

**Comprehensive Program Review: Associate in Arts in Hawaiian Studies
2016-2019**

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At a minimum, each program or unit CPR shall include measures described in [UHCCP 5.202](#). Additional measures may also be used for program or unit assessment.

PROGRAM NAME

Associate in Arts in Hawaiian Studies

ASSESSMENT PERIOD

2016-2019

PROGRAM MISSION STATEMENT

The Associate in Arts in Hawaiian Studies (AAHS) provides a focused pathway for students pursuing an AA degree and transferring to a Hawaiian Studies, Hawaiian Language or other baccalaureate degree program within the University of Hawai‘i (UH) system. The AAHS also provides students with beneficial qualifications for Hawai‘i’s workforce, where knowledge of the host culture or alternative approaches to problem-solving are desirable. Current UH System articulation policies allow students who have completed this degree at any of the community colleges to meet the general education core requirements at any of the four-year UH institutions.

COLLEGE MISSION STATEMENT

He hale hāmama ‘o Kapi‘olani Kula Nui Kaiāulu no nā ‘ano kaiāulu like ‘ole, e ho‘olako i nā kānaka ho‘ākea ‘ike e hiki aku i ka pahuhopu ‘imi na‘auao, ‘imi ‘oihana, a ho‘olaulā ‘ike. He loa‘a nā palapala a‘o, nā kēkelē mua puka, me nā polokalamu ho‘ili kula he kilohana wale e ho‘omākaukau i nā haumāna maoli, kūloko, kaumoku‘āina, kau‘āina no ka mua he lako.

Kapi‘olani Community College provides open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals to the diverse communities of Hawai‘i. Committed to student success through engagement, learning, and achievement, we offer high quality certificates and associate degrees, and transfer pathways that prepare indigenous, local, national, and international students for their productive futures.

COLLEGE VISION STATEMENT

He Kula Nui Kāko‘o ‘Ōiwi ‘o Kapi‘olani Kula Nui Kaiāulu a na kā lākou mau haumāna puka e ho‘oikaika i ke kaiāulu o ko Hawai‘i mau kaiāulu like ‘ole ma ka honua e loli mau.

Kapi‘olani Community College, a model indigenous serving institution whose graduates strengthen the social, economic and sustainable advancement of Hawai‘i and the world.

VALUES STATEMENT

Ho‘ohanohano ‘ia ka ho‘i‘lina a ka Mō‘īwahine ‘o Kapi‘olani e Kapi‘olani Kula Nui Kaiāulu ma o kēia mau lawena waiwai:

Kapi‘olani Community College honors the legacy of Queen Kapi‘olani through these values:

Kūpono: Practicing honesty and integrity with clarity in all relationships.

Kuleana: Sharing a common responsibility to support the future of our students, college, community, land, and sea.

Mālama: Protecting and perpetuating ancestral knowledge.

Kūloa‘a: Ensuring that the needs of our students are met with support and service.

Kūlia: Creating meaningful curricula and learning experiences that serve as a foundation for all to stand and move forward.

PART I. EXECUTIVE SUMMARY OF PROGRAM STATUS

Year	Demand Health	Efficiency Health	Effectiveness Health	Overall
16-17	HEALTHY	CAUTIONARY	HEALTHY	HEALTHY
17-18	UNHEALTHY	HEALTHY	CAUTIONARY	CAUTIONARY
18-19	HEALTHY	HEALTHY	HEALTHY	HEALTHY

Health Call

- Healthy: 2
- Cautionary: 1
- Unhealthy: 0

Add Health Call Scores from Demand, Efficiency, and Effectiveness.

Scoring Rubric for Overall Health as follows:

- Healthy: 5-6
- Cautionary: 2-4
- Unhealthy: 0-1

In the previous comprehensive program review (2013-2016), it was mentioned that given the relatively small number of majors, program health indicators are not yet a full indication of program health. Furthermore, it was mentioned that the AAHS program is moving towards a “healthy” rating. As can be seen in the aforementioned chart, the overall program health in 2016-2017 was HEALTHY; 2017-2018 was a solid CAUTIONARY with 3 points and in 2018-2019 it was a HEALTHY call.

