ Aligned to PLO #1
  - ○ CLO 2: 72.23% Met or exceeded expectations
    - ■ Aligned to PLO #1 & 3
  - ○ CLO 3: 72.23% Met or exceeded expectations)
    - ■ Aligned to PLO #1 & 2

Based upon the AY18-9 course assessments, the results for the Program Learning Outcomes are:
- ● PLO1: 69% Met or exceeded expectations.
- ● PLO2: 78% Met or exceeded expectations.
- ● PLO3: 80% Met or exceeded expectations.

AY18-19 has demonstrated that there are still inconsistencies and further discussion is needed. Throughout this reporting period, a number of changes have been implemented based on the assessment results. Actions include updating rubrics, scoring guides, changing lead writers, clarification on collection of artifacts, updating CLOs, standardized verbiage, etc. In May 2021, the HLS program met for a summer residency where assessment and course information was reviewed and other adjustments were made to improve our courses to improve learner success.

The goal for this reporting period was to finish the current assessment cycle. However, due to the COVID-19 pandemic, assessments for the Spring 2020, Fall 2020 and Spring 2021 semesters were deferred. Assessment will resume in AY21-22, but continued discussion on a new assessment schedule and plan of action will happen.

4. Action Plan

Our current three-year plan includes the following:
1. **Creation of a new assessment plan of action and scheduling**
   For the past six years, the HLS program has had an aggressive assessment schedule to evaluate our courses. The new assessment plan will include what we've learned over the years for a more streamlined and manageable process.

   This aligns to the following:
   - ● Hawai'i Graduation Initiative (HGI) Action Strategy 1-4
   - ● Hawai'i Innovation Initiative (HI2) Action Strategy 2 & 3

- High Performance Mission-Driven System (HPMS) Action strategy 3

2. **Review of the overall HLS program**
The most data available for the HLS program is for our AA HWST via the ARPD even though the information is not always accurate. In order to ensure all of our services are up to date and reflective of the needs of our students and community, more data is needed for our other programming. Paepae ʻŌhua has increased its data collection on our student services component. However, more data and evaluation of all our services are needed for a clearer understanding of the actual health of HLS and the direction we should be headed.

This aligns to the following:
- HGI Action Strategy 1-4
- HI2 Action Strategy 3
- HPMS Action strategy 2-4

3. **Transition the AA HWST - Kapuahi track to a fully online degree**
During AY20-21, our program has been in discussion about offering the AA HWST-Kapuahi as a fully online degree. Various meetings have been held with the Hawaiʻi CC ITSO Coordinator on requirements that programs have to meet for fully online instruction as well as talk-story sessions with other programs from Hawaiʻi CC and other UHCC campuses on things to keep in mind.

This is also part of our USDOE Title III grant, but since an online degree involves working with other programs outside of HWST, we know discussion as a campus and within units needs to happen. At our Summer 2021 HLS Program Residency, we decided to start with our HWST-HLS ASC while program and unit discussion continue.

This aligns to the following:
- HGI Action Strategy 2-4
- HI2 Action Strategy 2 & 3
- HPMS Action Strategy 2 & 3

4. **Continue collaborating with other Hawaiʻi CC programs/unit and Hawaiʻi community organizations**
Continued collaborations are essential to understanding the needs of our students and the community they come from. Due to the pandemic, enrollment and access to resources (including funding) is low. Therefore, collaborations will help to decrease burnout by working with community partners for services and/or resources. Social distancing including large gatherings has been restricted since March 2019, and this has had an impact on community engagement and involvement. This specific goal will re-establish ties with our Hawaiʻi community for both the HLS program and Hawaiʻi CC. Since Hawaiʻi island has a large number of rural areas, those populations have been isolated from the services that Hawaiʻi CC and our program can provide.

This aligns to the following:
- HGI Action Strategy 1-4
- HI2Action Strategy 2 & 3
- HPMS Strategy Action Strategy 2-4

5. **Continue to seek extramural funding to support, expand and innovate HLS program services.**
   Since funding and other resources is limited, there is an ongoing need for extramural
   funding to support the services that HLS provides. While the program could discontinue our
   programming outside of the AA HWST we know that our students will suffer and both
   Hawaiʻi CC and the UH system will be weakened in meeting its strategic initiative in transforming
   into an indigenous serving institution. All extramural funding that HLS has acquired or contributed
   is a benefit to all, not just Native Hawaiian students and personnel. Our services are open to any and
   all.

