

# HAWAIIAN STUDIES

“E Ho‘oulu Lāhui”



## 2020

### ANNUAL REVIEW OF PROGRAM DATA



UNIVERSITY of HAWAII®  
**MAUI COLLEGE**

## 1. Program or Unit Description

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### PROGRAM MISSION

The Associate in Arts in Hawaiian Studies, E Ho’oulu Lāhui program, seeks to cultivate leaders locally and globally through curricula that reframe culture, knowledge, research, and power through a Hawaiian lens. Our degree prepares students for a baccalaureate degree in Hawaiian Studies, Hawaiian Language, Education and other disciplines by developing both general and program learner outcomes and competencies that connect current critical issues, language, identity, politics and culture with their historical roots and contemporary praxis.

### TARGET STUDENT POPULATION

Our service population is diverse in regards to ethnicity, gender, age and socio-economic background. A common characteristic amongst our students is that they are seeking to further connect to their place, identity, history and kuleana in Hawai’i. Therefore, our recruitment efforts cast a broad net from high school students to kūpuna.

## 2. Analysis of the Program/Unit

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### PROGRAM DEMAND, EFFECTIVENESS & EFFICIENCY

The AA in HWST was approved by the Board of Regents in May 2012 and began to recruit majors in the following academic year, 2013-2014. Since then, our number of majors, number of degrees and number of transfers has shown consistent growth with only minimal fluctuation.

*Table 1: HWST Number of Majors, UHMC, UH IRO*

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
2	45	77	78	78	102	92	96

*Table 2: HWST Number of Degrees, UHMC, UH IRO*

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	10	12	11	13	11	12	9

*Table 3: HWST Number of Transfers to UH 4yr, UHMC, UH IRO*

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	1	3	9	11	15	16	13

## DEMAND

Our Program Demand Indicators are Healthy. The SSH indicators have shown significant growth. There was an increase of almost 300 in the last three years for SSH Non-Majors in Program Classes and an increase of 146 in SSH in All Program Classes. Overall, our program was able to increase the number of SSH while slightly decreasing the number of classes taught, thus decreasing lecturer costs.

*Table 4: Enrollment Table 8, Distribution of Majors by Educational Level, UHMC, UH IRO*

Demand Indicators					
#	Demand Indicators	2017-18	2018-19	2019-20	Demand Health
1.	Number of Majors	102	92	96	Healthy
1a.	Number of Majors Native Hawaiian	79	69	65	
1b.	Fall Full-Time	33%	22%	21%	
1c.	Fall Part-Time	67%	78%	79%	
1d.	Fall Part-Time who are Full-Time in System	1%	6%	6%	
1e.	Spring Full-Time	29%	24%	11%	
1f.	Spring Part-Time	71%	76%	89%	
1g.	Spring Part-Time who are Full-Time in System	1%	1%	6%	
2.*	Percent Change Majors from Prior Year	33%	-10%	4%	
3.	SSH Program Majors in Program Classes	896	735	747	
4.	SSH Non-Majors in Program Classes	2,109	2,254	2,404	
5.	SSH in All Program Classes	3,005	2,989	3,151	
6.	FTE Enrollment in Program Classes	100	100	105	
7.	Total Number of Classes Taught	53	53	49	

## EFFECTIVENESS

Effectiveness Indicators					
#	Effectiveness Indicators	2017-18	2018-19	2019-20	Effectiveness Health
16.	Successful Completion (Equivalent C or Higher)	84%	79%	79%	Unhealthy
17.	Withdrawals (Grade = W)	36	33	83	
18.*	Persistence Fall to Spring	71%	58%	54%	
18a.	Persistence Fall to Fall	43%	31%	41%	
19.	Unduplicated Degrees/Certificates Awarded Prior Fiscal Year	11	19	19	
19a.	Associate Degrees Awarded	11	12	9	
19b.	Academic Subject Certificates Awarded	0	9	14	
19c.	Goal	0	0	0	
19d.	Difference Between Unduplicated Awarded and Goal	0	0	0	
20.	Transfers to UH 4-yr	15	16	13	
20a.	Transfers with degree from program	12	9	10	
20b.	Transfers without degree from program	3	7	3	
20c.	Increase by 3% Annual Transfers to UH 4-yr Goal				
20d.	Difference Between Transfers and Goal				

Two areas that remain consistently strong in this area are unduplicated degrees and certificates awarded and transfers to UH four-year. Table 5 below shows a consistent number of graduates since the inception of our program in 2012.

