University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course

1. Type of Action
   ☒ A. Addition ☐ Regular or ☐ Experimental or ☐ Other (click and type to specify)
   ☐ B. Deletion
   ☐ C. Modification:
      ☐ in credits ☐ in title ☐ in number or alpha
      ☐ in prerequisites or co-requisites ☐ Other (click to specify)

2. New Alpha, Number and Title  HWST 255 Introduction to the Hawaiian Kingdom: Navigators and Kings  3. Credits 3 credits
4. Old Alpha, Number and Title
5. Credits *

6. New Catalog Description
   This course covers the origins and features of the Hawaiian state. Starting with Hawai‘i’s roots as a navigator society, this course explores the island kingdoms of Kaua‘i, O‘ahu, Maui and Hawai‘i island. Detailed interaction between Hawaiians and navigators from other countries around the world such as Cook and Vancouver open up an investigation through the reign of Kamehameha I and his powerful wife Ka‘ahumanu. The decision to construct a constitutional monarchy, achieve state recognition and develop a modern nation-state are examined further through the eighty-eight year period of Kingdom of Hawai‘i statecraft. Using tools from history, linguistics, political science and law, students will engage the transition of Hawaiian political systems as they emerged across specific periods with an eye towards developing theoretical frameworks for understanding why Hawaiian political systems progressed as they did.

7. Select box and type specific information in text box.
   ☒ Prerequisites ☐ Co-requisites or ☐ Recommended Preparation
   Credit for HWST107 or HIST284

8. Student Contact Hours Per Week
   Lecture 3  Lecture/Lab  Lab  Other (click to specify)

9. Proposed Date of First Offering
   Semester Spring  Year 2011

10. This course ☐ is proposed for the Liberal Arts Program Program. ☐ can fulfill DH • Hist.Culture If Other, specify HWST ASC electives

11. This course Makes No Difference in the number of credits required for the program/core.

12. Equivalent or similar courses offered in the UH System:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Alpha, Number, Title</th>
<th>Campus</th>
<th>Alpha, Number, Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>*</td>
<td>NA</td>
<td>*</td>
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<td>*</td>
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<td></td>
</tr>
</tbody>
</table>

13. This course is (check one and click in appropriate textbox and provide details):
   ☐ Already articulated with
   Provide details of existing or desired articulation (date, college(s), purposes, pre-major, etc.) in this space:

   ☐ Appropriate for Articulation with
   Provide details of existing or desired articulation (date, colleges(s), purposes, pre-major or major, etc.) in this space:

   ☒ Not yet appropriate for Articulation.

14. Reason for Initiating, Modifying or Deleting Courses or Other Pertinent Comment:
   This course fills a need for additional Hawaiian Studies courses requested by the community and students and covers an area as of yet uncovered. This course has been discussed by the Hawaiian Studies faculty and approved to be developed for the HWST certificate program (Please see attached meeting notes).

Requested by: [Signature]
Date

Approved by: [Signature]
Date

CCCMM #6100 (Amended for WCC use October 2002)
Levels of Review of Course Proposal at Windward Community College

Course Alpha, Number, and Title:  
HWST 255 Introduction to the Hawaiian Kingdom: Navigators and Kings

Signatures

1. Department Area (more than one departmental instructor's signature required)

   [Signatures]
   [Dates]

2. Department

   [Signature]
   [Department Chairperson]
   [Dates]

   Was this course discussed in a department meeting? [ ] Yes  [ ] No
   [Dates]

3. Division

   [Signature]
   [Dates]

4. Curriculum Committee Review

   [ ] Approved  [ ] Disapproved

   [Signature]
   [Curriculum Committee Chairperson]
   [Dates]


University of Hawaii Community Colleges
Proposal to Initiate, Modify, or Delete a Course

Richard A. Hihilation
Dean of Instruction

11/18/99
Date

J. Dennis Shiroma
Provost

11/23/09
Date
1. How is this course related to the education needs and goals of the College/Department/Community as reflected in the EDP/ADP?

