

KUMU, KULEANA, KAONA: ASSESSING MULTIPLE VIEWPOINTS



Kamakakūokalani Center for Hawaiian Studies, Hawaiʻi Inuiākea School of Hawaiian Knowledge
 April AH Drexel, Piʻilani Kaaloa, Lia O'Neill Keawe & Keahiahi Long

KUMU

Purpose and Sources of Transmitting Knowledge

Program Student Learning Objectives

- Knowing our genealogical ties to Papahānaumoku, our mother earth, and ko Hawaiʻi paeʻāina as our ancestral homeland.
- Students can explain that Kanaka Maoli are one Lāhui connected by our ancestors Hāloa and Haumea across nā kai ʻewalu.
- Students can discuss history, culture and politics in academic and non-academic settings.
- Students can explain the interconnectedness of all knowledge, contemporary and ancestral, from a Kanaka Maoli perspective.
- Students are capable of Kanaka Maoli applications, protocols and disciplines.
- Students can discuss, practice, and advance Kanaka Maoli experiences in the context of world indigenous peoples.

Areas of Concentration

- Hālaul o Laka: Native Hawaiian Creative Expression
- Kūkulu Aupuni: Envisioning the Nation
- Kumu Kahiki: Comparative Hawaiʻi Inuiākea and Indigenous Studies
- Mālama ʻĀina: Hawaiian Perspectives on Resource Management
- Moʻolelo ʻŌiwi: Native History and Literature

KULEANA

Function and Responsibilities for Producing Knowledge

Capstone, Collection, and Textualities

- Established Capstone Course - HWST 491
- Collected PLOs student reflections by areas of concentration
- Culminating Experiences: Student ePortfolio
 - Written (research paper)
 - Oral/Aural (performative piece)
 - Visual (articulation)

Capstone Course	# of Students submitted work by Areas of Concentration					# of Students Collected
	HOL	KA	KK	MA	MO	
HWST 491						
Fall 2018	3	3	1	12	0	19
Fall 2019 (001)	0	1	1	6	1	9
Fall 2019 (002)	1	3	2	7	0	13
TOTALS	4	7	4	25	1	41

HOL: Hālaul o Laka: Native Hawaiian Creative Expression
 KA: Kūkulu Aupuni: Envisioning the Nation
 KK: Kumu Kahiki: Comparative Hawaiʻi Inuiākea and Indigenous Studies
 MA: Mālama ʻĀina: Hawaiian Perspectives on Resource Management
 MO: Moʻolelo ʻŌiwi: Native History and Literature



