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.
Introduction

The University of Hawai‘i Strategic Plan states as one of its objectives to “strengthen the crucial role that the University of Hawai‘i system performs for the indigenous people and general population of Hawai‘i by actively preserving and perpetuating Hawaiian culture, language, and values” (p. 15, *UH System Strategic Plan 2002-2010*). This objective will be accomplished by providing “support in the development, implementation, and improvement of programs and services for Native Hawaiians” and through facilitating an “increase [in] representation of Native Hawaiians in all facets of the University of Hawai‘i…” (p. 15, *UH System Strategic Plan 2002-2010*). Of additional importance the Windward Community College (WCC) strategic goals state that “WCC will be a leader in Hawaiian Studies…” (p. 9, *Windward Community College Strategic Plan Action Outcomes*). To help facilitate these system and campus objectives Ke Kumu Pali, the Native Hawaiian Advisory Council at WCC created a strategic plan in 2008. One of Ke Kumu Pali’s main goals is to see an expanded Hawaiian studies program and Hawaiian Center of Knowledge. In early 2009, Ke Kumu Pali commissioned SMS Research to do a large random sample of the Windward community to determine the educational needs of Windward O‘ahu. The results showed that almost 20% of those surveyed would be interested in pursuing Hawaiian Studies class offerings at WCC, and 78% were more likely to be interested in Hawaiian Studies above all other subjects currently offered at WCC (*Windward Community Education Needs Report*, 2009). Furthermore, one of the programmatic objectives for Hawaiian Studies at WCC is to, “Enhance interest in and growth of Hawaiian Studies curriculum and offerings,” and “Meet community needs for skills and knowledge in the applications of Hawaiian Studies” (p.1, *Program Review Report for the ASC-Hawaiian Studies Program*, 2004-05). In order to accomplish these objectives the Hawaiian Studies faculty will “Continue to revise the ASC Program Map on an annual basis” (*Hawaiian Studies Annual Report 2006-07*).

With UH System, Windward community and WCC goals in mind, Hawaiian Studies faculty Keliko Hoe, Kalani Meinecke and Kalawaia Moore met in the Spring of 2009 to evaluate current activities and discuss new ideas for the program. The Hawaiian Studies faculty decided that a Hawaiian Studies Survey should be constructed to ascertain student interest in current Hawaiian Studies course offerings, interest in faculty-suggested future course offerings, and to solicit suggestions for course offerings that students themselves would like to see created in an expanded Hawaiian Studies Academic Subject Certificate (ASC) at WCC.

Methodology

The first meeting to develop the survey was held in February 2009. The survey was drafted in early March, reviewed, finalized and pretested in April by Kalawaia Moore. Keliko Hoe, Kalani Meinecke and Jayne Bopp further reviewed it. It was then field tested initially by five students whose results were not included in the total survey. The pre-test did not result in any major changes to the survey. The survey was conducted from April 23 through May 6, 2009 in the following WCC classes: Cultural Anthropology, Biology, Geography of Hawai‘i, Geology of Hawai‘i, Hawaiian Language, Hawaiian Studies, Oceanography, Philosophy, Psychology, and Sociology. This survey was limited to currently enrolled WCC students. Students were asked
beforehand not to fill out the survey if they had done so previously in another class. A larger sample was not possible given that the timing of the survey was at the end of the semester. It was felt, however, that the resultant sample of 315 students from a total WCC student population of approximately 1,950 was a more than adequate representation of the total student population allowing for the data collected to have some relevance.

The survey consisted of 15 questions related to general student academic interest and how student academic interest correlated with interest in current and proposed Hawaiian Studies class offerings. No demographic data were collected. The survey was implemented in all seven of the Spring 2009 semester Hawaiian Studies classes. It was also conducted in other non Hawaiian Studies classes that count as electives for the Hawaiian Studies ASC such as Geography and Geology, as well as in classes related to current or proposed expansion areas such as Sociology and Psychology in order to gauge interest in Hawaiian social work and sustainability. Conducting the survey in classes such as sociology and psychology was also done to help assess interest in Hawaiian Studies amongst students who are not currently in areas related to Hawaiian Studies. The survey tool can be found in Appendix 1.