This course meets several of our WCC Academic Development Plan goals. As a new 200-level course offering, this class strengthens our liberal arts program in an area of greater student demand (7.0 A), and it supports the goals of our Humanities Department by further developing Hawaiian Studies course offerings (7.0 C). This course also meets several of WCC’s Strategic Plan Action Outcomes. By developing courses in areas of demand for peoples who represent low-income populations and underserved areas (2.8), we believe that this course will help assist an “Increase...[in] the number of Native Hawaiian students who reenroll in the Spring semester and persist until the Fall” (1.5, 2.5). This course meets the educational demands of our Windward communities as expressed in both the SMS Windward Community Needs Assessment (2009 http://www.wcc.hawaii.edu/Governance/Documents/SMS_Educational_Needs.pdf) and the Windward Community College Hawaiian Studies Student Survey Report (2009). In both surveys the community and students stated that they would like to see an expanded Hawaiian Studies program including more course offerings in history and politics.

2. Provide details of any additional staff, equipment, facilities, library/media material, faculty preparation and other financial support that would be required to implement this course. (Include an estimate of the actual cost of supplies and equipment.) What has been done to provide for these additional costs for the proposed date of offering? Who will teach the course?

No additional staff, equipment, facilities, library/media material or financial support would be required to implement this course. Faculty preparation for this course is no different than that for other HWST courses. This course will be taught by existing WCC faculty.

3. Is a similar course taught elsewhere in the UH system? * If yes, provide details of how this course differs from existing similar courses.

There is no similar course taught elsewhere in the UH system.

4. Is this course experimental and/or unique to Windward Community College? * If yes, provide rationale and details of its impact on the College Curriculum

This course is unique to WCC. This course expands and provides depth to the Hawaiian Studies and college curriculum building on introductory courses already offered in the Hawaiian Studies and college curriculum.

5. Is a similar course taught in the upper division level by a 4-year UH college? * If yes, explain why this course is appropriate at the lower division or how it differs from its upper division counterpart.

There is no similar course taught in the upper division level by a 4-year UH college

6. Please attach a complete course outline. Your course outline should address all the items listed in the Guidelines for Course Outlines.

7. If this course is numbered 100 or above or appropriate for transfer to a 4-year college, complete and attach WCC Form for Transfer Courses (blue). See criteria for transfer courses.
Hawaiian Studies 255: Introduction to the Hawaiian Kingdom: Navigators and Kings
3 credits
T TH 9:00 am – 10:15 am

INSTRUCTOR:
OFFICE:
OFFICE HOURS:
TELEPHONE:
E-mails:
EFFECTIVE DATE: Spring 2010

WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

Prerequisites: Either HWST 107 or HIST 224

This course covers the origins and features of the Hawaiian state. Starting with Hawai‘i’s roots as a navigator society, this course explores the island kingdoms of Kaua‘i, O‘ahu, Maui and Hawai‘i island. Detailed interaction between Hawaiians and navigators from other countries around the world such as Cook and Vancouver open up an investigation through the reign of Kamehameha I and his powerful wife Ka‘ahumanu. The decision to construct a constitutional monarchy, achieve state recognition and develop a modern nation-state are examined further through the eighty-eight year period of Kingdom of Hawai‘i statecraft. Using tools from history, linguistics, political science and law, students will engage the transition of Hawaiian political systems as they emerged across specific periods with an eye towards developing theoretical frameworks for understanding why Hawaiian political systems progressed as they did.

No Activities Required at Scheduled Times Other Than Class Times

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:
1. The student will be able to identify and analyze key narratives, historical figures and events in the discovery and settlement of the Hawaiian Islands.
2. The student will be able to identify and analyze key historical figures and events in the formation and development of the Hawaiian nation and state through the 19th century.
3. The student will be able to describe and analyze the historical interaction between Hawaiian and European values, ideas and technology as they relate to political systems.

COURSE TASKS

COURSE REQUIREMENTS AND TASKS:
1. Assigned readings.
   - There will be reading assignments in required sources including a course reader (available through Laulima) which will be supplemented with additional handouts
2. Five mini quizzes (50 points) and one mid size quiz (20 points)
3. Assignments: Two Reaction Papers (20 points); Two guided topic papers and a judiciary presentation (30 points); Ten points each
4. Participation, and in class activities (30 points)
5. Final Examination (50 points)

**ASSESSMENT TASKS AND GRADING**

| Class Participation and in class assignments | 30pts |
| Quizzes (5 mini and 1 mid-size)             | 70pts |
| Assignments                                 | 50pts |
| Final Examination                            | 50pts |
| **Total Points**                             | **200pts** |

Grade scales:
- A = 90 - 100% of total points
- B = 80 - 89% of total points
- C = 70 - 79% of total points
- D = 60 - 69% of total points
- F = less than 60% of total points

I (incomplete), is given at the INSTRUCTOR’S DISCRETION if the student is unable to complete a small part of the course because of circumstances beyond your control. It is THE STUDENT’S responsibility to make up incomplete work with a minimum level (or better) of achievement. Failure to satisfactorily make up incomplete work within the appropriate time period will result in a grade change from “I” to the contingency grade identified by the instructor (see catalog).

