**ANNUAL DEGREE PROGRAM ASSESSMENT** **REPORT**

Program Name:  Hawaiian Studies

II. Analysis of the Program

* 1. Demand Indicator:  Healthy

 Although college enrollments are decreasing, the Hawaiian Studies Program enrollments are increasing.  UHMCʻs Hawaiian Studies Program has 59.5% more majors in 2014-15 than during the previous year. The amount of courses taught also increased due to the increase of majors.

* 1. Efficiency Indicator: Healthy

 Class fill rate is a healthy 77.2%.  The number of majors to FTE BOR Appointed Faculty is 18.6 and has increased from 9.6 last year due to the increase in majors and no new faculty was hired.

* 1. Effectiveness Indicator:  Cautionary

 The persistence rate from fall to spring semester decreased during the 2014-15 to  71.4% compared to 80.9% in the previous year. The persistence rate from fall to fall semester also decreased during the 2014-15 to 37.1% compared to 52.5% in the previous year. This is due to UHMC enrollment decreases as a whole. Majority of the students enrolled in the HWST 107 course are not Hawaiian Studies majors and are classified under other majors.

1. Significant program actions, as a result of last year’s action plan:

 Last yearʻs Hawaiian Studies Program Review stated that the establishment of the Associate in Arts Degrees in Hawaiian Studies at UHMC is an opportunity for the University to fulfill its mandate to address the educational policy needs of Native Hawaiians as described in BOR policy and system and campus strategic plans.

In the past five years at the University of Hawaiʻi Maui College (UHMC), there has been a significant increase in enrollment in Hawaiian Language and Hawaiian Studies courses despite the decrease in overall enrollment at UHMC as shown in the Program Quantitative Indicators that appears in the 2014-2015 Annual Report of Program Data (ARPD). An instructor position in Hawaiian Studies and Language was vacated after the Spring 2011 semester and the UHMC administration decided not to advertise for the position until Spring 2012 due to budget restraints. The patterns of enrollment growth shown in the 2014-2015 ARRD an increased interest in Hawaiian Studies and Hawaiian language by Native Hawaiian students and the general student population. These students are the primary pool of potential Hawaiian Studies majors.

UH Maui College is one of two campuses in the UH system that has a single department that houses both the Hawaiian Language and Hawaiian Studies program all other campuses have two separate. We do not only service Hawaiian Studies majors, however we also service other majors offered at UH Maui College. The Hawaiian Studies Program services other program majors as well as our own AA in Hawaiian Studies and ASC in Hawaiian Studies. Hawaiian Studies courses meet program graduation requirements and elective requirements for the Liberal Arts Program and the Career Technical Education Program. The high demand on Hawaiian Studies courses requires more course offerings and therefore an increase in lectures to meet the demand on Hawaiian Studies courses.

III. Action Plan

* + 1. **PLO**
			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.
		2. **Program improvement**
			1. Since the effectiveness indicator of the Hawaiian Studies Program is cautionary due to the student persistence rates in Hawaiian Studies courses. The low persistence rates are attributed to the lack of guidance and student support available in the Hawaiian Studies Program. A Hawaiian Studies Program counselor is required for the success and persistence of Hawaiian Studies students.
			2. Since the numbers of Hawaiian Studies majors are increasing so must the number of Hawaiian Studies course offerings. The number of majors to FTE BOR Appointed Faculty is 18.6 and has increased from 9.6 in the previous year. To accommodate the increase in student demands, lectures were required to teach 27 Hawaiian Studies courses in the 2014-2015 academic year. An additional full time Hawaiian Studies faculty is required to accommodate the increases in student demands.

