2024 Annual Report of Program Data Hawaiian Studies

1. Program or Unit Mission

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. (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)

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 and UH personnel, especially Native Hawaiian students.

2. Program Student Learning Outcomes or Unit/Service Outcomes

The following program learning outcomes were assessed.

PLO	Semester	Results	Aligned to ILO #
#1	F23	98% Met or Exceeded Expectations	3
	SP24	95% Met or Exceeded Expectations	3
#2	F23	98% Met or Exceeded Expectations	3
	SP24	95% Met or Exceeded Expectations	3
#3	F23	92% Met or Exceeded Expectations	3

During AY23-24, the following classes were assessed:

Course	CLO	Results	Aligned to PLO #
HAW101 (F23)	CLO 1 CLO 2	95% Met or Exceeded Expectations 100% Met or Exceeded Expectations	1 & 2 1 & 2
HAW201 (F23)	CLO 1 CLO 2 CLO 3	100% Met or Exceeded Expectations 100% Met or Exceeded Expectations 100% Met or Exceeded Expectations	1 & 2 1 & 2 1 & 2
HWST 102 (F23)	CLO 1 CLO 2	100% Met or Exceeded Expectations 92% Met or Exceeded Expectations	1 1 & 3
HWST 103 (F23)	CLO 1	100% Met or Exceeded Expectations	1
HWST 219 (F23)	CLO 1 CLO 2	100% Met or Exceeded Expectations 100% Met or Exceeded Expectations	1 1
HAW 102 (SP24)	CLO 1 CLO 2	100% Met or Exceeded Expectations 90% Met or Exceeded Expectations	1 & 2 1 & 2

A program residency is planned for HLS for Summer 2025. During this time, the program will discuss areas for improvement that includes assessment. The current HLS plan had more classes for Spring 2025 but miscommunication with the assessment teams and cancelled classes caused the program to postpone. The program residency is scheduled for every two years to ensure the program remains relevant and up to date.

3. Analysis of the Program/Unit

ARPD 2024 data table_Hawaiian Studies

The Annual Report shows that our AA program for the most part has achieved increases for AY 2023-2024.

Our majors have increased including the number of Native Hawaiians, Fall Full-Time Students, overall SSH for program classes and classes taught. There are a few areas that show a slight decrease that includes Fall part-time and Spring full-time. The growth in the number of SSH and classes taught can be attributed to the “E ʻŌlelo Hawaiʻi Kākou” funding that was available for Hawaiʻi Department of Education (DOE) K-12 personnel who were able to take Hawaiian Language (HAW) and Hawaiian Studies (HWST) 107 classes during this academic year. The funding ended in Summer 2024 which will have an impact on our indicators in the future. The program is looking at other extramural funding options to be able to support the DOE K-12 personnel in earning our Academic Subject Certificate (ASC) to contribute to professional development for our K-12 counterparts.

The HLS program continues to provide early college classes for East and West Hawai‘i which has contributed to the Demand and other indicators. Our program continues to work with the local high schools to promote our ASC and hopefully our AA.

Class size and fill rate continue to climb during this academic year. However, the FTE BOR appointed faculty continues to be skewed. While there are 6 BOR appointed faculty, only 5 positions are currently filled. The HWST Pālamanui (including STEM intersections) is the remaining position which was vacant during this time.

Another important highlight for our BOR appointed faculty is that majority carry a leadership role at Hawai‘i CC and/or in the UH system:

- Dr. Taupōuri Tangarō continues to serve as the Director of Hawaiian Culture and Protocols Engagement for both Hawai‘i CC and UH Hilo and Hawai‘i CC Hawai‘i Papa o Ke Ao representative;
- E. Kalani Flores continues to serve as the Accreditation Liaison Officer:
- T. Ku‘ulei Kanahele serves as the Curriculum Review Committee Chair;
- N. Tagab-Cruz continues to serve as the Kīpaepae Committee Co-Chair for both Hawai‘i CC and UH Hilo

The HLS program also has one full-time faculty member who is extramurally funded. This has been a huge assistance to our program since the majority of the BOR appointed faculty are assigned to other duties and responsibilities which takes them away from their full-time teaching responsibilities. In addition to the services this position provides, the incumbent also serves as the Chair for the Ho‘olulu Native Hawaiian Council and is the Hawai‘i CC representative for the UH system Pūko‘a Council.