KAMAKAKŪOKALANI
 CENTER FOR HAWAIIAN STUDIES

KAONA

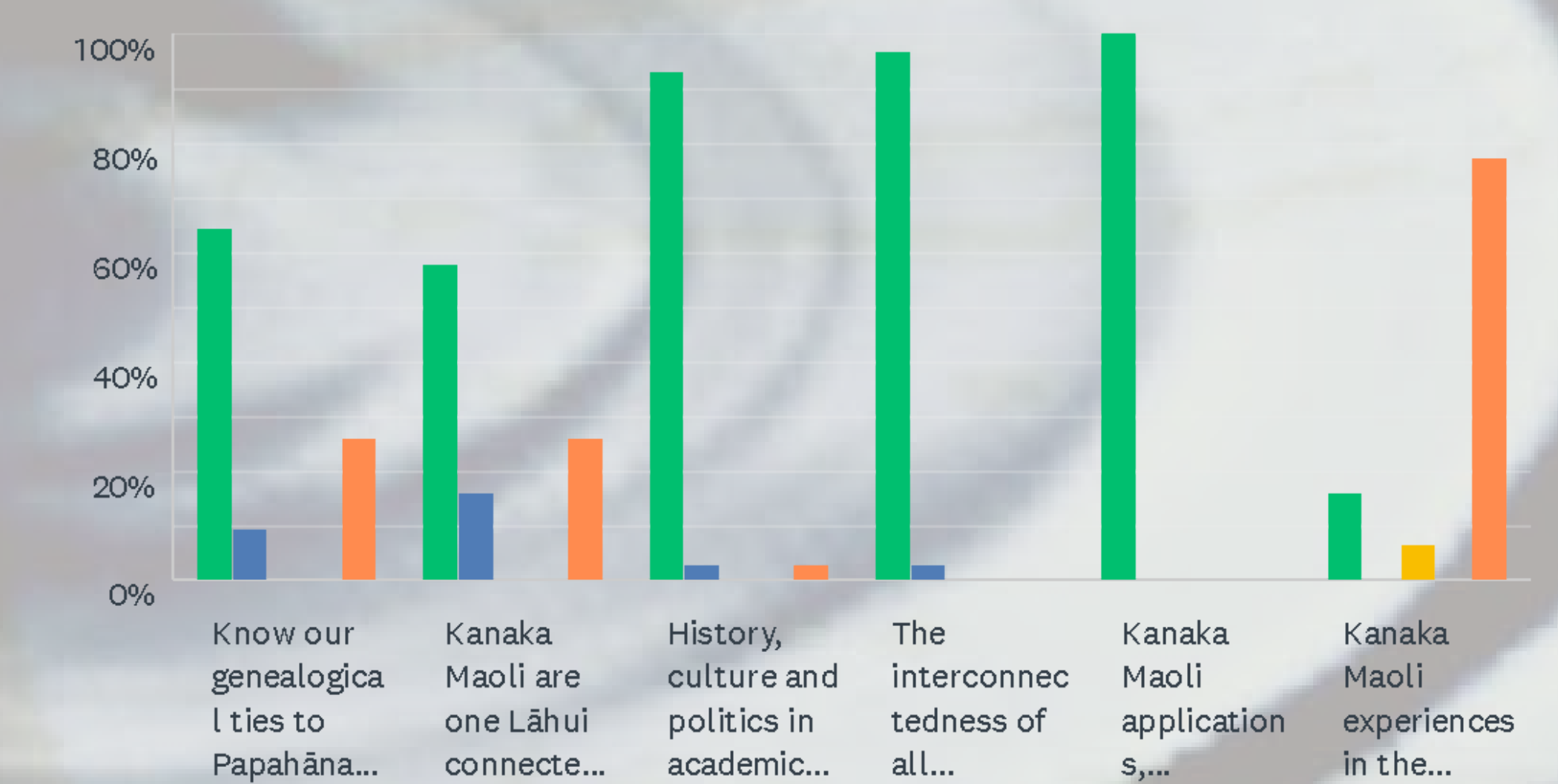
Meaning/s from Applying Knowledge

Development, Report, and Results

- Developed and utilized Program Student Learning Objectives Rubric (faculty use)
- Reported Student Successes
- Program Improvement Recommendations

Hawaiian Studies (BA) Assessment November 1, 2020 - October 31, 2022

	(4) EXCEPTIONAL EVIDENCE DEMONSTRATES THAT THE STUDENT HAS MASTERED THIS OBJECTIVE AT A HIGH LEVEL.	(3) ACCEPTABLE EVIDENCE SHOWS THAT THE STUDENT HAS GENERALLY ATTAINED THIS OBJECTIVE	(2) MARGINAL EVIDENCE THAT THE STUDENT HAS MASTERED THIS OBJECTIVE IS PROVIDED, BUT IT IS WEAK OR INCOMPLETE	(1) UNACCEPTABLE EVIDENCE THAT THE STUDENT HAS MASTERED THIS OBJECTIVE IS NOT PROVIDED, UNCONVINCING	N/A	TOTAL RESPONDENTS
Know our genealogical ties to Papahānaumoku, our mother earth, and ko Hawaiʻi paeʻāina as our ancestral homeland.	64.52% 20	9.68% 3	0.00% 0	0.00% 0	25.81% 8	31
Kanaka Maoli are one Lāhui connected by our one ancestor Hāloa across nā kai ʻewalu.	58.06% 18	16.13% 5	0.00% 0	0.00% 0	25.81% 8	31
History, culture and politics in academic and non-academic settings.	93.55% 29	3.23% 1	0.00% 0	0.00% 0	3.23% 1	31
The interconnectedness of all knowledge contemporary and ancestral from a Kanaka Maoli perspective.	96.77% 30	3.23% 1	0.00% 0	0.00% 0	0.00% 0	31
Kanaka Maoli applications, protocols and disciplines.	100.00% 31	0.00% 0	0.00% 0	0.00% 0	0.00% 0	31
Kanaka Maoli experiences in the context of world indigenous peoples.	16.13% 5	0.00% 0	6.45% 2	0.00% 0	77.42% 24	31



(4) Exceptional Evidence demonstrates that the student has mastered this objective
 (3) Acceptable Evidence shows that the student has generally attained this objective
 (2) Marginal Evidence that the student has mastered this objective is provided, but it is weak or incomplete
 (1) Unacceptable Evidence that the student has mastered this objective is not provided
 N/A