IV. Resource Implications:

List of top three resource requests in order of priority (IV):

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| **Budget Request** | **Amount** | **Alignment with Strategic Plan** | **Additional****Justification** |
| **Full time counselor position, focusing on HWST program** | $63,276 for 2016-2017 | * Quality of Learning: To encourage and maintain high-quality learning across the institution. Objectives 1.
* Hawai‘i Papa O Ke Ao: Empower Native Hawaiians, the Indigenous People of Hawai‘i, by creating a model Indigenous-Serving institution of higher education that perpetuates cultural traditions, language, history and values to promote student success, leadership development, and well-being of ‘ohana and community. Objective 1-5.
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| **Full time faculty position: HWST** | $54,084 for 2016-2017 | * Quality of Learning: To encourage and maintain high-quality learning across the institution. Objectives 1.
* Hawai‘i Papa O Ke Ao: Empower Native Hawaiians, the Indigenous People of Hawai‘i, by creating a model Indigenous-Serving institution of higher education that perpetuates cultural traditions, language, history and values to promote student success, leadership development, and well-being of ‘ohana and community. Objective 1-5.
 | Need for full-time faculty in discipline:  |
| **Full time faculty position: HAW** | $54,084 for 2016-2017 | * Quality of Learning: To encourage and maintain high-quality learning across the institution. Objectives 1.
* Hawai‘i Papa O Ke Ao: Empower Native Hawaiians, the Indigenous People of Hawai‘i, by creating a model Indigenous-Serving institution of higher education that perpetuates cultural traditions, language, history and values to promote student success, leadership development, and well-being of ‘ohana and community. Objective 1-5.
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Provide a brief description of your program and program mission:

The Hawaiian Studies program prepares students to transfer to four-year institutions. This 60 – 62-credit program provides a clear, explicit, coherent pathway for students seeking to earn an Associate’s in Arts (AA) degree and transfer to a Hawaiian Studies or other baccalaureate degree path 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.

1. PLO selected for assessment:
	1. Upon successful completion of the Associate in Arts degree in Hawaiian Studies, the student will be able to: Describe aboriginal Hawaiian linguistic, cultural, historical and political concepts.
2. Industry Validation (check all that apply):

HWST Faculty Meeting(s) \_**X**\_, How many?  One per month

Did HWST faculty discuss CASLO/PLO?  Yes

Coop Ed Placements \_\_ Fund raising activities/events \_\_ Service Learning \_\_

Provide program services that support campus and/or community \_X\_ Outreach to public schools \_**X**\_

Partner with other colleges, states and/or countries \_X\_  Partner with businesses and organizations \_**X**\_

1. Expected level of Achievement:

In the 2014-2015 academic year we assessed the first Program Learning Outcomes across six different classes that count toward the Associate of Arts in Hawaiian Studies. As a program we did agree that having at least 80% of our students meet the learning outcomes being measured would be a good benchmark to look for, and something against which these numbers would allow us to gauge future target numbers.

1. Courses (or assignments) Assessed:

During the 2014-1015 academic year the courses utilized to assess the Hawaiian Studies PLO were UHMC home campus based courses. In Fall 2014 two courses with 3 sections were used to assess the Hawaiian Studies PLO; HWST 290V: Hawaiian Studies thru Film and HAW 201: Intermediate Hawaiian Language I. In Spring 2015 two courses with 3 sections were used to assess the Hawaiian Studies PLO; HWST 270: Hawaiian Mythology and HAW 202: Intermediate Hawaiian Language II.

1. Assessment strategy/Instrument/Evidence (check all that apply):

Work Sample\_\_   Portfolio\_\_  Project \_\_  Exam \_\_  Writing Sample \_\_

Other\_X\_  Please explain Final course grades.

1. Results of program assessment:
	1. The following were discoveries concluded from the final course grades.  See below.
	2. Strengths and weaknesses (best practices and educational gaps) found from PLO assessment analysis. See below.

**HAW 201 Assessed in Fall 2014:**





* 82% of the students that completed this course earned a C or better. These students were able to successfully:
	+ Communicate orally in Hawaiian at an intermediate low level.
	+ Produce and interpret written Hawaiian at an intermediate low level.
	+ Demonstrate an understanding of the grammatical and structural aspects of Hawaiian.
	+ Apply and interpret vocabulary and other language skills that integrate work, school, family, ʻāina, and language in real life applications.
	+ Demonstrate practices and perspectives of Hawaiian culture.
* Recommended Best Practice:
	+ Increase student support within the Hawaiian Studies Program to ensure successful completion of the course.
	+ In class tutoring to ensure successful completion of the course.