On the 2018-2019 ARPD, it concludes a CAUTIONARY efficiency health call. However, when relooking at the data and how the health call was calculated, it states the following:

First Indicator, Class Fill Rate (#9)

- Healthy: 75%-100%
- Cautionary: 60%-74%
- Unhealthy: less than 60%

Second Indicator, Majors to FTE BOR Appointed Faculty (also called Student/Faculty Ratio):

- Healthy: 15-35
- Cautionary: 36-60 or 7-14
- Unhealthy: 61+ or less than 7

Final Health Call Scoring:

Six Possible Outcomes:

- $H+H = (2+2)/2 = 2$
- $H+C = (2+1)/2 = 1.5$ (round up to 2.0)
- $H+U = (2+0)/2 = 1$
- $C+C = (1+1)/2 = 1$
- $C+U = (1+0)/2 = 0.5$ (round up to 1.0)
- $U+U = (0+0)/2 = 0.0$

For 2018-2019

Class Fill Rate = 85% Healthy (2)

Majors to FTE BOR = 10 Cautionary (1)

$3/2 = 1.5$ (round up to 2.0) = HEALTHY

PART II. PROGRAM DESCRIPTION

Program History

The Associate in Arts in Hawaiian Studies degree (AAHS) is the first joint degree in the University of Hawai'i Community Colleges (UHCC) system with seven participating colleges (Hawai'i CC, Honolulu CC, Kapi'olani CC, Kaua'i CC, Leeward CC, Windward CC and UH Maui College). The seven campuses agreed on four existing core required classes;

- HWST 107: Hawai'i the Center of the Pacific;
- HWST 270: Hawaiian Mythology;
- HAW 101: Elementary Hawaiian Language I; and
- HAW 102: Elementary Hawaiian Language II

Students are also required to fulfill all of the General Education Core Areas required for their respective campus Associate in Arts in Liberal Arts degrees. Inspired by the successful collaboration that produced the AAHS, a dedicated group of faculty continued to meet during the 2012-2013 and 2013-2014 AY to manage the AAHS degree by working on:

- aligning program courses and creating a common standard for measuring student and program success,
- improving transfer and advising for students, especially Native Hawaiian students,
- promoting the AAHS program through strategic recruitment, enrollment and participating in the AAHS marketing activities

- participating in system and global conferences to share information about the degree, course offerings, and create opportunities for collaboration across disciplines and campuses.

The main goal of these multi-campus meetings was to improve student persistence and retention in subsequent courses, facilitate transfers among participating colleges as well as to baccalaureate institutions in the UHCC system.

The Associate in Arts in Hawaiian Studies was established in Fall 2012 at Kap‘iolani Community College. The AAHS prepares students to transfer to four-year institutions. This 60 credit program provides a pathway for students seeking to earn an AA degree and transfer to a Hawaiian Studies or other baccalaureate degree in the UH System. The program provides curricula that focus on Hawaiian culture and knowledge. This Associate in Arts degree includes all of the broader General Education requirements for a liberal arts degree.

The Associate in Arts in Hawaiian Studies (AAHS) provides a focused pathway for students pursuing an AA degree and transferring to a Hawaiian Studies or other baccalaureate degree program within the UH System. The AAHS also provides students with beneficial qualifications for Hawai‘i’s workforce, where knowledge of the host culture or alternative approaches to problem-solving are desirable. Current UH System articulation policies allow students who have completed this degree at any of the community colleges to meet the general education core requirements at any of the four-year UH institutions.

In addition to pre-transfer students, the AAHS also creates a pathway for students intending to work in the following fields or occupations:

- Aboriginal Hawaiian-serving Government Agencies (e.g. Department of Hawaiian Homelands, Office of Hawaiian Affairs)
- Aboriginal Hawaiian-serving Organizations (e.g. The Kamehameha Schools)
- Hawaiian Immersion Education (e.g. Teacher’s Aides, Administrative Support)
- Health care in aboriginal Hawaiian communities (e.g. rural Comprehensive Health Centers, Papa Ola LĀkahi)
- Hospitality Industry (e.g. hotel management, airlines)

The AAHS is the first joint-degree in the University of Hawai‘i Community Colleges system (UHCC) with all seven campuses participating: Hawai‘i CC, Honolulu CC, Kapi‘olani CC, Kaua‘i CC, Leeward CC, Windward CC, and UH Maui College. The seven campus Program Coordinators and their faculty have agreed on the three Program Student Learning Outcomes and four required core-courses listed later in this section.

