WCC Faculty Senate Meeting  
Palanakila 117  
November 17, 2009, 12:40pm

Attendees  
Kanani Baker (STU SRVC), Robert Barclay (LANG), Pam DaGrossa (Recording Chair), Paul Field (CCAAC), Toshi Ikagawa (SOC SCI), Ellen Ishida-Babineau (Presiding Chair), Malia Lau-Kong (HUM), Leslie Lyum (ETC), Ellen Nagaue (ETC), April Sandobal (ETC), Tara Severns (Academic Support), Johnny Singh (MAT BUS), Libby Young (Off-Campus Chair)

Sent regrets  
Ross Langston (NAT SCI)

Guests  
Jan Lubin, Director of Planning and Program Evaluation

1. Call to order 12:40pm
2. Approval of October 20, 2009 meeting minutes
   
   **MOTION TO ACCEPT MINUTES OF NOVEMBER 3, 2009, AS CORRECTED WITH MINOR CHANGES** [UNANIMOUS]

3. Reports
   
   A. CCAAC (Paul F.)
      
      i. **Proposal to Modify Prerequisites for BIO 275 Cell and Molecular Biology**
         
         This is being done to match prerequisites at Mānoa.
         
         **MOTION TO APPROVE MODIFICATIONS TO BIO 275** [TARA S. 1ST, MALIA L-K. 2ND; UNANIMOUS]
      
      ii. **Proposal to create HAW 135 Kalai Laʻau Hawaiian Woodwork and Wood Carving**
         
         The art faculty is on board with this; both Paul Nash and Mark Hamasaki have signed off on this. It will be a 6 contact hour per week studio course. Robert B. asked where the course would be held since Hale ‘Iolani may be returned to the State Hospital. Paul said they will use ‘Iolani for now, and if it is returned, they will move down to the barn with the other folks from ‘Iolani.
         
         **MOTION TO APPROVE THE ADDITION OF HAW 135** [ROBERT B. 1ST, ELLEN N. 2ND; UNANIMOUS]
      
      iii. **Proposal to Add HAW 255 Introduction to the Hawaiian Kingdom: Navigators and Kings**
         
         This will be more of a traditional course. It will expand the early part of our offerings in Hawaiian culture and history. History 284 is a survey of the entire history; HAW 255 will focus on the early period through the end of the Hawaiian kingdom. There will be some overlap between the two. It will fulfill a diversification in humanities and become part of the ASC in Hawaiian Studies.
         
         **MOTION TO APPROVE THE ADDITION OF HAW 255** [LIBBY Y. 1ST, JOHNNY S. 2ND; UNANIMOUS]
      
      iv. Paul asked about the status of the election of CCAAC chair. Ellen I-B. stated that the links to vote went out and we will know by this weekend.
   
   B. Task Force: Constitution Revisions  
   
   (Tara S.)

   Tara S. reported that the task force is waiting on a few last minute details from the non-credit side. The timetable presented at the last meeting will be revised: The forums and vote will take place next semester.
WCC Faculty Senate Meeting  
Palanakila 117  
November 17, 2009, 12:40pm

Ellen I-B. asked for confirmation that the changes will include clarification of who can vote for CCAAC and NCCAAC chairs. The task force is making that recommendation.

Libby Y. suggested that Convocation might be a good place to present the changes to the faculty. Tara agreed if the changes have received approval from Faculty Senate.

C. Planning, Budget, and Accreditation (Tara S.)

Mission/Vision/Core Values Committee

A draft description of this committee was distributed prior to the meeting (attached). Tara noted that the composition of the committee is small in order to ensure efficiency. However, the intent is that the committee will get input from all concerned groups.

Libby asked how the committee might seek input. Varies possibilities were posited including holding a forum and meeting with departments. It was decided that how the committee collects its information will be up to the committee.

D. New Initiatives (Robert B.)

Robert B. reported that the way New Initiatives was originally set up, it was rather cumbersome to oversee. It would greatly increase efficiency if our website had mobile functionality. He asked to whom we should bring this up? Tara suggested that for email it would be David Lassner. Jan suggested bringing it up to the Chancellor.