Findings

A total of 315 surveys were collected with 314 useable for analysis. Over a third, 110 (35%) of the students surveyed were in their first semester or will have completed between 1 – 12 credits by the end of the Spring 2009 semester with 180 (56.7%) having completed up to 24 credits. The largest pool of respondents, 110 (35%) was from psychology classes with Anthropology and Hawaiian Studies classes following both at 61 (13.4%) each. Hawaiian language classes made up 19 (6.1%) of the sample. A total of 111 (35.4%) of the respondents were in classes that counted toward the Hawaiian Studies ASC. Given that 203 (64.6%) of students surveyed were not in any classes related to Hawaiian Studies suggests that the survey results can be generalized across multiple student interests and directions (refer to Table 1).

<table>
<thead>
<tr>
<th>Class</th>
<th>Number</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>42</td>
<td>(13.4)</td>
</tr>
<tr>
<td>Biology</td>
<td>18</td>
<td>(5.7)</td>
</tr>
<tr>
<td>Geography</td>
<td>12</td>
<td>(3.8)</td>
</tr>
<tr>
<td>Geology</td>
<td>10</td>
<td>(3.8)</td>
</tr>
<tr>
<td>Hawaiian Language</td>
<td>19</td>
<td>(6.1)</td>
</tr>
<tr>
<td>Hawaiians Studies</td>
<td>42</td>
<td>(13.4)</td>
</tr>
<tr>
<td>Oceanography</td>
<td>10</td>
<td>(3.2)</td>
</tr>
<tr>
<td>Philosophy</td>
<td>28</td>
<td>(8.9)</td>
</tr>
<tr>
<td>Psychology</td>
<td>110</td>
<td>(35.0)</td>
</tr>
<tr>
<td>Sociology</td>
<td>23</td>
<td>(7.3)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>314</strong></td>
<td><strong>(100)</strong></td>
</tr>
</tbody>
</table>
Hawaiian Studies Student Survey Spring 2009

When asked “Are you working toward an Academic Subject Certificate, Certificate of Completion or Competence at this time?” 208 (67.3%) respondents said that they are not currently pursuing an academic certificate. Of the 86 students who reported pursuing a certificate 26.7% are pursuing one in Art, 21.8% in Psycho-Social Development, 15.8% in Hawaiian Studies, 13.9% in Business, 4% in Bio Resource Development and Management, and 1% each in Plant Biology, Applied Business and Information Technology and Web Support (refer to Table 2). When participants were asked about their interest in the Hawaiian Studies ASC, 36 (11.5%) students said that they were interested in the certificate. Of these, 20 had not previously stated that they were working towards an ASC in Hawaiian Studies suggesting there is a greater potential for Hawaiian Studies ASC candidates.

Table 2. Current Certificate

<table>
<thead>
<tr>
<th>Certificate Type</th>
<th>Number</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>27</td>
<td>(8.7)</td>
</tr>
<tr>
<td>Bio Resource Dev &amp; Mgmt</td>
<td>4</td>
<td>(1.3)</td>
</tr>
<tr>
<td>Business</td>
<td>14</td>
<td>(4.5)</td>
</tr>
<tr>
<td>Hawaiian Studies</td>
<td>16</td>
<td>(5.2)</td>
</tr>
<tr>
<td>Plant Biotechnology</td>
<td>1</td>
<td>(0.3)</td>
</tr>
<tr>
<td>Psycho-Soc Dev.</td>
<td>22</td>
<td>(7.1)</td>
</tr>
<tr>
<td>Applied Bus and Info Tech</td>
<td>1</td>
<td>(0.3)</td>
</tr>
<tr>
<td>Web Support</td>
<td>1</td>
<td>(0.3)</td>
</tr>
<tr>
<td>No certificate</td>
<td>105</td>
<td>(34.0)</td>
</tr>
<tr>
<td>Unsure about certificate</td>
<td>103</td>
<td>(33.3)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>309</strong></td>
<td>(100)</td>
</tr>
</tbody>
</table>