   This aligns to the following:
   - HGI Action Strategy 1-4
   - HI2 Action Strategy 2 & 3
   - 21st Century Facilities (21CF) Action Strategy 1-3
   - HPMS Action strategy 2-4

5.   Resource Implications -
* ONE-TIME BUDGET REQUESTS ONLY *

Detail any ONE-TIME resource requests that are not included in your regular program or unit operating "B"
budget, including reallocation of existing resources (physical, human, financial).
 *Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their
ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

☐ **I am NOT requesting additional ONE-TIME resources for my program/unit.**

X **I AM requesting additional ONE-TIME resource(s) for my program/unit.**
Total number of items being requested: _____(4 items max.)

The HLS program has a long list of requests. We have 4 with an estimated budget and 4 without estimated
costs because they have been ongoing issues from months or years prior. A request for the 4 requests without
estimated costs were not included in prior comprehensives or annual reports because they program in good
faith thought the issues would be resolved. However, since they have not been addressed or solved, we are
including them below.

Program or Unit Name: AA HWST

*Budget breakdown and supporting documents have been attached in the Kuali Comprehensive submission.

Resource Request with estimated costs: $18,015.15

Item(s)	Vendor	Cost	Qty	Shipping	Taxes	Total Costs
Request #1	iMac Desktop Purchase for HWST Full Time Faculty & HWST classroom space					
27-inch iMac with Retina 5K display	apple.com	$1,858.00	6.00	$0.00	$0.00	$11,148.00
Request #2	Dell Desktop for Full Time Staff					
Precision 5820 Tower Workstation & Dell 27 SB Pro Monitor	dell.com	$1,503.00	1.00	$70.86	$0.00	$1,574.85
Request #3	Microsoft Office Subscriptions					
2021 Microsoft Office Subscription	Hawaiʻi CC ACU	$57.00	7.00	$0.00	$0.00	$399.00
Request #4	Replacement of chairs for HWST designated classes					
Classroom Chairs	https://www.worthingtondirect.com	52.95	40.00	2775.3	0	$4893.30

Request #1

Addresses the following priority criteria:

- Address aging infrastructure.
- Continue efforts to promote integrated student support in closing educational gaps.
- Promote professional development

Per ACU, desktops will be obsolete Novemer 2022. This poses a huge risk for hacking and malware for faculty.

> HAW108-148 (Erik Flores);

      HAW108-149 (Yuki Lyons);

      HAW22-97 (Tracy Kanahele);

      HAW23-238 (Pele Kaio);

      HAW23-237 (Taupouri Tangaro);

      HAW23-235 (Classroom Desktop for Manono Bldg 388-103)

Full time faculty are BOR appointed. Therefore, institutionalized and USDOE Title III grants can not provide funding. In addition, since HWST faculty provide additional support (instructional, non-instructional and professional development opportunities for Hawai'i CC), it would be a continued investment in not only the HLS program but the kauhale. The desktop request for 388-103, the classroom desktop used in Manono Bldg 388-103, benefits any and all programs, units, and departments that utilize that space for classes,

meetings and workshops; hence it is campus infrastructure and can not be funded by Title III grants.

Request #2

Addresses the following priority criteria:

- Address aging infrastructure.
- Continue efforts to promote integrated student support in closing educational gaps.
- Promote professional development

While ACU has not provided an obsolete date for the Dell Desktop, the date of installation was 5/7/2013. Which means the desktop is at least 8 years old. This request is for full time APT, Monica Burnett.

      HAW21-205 (Monica Burnett)

This is a full time staff position. Therefore, institutionalized and considered campus infrastructure and USDOE Title III grants can not provide funding. Duties for this position includes Coordination of the Paepae 'Ōhua Student Success Services and investment by funding a new desktop will enhance and maintain support of the services that are provided to not only HWST majors and students taking HAW and HWST classes but all students.

Request #3

Addresses the following priority criteria:

- Address aging infrastructure.
- Continue efforts to promote integrated student support in closing educational gaps.
- Promote professional development

This request is directly tied to requests 1&2. Microsoft Office subscriptions are essential to continue to provide services to the kauhale.

Request #4

Program or Unit Name: AA HWST

Addresses the following priority criteria:

- Address aging infrastructure.
- Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.

The request for new chairs are for HLS program classrooms: 388-103 & Hoʻolulu (381-17). The current chairs are old including inheritance from other programs. Replacement of chairs will ensure safety for those who utilize the classroom spaces for instructional and non-instructional purposes. Chairs are part of campus infrastructure and an unallowable expense (USDOE) and can not be funded by Title III grants. Also, chairs are classified as furniture (per USDOE) and not allowable.

Resource Request without estimated costs:
- Broken and beeping lock on HLS office double doors

  Addresses the following priority criteria:

  - ❖ Address and/or mitigate issues of liability, including ensuring the health, safety and security

     of our Kauhale.