**HWST 290V Assessed in Fall 2014:**



* 100% of the students that completed this course earned a C or better. 100% of these students were assessed as "exceeding" levels of student achievement. Though exceeding anticipated levels of achievement, student performance around this PSLO merits no further discussion and analysis.

**HAW 202 Assessed in Spring 2015:**

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* 94% of the students that completed this course earned a C or better. These students were able to successfully:
	+ Communicate orally in Hawaiian at an intermediate mid level.
	+ Produce and interpret written Hawaiian at an intermediate mid level.
	+ Demonstrate an understanding of the grammatical and structural aspects of Hawaiian.
	+ Apply and interpret vocabulary and other language skills that integrate work, school, family, ʻāina, and language in real life applications.
	+ Hōʻike (Demonstrate) practices and perspectives of Hawaiian culture.
* Recommended Best Practice:
	+ Increase student support within the Hawaiian Studies Program to ensure successful completion of the course.
	+ In class tutoring to ensure successful completion of the course.
	+ Need to increase persistence in course.

**HWST 270 Assessed in Spring 2015:**

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* 93% of the students that completed this course earned a C or better. These students were able to successfully:
	+ Identify and utilize written and oral sources of Hawaiian moʻolelo.
	+ Describe akua (deities), kupua (deities), 'aumakua (ancestral family deities), and kanaka (humans) and their various forms from Hawaiian moʻolelo.
	+ Analyze the relationship between Hawaiian moʻolelo (mythologies) and Hawaiian worldview, including Hawaiian cultural values and traditions.
	+ Employ the terminology of literary and/or cultural analysis in the study of Hawaiian mo'olelo.
* Recommended Best Practice:
	+ Increase student support within the Hawaiian Studies Program to ensure successful completion of the course.
	+ In class tutoring to ensure successful completion of the course.
1. **CASLO Assessment**: Hawaiian Studies courses do not focus on the qualitative reasoning in any of the courses, therefore we are following the CASLO Quantitative Reasoning assessment from Liberal Arts faculty. LA looked at Math 100 and Math 103.  Most of the analysis came from evaluating the student work samples from Math 100.  78 % of faculty concluded that the “minimally passing” evidence demonstrated student achievement of the QR CASLO at a level of skill appropriate for the degree.  89% of faculty concluded that students in the program generally develop and demonstrate the QR skills needed as graduates of the program.

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| CASLO assessment findings | Action plan to address findings |
| The math evidence does not demonstrate outcome 2.3 (interpret mathematical information presented in equations, graphs, diagrams, tables, and/or words). | Work with math faculty to ensure that students are assessed for this skill on at least one assignment in MATH 100. |
| Some students enroll in the wrong math class for their ultimate educational goal. | Work with counselors to develop a more proactive approach to counseling students on which math course to take and the benefits of taking it early. |
| Some disciplines need students with especially strong math skills. | Identify courses in which students struggle due to low math skills.  As appropriate, update syllabi to match prerequisites with skill requirements.  |
| Curriculum could be improved with project- based assessments even though they take more time. | Supply more tutoring to students who need it. (College level math tutors are hard to find.) |
| Students learn best when they see the relevance of what they are learning and apply it to "everyday life." | Include more learning activities and assignments in MATH 100 that ask students to apply the math skills they develop to everyday problems or challenges in their families, communities, and everyday lives.  For example, applying math to make smarter choices about spending money for a family on a limited budget, or using math to understand who benefits (and who doesn't) from a political initiative.  |

1. Next steps:

For program learning outcomes (check all that apply):

Assess the next PLO\_**X**\_   Review PLOs\_**X**\_   Adjust assignment used for PLO\_**X**\_

Adjust course used for PLO\_**X**\_   Meet with Advisory Committee\_\_NA\_\_

Other\_**X**\_  Please explain:

* + In the Hawaiian Studies Program persistence is a major concern. We will need to begin a process increasing enrollment through active recruiting of students and increasing the number of classes offered.
	+ Student support in the form of Library research and support, in class tutors, and academic guidance was noted as extremely necessary in the successful completion of each course. Curriculum support through partnerships with other programs and campuses is also required as an integral part of supporting continued success for the classes and students in this Program.