Participants were then asked about their interest in Hawaiian Studies with 142 (45.5%) responding affirmatively. Less than one fourth 76 (24.4%), of the students surveyed said that they were not interested in taking Hawaiian Studies classes (refer to Table 3). If we were to take the percent of students interested in Hawaiian Studies classes and project it across the total population of WCC it would suggest that as many as 887 students are interested in Hawaiian Studies at WCC with another possible 585 students being interested if the proper factors existed.

Table 3. Interest in Hawaiian Studies

<table>
<thead>
<tr>
<th>Interested</th>
<th>Number</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>142</td>
<td>(45.5)</td>
</tr>
<tr>
<td>No</td>
<td>76</td>
<td>(24.4)</td>
</tr>
<tr>
<td>Not Sure</td>
<td>94</td>
<td>(30.1)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>312</strong></td>
<td>(100)</td>
</tr>
</tbody>
</table>
Students were asked about which current WCC Hawaiian Studies classes they have taken (refer to Table 4) or would like to take (refer to Table 5). Almost half, 147 (46.8%), of the students surveyed report having taken at least one or more Hawaiian Studies course. Of these, 117 (80%) have taken HWST 107 and 33 (22%) have taken HAW 101. Findings indicate that HWST 107 is the most taken class, followed by HAW 101 and HAW 102. Of the students who have not taken HWST 107, 61 (37%) would like to take it and 101 (34%) who have not taken HWST 270 would like to take it. As for HIST 224, 78 (26.4%) who have not taken it would like to, 73 (24.75%) who have not taken HAW 101 would like to do so and 71 (24%) of respondents who have not taken REL 205 would like to. In total 235 (74.8%) of the students surveyed have either taken or would take Hawaiian Studies courses at WCC.

Table 4. Hawaiian Studies ASC Courses Taken

<table>
<thead>
<tr>
<th>Course</th>
<th>Number</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWST 107</td>
<td>117</td>
<td>(37.3)</td>
</tr>
<tr>
<td>REL 205</td>
<td>9</td>
<td>(2.9)</td>
</tr>
<tr>
<td>HAW 101</td>
<td>33</td>
<td>(10.5)</td>
</tr>
<tr>
<td>HAW 201</td>
<td>16</td>
<td>(5.1)</td>
</tr>
<tr>
<td>BOT 105</td>
<td>10</td>
<td>(3.2)</td>
</tr>
<tr>
<td>IS 160</td>
<td>3</td>
<td>(1.0)</td>
</tr>
<tr>
<td>ART 189</td>
<td>2</td>
<td>(0.6)</td>
</tr>
<tr>
<td>HWST 270</td>
<td>19</td>
<td>(6.1)</td>
</tr>
<tr>
<td>HIST 224</td>
<td>15</td>
<td>(4.8)</td>
</tr>
<tr>
<td>HAW 102</td>
<td>26</td>
<td>(8.3)</td>
</tr>
<tr>
<td>HAW 202</td>
<td>13</td>
<td>(4.1)</td>
</tr>
<tr>
<td>IS 201</td>
<td>10</td>
<td>(3.2)</td>
</tr>
<tr>
<td>POLS 180</td>
<td>7</td>
<td>(2.2)</td>
</tr>
<tr>
<td>IS 260</td>
<td>3</td>
<td>(1.0)</td>
</tr>
<tr>
<td><strong>Total Taken Some</strong></td>
<td>147</td>
<td>(53.2)</td>
</tr>
<tr>
<td><strong>Total Taken None</strong></td>
<td>167</td>
<td>(46.8)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>314</td>
<td>(100)</td>
</tr>
</tbody>
</table>