CR (credit), 70% or above in total points. The student must indicate an intent to take the course as CR/N in writing by the end of the 10th week of classes (see catalog).

NC (no credit), below 70% or total points (see catalog). The NC grade will not be used as an alternative grade for an “F”

W (withdrawal), Official withdrawal from the course will depend on the course length at time course is offered.

**LEARNING RESOURCES**

Hawaiian Studies 250 readings on Laulima

**Additional Information**

**COURSE EXPECTATIONS:**

Attendance: Attendance will be taken daily. Classes missed for a valid reason must be substantiated by a doctor’s note or some other form of documentation. The student’s point total will have 5 points deducted for every absence after five initial absences. If a class is missed it is the students responsibility to get lecture notes and assignments.

Make up tests will only be allowed if student contacts instructor before the test with a valid reason that can be substantiated by a doctor’s note or some other form of documentation for missing test.

Respect the class as a learning environment by:
- Positive engagement in class activity.
- Use of appropriate language.
• Be attentive to the mode of the class. Sometimes we will be in large group discussion, small group discussion, and individual work. Know the difference between each.
• In large group discussion there should be one person talking at a time.

<table>
<thead>
<tr>
<th>Schedule of Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation and Introductions</td>
</tr>
<tr>
<td>Austronesian and Polynesian origins and navigational achievements</td>
</tr>
<tr>
<td>Major Polynesian navigator-chiefs and the settlement of the Hawaiian Islands.</td>
</tr>
<tr>
<td>DVD Showing: “Voyagers” by Herb Kane</td>
</tr>
<tr>
<td>Mana, Ali'i, Maka'a'ainana and Menehune: The structure of ancestral Hawaiian society.</td>
</tr>
<tr>
<td>DVD Showing: “O Hawaii”</td>
</tr>
<tr>
<td>The consolidation of power and the rise of chiefdoms: Kaua'i</td>
</tr>
<tr>
<td>The consolidation of power and the rise of chiefdoms: O'ahu</td>
</tr>
<tr>
<td>Island chiefdoms into Island kingdoms. Maui and the rise of Kahekili's Empire.</td>
</tr>
<tr>
<td>Island chiefdoms into Island kingdoms: The rise of Kamehameha on Hawai'i</td>
</tr>
<tr>
<td>European Navigation</td>
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<tr>
<td>Hawai'i's place in the Voyages of Captain Cook</td>
</tr>
<tr>
<td>Vancouver and Kamehameha I</td>
</tr>
<tr>
<td>Kotzebue Russian Reports from the Pacific</td>
</tr>
<tr>
<td>Ka Na'i Aupuni: The most significant Hawaiian of all time and his many conquests</td>
</tr>
<tr>
<td>Kuhina Nui Ka'ahumanu: Emancipator, Political Transformer, Icon</td>
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<tr>
<td>Hawaii Becomes a Constitutional Monarchy</td>
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<tr>
<td>Recognition and the Hawaiian State</td>
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<tr>
<td>Establishing the Dominium, Hawai'i Land and the State</td>
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<tr>
<td>Constitutional Rights to Land: Rights of Native Tenants</td>
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<tr>
<td>The Maturation of the Hawaiian Constitutional Monarchy</td>
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<tr>
<td>The Hawaiian Judiciary</td>
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<tr>
<td>Civil Unrest and Constitutional Change During Kalakaua's reign</td>
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<tr>
<td>DVD Showing: “Nation Within” by Tom Coffman</td>
</tr>
<tr>
<td>The Blount Report</td>
</tr>
<tr>
<td>----------------------------------</td>
</tr>
<tr>
<td>Legal Change in The Republic of Hawaii</td>
</tr>
<tr>
<td>The Legality of Annexation and the Aftermath</td>
</tr>
</tbody>
</table>

** This syllabus is subject to changes and revisions

**DISABILITIES ACCOMMODATION STATEMENT**

*If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale 'Akoakoa 213 for more information.*
Windward Community Education Needs Report

SMS Affiliations and Associations:

Alan Barker Associates
Experian
International Survey Research
Latham Synchronized Relationship Marketing
Mediamark Research Inc.
NCQA Certified
Stephanie Kaneshiro – Big Island Affiliate
Warren Dastrup – Kauai Affiliate
3i Marketing & Communications

Prepared by:
SMS Research & Marketing Services, Inc.
March, 2009
Subjects of Interest

When asked to tell us which subjects they would be interested in studying, 24% stated that they would be interested in studying public/human services.