Program Vision

The AAHS program seeks to cultivate leaders locally and globally through the fusion of Hawaiian knowledge and general education curricula.

Program Mission

The Associate in Arts in Hawaiian Studies degree prepares students for a baccalaureate degree in Hawaiian Studies and other disciplines. By integrating Hawaiian knowledge with general education curricula and providing a good foundation in Hawaiian culture and values, the AAHS

connects current critical issues with their historical roots; defines personal, community and global responsibilities; and builds connections between all who call Hawai‘i home.

Ke Kahua (The Foundation)

The AAHS multi-campus program is founded on the following ideas:

- Loina Hawai‘i (Hawaiian Tradition): We emphasize Hawaiian epistemologies and historical perspectives to engage the world through a Hawaiian world-view.
- Kūpuna (Elders): We honor our ancestors, both the living and those who have passed, as sources of life, information, and wisdom.
- Honua (World): We believe the land, the ocean, and the atmosphere are our most powerful ancestors. Thus, we weave honua-centered philosophical and empirical practices into our curriculum.
- Maui Ola (Life Force): We believe the health of the people is directly related to the health of the nation and national lands. The AAHS is a path to ho‘ōla (heal) the honua (land), our kūpuna (ancestors), and therefore the lāhui (people).
- Kuleana (Responsibility): We believe that all who call Hawai‘i home are responsible for its natural, civic and philosophical well-being.

Program Learning Outcomes

Upon successful completion of the Associate in Arts in Hawaiian Studies degree, the student will be able to:

- Describe aboriginal Hawaiian linguistic, cultural, historical and political concepts.
- Apply aboriginal Hawaiian-based concepts, knowledge and methods in other areas of inquiry such as to the areas of sciences, 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.

Required Core Courses

The AAHS degrees share a common set of required core courses in Hawaiian Studies (HWST) and Hawaiian Language (HAW) totaling 14 credits. The required courses also satisfy the prerequisite requirements for the Bachelor of Arts in Hawaiian Studies at UH Mānoa. The courses are:

- HWST 107 Hawai‘i, Center of the Pacific (3 credits)
- HWST 270 Hawaiian Mythology (3 credits) (HWST 104 at Hawai‘i CC)
- HAW 101 Elementary Hawaiian Language I (4 credits)
- HAW 102 Elementary Hawaiian Language II (4 credits)
- HAW 201 Intermediate Hawaiian Language I (4 credits)
- HAW 202 Intermediate Hawaiian Language II (4 credits)

Associate in Arts in Hawaiian Studies Articulated Elective Courses

HWST 207 (3cr) - Hawaiian Perspectives in Ahupua‘a Resource Management

HWST 255 (3cr) - Introduction to the Hawaiian Kingdom

HWST 285 (4cr) - Lā‘au Lapa‘au: Hawaiian Medicinal Herbs

Faculty and Staff

4.5 FTE (3 FTE teach Hawaiian Studies Courses & 1.5 FTE teach Hawaiian Language)

1 adjunct faculty (varies year-to-year)

Resources

The bulk of the funds used to support the curricular offerings of the AAHS are from the general (state) funds as awarded by the Hawai‘i State Legislature. There is also significant budgetary and in-kind support from non-resident (ESOL program) tuition revenue, U.S. Department of Education, Title III, National Science Foundation, National Endowment for the Humanities, ARRA/Achieving the Dream and various other external sources. All of this funding is allocated to the four departments which comprise the Arts and Sciences Division and which contribute to the AAHS program. There are no funds that are awarded specifically to the AAHS program.