*Table 5: HWST Fall to Spring Persistence %, UHMC, UH IRO*

MAJOR	OUTCOME	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Hawaiian Studies	AA				8	10	12	11	13	11	12
	ASC	12	9	16	19	14	13	7	14	13	9
Grand Total		12	9	16	27	24	25	18	27	24	21

**Transfer to UH 4 Year.** In the last eight years since our degree was approved, we have graduated 86 students with an Associate of Arts degree in Hawaiian Studies. Of those 86 graduates, 56% (48) of them earned Bachelor’s degrees at our UH campuses in a wide variety of degrees. In addition, presently there are 18 of our graduates enrolled in Bachelor degree programs at UH campuses and another 13 graduates enrolled in Master degree programs at UH campuses. The details are presented in Table 6 below.

*Table 6: AA HWST Graduates in UH System, UH IRO*

Degree	University of Hawai‘i at Mānoa	University of Hawai‘i at Hilo	University of Hawai‘i at West O‘ahu
Number of Bachelor's Degrees Earned	33	6	9
Bachelor Disciplines <i>*Duplicated number indicating double majors.</i>	Education-2 Ethnic Studies-1 Hawaiian Language-6 Hawaiian Studies-14 Interdisciplinary Stud-15 Info Comp Sci-1 Marketing-1 Sociology-1 Political Science-2	Anthropology-1 Civil Engineering-1 Geography-1 Hawaiian Studies-1 Psychology-1	Human Resources-1 Political Science-6 Public Admin-1 Social Work-1
Number Presently Enrolled in Bachelor Degrees	13	2	3
Presently Enrolled Bachelor Degree Disciplines	Art-1 Exploratory-1 Hawaiian Language-2 Hawaiian Studies-6 Inter Studies-2 Social Work-1	Anthropology-1 Education-1	General Studies-1 Marketing-1 Political Science-1
Number Presently Enrolled in Master Degrees	10	2	1
Presently Enrolled Master Degree Disciplines	Education-5 Hawaiian Language-1 Hawaiian Studies-2 Political Science-1 Religion-1		Social Work-1

**Persistence.** As shown in Table 7 below, Fall to Spring student persistence has fluctuated significantly and then decreased in the last few years. This is a campus, system

and National issue, especially for community colleges. Our community college mission is often in direct conflict with our success indicators such as graduation and persistence. We are not able to distinguish between non-degree seeking students, extended time-to-degree students, or dropouts.

*Table 7: HWST Fall to Spring Persistence %, UHMC, UH IRO*

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	81%	72%	67%	55%	71%	58%	54%

**Leavers.** In order to investigate the issues surrounding persistence, we identified those students who enrolled in Fall 2019 and did not return in Spring 2020. We found that of those 45 students (shown below in Table 8), 32 of them listed Maui as their permanent residence, 11 listed Moloka‘i and two listed out of country towns.

*Table 8: Permanent Address, HWST Students, Fall 2019-Spring 2020 Leavers, UHMC, UH IRO*

PERMANENT ADDRESS	#Students	%
Maui	32	71%
Moloka‘i	11	24%
Out of Country	2	4%
<b>Grand Total</b>	<b>45</b>	<b>100%</b>

**Leaver Immediate Educational Goals.** Table 9 presents the immediate goals identified by the Spring 2020 on their application. These 45 student responses may give us some indication as to their original intentions. Almost half of the students (22 or 49%) intended to earn an associate degree. However, 24% (11) of the students were either not sure (2) or intended to take courses, but not toward a degree (8). This highlights the misalignment of our program quantitative indicators and the student’s intent.

*Table 9: Immediate Educational Goal, HWST Students, Fall 2019-Spring 2020 Leavers, UHMC, UH IRO*

IMMEDIATE EDUCATIONAL GOAL	Count	%
No Answer	2	4%
Earn a bachelor's degree (UH Maui College)	5	11%
Earn a certificate	3	7%
Earn an associate degree	22	49%
Not sure (I am not sure any of the above statements apply to me)	3	7%
Take courses to transfer to another college	2	4%
Take courses, but not toward a degree	8	18%
<b>Grand Total</b>	<b>45</b>	<b>100%</b>

**Leaver Major.** Table 10 presents the initial major of the Spring 2020 leavers. The data suggests that the leavers did not intend to major in Hawaiian Studies initially. This could mean that they lacked commitment to the major. More specifically, of the 39 leavers, only 54% (21) of them listed Hawaiian Studies as their initial major. In addition, 33% (13) of the 39 leavers were initially undecided regarding their major.