Figure 21. Almost a quarter said that they would like to study public/human services.

<table>
<thead>
<tr>
<th>Subject</th>
<th>WCC Demand (households)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawaiian Studies</td>
<td>312</td>
</tr>
<tr>
<td>Art</td>
<td>260</td>
</tr>
<tr>
<td>Health</td>
<td>208</td>
</tr>
<tr>
<td>Sciences</td>
<td>208</td>
</tr>
<tr>
<td>Humanities/Social Sciences</td>
<td>156</td>
</tr>
<tr>
<td>Public/Human Services</td>
<td>156</td>
</tr>
<tr>
<td>Business</td>
<td>104</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>104</td>
</tr>
<tr>
<td>Vocational training/Trades</td>
<td>52</td>
</tr>
</tbody>
</table>

By calculating the percentage of respondents who are likely to enroll at Windward, think of Windward first, and are interested in each subject, SMS has estimated the demand for Windward residents who are most likely to attend WCC. Those most likely to go to Windward are more likely to be interested in Hawaiian studies and art. There are few jobs in these areas, which seems to suggest that those most likely to go to Windward Community College aren’t doing so for career development.

Figure 22. Those likely to go to WCC are more likely to be interested in Hawaiian Studies.

Responses for "other" can be found in Appendix A - Figure A8.
Hawaiian Studies Student Survey Spring 2009

Windward Community College
Hawaiian Studies Student Survey Report, Spring 2009

Survey conducted by Keliko Hoe, Kalani Meinecke, Kalawaia Moore and Jayne Bopp
Data compiled and analyzed by Kalawaia Moore and Jayne Bopp
Report Written by Kalawaia Moore, reviewed by Kalani Meinecke and Jayne Bopp
Executive Summary

The University of Hawai'i System Strategic Plan states as one of its objectives to actively preserve and perpetuate Hawaiian culture, language, and values by developing implementing and improving programs for Native Hawaiians. Similarly, Windward Community College (WCC) strategic goals state that our campus will be a leader in Hawaiian Studies. With these goals in mind the WCC Hawaiian Studies faculty reviewed the Hawaiian Studies Academic Subject Certificate (ASC) Program and assessed its direction and possible changes. We created a student survey to determine student interest in Hawaiian Studies at WCC and implemented it in over 22 classes in the Spring 2009. At the time of the survey enrollment was approximately 1,950 and a total of 314 surveys were collected. While 35% of the students surveyed were either in Hawaiian Studies, language or other classes that count toward the Hawaiian Studies ASC, 65% of the students surveyed were in classes not related to Hawaiian Studies. The breadth of classes from which our results were drawn allows us to generalize our results across the entire WCC student population more accurately.

Existing institutional evidence of a strong demand for Hawaiian Studies is unmistakable in statistics that show a 102% average fill rate for Hawaiian Studies classes and a 92% retention rate, these are the highest rates in these categories for any classes offered at WCC (Hawaiian Studies Academic Subject Certificate Annual Report 2008-09). Our survey mirrored this high demand for Hawaiian Studies classes as 75% of the students surveyed have either taken or will take Hawaiian Studies. If we project this across the entire student population it suggests that as many as 1,458 students either have taken or would take Hawaiian Studies classes at WCC. Currently HWST 107, Hawai'i: Center of the Pacific, our introductory course, is the most popular Hawaiian Studies class as 66% of the students surveyed have either taken or will take HWST 107 suggesting that there are as many as 1,287 students that we should be prepared to accommodate in HWST 107. To provide for this interest we would need approximately 36 sections with 35 or more students in each section of HWST 107. This would account only for the introductory course. Students further identified Hawaiian material culture, cultural activities, environmental methods, history, politics, healing and social work as areas that they would like to see covered with new courses.