E. Procedures and Policies Review (Toshi I.)

i. Toshi reported that they sent a draft of the Sabbatical Review Policy and Reassigned Time Policy to the Chancellor. Jan noted that he is going to talk to the Chairs about them today.

F. ACCFSC/CCCFSC (Libby Y.)

Libby Y. sent another email regarding the draft copy of the MOA on reverse transfer. They would like the Senates to endorse in principle the concept of Gen Ed courses being designated by the sending campus. The wording is currently being tweaked, as are the details. At this point, they just want to know if we agree in principle and let other folks work on the details of implementation.

MOTION TO ENDORSE, IN PRINCIPLE, THE MOA ON REVERSE TRANSFER [Leslie L. 1ST, Malia L-K. 2ND; UNANIMOUS]

The next meeting of the system Faculty Senate chairs is this Friday. Libby cannot attend but has arranged to get notes. A site has been arranged in Kuhina 106 should anyone want to participate.

G. Chairs Meeting with the Chancellor

Libby reported that the Chairs asked for details on the impact of the furloughs. Doug has already sent a memo on this. Ellen I-B. shared that Doug thinks that approval of Constitution changes should stop with the Chancellor.

4. New Business

A. Ad hoc committee to review AA degree requirements (in light of the Reverse Transfer policy). The main concerns are the CIL and MATH 25 requirements. Ellen I-B. invited Johnny S. to spearhead this committee since the primary departmental interest here is Math/Business. Johnny also suggested that a representative of Philosophy be included. Tara S. asked if any other colleges have unique requirements: Hawaii CC has
ENG 102, a reading requirement. Libby will inquire at the all-campus council if there are any others. A discussion ensued which included talk of alternatives to MATH 25 and CIL, including prerequisite testing.

B. **Furloughs and Reduction in Services**
Libby raised the question as to whether there are any concerns about the reduction in services and power during breaks. Several departments expressed concern about mold. Faculty are concerned about being able to make self-serve copies. In the library, students come in to pay unpaid finds so they can register; if the library is closed to the public, they will not be able to do this.

5. **Adjourned 1:24pm**
The next meeting will be December 1, 2009, 12:40pm, Palanakila 117.

Respectfully submitted by Pamela DaGrossa, Recording Chair
November 19, 2009
Mission, Vision, and Core Values Committee

*Charge*: Review the Mission, Vision and Core Values of the College to determine if they align with WCC, UHCC and UH System Strategic Plans, and to facilitate updates as needed.

*Line of Authority*: The Committee reports to the Faculty Senate, who will present the information to the Institutional Effectiveness Committee, Planning and Budget Council, and Accreditation Steering Committee (or to the campus as a whole), who will make recommendations for modification before the Faculty Senate makes its final recommendation to the Chancellor.

*Leadership*: The committee shall elect a chair from among its members.

*Membership*: Appointed by position or elected by representative unit.

- The Director of Planning / IEC Chair
- A Staff Representative from Civil Service or APT
- A Student Representative (ASUH-WCC)
- A Representative from the Administration
- A Faculty Representative from ETC/VCE
- A Faculty Representative from Instruction Div I
- A Faculty Representative from Instruction Div II
- A Faculty Representative from Student Services

*Decision Nature*: Advisory.

*Decision-making Protocol*: The committee consults the WCC, UHCC and UH System Strategic Plans and any other source of information it deems useful in determining whether the Mission, Vision and Core Values statements need updating. If the committee should find a need for revision(s), it will gather input from a broad range of students, staff, faculty, and administrators before drafting its recommendation(s). The committee will submit its recommendation(s) in writing to the Faculty Senate.

*Documentation*: The committee records discussion, recommendations and decisions via minutes and memos, and posts minutes on the college website. The committee makes written reports to the Faculty Senate.

*Termination Date*: Upon completion of review and updates.