Articulation Agreements

The primary outcome of the degree is to prepare students to transfer to a baccalaureate program in Hawaiian Studies at either UH Mānoa or UH Hilo, having the AAHS also provides students with a qualification that would be beneficial in the workforce or other areas of study where a knowledge of the host culture or alternative approaches to problem-solving are desired. Articulation agreements among the Colleges and Universities allow for students who have completed their Associate of Arts degree at one of the community colleges to meet all the general education core courses at the University. Hence completing the degree is an attractive option for students. The pathway to the baccalaureate program in Hawaiian Studies at UH Mānoa is also in place. We are currently working on articulating the last course.

PART III. ANALYSIS OF QUANTITATIVE INDICATORS

Since the inception of the Associate in Arts in Hawaiian Studies degree program, the quantitative data reported in the Annual Review of Program Data has been inaccurate, especially for the Program classes and to a lesser extent with majors. After repeated requests to the University of Hawai‘i Community College system administration, the data has yet to be corrected. At the very least, all Hawaiian Studies courses should be included in the data set. Given that HAW 101, 102, 201, and 202 are also required for the AAHS, those courses may also be included. Only HAW 290 is currently included in the AAHS ARPD course data set (Items 3-9). The inclusion of this course further skews the data set. HAW 290 was created under a USDOE Title III grant

activity for a new Academic Subject Certificate in Hawaiian Language (ASC-HAW). The grant personnel chose to include the new ASC-HAW under the AAHS rather than under the AA in Liberal Arts, even though the ASC-HAW does not require any HWST courses and is completely under the purview of the grant activity and not the instructional personnel of the AAHS. HAW 290 should not be included, especially since other HAW courses that *are* required for the AAHS are not included either.

PART IV. CURRICULUM REVISION AND REVIEW

The expected level of achievement for the AAHS program student learning outcomes is that at least 70% of students will "Meet" the course-level student learning outcomes. To "Meet" the course-level student learning outcomes, the student must earn at least 70% on the relevant instructional assessment(s) or assignment(s). All course-level learning outcomes are directly connected to one or more of Program Learning Outcomes, as presented below.

PROGRAM LEARNING OUTCOMES	CORE COURSES					
	HWST 107	HWST 270	HAW 101	HAW 102	HAW 201	HAW 202
Describe Aboriginal Hawaiian linguistic, cultural, historical and political concepts	X	X	X	X	X	X
Apply aboriginal Hawaiian-based concepts, knowledge and methods in other areas of inquiry such as to the areas of sciences, humanities, arts and social sciences – in academics, and in other professional endeavors.	X	X				
Engage, articulate and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods.	X	X	X	X	X	X

HWST 107: Hawai'i in the Center of the Pacific

Note: Results come from only one of three instructors' sections. All Course SLOs were assessed in AY 2017-2018. All SLOs were met by at least 70% of the students.

HWST 270: Hawaiian Mythology

All Course SLOs were assessed in Fall 2017 only. Three of the four Course SLOs were met by at least 70% of the students. The remaining SLO was met by only 69% of the students. The table below provides the specific breakdown.

LEARNING OUTCOMES	MET/NOT MET
Analyze the relationship between Hawaiian mo‘olelo (mythologies) and Hawaiian worldview, including Hawaiian cultural values and traditions.	MET
Identify and utilize written and oral sources of Hawaiian mo‘olelo.	MET
Employ the terminology of literary and/or cultural analysis in the study of Hawaiian mo‘olelo.	NOT MET
Describe akua (deities), kupua (deities), ‘aumākua (ancestral family deities), and kānaka (humans) and their various forms from Hawaiian mo‘olelo.	MET

PART V. SURVEY RESULTS

Over the three years of this CPR, no surveys were administered specifically to the Associate in Arts in Hawaiian Studies students. Due to the small nature of the AAHS program, AAHS faculty have relied upon their rapport and close relationship with their students to gather informal feedback via in-class discussions, student group meetings, interviews, emails, and anecdotal conversations outside of the classroom.