Demand for additional Hawaiian Studies certificate and degree programs is also very high. Contrary to present administrative statistics, which list five students currently pursuing a Hawaiian Studies ASC, this survey found 36 students either actively pursuing our ASC or very interested in pursuing it. Our survey suggests that there are potentially 122 additional students who might be interested in pursuing a Hawaiian Studies ASC right now. Additionally 60 students stated that they would be interested in pursuing an Associate of Arts (A.A.) in Hawaiian Studies if it existed with another 93 students being unsure suggesting that as many as 105 students would be interested in pursuing an A.A. in Hawaiian Studies at WCC. There was also high interest in degree offerings in Hawaiian Sustainability Techniques and Management, Hawaiian Social Work, and Hawaiian Music.

There is solid evidence to support expanded course and degree offerings in Hawaiian Studies, and that current offering are inadequate to meet current demand. Administrative and faculty support for expansion will also help related institutional goals. Broader studies show that increased programs and Native Hawaiian faculty correlates with increased Native Hawaiian student retention.
Hawaiian Studies Student Survey Spring 2009


Table 7. Proposed Hawaiian Studies Courses of Interest

<table>
<thead>
<tr>
<th>Course</th>
<th>Number</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWST 285 La‘au Lapa‘au: Hawaiian Medicinal Herbs</td>
<td>106</td>
<td>(33.8)</td>
</tr>
<tr>
<td>HWST 205 Hawaiian Genealogy</td>
<td>93</td>
<td>(29.6)</td>
</tr>
<tr>
<td>HWST 200 Wahi Pana (Sacred Sites of O‘ahu)</td>
<td>90</td>
<td>(28.7)</td>
</tr>
<tr>
<td>HAW 261 Hawaiian Literature in Translation</td>
<td>86</td>
<td>(27.4)</td>
</tr>
<tr>
<td>HWST 210 Hawaiian Ocean System Management</td>
<td>85</td>
<td>(27.1)</td>
</tr>
<tr>
<td>HWST 120 Hula Kahiko I</td>
<td>84</td>
<td>(26.8)</td>
</tr>
<tr>
<td>HWST 285 Social Work in the Hawaiian Community</td>
<td>83</td>
<td>(26.4)</td>
</tr>
<tr>
<td>HWST 250 Intro to the Hawaiian Kingdom (Navigators &amp; Kings)</td>
<td>82</td>
<td>(26.1)</td>
</tr>
<tr>
<td>HWST 208 Hawaiian Water Resources and Management</td>
<td>75</td>
<td>(23.9)</td>
</tr>
<tr>
<td>HWST 215 Mahiʻai Kalo (Taro Farming)</td>
<td>68</td>
<td>(21.7)</td>
</tr>
<tr>
<td>MUS 177 Introduction to Hawaiian Music</td>
<td>66</td>
<td>(21.0)</td>
</tr>
<tr>
<td>HWST 280 Hawaiian Social Movements</td>
<td>64</td>
<td>(20.4)</td>
</tr>
<tr>
<td>HWST 290 Hawaiian Intergenerational Healing</td>
<td>62</td>
<td>(20.0)</td>
</tr>
<tr>
<td>HWST 287 Hoʻoponopono (Hawaiian Conflict Resolution)</td>
<td>61</td>
<td>(19.6)</td>
</tr>
<tr>
<td>HWST 207 Malama Ahupuaʻa: Resource Management</td>
<td>61</td>
<td>(19.4)</td>
</tr>
<tr>
<td>HAW 284 Haku Mele</td>
<td>58</td>
<td>(18.5)</td>
</tr>
<tr>
<td>HWST 125 Hula ʻAuana</td>
<td>57</td>
<td>(18.2)</td>
</tr>
<tr>
<td>HWST 209 Hawaiian Land and Crop Systems</td>
<td>55</td>
<td>(17.5)</td>
</tr>
<tr>
<td>HWST 260 Introduction to Hawaiian Land Tenure</td>
<td>54</td>
<td>(17.2)</td>
</tr>
<tr>
<td>HWST 130 Hula Kahiko II</td>
<td>48</td>
<td>(15.3)</td>
</tr>
<tr>
<td>HWST 170 Hawaiian Music Ensemble</td>
<td>37</td>
<td>(11.8)</td>
</tr>
<tr>
<td>Total Interested In Some</td>
<td>242</td>
<td>(77.1)</td>
</tr>
<tr>
<td>Total Interested In None</td>
<td>72</td>
<td>(22.9)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>314</strong></td>
<td><strong>(100)</strong></td>
</tr>
</tbody>
</table>