It is heartening to see that our completion rate for last academic year has exceeded our pre-COVID percentage. However, we also acknowledge that persistence rates continue to be an issue. We know that students continue to struggle with learning and incorporating soft skill tools and strategies as shared by our faculty members. We are also aware that there are other outside factors that continue to affect student performance and commitment to their academic journey (such as but not limited to family obligations, childcare, work, access to reliable transportation and internet, etc.).

To address some of these issues, the HLS program continues to provide peer mentoring support and the Waihonua Media lab provides access to laptops, desktop computers, limited printing and support with Laulima and zoom. Another bonus for the Kauhale when it comes to the HLS program is that our services are for everyone and anyone. Students and personnel alike are welcome to the HLS program and the services we provide.

It is also important to note that while our Degrees/Certificates awarded decreased this year, the HLS program continued to have impressive numbers of students who earned the ASC and even the AA degree over the past few years. The HLS program celebrates that so many students have been awarded the AA and/or ASC and is testament to their commitment to their academic journey. A good percentage of our ASC came from our local highs who participate in the Early College program. Yet, two of our local high schools (Kanu o Ka ‘Āina and ‘Ehunuikaimalino) no longer

request early college classes from Hawai‘i CC. ‘Ehunuikaimalino was going through structural changes and has shared that they hope to re-start the partnership with Hawai‘i CC and offer early college classes in the future. Kanu O Ka ‘Āina started a partnership with Windward Community College who were able to secure funding to pay for college classes for their students and have a more seamless onboarding process for the school and students. We have also learned the Ka‘umeke Kā‘eo in Keaukaha is also participating in the Windward CC early college program. While this is a win for Windward CC and a great service to the community, this has impacted the number of students who earn their ASC and will continue to impact our program in the future due to this loss.

The HLS program will look into other ways we can collaborate with Hawai‘i island based high schools and organizations to look at any and all options to enrich student learning and provide meaningful service to the community. Some ideas include exploring Prior Learning Assessment (PLA) options and non-credit/EDvance partnerships. This may also be an opportunity for Hawai‘i CC to look at our own onboarding process for both early college and college students to help make the transition to Hawai‘i CC less daunting for students.

Our Distance indicator continues to show positive growth. The HLS program will continue to research how to become an official UH online degree program to be able to service more students since our remote learning courses have the highest fill rates. This is a big undertaking since Hawai‘i CC doesn’t have an official process. The HLS program is aware that we will be actively involved in creating the process so we can increase majors, placement in classes and degree/certificate attainment.

Performance indicators were addressed in the Effectiveness area. While the HLS program would love to increase the number of Native Hawaiian majors, we also know that due to increased presence of charter and immersion schools, Native Hawaiians aren’t as interested in majoring in Hawaiian Studies as in the past. The increased presence of Native Hawaiian culture and language in the community means students today are looking at other disciplines because HLS has graduated or influenced the teachers in these schools. The curriculum that was created at HLS (e.g., hei and kīpaepae) is now common in some of our Hawai‘i island schools.

This is one of the reasons why the HLS program continues to partner with other disciplines to indigenize curriculum outside of our program.

HLS is an 11-month program but is only acknowledged as 9-month. To report only on our 9-month services would be an insult to the program. Our services enhance the student experience and enable Hawai‘i CC to fulfill its strategic plan:

Paepae ‘Ōhua Native Hawaiian Student Services (PPO)
The PPO program provides mentoring and tutoring services, study spaces for learners, academic success and Hawaiian cultural workshops for the Kauhale. A total 372 tutoring and mentoring appointments were conducted during this year. Every semester, our peer mentors plan and facilitate academic and cultural workshops (at least 3) for the Kauhale. In addition to this, our peer mentors assist with kīpaepae, other protocol activities and events, conduct classroom visits to increase awareness about the PPO program, etc. One thing that is also essential is that we invest deep in our student workers.

Waihonua Media Lab
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.).

Extramural Funding

USDOE Title III funding for Hawai‘i CC originated with the HLS program and for the past 20+ years, Hawai‘i CC 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 six Title III awards:

Nā‘ū (2-Year Renovation grant): 2019-2025 (Currently completing a No Cost Extension)
- Funding awarded: $800,000
- This renovation grant will continue to enhance the Pālamanui campus by providing more outside seating, outdoor lighting and upgrades for the Piko Area that in preparation for Nā‘ū II grant which will look at building an amphitheater.