PART VI. ANALYSIS OF THE PROGRAM

The AAHS Program is in alignment with the following guiding documents:

1986 Ka‘ū Report

In 1985, Vice President for Academic Affairs, Tony Marsella, advised UH President, Al Simone, to appoint an Ad Hoc Task Force from across the UH System to address the underrepresentation of aboriginal Hawaiians at the UH as both faculty and students. At that time, only 1% of the faculty and 5% of the student population were aboriginal Hawaiian. In 1986, the Hawaiian Studies department was established at the University of Hawai‘i at Mānoa (UHM). Also in 1986, fourteen aboriginal Hawaiians were appointed to the UHM Task Force to “Identify problems and recommend solutions to address Native Hawaiian education.” The group produced Ka‘ū,

University of Hawai‘i Hawaiian Studies Task Force Report (Ka‘ū Report) that has since been used to establish and guide a multitude of Hawaiian initiatives throughout the UH system. The following recommendations from the Ka‘ū Report specifically relate to the establishment of Hawaiian Studies degrees and student support services:

- Recruit more aboriginal Hawaiian Faculty and Staff
- Establish a physical Hawaiian Studies Center at the University of Hawai‘i at Mānoa and the

University of Hawai‘i at Hilo followed by all of the Community Colleges

- Increase the number of Hawaiian language and culture courses offered

2012 Hawai‘i Papa o Ke Ao Report

<https://www.hawaii.edu/offices/op/hpokeao.pdf>

As stated in the report:

Hawai‘i Papa O Ke Ao was developed to meet the University of Hawai‘i’s commitment to Native Hawaiians. In Spring 2011 MRC Greenwood, University of Hawai‘i President, asked Vice President Rockne Freitas to convene a task force to articulate a plan that would make the University of Hawai‘i a leader in Indigenous (Hawaiian) education. ... Vice President Freitas put out a call to the Chancellors from the University of Hawai‘i system to nominate members from their campus to serve on this newly created taskforce. VP Freitas selected members to create a well-balanced team of faculty and administrators.

The relevant goals from Hawai‘i Papa O Ke Ao, the Task Force on Creating a Model Indigenous-Serving Institution, include:

- **Community Engagement** - University of Hawai‘i in the Community & Community in the University
 - Goal 1:** Intra-Campus Development -Building Community on Each Campus
 - Objective 2:** Build and sustain a community of learners.
 - Goal 2:** Inter-Campus Development – Building Community Connections with ALL campuses
 - Objective 1:** Articulate programs between UH Community Colleges and 4-year institutions.
- **Hawaiian Culture and Language Parity**
 - Goal 1:** Vibrant Language and Culture Programs of Study at all UH campuses
 - Objective 1:** Establish an A.A. / A.S. degree in Hawaiian Studies at all seven community colleges.
 - Objective 3:** Provide appropriate staffing to support and expand each respective Hawaiian degree program.
 - Objective 4:** Create a true 60 + 60 Credit articulation in Hawaiian Studies between its community colleges and 4 year campuses.

Current University Policies and Plans

The University’s commitment to the advancement and success of aboriginal Hawaiian students and programs is well documented in the University of Hawai‘i Board of Regents (BOR) Policy

Chapter 4-1, the University of Hawai‘i’s System (UHS) Strategic Plan 2002-2012, the University of Hawai‘i’s Community College’s (UHCC) Strategic Outcomes and Performance Measures 2008-2015, and the Strategic Plans of the individual campuses of the UHCC.

Board of Regents Policy

Section 4-1: Mission and Purpose of the University of Chapter 4: Planning of the Board of Regents Policy (BOR Policy) defines and shapes the University’s commitment by recognizing the unique condition of Hawai‘i and Hawaiians as the aboriginal people of Hawai‘i:

As the only provider of public higher education in Hawai‘i, the University embraces its unique responsibilities to the indigenous people of Hawai‘i and to Hawai‘i’s indigenous language and culture. To fulfill this responsibility, the University ensures active support for the participation of Native Hawaiians at the University and supports vigorous programs of study and support for the Hawaiian language, history and culture.