Two of the survey questions were opened ended. Participants were asked if there were other Hawaiian Studies classes that they would like to see created at WCC and then asked to provide any additional comments (refer to Appendix 2 and Appendix 3 for all responses). Forty-eight (15%) individuals provided specific feedback to these questions. There were the following:

- nine statements about traditional arts and crafts including canoe building, implements, kiʻi
- eight statements about additional Hawaiian language classes including on-line and upper division classes
- seven statements about hula classes
- six statements about classes covering contemporary Hawaiian issues including history of the Overthrow and Hawaiian social movements
- six requests for more evening classes
- five statements about Hawaiian focused music classes
Hawaiian Studies Student Survey Spring 2009

- five statements about Native Hawaiian healing including La‘au Lapa‘au and Ho‘oponopono
- four requests for upper division classes
- three statements about courses related to surfing
- three requests for more online Hawaiian studies classes
- two statements about social work classes
- two comments about courses related to ahupua‘a, and
- one comment each about history of Hawaiian islands, fishing, genealogy, more writing intensives, legends/folklore, independent study, archeology, and how to do research.

Finally the survey asked interested participants to give us their name and email address if they wanted to be contacted about new Hawaiian Studies classes, and/or meet with a Hawaiian Studies faculty member. Over 40 students (13%) left their name and email address asking for us to follow up with them.

Conclusions

This survey looks at student interest in Hawaiian Studies at WCC and establishes that interest and demand for Hawaiian Studies is much higher than current class availability and program resources. A high level of community interest has already been documented through the SMS Research Windward Community Needs Assessment. The UH Community Colleges and Windward Community College Strategic Plans both acknowledge the importance and institutional commitment toward the development of a strong Hawaiian Studies Program at WCC. The current Hawaiian Studies ASC Program has evolved over the past 35 years in response to demand for Hawaiian Studies, but it is evident that demand is high enough to warrant continued expansion of both additional classes and programs.

Institutional evidence of strong demand is unmistakable in statistics that show a 102% average fill rate for Hawaiian Studies classes and a 92% retention rate, these are the highest rates in these categories for any classes offered at WCC (Hawaiian Studies Academic Subject Certificate Annual Report 2008-09). This means that more students register for Hawaiian Studies classes than there are available seats offered, and that more students stay all the way through Hawaiian Studies classes to completion than in any other academic subject area at WCC. These statistics are not only an indication of high demand, but also show a high level of competency in class instruction across the discipline.

Official WCC statistics list only five students currently pursuing the Hawaiian Studies ASC (Hawaiian Studies Academic Subject Certificate Annual Report 2008-09), but this survey found that 16 students stated they were currently pursuing the Hawaiian Studies ASC and an additional 20 students stated that they were interested in pursuing this ASC. In total this survey found 36 students who were pursuing or looking to pursue the Hawaiian Studies ASC. If we project the additional 20 students who are interested in pursuing the Hawaiian Studies ASC across the total student population it indicates that as many as 122 additional students could be interested in pursuing a Hawaiian Studies ASC. The discrepancy that exists between our WCC official statistics and what this survey has uncovered is something that needs to be addressed.
immediately. In the meanwhile, the Hawaiian Studies faculty and Ke Kumu Pali will have to come up with a solution to keeping track of students interested in pursuing this ASC.

Even amongst students not interested in pursuing an ASC, we can see strong demand for Hawaiian Studies classes amongst our overall current WCC student population as 74.8% or 235 out of 314 students surveyed have either taken or would take Hawaiian Studies courses at WCC. Even among the students surveyed who were not in Hawaiian Studies classes 35% stated that they were interested in taking Hawaiian Studies classes at WCC. Given that somewhere between 35% and 75% of WCC students have or would take Hawaiian Studies courses if we projected these numbers across the entire student body it would suggest that somewhere between 700 and 1400 students either will take or would take Hawaiian studies classes. Clearly there is broad appeal across disciplines for exposure to Hawaiian culture and knowledge.