Ulu Kini (5-Year Development grant): 2019-2025 (Currently completing a No Cost Extension)
- Funding awarded: $795,920.00
- This grant has been contributed to Remote Learning by upgrading classroom and meeting spaces; provides badging certifications for personnel; and continues professional development activities for Hawai‘i CC personnel.

Mānai a Maui (5-Year Cooperative grant): 2019-2025 (Currently completing a No Cost Extension
- Funding awarded: $900,000 (Lead: Hawai‘i CC; Partners: UHH & UHMC)
- The Mānai a Maui grant was a big driving force for Hawai‘i CC‘s First Year Experience program by that utilizes the ka‘ao model. This project has also hosted events that increase awareness of the ka‘ao model, kīpaepae and expanding pāmaomao to UH Maui College.

Nā‘ū II (5-Year Renovation grant): 2021-2025 (Currently in Year 4)
- Funding awarded: $2,750,000.00
- This renovation grant will continue to enhance Pālamanui for increased Kauhale engagement for an amphitheater in the Piko Area.

Nauane (5-Year Renovation grant): 2021-2025 (Currently in Year 4)
- Funding awarded: $2,750,000.00
- The Nauane grant will renovate building 379A for a One Stop Center that includes Basic Needs, Mental Well-being, and community organizations.

Paieie (5-Year Renovation grant): 2021-2025 (Currently in Year 4)
- Funding awarded: $2,998,734 (Lead: UH Hilo)

- Paieie focuses on the HLS Piko Hawaiʻi course by providing workshops for faculty and staff members to learn how to incorporate Native Hawaiian culture, customs and traditions into disciplines outside of the HLS program. This grant is also dedicated to creating an online repository of resources for the Kauhale to utilize in their courses and/or studies.

USDA grant

- Lead: Forest Team and Agriculture; Partner: HLS program
- Through the USDA grant, the HLS program has been able to provide tuition assistance and internship opportunities to HWST majors as a way to increase their learning experience at Hawaiʻi CC.

Trees, Trails, Culture and History of the Pālamanui Preserve: Using Experiential Learning and Storytelling to Connect to the Place (3-Year Grant): 2023-2026 (Currently in Year 2)

- Lead: Pālamanui Campus/Luria Namba; Partner: HLS program
- This grant is funded by the National Endowment for the Humanities. With this funding, the team has been able to provide summer camps to Middle and High School students to explore intersections between STEM fields and Hawaiian Studies and having guest speakers present on the unique of the Pālamanui campus area.

HLS is composed of our 9-month academic programming but we truly are an 11-month program because of all the services that we provide. The HLS program conducts at least 50 kīpaepae every year including commencements for both Hawaiʻi CC and UH Hilo and the Merrie Monarch Welcome Ceremony. The workshops and collaborations that our program provides is in direct alignment with Kaʻao Kaʻikaʻi #1. Without the HLS program, it would be more challenging for Hawaiʻi CC to complete this kaʻikaʻi in particular.

4. Action Plan

The program had the following action plan:

1. Creation of a new assessment plan of action and scheduling
2. Review of the overall HLS program
3. Transition the AA HWST – Kapuahi track to a fully online degree
4. Continue collaborating with other Hawaiʻi CC programs/unit and Hawaiʻi Community organizations

All the action plans in the 2021 CPR were accomplished except for #3. This has been a bigger undertaking than originally expected to officially make the AA HWST -Kapuahi track fully online. HLS has taken upon itself the task to be the first official online program for Hawaiʻi CC. This includes creating the procedures and policies for the entire college. Since 2021, the program has met with other UHCC campuses to get information on their online degree programs, met with administrators and related faculty/staff/counselors to discuss the online degree program and conducted research on changing online degree program requirements. The HLS program has decided to start small and work towards getting our HWST-HLS Academic Subject Certificate (ASC) first and then transition to include an online degree option for the AA HWST – Kapuahi track.