Faculty Senate Subcommittee on Planning, Budget & Accreditation. 10/29/09
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course

1. Type of Action
   - A. Addition
   - 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
   - 3. Credits *

4. Old Alpha, Number and Title
   - BIOL 275
5. Credits 3 credits

6. New Catalog Description
   - BIOL 275 Cell and Molecular Biology (3) Integrated cell and molecular biology for life science majors. Modern advances in recombinant DNA technology. Course may be taken for letter grade only.

7. Select box and type specific information in text box.
   - Prerequisites
   - Corequisites or
   - Recommended Preparation
     - Prereq:C or better in BIOL171/171L and CHEM 272/272L or consent of instructor.
     - Coreq: BIOL275L or consent of instructor.

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

9. Proposed Date of First Offering
   - Semester Fall
   - Year 2010

10. This course is proposed for the Liberal Arts Program Program. * If Other, specify DB as well as ASC in Plant Biotechnology

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:

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<td>UH Manoa</td>
<td>BIOL 275, Cell and Molecular Biology</td>
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<td>KapiolaniCC</td>
<td>BIOL 275, Cell and Molecular Biology</td>
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<td>UH Hilo</td>
<td>BIOL 270, Intermediate Cell and Molecular Biology</td>
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13. This course is (check one and click in appropriate textbox and provide details):
   - Already articulated with UH Manoa.
   - 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:
   - Align prerequisites with UH Manoa's prerequisites for BIOL275.

Requested by: ___________________________________________  Department Chairperson  Date

Approved by: ___________________________________________  Curriculum Committee Chairperson  Date

_________________________________________  Faculty Senate Chairperson  Date

_________________________________________  Dean of Instruction  Date

_________________________________________  Provost  Date

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

Course Alpha, Number, and Title:

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

   ____________________________________
   ________________________
   ________________________
   ________________________
   ________________________

2. Department

   ____________________________________
   ________________________

   Department Chairperson

   Was this course discussed in a department meeting? ☐ Yes ☐ No

3. Division

   ____________________________________
   ________________________

4. Curriculum Committee Review

   Approved ☐
   Disapproved ☐

   Reason:

   ____________________________________
   ________________________

   Curriculum Committee Chairperson
WCC Form for New Course Proposals
(This sheet was originally pink.)

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

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?

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

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

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.

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.
WCC Form for Course Modifications

Course Submitted by
Date December 1, 2009

1. What change is proposed in the course? Provide specific information comparing both the “new” and “old” course.

Change in prerequisites to the following: C (not C-) or better in BIOL171/171L and CHEM 272/272L or consent of instructor.

2. What is the rationale for the change?

Align prerequisites with UH Manoa’s prerequisites for BIOL275.

3. Is the change substantive enough to require a change in course identification? If so, explain thoroughly.

No

4. Is the course articulated with any 4-year program? Yes

If yes, give details of the agreement(s) and explain any impact the proposed modifications may have on articulation.

No Impact.

5. Provide details of any additional staff, equipment, facilities, library/media material, faculty preparation and other financial considerations that would be required to implement this course modification. What has been done to provide for these additional costs? Who will teach the course? Is additional preparation needed?

None.

6. Will this course modification result in any alterations in the number of hours required to attain a certificate or degree? * If yes, provide details and justification for these alterations.

No.

7. If the course is renumbered to 100 or above, does it meet the criteria for transfer level courses? (Go to next page for transfer course criteria.) *
WCC Form for Transfer Courses
(To be completed for articulation with any 4-year UH campus)
(This sheet was originally blue.)

Course Alpha and Number

Submitted by

Date December 1, 2009

1. List the counterpart to this course on any 4-year UH campus. Describe the relationship between the course and any related baccalaureate program area.

2. Is this course taught or accepted by major accredited colleges or universities? Give one or two examples.

3. Please attach a complete course outline if you have not done so already. Your course outline should address all the items listed in the Guidelines for Course Outlines.
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
Articulation with 4-year UH Campus Form

COURSE ARTICULATION FORM (GENERAL EDUCATION CORE)

ORIGINATING CAMPUS: Windward Community College DATE SUBMITTED: December 1, 2009

COURSE ALPHA & NUMBER: SEMESTER CREDITS: *

DATE OF OUTLINE: December 1, 2009 Year *

(** Representative outline, no multiple syllabi, please.)