Table 5. Hawaiian Studies ASC Courses Would Take

<table>
<thead>
<tr>
<th>Course</th>
<th>Number</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWST 107</td>
<td>61</td>
<td>(19.4)</td>
</tr>
<tr>
<td>REL 205</td>
<td>71</td>
<td>(22.6)</td>
</tr>
<tr>
<td>HAW 101</td>
<td>73</td>
<td>(23.2)</td>
</tr>
<tr>
<td>HAW 201</td>
<td>45</td>
<td>(14.3)</td>
</tr>
<tr>
<td>BOT 105</td>
<td>52</td>
<td>(16.6)</td>
</tr>
<tr>
<td>IS 201</td>
<td>45</td>
<td>(14.3)</td>
</tr>
<tr>
<td>IS 160</td>
<td>47</td>
<td>(15.0)</td>
</tr>
<tr>
<td>ART 189</td>
<td>61</td>
<td>(19.4)</td>
</tr>
<tr>
<td>HWST 270</td>
<td>101</td>
<td>(32.2)</td>
</tr>
<tr>
<td>HIST 224</td>
<td>78</td>
<td>(24.8)</td>
</tr>
</tbody>
</table>
Respondents were asked if they would be interested in pursuing a two-year degree in Hawaiian Studies if WCC offered it (refer to Table 6). Four types of two year degrees were proposed. Nearly one-fifth, 60 (19%) students surveyed said they were interested in possibly pursuing an Associate of Arts (AA) in Hawaiian Studies. Students were also interested in an Associate of Social Work (ASW) in Hawaiian Community Social Work and Counseling with 86 (27.6%) responding affirmatively. Of these 86 students 15 previously identified that they were currently pursuing an ASC in Psycho-social development suggesting that some form of collaborative effort between the two programs is possible, but also suggesting that there is a desire to focus on the specific needs and issues important to assisting our Hawaiian communities in this area through which a Hawaiian cultural perspective might prove beneficial.

When asked about an Associate of Science (AS) in Hawaiian Sustainability Techniques and Management degree 61 (19.7%) of the overall total of students surveyed said that they would be interested in such a degree. The majority of these students (37 out of 61) were not pursuing any certificate at the time of the survey suggesting that there might be interest in this area amongst students who have not found inspiration through what is already offered at WCC. When asked about an AA degree in Hawaiian Music 55 (17.7%) students would be interested in this degree if it existed.

<table>
<thead>
<tr>
<th>Degree type</th>
<th>Number “Yes”</th>
<th>(%)</th>
<th>Number “No”</th>
<th>(%)</th>
<th>Number “Not Sure”</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawaiian Studies AA</td>
<td>60</td>
<td>(19.2)</td>
<td>159</td>
<td>(51)</td>
<td>93</td>
<td>(29.8)</td>
</tr>
<tr>
<td>Hawaiian Community Social Work and Counseling ASW</td>
<td>86</td>
<td>(27.6)</td>
<td>129</td>
<td>(41.3)</td>
<td>97</td>
<td>(31.1)</td>
</tr>
<tr>
<td>AS Hawn Sustain Tech &amp; Mgmt.</td>
<td>61</td>
<td>(19.7)</td>
<td>143</td>
<td>(59.9)</td>
<td>106</td>
<td></td>
</tr>
<tr>
<td>AA Hawn Music</td>
<td>55</td>
<td>(17.7)</td>
<td>184</td>
<td>(59.9)</td>
<td>71</td>
<td>(22.9)</td>
</tr>
</tbody>
</table>

Next, 21 courses newly proposed by the Hawaiian Studies faculty were listed, and students were asked to check all that they would be interested in taking. Overall 228 (77%) of the students surveyed said that they were interested in taking one or more of these proposed courses (refer to Table 7). More than one fourth of respondents expressed interest in La`au Lapa`au: Hawaiian Medicinal Herbs, Hawaiian Genealogy, Wahi Pana (Sacred Sites of O`ahu),