Needed resources to accomplish this would be dedicated personnel, updated equipment like new desktops, etc., to build the services that our program provides. While the HLS program has done some initial research the following Kauhale related questions need to be address:

- Does Hawai‘i CC have the capacity to provide services to remote learners outside of the traditional office hours (including student services)?
- What will the assessment for online learning look like?
- Who are all the key players for creating an online degree process for Hawai‘i CC?
- Will remote learning charges be assessed for online students? If so, what would they be and how much would it consist of?

To realize goal three, the following action items are being pursued:

1. Continue to look for additional extramural funding for the I Ola Hāloa program that includes the AA HWST degree;
2. Continue to conduct HLS program Summer residencies to develop and plan implementation and continue to review our program’s mission, vision and assessment strategies to ensure we are up to date and reflective of current needs;
3. Have the HWST-HLS-ASC approved to be officially online; and
4. Continue collaborating with other Hawai‘i CC and UH programs/units and the Hawai‘i Island community organizations.

5. Resource Implications

Special Resource Requests not included in your operating “B” budget

x I AM requesting additional resource(s) for my program/unit. Total number of items being requested: ___3___(4 items max.)

Request #1:

Equipment	Estimated Date Needed	Quantity / Number of Units; Cost per Unit	Total Cost (with S&H, tax)	On Inventory List (Y/N); Decal #, Reason replacing
iMac Desktops for HLS G-funded full-time faculty	**As soon as possible**	**6 ($2,200.00)**	**$13,200.00**	All current iMac desktops are considered obsolete.

Justification:

Updated computer equipment will ensure no delay or disruption to the services that HLS faculty provide for the Kauhale. All full-time HLS faculty hold leadership roles for the college (Dr. Taupōuri Tangarō, E. Kalani Flores, T. Kuʻulei Kanahele, Pele Kaio, No’el K. Tagab-Cruz, and the pending HWST Pālamanui position. The desktop computers that the faculty currently have are out of date and now considered obsolete.

Alignment to the Kaʻao Kaʻikaʻi Strategic Plan:

Request #1 is in alignment with Kaʻao Kaʻikaʻi Kuleana, Haumāna, & Kauhale. The HLS program creates content and curriculum that is dispersed throughout the Kauhale, UH system and the community. Up to date desktop computers are the bare minimum investment back into the program especially for new content that will continue to make Hawaiʻi CC a premier indigenous serving campus.

Request #2:

Item	Date Needed:	Quantity	Total Cost (with S&H, tax)	On Inventory List (Y/N); Decal #, Reason replacing
Microsoft subscription for iMac Desktops for HLS G-funded faculty	**When iMac Desktops are approved.**	**6 ($58.00)**	**$348.00**	**Microsoft subscriptions are not transferable and are needed on the new iMacs.**

Justification: This request is directly connected to request #1. The Microsoft subscription is needed with the new desktop request.

Alignment to the Kaʻao Kaʻikaʻi Strategic Plan:
Please see Alignment to the Kaʻao Kaʻikaʻi addressed in Request #1.

Request #3:

Personnel Resource	Estimated Date Needed	FTE; Position Type; Position Title	Estimated Salary	Was an Existing Position Abolished? (**Y**/N); Position #
1 - APT-B	**10/1/2026**	**HLS Kauhale Engagement Specialist (APT-B)**	**$102,986.10 (Includes 63.47% Fringe)**	**Position was reabsorbed for another**

Justification: This position would be instrumental in maintaining the Haʻakūmalae protocols and other services that the HLS program provides year-round. This position would assist with curriculum development and serve as a resource for the Kauhale to further showcase Hawaiʻi CC as a model indigenous serving campus within the UH system. This position would also demonstrate Hawaiʻi CCʻs commitment to USDOE Title III and allow future grants to focus on other gaps in services to learners and the greater community.

The loss of this position has required more reliance on extramurally funding personnel especially our APTs. Currently the HLS program has 1 full-time grant APT and 2 casual appointments which means work is delayed when the casual appointment periods are up and additional paperwork needs to be completed.

Alignment to the Kaʻao Kaʻikaʻi Strategic Plan:
The Kauhale Engagement position is aligned to Kaʻikaʻi Kuleana, Haumāna and Well-being because this position works closely with personnel for incorporation of Native Hawaiian culture into curriculum and job duties which has a direct impact on learners. For well-being, this position could help with creating enrichment events and programming to help create balance with work and other activities that help spread joy and are reflective of Hawaiian traits and characteristics.