  Electronic locks with FOB card access was installed on the HLS office double doors, but shortly afterward the lock malfunctioned and has not been repaired since. Since September 2021, there has been a consistent ringing from the installed equipment and has only gotten louder (work order #413763-19HA). This additional issue has not been resolved and is affecting HLS personnel who are housed in the office. Many have reported leaving the office and still hearing ringing even when at home.

- Maintenance of HLS AC units

  Addresses the following priority criteria:

  - ❖ Address and/or mitigate issues of liability, including ensuring the health, safety and security

     of our Kauhale.

  - ❖ Leverage resources, investments with returns, or scaling opportunities.
  - ❖ Address aging infrastructure.

  To ensure proper air flow, it is crucial that AC units are maintained for health and safety of personnel and lessen potential of damage to space and proper care of HLS protocol items. Piopiʻo Hale: freezing temperatures and AC leaking, work order #213920. HLS office AC unit: Does not turn on and is growing mold, work order #203232. This request is included for the safety of HLS personnel, care of HLS program spaces, visitors to Piʻopiʻo and the HLS Office, and longevity and care of our Haʻakūmalae protocol items. AC units are part of campus infrastructure and can not be funded by the grants.

- Waihonua Media Lab leak during heavy rains

  Addresses the following priority criteria:

❖ Address and/or mitigate issues of liability, including ensuring the health, safety and security

of our Kauhale.

❖ Address aging infrastructure.

Since the Waihonua Media Lab renovation in 2015, whenever there is heavy rain the ceiling will leak. This has damaged floor and ceiling tiles and threatens to damage HLS equipment that are used by students and Hawai'i CC personnel. (Reference: work order #214262).

● Broken Lock on Papaʻā Hale Sliding Door

Addresses the following priority criteria:

❖ Address and/or mitigate issues of liability, including ensuring the health, safety and security

of our Kauhale.

❖ Address aging infrastructure.

This is one of the longest ongoing issues. The sliding door for Papaʻā Hale is broken and still has not been fixed even though we have requested for years to have this addressed. Papaʻā Hale is a multi-functional space yet this issue continues.

6.　　　Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

X I am NOT requesting changes to the SOC codes/occupations listed for my program.

☐ **I am requesting changes to the SOC codes/occupations listed for my program.**
　　O*Net CIP-SOC Code Look-up
　　*in the **Crosswalks** box, choose "Education," then enter CIP number to see related SOC codes*

List below each SOC code for which change is being requested and include details of requested code deletions and/or additions. Include justification for all requested changes.

*All requested changes to the SOC codes/occupations listed for programs must be discussed with and approved by the Department/Division Chair.

AA HWST Information Data Report (V1.0)

March 4, 2021

Project Due Date: **February 4, 2021**
Owner: **No'el Tagab-Cruz,** Hawaiian Studies

TABLE #	Table of Contents:– AA HWST Information Data ReportAA
1	Breakdown of AA HWST degrees (Hula & Kapuahi) and ASCs from 3-5 years ago
2	Breakdown of ASCs awarded to Early College High Schools (by the schools)
3	Is there a way to see a comparison of AA HWST degrees awarded to other campuses compared to Hawaiʻi CC
4	Can we see a list of our AA HWST majors who transferred to another UH Institution and see what major?

Table 1: Breakdown of AA HWST degrees (Hula & Kapuahi) ACYR 2015-2021

ACYR	SEMESTER	MAJOR	MAJOR/SPECIALIZATION	DEGREE	COUNT
2015	Fall 2014	HWST		AA	1
2015	Spring 2015	HWST	Hula	AA	1
2015	Spring 2015	HWST	Lawai'a (Fishing)	AA	1
2015	Spring 2015	HWST		AA	6
2016	Fall 2015	HWST	Hula	AA	2
2016	Fall 2015	HWST	Lawai'a (Fishing)	AA	1
2016	Spring 2016	HWST	Hula	AA	4
2016	Spring 2016	HWST	Kapuahi	AA	2
2016	Spring 2016	HWST	Mahi'ai (Farming)	AA	1
2017	Fall 2016	HWST	Hula	AA	1
2017	Fall 2016	HWST	Kapuahi	AA	1
2017	Spring 2017	HWST	Hula	AA	4
2017	Spring 2017	HWST	Kapuahi	AA	2
2017	Spring 2017	HWST		AA	1
2018	Fall 2017	HWST	Hula	AA	3
2018	Fall 2017	HWST	Kapuahi	AA	1
2018	Spring 2018	HWST	Hula	AA	5
2018	Spring 2018	HWST	Kapuahi	AA	6
2019	Fall 2018	HWST	Hula	AA	3
2019	Fall 2018	HWST	Kapuahi	AA	1
2019	Spring 2019	HWST	Hula	AA	1
2019	Spring 2019	HWST	Kapuahi	AA	5
2019	Spring 2019	HWST	Mahi'ai (Farming)	AA	1
2020	Fall 2019	HWST	Hula	AA	1
2020	Spring 2020	HWST	Hula	AA	2