1. Articulation committee to review this course:

   Standing Committees
   Written Communication □
   Mathematical & Logical Thinking □
   World Civilizations □
   Languages □
   Arts & Humanities □
   Natural Science □
   Social Science □

2. The information in this item is required by the reviewing committee so that it has a starting point for reviewing the course. It is the responsibility of the submitting campus to do the necessary research to provide this information.

   In the opinion of the originating campus, this course is equivalent to the following and/or meets the criteria for the indicated core categories. Every core category space, except your own campus, must be filled in (can include ‘none’). An equivalent course, if known, may be helpful to committee members but is not required.

<table>
<thead>
<tr>
<th>Receiving Campus</th>
<th>Equivalent Course (Alpha and Number)</th>
<th>Core Category</th>
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<tbody>
<tr>
<td>UH Hilo</td>
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<td>UH Manoa</td>
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<td>Hawaii CC</td>
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<td>Windward CC</td>
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3. If submitted electronically, I understand that this outline will be posted to a publicly accessible web site to enable open access for reviewing committees and campuses. The outline will be taken off the site upon completion of the review.

Typed Name or Signature

Note: If possible submit coversheet and course outline electronically as e-mail attachments (preferably in ‘pdf’ format). If submitting in printed form, 20 copies of coversheet and course outline are required for distribution for appropriate review.

Note: UCA Clearinghouse
John Muth, Office of the Chancellor for Community Colleges, is acting as staff to the University Council on Articulation and is responsible for tracking all courses submitted for articulation.

Revised 1/29/2001
Committee Level:

1. When the committee has completed its review of a course, the “Articulation Recommendation Form” (revised 1/18/2001) should be filled in and attached to the outline. The committee chair should also sign the form.

2. If the committee choice is “accept,” indicate receiving campus core area. If the committee choice is “not recommended,” a reason must be provided. Outlines with missing or incomplete recommendation forms will be returned to the committee.

If a committee requires updated or more complete outlines, such requests should be made through the UCA Clearinghouse so that the new outline material can be tracked and placed in the file. If a committee requires more general supporting information, this should be requested through the course’s supporting campus representative on the committee.

3. All committee recommendations should be sent to the UCA Clearinghouse for recordation and dissemination to the campuses. DO NOT SEND THE RECOMMENDATIONS DIRECTLY TO ANY CAMPUS.

Receiving Campus:

1. Courses will be sent to each campus for consideration after they come out of committee. Each campus has its own internal process for the approval of courses for its general education core.

2. In all cases where a campus accepts a course into its general education core, it must also indicate which area or part of its core the course fits.

3. In all cases where a campus does not accept a course for articulation, it must supply a reason (even if it is “we agree with the committee”).

4. When campus actions are completed, these actions should be conveyed back to the UCA Clearinghouse for recordation and publication.

5. The Community College Policy on Acceptance of UCA Reviewed Courses is as follows:

   (a) All Community Colleges agree to accept positive UCA committee recommendations for core, including core categories assigned by the committee.

   (b) All Community Colleges agree to accept the UCA committee judgment of not-Recommended (nR) without further review.

   (c) This policy is retroactive to the time the current articulation effort started.

   (d) The Community Colleges reserve the right to review and modify core category assignments as necessary to insure appropriate categorization and to realign such assignments if changes are made to the campus core structure. Such modifications shall not interfere with the timely publication of the student transfer handbook.

Note: UCA Clearinghouse
John Muth, Office of the Chancellor for Community Colleges, is acting as staff to the University Council on Articulation and is responsible for tracking all courses submitted for articulation.

Revised 1/29/2001
ARTICULATED COURSE
CHANGE IN ALPHA/NUMBER/TITLE

Old Course

Course Alpha & Number:

Title:

Revised Course

Course Alpha & Number:

Title:

Semester and Year when the revised course was/will be first offered:

Reason for the change in Alpha/Number/and/or Title:

Note: A current outline of the course must be submitted with this form. Undated outlines are not acceptable.