*Table 10: HWST Students, Fall 2019-Spring 2020 Leavers, UHMC, UH IRO*

EDUCATION MAJOR	Count	%
Pre-Arts & Humanities (Art, History, Music, Philosophy, Speech, etc.)	2	5%
Pre-Business	1	3%
Pre-Education (Early Childhood, Elementary, Secondary, Kinesiology & Leisure Sci, etc.)	2	5%
Pre-Hawaiian Studies/Language	21	54%
Undecided	13	33%
<b>Grand Total</b>	<b>39</b>	<b>100%</b>

## EFFICIENCY

Our program efficiency indicator is healthy. Our program has shown increases in three areas, average class size, fill rate and Majors to FTE BOR appointed faculty. This is the result of more careful enrollment planning and monitoring.

Efficiency Indicators					
#	Efficiency Indicators	2017-18	2018-19	2019-20	Efficiency Health
8.	Average Class Size	19	18	22	<b>Healthy</b>
9.*	Fill Rate	70.4%	72.4%	79.1%	
10.	FTE BOR Appointed Faculty	4	4	3	
11.*	Majors to FTE BOR Appointed Faculty	25	22	31	
12.	Majors to Analytic FTE Faculty	16	15	15	
12a.	Analytic FTE Faculty	6	6	6	
13.	Overall Program Budget Allocation				
13a.	General Funded Budget Allocation				
13b.	Special/Federal Budget Allocation				
13c.	Tuition and Fees				
14.	Cost per SSH				
15.	Number of Low-Enrolled (<10) Classes	10	11	5	

## PROGRAM DEVELOPMENT

Our program partners closely with both UH Mānoa and UH West O‘ahu to create courses and experiences to encourage transfer and create transfer pathways.

For the last 10 years, we have partnered with UH Mānoa’s Hawaiian language, Hawaiian Studies and Native Hawaiian Student Services to develop and teach summer field schools. These field schools bring UH Mānoa students and UH Maui students together in intensive one week, 24/7 experience with a variety of Hawaiian faculty from various departments. These experiences foster the exploration of programs and encourage relationships with faculty and students from UH Mānoa creating a strong foundation for transfer and completion. In addition, our program holds two-three transfer meetings with our majors each semester highlighting faculty, students and counselors from UH Mānoa. We also work with our UH Mānoa partners to organize a variety of campus events on both campuses to engage both students and the community in popular education.

For the last five years, our program has partnered with UH West O‘ahu to create a Hawaiian language pathway where upper division Hawaiian language courses from West O‘ahu are taught on our campus, by our faculty, on a regular basis. The course sequence includes Hawaiian 301, 302, 401 and 402. Since the start of the program over 68 students have completed the course sequence. These courses are an important component of the Hawaiian language revitalization movement in Maui County and have served a broad section of our community including early college students, recent high school graduates, parents, aspiring teachers, teachers and many more.

### 3. Program Student Learning Outcomes

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- a) Hawaiian Studies Program Student Learning Outcomes:
  - 1. Describe aboriginal Hawaiian linguistic, cultural, historical and political concepts.
  - 2. Apply aboriginal Hawaiian concepts, knowledge and methods to the areas of science, humanities, arts and social sciences – in academics and in other professional endeavors.
  - 3. Engage, articulate and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods.
- b) Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review. Incomplete.
- c) Assessment Results. Incomplete.
- d) Changes that have been made as a result of the assessment results. Incomplete

Due to the COVID-19 pandemic, we did not complete our assessment plan for the Fall 2019-Spring 2020 academic year. We have included our assessment plan for the Fall 2020-Spring 2021 school year in our Action plan below.

### 4. Action Plan

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#### STRATEGIC DIRECTIONS

“These programs are strategically and philosophically crucial to both the University of Hawai‘i System and their respective communities.” This is a quote from our Phase I Cross-Campus Discussions with Hawaiian Studies and language faculty from our UHCCs. In addition, they affirmed that our programs play a vital role in the mission of each separate campus both at the CC level and the four-year. The University of Hawai‘i system is slowly making progress towards realizing their role in creating and maintaining systems that continue to oppress and dominate native and minority populations in Hawai‘i.