ACYR	SEMESTER	MAJOR	MAJOR/SPECIALIZATION	DEGREE	COUNT
2020	Spring 2020	HWST	Kapuahi	AA	8
2021	Fall 2020	HWST	Hula	AA	1
2021	Fall 2020	HWST	Kapuahi	AA	1

Table 1 (Cont'd) Breakdown of ASCs from ACYR 2015-2021

ACYR	SEMESTER	MAJOR	DEGREE	COUNT
2018	Spring 2018	HWST	ASC	20
2019	Fall 2018	HWST	ASC	18
2019	Spring 2019	HWST	ASC	29
2020	Fall 2019	HWST	ASC	13
2020	Spring 2020	HWST	ASC	18
2021	Fall 2020	HWST	ASC	17

Table 2:   Breakdown of ASCs awarded to Early College High Schools (by the schools) – ACY 2018-2020

ACYR	SEMESTER	COUNT	MAJOR	HIGH SCHOOL
2018	Spring 2018	3	SPEA	Kanu O Ka Aina Charter
2018	Spring 2018	4	SPEA	Ke Kula O Ehunuikaimalino
2018	Spring 2018	1	SPEA	Kealakehe High School
2018	Spring 2018	2	SPEA	Kohala High School
2019	Fall 2018	1	SPEA	Ke Kula O Ehunuikaimalino
2019	Fall 2018	1	SPEA	Waiakea High School
2019	Spring 2019	4	SPEA	Kanu O Ka Aina Charter
2019	Spring 2019	4	SPEA	Ke Kula O Ehunuikaimalino
2019	Spring 2019	3	SPEA	Konawaena High School
2019	Spring 2019	1	SPEA	West Hawaii Explorations Acade
2020	Spring 2020	5	SPEA	Ke Kula O Ehunuikaimalino
2020	Spring 2020	1	SPEA	Kealakehe High School

Table 3: Is there a way to see a comparison of AA HWST degrees awarded to other campuses compared to Hawaiʻi CC

Hawaiian Studies	TOTAL AWARDED	Associate Degrees				
		2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
UHCCs	319	56	75	75	52	61
Hawaii Community College	**56**	**11**	**11**	**15**	**9**	**10**
Honolulu Community College	15	2	4	4	3	2
Kapiolani Community College	49	7	14	12	7	9
Kauai Community College	15	3	5	1	1	5
Leeward Community College	44	7	4	10	12	11
University of Hawaii - Maui College	56	9	12	11	13	11
Windward Community College	**84**	**17**	**25**	**22**	**7**	**13**

Source: Banner Operational Data Store (ODS) IRO_DEGREE

Footnotes:

1/ Programs in following degrees and certificates were approved by the BOR: all Associates, Certificate of Achievement (CA)

2/ AS in Natural Sciences at Hawai`i CC, Honolulu CC, Kaua`i CC and Windward CC approved by the UH Board of Regents in May 2013, effective Fall 2013.

3/ CA in Hotel Operations at Kaua`i CC renamed Hospitality and Tourism by the Chancellor in March 2015.

4/ AS in Business approved by the UH Board of Regents in May 2014, effective Fall 2014.

5/ CA in Medical Assisting approved at Kaua`i CC by the UH Board of Regents in May 2014, effective Fall 2015.

6/ AS in Plant Biology and Tropical Agriculture approved by the UH Board of Regents in May 2014, effective Fall 2014.

Table 4:   Can we see a list of our AA HWST majors who transferred to another UH Institution and see what major?

SEMESTER	VPDI	COUNT
Fall 2012	MAU	1
Fall 2013	KAU	1
Spring 2014	HIL	2
Spring 2014	KAP	1
Fall 2014	KAU	1
Fall 2014	MAU	1
Spring 2015	MAN	1
Fall 2015	HIL	1
Fall 2016	HIL	1
Fall 2016	MAU	1
Spring 2017	WIN	1
Fall 2017	HIL	1
Spring 2018	MAU	1
Spring 2019	HIL	1

Source: ODS: IRO_Tracking_Trans_Out

Item(s)	Vendor	Cost	Qty	Shipping	Taxes	Total Costs	Priority Criteria
Request #1	iMac Desktop Purchase for HWST Full Time Faculty & HWST classroom space						
27-inch iMac with Retina 5K display	www.apple.com	$1,858.00	6.00	$0.00	$0.00	$11,148.00	Address aging infrastructure. Continue efforts to promote integrated student support in closing educational gaps. Promote professional development.