Sub-section c. (3) of Section 4-1 states how the University will fulfill its “unique commitment to Native Hawaiians” by:

- (f) providing a level of support for the study of Hawaiian language, culture and history within the University that honors, perpetuates and strengthens those disciplines into the future;
- (g) encouraging Native Hawaiians to practice their language, culture and other aspects of their traditional customary rights throughout all University campuses and providing Hawaiian environments and facilities for such activities;

With regard to the UH Community Colleges, **Section 4-7** of the BOR Policy states:

- c. The University community colleges are a critical component of the University system. The community colleges are characterized by comprehensive programs, low tuition, open-door admission, educational guidance, high quality teaching, and responsiveness to their respective communities by remaining at the forefront of educational innovation.
- e. The community colleges complement each other in programs and contribute as equal partners in the University’s lower division general education program.

Strategic Directions 2015-2021

The AAHS program outcomes align with the following Goals, Objectives and Action Strategies of the University of Hawai‘i System Strategic Directions:

Hawai‘i Graduation Initiative (HGI)

Goal: Increase the educational capital of the state by increasing the participation and completion of students, particularly Native Hawaiians, low-income students and those

from underserved regions and populations and preparing them for success in the workforce and their communities.

HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion.

- Establish pathways for all degree programs, including transfer pathways from the community colleges
- Reduce gaps in college completion for Native Hawaiians, low-income and underrepresented groups

High Performance Mission-Driven System (HPMS)

Goal: Through cost-effective, transparent and accountable practices, ensure financial viability and sustainability to ensure UH's ability to provide a diverse student body throughout Hawai'i with affordable access to a superb higher education experience in support of the institutional mission of the university, which includes commitments to being a foremost indigenous-serving university and advancing sustainability.

HPMS Action Strategy 3: UH aspires to be the world's foremost indigenous serving university

and embraces its unique responsibilities to the indigenous people of Hawai'i and to Hawai'i's indigenous language and culture. To fulfill this responsibility, the university ensures active support for the participation of Native Hawaiians and supports vigorous programs of study and support for the Hawaiian language, history and culture. In addition to the Native Hawaiian student success agenda within the Hawai'i Graduation Initiative, the following tactics align with the thematic areas set forth in Hawai'i Papa O Ke Ao, UH's plan for a model indigenous serving university.

- Advance the utilization and understanding of the Hawaiian language and culture throughout the UH System, including through articulated programs of study as well as through informal learning

University of Hawai'i Community College Strategic Plan Update 2015-2021

The AAHS program outcomes align with the following Goals, Objectives and Action Strategies of the University of Hawai'i Community College Strategic Plan Update 2015-2020:

- Goal A (part 2): Native Hawaiian educational Attainment
- Goal B: Functioning as a Seamless State System Transfers and Articulation
- Goal D: Hawaii's Educational Capital/Resources and Stewardship
What it means to be a Native Hawaiian Serving Institution

The AAHS outcomes also meet various goals, outcomes and measures of the UH Community Colleges Strategic Plan (CC Plan) in accordance with the System Plan:

GOAL A: Promote Learning & Teaching for Student Success

Strategic Outcome A: Native Hawaiian Educational Attainment – Position the University of Hawai'i as one of the world's foremost indigenous-serving universities by supporting the access and success of Native Hawaiians.

Performance Measures

- Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved
- Increase by 6-9% per year, the number of Native Hawaiian students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.

Accordingly, the advancement of Hawaiian studies and Hawaiian language courses, programs, and degrees are distinctly aligned with the University’s mission, vision, strategies and objectives at all levels. This degree program provides a clear and focused pathway for students intending to pursue a Hawaiian Studies or other baccalaureate degree at a four-year institution.

PART VII. TACTICAL ACTION PLAN, 2020 – 2025

There are no specific changes being contemplated. The AAHS provides an opportunity for students to attain a two-year academic qualification while focusing on Hawaiian knowledge and approaches to various fields of study. The primary outcome of the degree is to prepare students to transfer to a baccalaureate program in Hawaiian Studies at either UH Mānoa or UH Hilo. The AAHS also provides students with a qualification that would be beneficial in the workforce or other areas of study where a knowledge of the host culture or alternative approaches to problem-solving are desired. The program will continue along these directions.

The following outcomes and performance measures of the KCC Strategic Plan 2015 – 2021 directly address the goals of the AAHS Program.