When looking at specific courses, HWST 107, Hawai‘i: Center of the Pacific is the Hawaiian Studies class that is most taken at WCC. 147 of the 314 surveyed stated that they have taken at least one Hawaiian Studies class at WCC. 117 of these 147 have taken HWST 107. Of the remaining 167 surveyed who have not yet taken a Hawaiian Studies course at WCC, 88 would take Hawaiian Studies classes at WCC, and 61 of those 88 would like to take HWST 107. 208 (66%) students either have taken or will take HWST 107. If we project this 208 (66%) across the student population at WCC there are approximately 1287 students that we should be prepared to accommodate as students in HWST 107. This high number of student interest strongly corresponds with the statistics on high class fill and retention rates already seen. To accommodate the existing interest with current students we would need approximately 36 sections with 35 or more students in each section of HWST 107. These statistics explain the overflow of students trying to register for HWST 107 each semester. Another factor accounting for HWST 107 high demand is the existence of a Hawaiian Asian Pacific (HAP) graduation requirement by all UH four-year institutions for which this class both matriculates and satisfies. Looking at just the course demand for this class alone, there is clearly a need for more sections, lecturers and instructors in Hawaiian Studies.

There is also high interest with students in taking already existing classes in Hawaiian Mythology, Hawaiian Religion, Hawaiian Language and Hawaiian Art. Interest in learning Hawaiian culture runs high through this survey and corresponds with the findings in the Windward Community Needs Assessment where 90% of those surveyed who expressed interest in Hawaiian Studies at WCC stated that they were interested in learning Hawaiian culture. The addition of newly created classes in Hawaiian culture and other areas would require added resources in the form of additional lecturers and instructors. Currently the execution of these classes has meant the diversion of teaching resources away from already overloaded HWST 107 sections.

Student responses to faculty suggested new class offerings were also high with 242 of the 314 (77%) stating that they were interested in taking one or more of the newly suggested courses. Even students with no prior interest in Hawaiian Studies registered interest in some of the new suggested classes. Five of the top six classes for which the students expressed interest were in areas of Hawaiian culture including the number one class La`au Lapa`au: Hawaiian Medicinal Herbs, Hawaiian Genealogy, Wahi Pana (Sacred Sites), Hawaiian language literature and Hula. Interest was also high in Hawaiian Kalo and sustainability techniques, Hawaiian history and politics and Hawaiian social work. It does seem clear that listening to the both the
community assessment and the student survey would bring our program expansion in the direction of developing more classes that teach Hawaiian culture first, and phasing in other strong areas of interest as time and resources permit.

With respect to new degree programs there is high student interest in additional degree offerings through Hawaiian Studies. Sixty students stated that they would be interested in pursuing an Associate of Arts in Hawaiian Studies if it existed. Another 93 students said that they were not sure. If we subtract the 36 students pursuing a Hawaiian Studies ASC from the 60 interested in an A.A. in Hawaiian Studies and project that number across the rest of the student body, we could have as many as 105 possible students interested in pursuing an A.A. in Hawaiian Studies. Interest at this high a rate for an A.A. in Hawaiian Studies does validate beginning to work toward the development of an A.A. program. Currently, no other community college in the DH system offers an Associate of Arts in Hawaiian Studies. Given our college’s strategic goals and our community and student demand, it appears more than appropriate for us to pursue this objective.

Similar interests exist for the other three degree options listed on the survey with 86 students expressing interest in an Associates of Social Work in Hawaiian Community Social Work and Counseling. Some Bias towards an ASW exists given the large number of responses from psychology and sociology classes and large number of Psycho-Social certificate seekers, however, it is interesting that proposed social work classes ranked lower in the newly suggested classes and the open ended questions. With the prior existence of an ASC in Psycho-Social Development, there might be an option to either co-develop an ASW or develop another certificate through which Hawaiian Studies can augment the existing Psycho-Social ASC. Sixty one students stated an interest in an AS in Hawaiian Sustainability Techniques and Management and this corresponds with the high level of interest in newly proposed courses in this area. Fifty-five students stated interest in an AA in Hawaiian Music. While an AA in Hawaiian Music did have the lowest percentage interest at 18% and 23% possibly interested, these numbers were quite strong considering no music classes were surveyed. And, the popularity over the past several years of classes offered through the Hawaii Music Institute have established high demand and enrollment support for Hawaiian music making this an important area of development. This student survey combined with the community needs assessment and several other indicators show a strong interest and support not only for further development of Hawaiian Studies classes but also for further development of Hawaiian Studies degree options.