Table 7. Proposed Hawaiian Studies Courses of Interest

<table>
<thead>
<tr>
<th>Course</th>
<th>Number</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWST 285 La<code>au Lapa</code>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`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`openopono
- 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, archaeology, 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'aau Lapa'a: Hawaiian Medicinal Herbs, Hawaiian Genealogy, Wahi Pana (Sacred Sites), Hawaiian language literature and Hula. Interest was also high in Hawaiian Kalo and sustainability techniques, Hawaiian history and politics and Hawaiian social work. It does seem clear that listening to the both the
community assessment and the student survey would bring our program expansion in the direction of developing more classes that teach Hawaiian culture first, and phasing in other strong areas of interest as time and resources permit.

With respect to new degree programs there is high student interest in additional degree offerings through Hawaiian Studies. Sixty students stated that they would be interested in pursuing an Associate of Arts in Hawaiian Studies if it existed. Another 93 students said that they were not sure. If we subtract the 36 students pursuing a Hawaiian Studies ASC from the 60 interested in an A.A. in Hawaiian Studies and project that number across the rest of the student body, we could have as many as 105 possible students interested in pursuing an A.A. in Hawaiian Studies. Interest at this high a rate for an A.A. in Hawaiian Studies does validate beginning to work toward the development of an A.A. program. Currently, no other community college in the 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.
Hawaiian Studies Student Survey Spring 2009

Appendix 1

Hawaiian Studies Questionnaire

The Hawaiian Studies faculty would like feedback from students about Hawaiian Studies at Windward Community College. We need to know what you think about the current Hawaiian Studies program and what else you would like to see offered.

1. How many credits have you completed at WCC by the end of this semester?

☐ 1-12 credits   ☐ 13 -24 credits   ☐ 25 – 36 credits   ☐ 37 – 48 credits
☐ 49 – 60 credits   other __________________________

2. Are you working toward an Academic Subject Certificate, Certificate of Completion or Competence at this time? (If so check the one you are working toward or considering)

☐ No   ☐ Not Sure   ☐ Yes:
☐ Art
☐ Bio Resources Development and Management
☐ Business
☐ Hawaiian Studies
☐ Plant Biotechnology
☐ Psycho-Social Developmental Studies
☐ Agricultural Technology
☐ Plant Landscaping
☐ Subtropical Urban Tree Care
☐ Applied Business and Information Technology
☐ Web Support

3. Are you interested in taking Hawaiian Studies classes at Windward Community College?

☐ Yes   ☐ No   ☐ Not Sure

4. What Hawaiian Studies courses have you taken already? (Please check all that apply)
5. Which of the following existing Hawaiian Studies classes would you like to take? (Please check all that apply)

☐ None

☐ HWST 107 Intro to Hawaiian Studies ☐ HWST 270 (Hawaiian Mythology)
☐ REL 205 (Hawaiian Religion) ☐ HIST 224 (History of the Hawaiian Islands)
☐ HAW 101 (Beginning Hawaiian I) ☐ HAW 102 (Beginning Hawaiian II)
☐ HAW 201 (Intermediate Hawaiian I) ☐ HAW 202 (Intermediate Hawaiian II)
☐ BOT 105 Ethnobotany ☐ IS 201 The Ahupua`a
☐ POLS 180 Introduction to Hawaiian Politics ☐ IS 260 Polynesian Voyaging and Stewardship
☐ IS 160 Polynesian Voyaging and Seamanship
☐ ART 189  Ka Unu Pa’a: Intro to Haw Art & Design

Are you interested in pursuing the Academic Subject Certificate in Hawaiian Studies from WCC?

☐ Yes ☐ No ☐ Not Sure

Would you be interested in pursuing an Associate of Arts (A.A) degree in Hawaiian Studies if offered?

☐ Yes ☐ No ☐ Not Sure
If an Associate of Social Work (A.S.W.) in Hawaiian Community Social Work and Counseling were offered would you be interested in pursuing such a degree?