I certify that this course has had its alpha, number, and/or title changed, but that it is substantially the same course as the course that was reviewed and approved for articulation.

Campus: Windward Community College

Certifying Authority (Typed Name or Signature and Title)

Date:

SUBMIT TO: UCA Clearinghouse, Attn: John Muth
Chancellor’s Office for CC, 2327 Dole Street

Revised 1/19/01
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 135 Kalai La‘au: Hawaiian Woodwork and Wood Carving

3. Credits 3 credits

4. Old Alpha, Number and Title

5. Credits *

6. New Catalog Description
   This is a Hawaiian cultural woodwork and wood carving project class. This class will involve the development of two to three introductory woodworking projects of Hawaiian cultural significance or ceremonial use. Through this class students will develop both the skills needed to work effectively and safely with wood, and the cultural knowledge important to the pieces developed. As a project class, there will be specific projects and themes set by the instructor of general Hawaiian cultural interest. Students will learn different aspects and solutions in carving and creating Hawaiian cultural projects.

7. Select box and type specific information in text box.
   ☑ Prerequisites ☐ Corequisites or
   ☐ Recommended Preparation

8. Student Contact Hours Per Week
   Lecture
   Lecture/Lab 6 Lab
   Other (click to specify)

9. Proposed Date of First Offering
   Semester Fall Year 2010
   ☑ can fulfill DA The Arts If Other, specify HWST ASC electives

10. This course ☑ is proposed for the Liberal Arts Program Program.

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:

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<tr>
<th>Campus</th>
<th>Alpha, Number, Title</th>
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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 was discussed in a meeting of Hawaiian Studies faculty and approved unanimously to be developed as one of our future offerings.

Requested by: ____________________________
Department Chairperson
Date

Approved by: ____________________________
Curriculum Committee Chairperson
Date

__________________________
Faculty Senate Chairperson
Date

Dean of Instruction
Date

CCCM #6100 (Amended for WCC use October 2002)
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course

Provost

Date

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

**Course Alpha, Number, and Title:** HWST 135 Kalai La‘au: Hawaiian Woodwork and Wood Carving

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<td>1. Department Area (more than one departmental instructor’s signature required)</td>
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<td>4. Curriculum Committee Review</td>
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<td>Approved □</td>
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CCCMM #6100 (Amended for WCC use October 2002)
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 100-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 and Art related 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 material Hawaiian culture.

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?

There will be additional staff required to teach this class. There may also be additional equipment needed. It is hoped that the space formerly used by the wood carving program at WCC will be available for this class. If not additional space may be also be required for this class.

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.
HWST 135 Kalai La`au: Hawaiian Woodwork and Wood Carving
3 Credits

INSTRUCTOR:
OFFICE:
OFFICE HOURS:
TELEPHONE:
EFFECTIVE DATE:

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

This is a Hawaiian cultural woodwork and wood carving project class. This class will involve the development of two to three introductory woodworking projects of Hawaiian cultural significance or ceremonial use. Through this class students will develop both the skills needed to work effectively and safely with wood, and the cultural knowledge important to the pieces developed. As a project class, there will be specific projects and themes set by the instructor of general Hawaiian cultural interest. Students will learn different aspects and solutions in carving and creating Hawaiian cultural projects.

No Activities Required at Other Than Scheduled Class Times

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

1. To learn to plan and create wood working projects of Hawaiian cultural relevance or significance.
2. To gain a deeper insight into Hawaiian cultural use of wood.
3. To gain a deeper understanding of the cultural significance of the wood-working project the student has undertaken
4. To learn to work with wood in an effective and safe manner.
COURSE CONTENT

Concepts or Topics in Hawaiian cultural wood working

- Papa ku‘i ai (Kalo Pounding Boards)
- `Umeke laʻau (wooden bowls)
- Papa holua (Holua sled)
- Kī i Kalai (Carved image)
- Hoho, ʻe kuku (Kapa beaters)
- Pahu heiau (temple drum)
- Mea Kaua (War implements)

Skills or Competencies

1. Students will research and develop project designs
2. Students will research the cultural significance and importance of the project in development
3. Students will develop a plan for their project
4. Students will learn about the tools necessary to completing their project
5. Students will learn how to work with larger to smaller wood forms
6. Students will learn how to finish and detail their wood projects

ASSESSMENT TASKS AND GRADING

Attendance: Students are required to attend studio classes. Attendance will be taken at each class. A doctor’s note or some other form of documentation must substantiate classes missed for a valid reason. 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 notes and assignments.