Outcome 1: Hawai’i graduation Initiative: Focus on Student Success

- (A) Increase annual CA and degree completion by 5 % from 1513 to 2129
- (B) Increase annual Native Hawaiian CA and degree completion by 5 % from 234 to 329
- (D) Increase annual UH and non-UH 4-year transfer by 6 % from 1196 to 1798

Outcome 3: Grow Enrollment: Improve Re-enrollment and Outreach

- (C) Increase annual Native Hawaiian enrollment by 5 % from 1318 to 1854.

STRATEGIC OUTCOMES	PERFORMANCE MEASURES	STRATEGIES	MEANS OF ASSESSMENT	INDIVIDUALS RESPONSIBLE
Outcome 1: Hawai’i Graduation Initiative: Focus on Students	(A) Increase annual CA and degree completion by 5% from 1513 to 2129	<p><u>Kapi’olani Commitments</u> <u>Outcome 1: Graduation</u></p> <ul style="list-style-type: none"> ● Continue development of STAR, student registration interface, and guided pathways to completion and transfer. ● Increase availability of information on mobile devices ● Improve data system for planning and management and with DOE 	Number of Degrees awarded.	Academic and Student Services Faculty

		<ul style="list-style-type: none"> • Develop predictive analytics for student success. • 		
	(B) Increase annual Native Hawaiian CA and degree completion by 5% from 234 to 329.	<p>In addition to Kapi'olani Commitments Outcome 1.</p> <ul style="list-style-type: none"> • Collaborate with positions outlined in Title III Part A (2016-2021). Native Hawaiian Academic Advancement Coordinator; articulation specialist; career exploration specialist; and Native Hawaiian Financial Specialist • Collaborate with the Community 'Āina-based Coordinator as outlined in Title III Part F • Implement strategies being formed by the President's and Vice President of Community College's Hawai'i Papa O Ke Ao. • Collaborate with the Native Hawaiian Coordinator in reviewing and assessing data of Native Hawaiians attending Kapi'olani Community College • Continue working with Early College to increase Hawaiian enrollment from Immersion, Charter, and Kamehameha Schools 	Number of degrees and CAs awarded.	Academic and Student Services Faculty
	D. Increase annual UH and non-UH 4-yr transfer by 6% from 1196 to 1798	<p>In addition to Kapi'olani Commitments Outcome 1.</p> <ul style="list-style-type: none"> • Collaborate with Career Pathway Coordinator • Strengthen AAHS pathway through guided pathways • Meet monthly with enrollment and retention task force. • Use data to inform changes. 	UH and Non-UH transfer rate	Academic and Student Services Faculty
Outcome 3: Grow Enrollment: Improve Re-enrollment and outreach	C: Increase annual Native Hawaiian enrollment by 5% from 1318 to 1854	<p>Kapi'olani Commitments Outcome 3:</p> <ul style="list-style-type: none"> • Invest in outreach to high schools, GED programs, Native Hawaiians and Pacific Islander community partnerships • Integrate recruitment of working age adults into overall 	Enrollment Data and Retention Task Force	OFIE

		workforce development system. <ul style="list-style-type: none"> ● Target outreach strategies to innovative programs. ● Focus on campus based re-enrollment strategies ● Continue working with early college office ● Strengthen guided pathway work being done on campus 		
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Assessment Schedule 2020-2025