In the open ended questions of the survey the majority of the comments requested additional classes in Hawaiian culture including seven requests for classes on Hawaiian arts, crafts and na mea kaua (war implements), six requests for hula, six requests for more Hawaiian Language classes, five requests for Hawaiian music classes, four requests for healing and La' au Lapa' au classes, four requests for classes on Hawaiian politics, three requests for Hawaiian history, three requests for surfing classes, three for Hawaiian social work, two requests for canoe building, one request each for more Hawaiian art, religion and fishing classes, and requests for online and evening classes. The written requests seem to mirror closely the trend that Hawaiian culture is in highest demand, followed by Hawaiian environmental systems, history and politics and social work. It is also important to note that there were numerous requests for weekend, evening and on-line classes. The need for more flexible hours and venues to access education was also documented in the Windward Community Educational Needs Report as over 60% of respondents stated a desire for weekend, evening and on line classes.
All available data clearly support further development of Hawaiian Studies at WCC. Support for additional classes and faculty in Hawaiian Studies may also assist WCC with other related goals and objectives. Current first year retention rates for Native Hawaiian students are about 46% (Windward Community College Achieving the Dream Implementation Plan). Documented evidence across decades of study has shown a correlation between increased minority faculty, an increase in classes taught by these faculty and subsequent increased minority student retention on college campuses (Astin 1993, Ibarra 1999, Kuh 2001, Kuh & Love 2000, Kuh, Schuh, Whitt, & Associates 1991, Pascarella & Terenzini 1991, Mertens & Hopson 2006, Wright 1989). A cross purpose exists for WCC in supporting the development of Hawaiian Studies. According to all available data and studies, there is a strong correlation between support for the further development of Hawaiian Studies through the adding of classes and instructional faculty and the possibility of increase in Hawaiian student retention at WCC.

This student survey is the final piece that completes a well-rounded contemporary look at demand for Hawaiian Studies across all relevant constituencies. Demand for Hawaiian studies by students attending WCC is very high, even for those students who will not pursue a Hawaiian Studies ASC. According to this survey, students want more Hawaiian Studies classes across a broader range of subject areas and more degree options in our program. Students want us to develop classes in Hawaiian material culture, cultural activities, environmental methods, history, politics, healing and social work. They want an active Hawaiian Studies program on our campus. This student perspective reflects the larger community survey results, which also support further development of Hawaiian Studies. Increasing the amount and kind of classes and programs is consistent with our strategic plans and mission, and could also support other goals that we have identified as priorities including increasing Native Hawaiian student retention at WCC. We look forward to continued student, community, faculty, staff and administration feedback as we take this information forward in reimagining and redeveloping Hawaiian Studies at Windward Community College.
To: The Humanities Department, The Credit Curriculum and Academic Affairs Committee (CCAAC), The Faculty Senate and Windward Community College Administration

From: The Hawaiian Studies Faculty

Date: October 7, 2009

Re: Course Proposals for HWST 255 and HWST 135

In discussing and reviewing our Hawaiian Studies ASC, we had earlier decided to develop HWST 255 Introduction to the Hawaiian Kingdom: Navigators and Kings and HWST 135 Kalai La`au: Hawaiian Woodcarving and Woodwork as elective offerings for our certificate program.

We have reviewed the currently revised course proposals and agree that they meet our standards as excellent course offerings. These classes also enhance the development of our Hawaiian Studies ASC, and are line with the development of one of WCC’s stated area of academic excellence, and meet one of the demands of our Windward communities to develop further our Hawaiian Studies offerings.

Mahalo a Nui,

Kalani Meinecke
Assistant Professor, Hawaiian Language and Hawaiian Studies

Kelikokauailekai Hoe
Assistant Professor, Hawaiian Studies

Kalawaia Moore
Instructor and Coordinator, Hawaiian Studies
Hawaiian Studies

Nineteen percent of respondents are at least somewhat interested in studying Hawaiian studies, of which 90% are interested in studying Hawaiian culture.

Figure 28. Nine out of ten who are interested in Hawaiian studies are interested in studying Hawaiian culture.

Those interested in Hawaiian studies are:

- More likely to have some college education
- Mean age is 46
- More likely to be Hawaiian or part-Hawaiian