Cultural Research paper: Students will be required to research the cultural use and significance of the projects required in the class. Student papers should include any photos or diagrams that they can find, they must use at least two to three different sources, and papers must be at least 2 – 3 pages in written length.

Design and development plan: Students are required to put together a design and development plan for their project in consultation with the instructor for each project undertaken.

Finished Project: Students will be graded on their project development (their process) and on the completion of their projects.

Project Presentation: Students will be graded on a short presentation in which they showcase their project, how they planned and completed their project and the Hawaiian cultural significance, history and use of what they have created.

Students will graded as follows:

- Cultural research papers: 90pts
- Project design and project planning paper: 90pts
- Finished project: 180pts
- Project presentation: 180pts (540pts)

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

The materials and supplies will be based on the project undertaken and determined by the instructor.

Additional Information

<table>
<thead>
<tr>
<th>Schedule of Topics for each Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Project Theme or Topic, Tools, Methods and Safety</td>
</tr>
<tr>
<td>Researching Hawaiian cultural significance</td>
</tr>
<tr>
<td>Developing your project plan</td>
</tr>
<tr>
<td>Working with larger forms</td>
</tr>
<tr>
<td>Working to smaller forms</td>
</tr>
<tr>
<td>Finishing and Detailing</td>
</tr>
<tr>
<td>Project Presentation</td>
</tr>
</tbody>
</table>

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>
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<tr>
<td>Art</td>
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<td>Health</td>
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<td>Sciences</td>
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<tr>
<td>Humanities/Social Sciences</td>
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<tr>
<td>Public/Human Services</td>
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<tr>
<td>Business</td>
<td>104</td>
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<tr>
<td>Criminal Justice</td>
<td>104</td>
</tr>
<tr>
<td>Vocational</td>
<td>52</td>
</tr>
</tbody>
</table>

Responses for "other" can be found in Appendix A – Figure A8

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
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.

*Combined scores for those “somewhat” and “very” interested

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
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 would 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 either have 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.

<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 Mahi‘ai 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 Ho‘onoponono (Hawaiian Conflict Resolution)</td>
<td>61</td>
<td>(19.6)</td>
</tr>
<tr>
<td>HWST 207 Malama Ahupua‘a: Resource Management</td>
<td>61</td>
<td>(19.4)</td>
</tr>
<tr>
<td>HAW 284 Haku Mele</td>
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<td>(18.5)</td>
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<tr>
<td>HWST 125 Hula ‘Auana</td>
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<td>(18.2)</td>
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<tr>
<td>HWST 209 Hawaiian Land and Crop Systems</td>
<td>55</td>
<td>(17.5)</td>
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<tr>
<td>HWST 260 Introduction to Hawaiian Land Tenure</td>
<td>54</td>
<td>(17.2)</td>
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<tr>
<td>HWST 130 Hula Kahiko II</td>
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<tr>
<td>HWST 170 Hawaiian Music Ensemble</td>
<td>37</td>
<td>(11.8)</td>
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<tr>
<td>Total Interested In Some</td>
<td>242</td>
<td>(77.1)</td>
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<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, ki‘i
- 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
Hawaiian Studies Student Survey Spring 2009

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 UH 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 kaaua (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 in 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

Kelikokauakekai Hoe
Assistant Professor, Hawaiian Studies

Kalawaia Moore
Instructor and Coordinator, Hawaiian Studies
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