[Hawai‘i Papa o Ke Ao](#) is an attempt to initiate a system response to create institutional changes at both the campus and system levels. Its goals to create a model indigenous serving institution will not be possible without Hawaiian Studies and Hawaiian language programs, courses, faculty and students. Our Hawaiian Studies programs play a crucial role in the systematic operationalization and implementation of this response.

#### TRANSFER PATHWAYS & CONTINUED PARTNERSHIPS

A number of system partnerships have been presented in the narrative sections above including transfer, articulation and cross-campus course and event partnership initiatives. As a result, our program is thoroughly positioned to create and further develop partnerships. Our priorities include continued partnerships to provide upper division



Hawaiian language opportunities for our students, collaborations with other CC campuses to share courses and partnerships with four-year institutions to create pathways to Bachelor degree programs in Hawaiian Studies and Hawaiian language.

## ASSESSMENT

Our program plans to join Liberal Arts in the development of a portfolio process to access program learning outcomes. The plan is outlined in Table 11 below. First, the core exit level courses were identified. All majors enroll in these three courses. Second, three assignments that require exit level competencies were identified for each class. Third, the general learner outcomes were identified for each assignment.

A student artifact for each assignment representing three levels of achievement (low, medium, high) will be included in the portfolio. The assignments will be used in two ways:

1. Assess course level achievement.
2. Assess program level achievement by viewing the portfolios collectively.

*Table 11: Hawaiian Studies Program Portfolio Assessment Plan*

Program Learning Outcome	HWST 270, Hawaiian Mythology	HAW 202, Intermediate Hawaiian II	HWST 291, Modern Issues in Hawai‘i
Describe aboriginal Hawaiian linguistic, cultural, historical and political concepts.		<ul style="list-style-type: none"> <li>• Interactive Interview (CT, OC, CR)</li> <li>• Descriptive Written Response (CT, WC, CR)</li> <li>• Presentation (CT, WC, OC, CR)</li> </ul>	
Apply aboriginal Hawaiian concepts, knowledge and methods to the areas of science, humanities, arts and social sciences – in academics and in other professional endeavors.	<ul style="list-style-type: none"> <li>• Annotated Bibliographies (CT, IRT, CR)</li> <li>• Presentation (CT, WC, IRT, OC, CR)</li> <li>• Research Essay (CT, WC, IRT, OC, CR)</li> </ul>		
Engage, articulate and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods.			<ul style="list-style-type: none"> <li>• Public Testimony (CT, WC, IRT, OC)</li> <li>• Argumentative Essay (CT, WC, IRT)</li> <li>• Presentation (CT, IRF, OC, CR)</li> </ul>

*General Learner Outcomes: Critical Thinking (CT), Written Communication (WC), Information Retrieval and Technology (IRT), Oral Communication (OC) and Creativity (CR)*

## 5. Resource Implications

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

The Hawaiian Studies program was created in 2012 with existing positions in Hawaiian language and Hawaiian Studies that were nested in the Liberal Arts program. The vision was to create a degree that gave students a focus in Hawaiian Studies to enter into diverse four-year programs. As mentioned above, 76% of our SSH is generated by non-majors.

In the Fall 2019-Spring 2020 academic year, our program lost an instructional position due to a move into administration. In the Fall 2020-Spring 2021 academic year, we lost two more positions, one faculty retired and another did not earn tenure. As a result, our program has only one permanent position remaining. This puts an enormous amount of pressure on this single faculty to facilitate our normal program responsibilities described in the sections above.

We are hoping that our system hiring freeze can be lifted soon in order to hire the permanent faculty that are needed to continue to develop, facilitate and instruct our successful program. Our program generates substantial revenue for our campus and the over reliance on lecturers may impact this. Table 12 below represents enrollment and cost in the Fall 2019-Spring 2020 academic year.

*Table 12: HWST Program Cost, Fall 2019-Spring 2020 UHMC, UH IRO*

Program Cost/Revenue Criteria	Description	Estimated Cost	Estimated Revenue
3 FTE <i>UHPA faculty salaries consolidated by type and rank as of September 2019, 25% percentile</i>	Rank 2-\$60,534 Rank 4-\$87,768 Rank 5-\$94,344	\$242,646	
Estimated Lecturer Cost <i>UHPA faculty salaries, Step B</i>	6 HAW courses - \$45,864 8 HWST courses - \$46,152	\$92,016	
Estimated Tuition Revenue	\$248 per credit x SSH 3,151		\$781,448
	<b>Total Cost</b>	<b>\$334,662</b>	
	<b>Total Revenue - Total Cost</b>		<b>\$446,786</b>

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