☐ Yes   ☐ No   ☐ Not Sure

If an Associate of Science (A.S.) in Hawaiian Sustainability Techniques and Management were offered would you be interested in pursuing such a degree?

☐ Yes   ☐ No   ☐ Not Sure

If an Associate of Arts (A.A) degree in Hawaiian Music were offered would you be interested in pursuing such a degree?

☐ Yes   ☐ No   ☐ Not Sure

If the following proposed Hawaiian Studies classes were offered would you be interested in taking any of the following classes? (Check all classes you would consider taking)

☐ HAW 261 Hawaiian Literature in Translation (HAW Language)
☐ HWST 120 Hula Kahiko I
☐ HWST 130 Hula Kahiko II   ☐ HAW 284 Haku Mele (HAW Language)
☐ HWST 125 Hula Auana I
☐ HWST 250 Intro to the Hawaiian Kingdom (Navigators and Kings)
☐ HWST 260 Intro to Hawaiian Land Tenure
☐ HWST 280 Hawaiian Social Movements
☐ MUS 177 Introduction to Hawaiian Music   ☐ HWST 170 Hawaiian Music Ensemble
☐ HWST 200 Wahi Pana (Sacred Hawaiian Sites of Oahu)
☐ HWST 285 La’au Lapa’au: Hawaiian Medicinal Herbs
☐ HWST 215 Mahi’ai Kalo (taro farming)
☐ HWST 285 Social Work in the Hawaiian Community
☐ HWST 287 Ho’oponopono (Hawaiian Conflict Resolution
☐ HWST 290 Hawaiian Intergenerational Healing
☐ HWST 208 Hawaiian Water Resources and Management
☐ HWST 209 Hawaiian Land and Crop Systems
☐ HWST 207 Malama Ahupua’a: Resource Management
☐ HWST 210 Hawaiian Ocean System Management
☐ HWST 205 Hawaiian Genealogy (Chiefly genealogies and tracing your own genealogies)

Are there other Hawaiian Studies classes that you would like to see created at WCC?
If you would like to be contacted about new Hawaiian Studies classes, and/or meet with a Hawaiian Studies faculty member please leave your name and email address below.

Any Additional Comments?
ANY OTHER CLASSES YOU WOULD LIKE OFFERED?

- aʻohe aʻu ʻiʻini e holomua me ka olelo
- Ahupuaʻa II, Hawaiian language 300+ level, more arts and traditional crafts, certificate in olelo Hawaiʻi
- All of the above are great
- As much as has to be offered
- Bachelors of Social Work
- Building of Hawaiian Canoe
- Current Hawaiian issues
- Hawaii Now, something taking a look into the social structure of Hawaii now including "race", skin color, pidgin, 'haole' use, pride in HI
- Hawaiian 301 and 302, advanced conversation
- Hawaiian Archeology
- Hawaiian boat/ canoe/ surfboard building
- Hawaiian implements (Na Mea Kaua)
- Hawaiian implements na mea kaua
- Hawaiian Language and medicinal herbs
- Hawaiian music of anykine is needed
- History of the overthrow
- Hwst 197 independent study
- HWST 808 History of all the Islands
- I definitely recommend a Hula class.
- I Don't Know
- I think this covers a wide variety
- I would be most interested in Hula.
- I would be really interested in taking a social work in the Hawaiian Community
- I would like to see the courses at UH Hilo and Hawaii be offered here.
- I would love to speak Hawaiian fluently so start a beginner class
- I would really like to see a Hoʻoponopono class here. I would take it in a heart beat.
- It would be good to see more students speak the native tongue
- Just those chosen
- Language basics
- legends and folklore maybe
- lomi lomi massage
- Looking at the history and movement of the Kuʻe movement.
- Maʻawe Noʻeau (Intro to Fiber arts)
- Making of Ancient Artifacts, implements, tikis, canoes, etc.
- More Laau lapaaau and intergenerational healing
- More music classes
- More online Hawaiian language classes
- No
- No, i'm not interested really, it was a good experience though
- no, these classes provided are really good
- Overthrow of the Hawaiian Monarchy
- some type of Hawaiian fishing class
- Something to do with Hawaiian ancestry and artifacts.
Surf Anthropology 175
Surfing
The list above is very helpful. I only wish to see most of them offered at WCC.
These are good
They are all there
Too unfamiliar with program to say.
Traditional arts and crafts
working in the ahupuaa
writing intensives
Appendix 3