6. New Catalog Description
   This course covers the origins and features of the Hawaiian state. Starting with Hawaii’s roots as a navigator society, this course explores the island kingdoms of Kauai, Oahu, Maui and Hawaii 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 Hawaii 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 ☐ Corequisites or
   - ☐ Recommended Preparation
   - HWST 107 or HIST 224

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

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<th>Campus</th>
<th>Alpha, Number, Title</th>
<th>Campus</th>
<th>Alpha, Number, Title</th>
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<tr>
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</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:_________________________________________  Department Chairperson  Date

Approved by:_________________________________________  Curriculum Committee Chairperson  Date

_________________________________________  Faculty Senate Chairperson  Date

CCCM #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)
   - [Signature]
   - [Signature]
   - [Signature]
   - [Signature]
   - Dates:
     - 9/10/09
     - 9/10/09
     - 9/10/09
     - 9/10/09

2. Department
   - [Signature]
   - Department Chairperson
   - Dates:
     - 9/10/09

   Was this course discussed in a department meeting? ☑ Yes ☐ No
   - Date: 9/10/09

3. Division
   - [Signature]
   - Dates: 9/17/09

4. Curriculum Committee Review

   Approved ☑
   Disapproved ☐

   Reason:

   ____________________________
   Curriculum Committee Chairperson

CCCM #6100 (Amended for WCC use October 2002)
<table>
<thead>
<tr>
<th>Dean of Instruction</th>
<th>Date</th>
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<tbody>
<tr>
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<tr>
<td>Provost</td>
<td>Date</td>
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</tbody>
</table>
University of Hawaii Community Colleges
Proposal to Initiate, Modify or Delete a Course
New Course Proposal Form – Go to next page for Course Modification)

**WCC Form for New Course Proposals**
(This sheet was originally pink.)

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 Lauilima

**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>
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<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>
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<tr>
<td>Mana, Ali‘i, Maka‘ainana and Menchune: 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>
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<tr>
<td>Island chiefdoms into Island kingdoms: The rise of Kamehameha on Hawai‘i</td>
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<tr>
<td>European Navigation</td>
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<tr>
<td>Hawai‘i’s place in the Voyages of Captain Cook</td>
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<tr>
<td>Vancouver and Kamehameha I</td>
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<tr>
<td>Kotzebue Russian Reports from the Pacific</td>
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<tr>
<td>Ka Na‘i Aupuni: The most significant Hawaiian of all time and his many conquests</td>
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<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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<td>Recognition and the Hawaiian State</td>
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<td>Establishing the Dominium, Hawai‘i Land and the State</td>
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<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>
</tr>
<tr>
<td>DVD Showing: “Nation Within” by Tom Coffman</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 ʻAkoakoa 213 for more information.
Beyond Information. Intelligence.

Windward Community Education Needs Report

SMS
1042 Fort Street Mall
Suite 200
Honolulu, HI 96813
Ph: (808) 537-3356
Toll Free: (877) 535-5767
Fax: (808) 537-2686
E-mail: info@smahawaii.com
Website: www.smahawaii.com

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>
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<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</td>
<td>52</td>
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</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
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

Hawaiian Culture 90%
Hawaiian History 89%
Hawaiian Language 82%
Hawaiian Religion 67%
Voyaging 53%

*Combined scores for those “somewhat” and “very” interested

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
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 would 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 either have 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.
Table 7. Proposed Hawaiian Studies Courses of Interest

<table>
<thead>
<tr>
<th>Course</th>
<th>Number</th>
<th>(%)</th>
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<tbody>
<tr>
<td>HWST 285 La’au Lapa’au: Hawaiian Medicinal Herbs</td>
<td>106</td>
<td>(33.8)</td>
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<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 Mahi’ai 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 Ho’oponopono (Hawaiian Conflict Resolution)</td>
<td>61</td>
<td>(19.6)</td>
</tr>
<tr>
<td>HWST 207 Malama Ahupua’a: 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 ‘Auana</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, ki’i
- 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
Hawaiian Studies Student Survey Spring 2009

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 UH 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
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Kelikokauaikekahoe
Assistant Professor, Hawaiian Studies

Kalawaia Moore
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