Request #2	Dell Desktop for Full Time Staff

Precision 5820 Tower Workstation & Dell 27 SB Pro Monitor	www.dell.com	$1,503.99	1.00	$70.86	$0.00	$1,574.85	Address aging infrastructure. Continue efforts to promote integrated student support in closing educational gaps. Promote professional development.
Request #3	Microsoft Office Subscriptions						
2021 Microsoft Office Subscription	Hawaiʻi CC ACU	$57.00	7.00	$0.00	$0.00	$399.00	Address aging infrastructure. Continue efforts to promote integrated student support in closing educational gaps. Promote professional development.
Request #4	Replacement of chairs for HWST designated classes						
Chairs for HLS program classrooms	https://www.worthingtondirect.com	52.95	40.00	2775.3	0	$4,893.30	Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale. Address aging infrastructure.
Total Estimated Costs						$18,015.15	

Additional Funding Requests with no available budget or estimated expense

Broke and beeping lock on HLS office double doors	TBD	TBD	TBD	TBD	TBD	TBD	Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.
Maintanence of HLS AC units	TBD	TBD	TBD	TBD	TBD	TBD	Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale. Leverage resources, investments with returns, or scaling opportunities. Address aging infrastructure.
Waihonua Media Lab leak during heavy rains	TBD	TBD	TBD	TBD	TBD	TBD	Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale. Address aging infrastructure.

							of liability, including ensuring the health, safety and security of our Kauhale.
Broken Lock on Papaʻā Hale Sliding Door	TBD	TBD	TBD	TBD	TBD	TBD	Address aging infrastructure.

Notes

HAW108-148 (Erik Flores);
HAW108-149 (Yuki Lyons);
HAW22-97 (Tracy Kanahele);
HAW23-238 (Pele Kaio);
HAW23-237 (Taupouri Tangaro);
HAW23-235 (Classroom Desktop for Manono Bldg 388-103)

Includes Apple Care costs ($159/ea)

Per ACU, desktops will be obsolete Novemer 2022. This poses a huge risk for hacking and malware for faculty.

Full time faculty are BOR appointment faculty and therefore, institutionalized and USDOE Title III grants can not fund. The classroom desktop used in Manono Bldg 388-103 is used by HWST, other academic programs, and campus units that utilize the space. This desktop is part of campus infrastructure and can not be funded by grants.

HAW21-205 (Monica Burnett)

While ACU has not provided an obsolete date for the Dell Desktop, the date of installation was 5/7/2013. Which means the desktop is at least 8 years old.

This is a full time staff position. Therefore, institutionalized and USDOE Title III grants can not fund. This desktop is part of campus infrastructure and can not be funded by grants.

Reference Request #1&2

Note: If Request #3 is not approved, then still requesting 2021 Microsoft Office subscription for M. Burnett since her current desktop is has an older version.

HWST classrooms: 388-103 & Hoʻolulu (381-17)

Chairs are part of campus infrastructure and can not be funded by the grants. Also, chairs are classified as furniture (per USDOE) and not allowable.

Electronic locks with FOB card access was installed on the HLS office double doors but shortly afterward the lock malfunctioned and has not been repaired since. Since September 2021, there has been a consistent ringing from the installed equipment and has only gotten louder (work order #413763-19HA). This additional issue has not been resolved and is affecting HLS personnel who are housed in the office. Many have reported leaving the office and still hearing ringing even when at home.

To ensure proper air flow, it is crucial that AC units are maintained for health and safety of personnel, lessen potential of damage to space and proper care of HLS protocol items. Piopiʻo Hale: freezing temperatures and AC leaking, work order #213920. HLS office AC unit: Does not turn on and is growing mold, work order #203232. This request is included for the safety of HLS personnel, care of HLS program spaces, visitors to Piʻopiʻo and the HLS Office, and longevity and care of our Haʻakūmalae protocol items. AC units are part of campus infrastructure and can not be funded by the grants.

Since the Waihonua Media Lab renovation, when there is heavy rain the ceiling will leak. This has damaged floor and ceiling tiles and could damage HLS equipment that are used by students and Hawaiʻi CC personnel. Work Order #214262

This is one of the longest ongoing issues. The sliding door for Papaʻā Hale is broken and still has not been fixed even though we have requested for years to have this addressed. Papaʻā Hale is a multi-functional space yet this issue continues.