Course Learning Outcomes

Course	Course Learning Outcome	Semester Assessed
HWST 107 Hawai'i: Center of the Pacific	<ol style="list-style-type: none"> 1. Demonstrate knowledge of the origins, migrations and settlement patterns of Oceania. 2. Show knowledge of similarities and differences between Native Hawaiians and other Oceanic people's cultures, languages, religions, arts and natural resources. 3. Explain the connections of historical events to modern issues in relation to the unique social, political and economic history of Hawai'i, including concepts such as colonization and decolonization, occupation, independence movements, sovereignty. 	Fall 2024
HWST 270 Hawaiian Mythology	<ol style="list-style-type: none"> 1. Analyze the relationship between Hawaiian mo'olelo (mythologies) and Hawaiian worldview, including Hawaiian cultural values and traditions. 2. Identify and utilize written and oral sources of Hawaiian mo'olelo. 3. Employ terminology of literary and/or cultural analysis in the study of Hawaiian mo'olelo. 4. Describe akus (deities) kupua (deities), 'aumakua (ancestral family deities), and kanaka (humans) and their various forms from Hawaiian mo'olelo. 	Fall 2023
HAW 101 Elementary Hawaiian I	<ol style="list-style-type: none"> 1. Communicate orally in Hawaiian at a novice mid level. 2. Produce and interpret written hawaiian at a novice mid level. 3. Utilize vocabulary and other language skills that integrate work, school, family, 'āina, and language in real life. 4. Recognize the relationship between the practices and perspectives of Hawaiian culture. 	Fall 2020
HAW 102 Elementary Hawaiian II	<ol style="list-style-type: none"> 1. Communicate orally in Hawaiian at a novice high level. 2. Produce and interpret written hawaiian at a novice high level. 3. Utilize vocabulary and other language skills that integrate work, school, family, 'āina, and language in real life. 4. Recognize the relationship between the practices and perspectives of Hawaiian culture. 	Fall 2020
HAW 201 Intermediate Hawaiian I	<ol style="list-style-type: none"> 1. Communicate orally in Hawaiian at an intermediate low level. 2. Produce and interpret written Hawaiian at an intermediate low 	Fall 2020

	<p>level.</p> <ol style="list-style-type: none"> 3. Demonstrate an understanding of the grammatical and structural aspects of Hawaiian. 4. Apply and interpret vocabulary and other language skills that integrate work, school, family, ‘āina, and language in real life applications. 5. Hō‘ike (Demonstrate) practices and perspectives of Hawaiian culture. 	
HAW 202 Intermediate Hawaiian II	<ol style="list-style-type: none"> 1. Communicate orally in Hawaiian at an intermediate mid level. 2. Produce and interpret written Hawaiian at an intermediate mid level. 3. Apply and interpret vocabulary and other language skills that integrate work, school, family, ‘āina, and language in real life applications. 4. Hō‘ike (Demonstrate) practices and perspectives of Hawaiian culture. 	Fall 2020

Program Learning Outcomes

PROGRAM LEARNING OUTCOMES	CORE COURSES					
	HWST 107	HWST 270	HAW 101	HAW 102	HAW 201	HAW 202
Describe Aboriginal Hawaiian linguistic, cultural, historical and political concepts	F24	F23	F20	F20	F20	F20
Apply aboriginal Hawaiian-based concepts, knowledge and methods in other areas of inquiry such as to the areas of sciences, humanities, arts and social sciences – in academics, and in other professional endeavors.	F24	F23				
Engage, articulate and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods.	F24	F23	F20	F20	F20	F20

PART VIII. RESOURCE AND BUDGET (2020-2025)

AAHS has no dedicated budget as it is comprised of courses that already exist within the Arts and Sciences Division, thus it is supported by resource requests that will continue to be made for them by the Arts & Sciences Division as a whole.

Category	What is needed?	Justification
PERSONNEL		
Positions (Faculty)	6 Teaching Equivalencies (3TEs Fall + 3TEs Spring)	For parity across the campus. Presently, each coordinator for a degree has 6Tes. Also, being that Kapi'olani Community College is an Indigenous-Serving Institution, these Tes are even more important in helping the campus move forward as an Indigenous-Serving Institution.
OPERATING		
Supplies	\$2,000/year	Materials for recruitment
Teaching Equivalencies	9 Teaching Equivalencies (3Tes x 3 faculty)	In order to increase the number of majors and graduates, these 9Tes will be for 3 faculty to prepare curriculum and online content. Faculty will work with the Instructional Designers of the Teaching Online Prep Program to ensure that online courses meet the necessary tenets of a Kapi'olani Community College online course.
TECHNOLOGY		
Hardware	5 Mac Computers (\$15,000)	These computers will be needed for the upcoming five years as computers that the present 5 instructors who teach the necessary courses will become obsolete.
Software	Zoom Software \$19.99/mo (Business Zoom includes 300 participants) x 12mo = \$239.88/yr x 5 instructors = \$1199.40	Zoom Software to hold online classes