ADDITIONAL COMMENTS

All of the courses I've taken, the teachers have been outstanding. I started out to learn the language cuz I planned on being a docent at Iolani Palace and Bishop Museum. However as I heard students talk about this and that course, I got hooked and have been enjoying the classes thus far.

contact only if Kahiko classes was introduced and evening classes
Evening classes are necessary, internet
Hawaiian music is a fun category
Hawaiian Pride
how to do research
Hula and Hawaiian Language would be the things I would love to see and take here at WCC.
I am interested in Hawaiian Lomilomi. It would be nice to have the surf anthropology class and its corresponding lab with Ian Masterson, he teaches a lot of Hawaiian related topics.
I am myself an undeclared major. But I consider myself a music major. Any music classes offered would be greatly interested
I am really happy to see the Hawaiian classes being grown - the more classes the better. It would be a privilege to have these classes.
I believe that Hawaiian studies is great
I believe that the asc in Hwst is a great beginning at the cc level. If I wasn't already on another path I would be seeking it. It would be great if Intro to Hawaiian Art was offered more often , also if la`au lapa`au were offered. Mahalo.
I feel all these classes would be a great addition to our campus even though I am not interested in them. Its mostly because I want to be a nurse and none of these classes would help me.
I Like Facts
I love to learn
I really enjoyed HWST 107 taught by Liko Hoe. Great Professor, great class
I Think if you are going to offer more religion classes with Hawaiians, there should be more religion classes in general. Example: the art of Buddhism, focus on Daoism, christianity, etc.
I Think its great to see that Hula and Hawaiian music would be offered (hopefully)
I would like to see an increase in classes offered in Hawaiian Studies beyond 107
I would like to see some more Hawaiian classes online
I would love to see hula performances at the end of the year concert recitals (Rather than hula taught by the chorus teachers)
I'm from out of state (military) Could you make Hawaiian Studies easily transferred to other schools on the mainland?
Im glad you guys are doing all this stuff.
It would be an excellent opportunity for every student to learn what took place back during the colonization period so that everyone can help the Hawaiians get back their land and full rights
My only hesitation is that I don't think my haole presence would be appreciated in Hawaiian studies classes.
Need evening classes
No ke mau i ka hana!
Not planning to continue my education in Hawaii.
The reason I am not interested in Hawaiian studies is b/c i'm working on a specific program (ADN) and do not take anything non-related due to time/money constraints.
This is great because we need to be more educated on the culture we live in and the land as well. WCC is a good place to specialize in Hawaiian Studies. You guys should offer a hula class.
Hawaiian Studies Student Survey Spring 2009

References


Hawaiian Studies Annual Report 2006-07

Hawaiian Studies Academic Subject Certificate Annual Report 2008-09

Ke Kumu Pali
http://www.wcc.hawaii.edu/Committees/Ke_Kumu_Pali
The Hawaiian studies faculty would like to thank Jayne Bopp who not only helped review and conduct some of the survey, but was instrumental in setting up and teaching Kalawaia Moore how to use the SPSS software through which the data was input and analyzed, and she helped review the final survey report as well. We would also like to thank the following Instructors and Professors who allowed us the opportunity to conduct the surveys in their classes and to have a dialogue with their students about Hawaiian Studies at WCC: Pamela DaGrossa, Frank Palacat, Floyd McCoy, Kathleen French, Ron Loo, Dave Cole, and Felisha Herbic.