

DOCTORATE IN HAWAIIAN AND INDIGENOUS LANGUAGE AND CULTURE REVITALIZATION

INTRODUCTION

This is an update on the status of the Doctorate in Hawaiian and Indigenous Language and Culture Revitalization (HILCR), the first Ph.D. at the University of Hawai‘i at Hilo (UH Hilo). In a letter dated March 3, 2010, President and Executive Director Ralph A. Wolff reported to the UH Hilo chancellor that the October 2009 WASC Special Visit team examining the HILCR found “significant improvement” and listed five positive changes observed since WASC issuance of a letter in June of 2008. The first section of this report includes updates on areas of positive change.

The October 2009 WASC Special Visit team also recommended that: “demonstrated learning, with data, analysis, and results, continue to occur with the HILCR College.” The second section of this report provides information and data of the demonstrated learning obtained through an analysis of all theses and dissertations produced in the College.

The October 2009 Special Visit team further stated that there be a “careful review of the doctoral program” including attention “after the program again begins to admit doctoral students.” The third and final section of this report includes information on a College funded external review of its work by national and international experts in indigenous language revitalization, with special attention to the HILCR program and its current students.

I. UPDATE ON THE IDENTIFIED AREAS OF POSITIVE CHANGE

The following are updates on identified areas of positive change: the strengthened program policies identified as an improvement are now fully institutionalized (CFR 1.8); the percentage of faculty with the Ph.D. has increased significantly from 46% holding the doctorate to 69% holding the doctorate, and the remaining faculty are all enrolled in doctoral programs (CFR 2.1); the clarified M.A. and Ph.D. programs have admitted students and are in operation (CFR 2.2); student learner outcomes have been developed for individual graduate (and undergraduate) programs and disseminated to faculty, students, and staff (CFR 2.3); the MA ILCE is advancing through the UH system review process (CFR 2.7). The campus is determining when the Ph.D. ILCR will move through that same process now that it has admitted new students. The College submitted its P-20 program for accreditation to the World Indigenous Nations Higher Education Consortium (WINHEC) receiving in 2010 the maximum 10 years, and its laboratory school component to WASC in 2013 receiving the maximum 6 years.

II. DEMONSTRATED LEARNING WITH DATA, ANALYSIS AND RESULTS

On August 30, 2013, a special committee of six doctoral faculty and one emeritus graduate faculty member met to review all theses and dissertations produced in the College since initiation of its graduate program. Assistance was provided by Dr. Seri Luangphinih, UH Hilo coordinator for the 2014 WASC review. The 12 M.A. theses were submitted between 2002 and 2013. The four dissertations were submitted between 2009 and 2012. Using a blind review methodology, Student Learning Outcomes (SLOs) specific to the Master’s in Hawaiian Language and Literature (HLL) and the HILCR Doctorate, the review committee first calibrated their review on a test case and then reviewed all 12 theses and 4 dissertations. Review was focused specifically on three SLOs for the M.A. and three SLOs for the Ph.D. that are specific to the final theses and dissertations. The single shared SLO dealt with effective writing. A four point rubric scale was used: “beginning” (1 point), “emerging” (2 points), “competent” (3 points), and “advanced” (4 points).

The calibration session (which was done using a master’s level thesis) reflected some initial agreement, with scores adjusted after discussion among faculty clarified definitions of key terms. The rubric was edited to revise “Chicago-formatting” and replace it with “consistent formatting,” as the Chicago format was adopted after some theses had been submitted. Both the HLL and HILCR were the first graduate degrees offered at UH Hilo, and it was only after the degrees were in operation that UH Hilo established a graduate committee which designated “Chicago” as the style to be used at UH Hilo. The test case thesis paper was scored by all committee members with averages for all readers calculated.

REVIEWER	SLO1 Demonstrate oral and written comprehension and grammatically correct use of Hawaiian at a level appropriate to graduate work.	SLO4 Read and analyze important Hawaiian language texts (literary, cultural and historical) from the nineteenth and early twentieth century. Describe the most important of those texts.	SLO6 Write an effective academic paper in Hawaiian (clear, concise, effectively organized, accurate in content, analytical and/or synthetic in nature).
1	4	3	4
2	3	2	3
3	3	2	4
4	3	3	3
5	3	2	2
6	2	2	3
7	3	2	2
AVERAGE	3	2.28	2.71

The remaining eleven theses were randomly assigned to two readers. Scores were collected with inter-rater reliability calculated at .86, with differences within one point. Both readers' scores were then averaged into a single set of scores that were then compiled.

SLO1	SLO4	SLO6
3.43	3.31	3.12

The scores for all theses and dissertations were then reviewed by the entire committee with discussion of program strengths and weaknesses evident from the assigned scores discussed in detail. The committee also came to an agreement over key descriptors in the rubric. Of the 12 theses read, only three were calculated with averages below 3 – “competent.” The averages for all master’s theses (n=12) are provided below for each of the three SLOs. The average overall scores for theses is 3.28, depicting that the majority of Master’s seeking students are competent or above upon exiting the program.

HLL M.A. THESES (n=12)

	SLO1	SLO4	SLO6	AVERAGE
Student A.	4	4	4	4
Student B.	3	2	2	2.33
Student C.	4	4	4	4
Student D.	3	2.5	2	2.5
Student E.	2.5	2	2	2.16
Student F.	3	2.5	3	2.83
Student G.	3	3.5	3.5	3.33
Student H.	3.5	3	1.5	2.66
Student I.	4	4	4	4
Student J.	4	4	3.5	3.83
Student K.	4	4	4	4
Student L.	4	4	3	3.66
AVERAGES	3.50	3.29	3.04	3.28

While the first paper reflected difficulty with SLO 4, the averaged scores for all 12 theses indicate SLO 6 is the most problematic for the group. This supports the initial observation that more consistency in research/writing formatting needs to be better communicated to students and among faculty.

Clarification of the style conventions of the College is one of areas identified by the committee as an area in need of improvement, especially as this was the area of greatest overall student weakness. The committee recommended that the College produce a handbook that describes in detail how to apply the Chicago style to writing in the College, especially in writing through Hawaiian. Upon completion of the handbook, the College will hold workshops for its faculty and students.

Discussion also took place on SLO 1 as faculty members expressed differences in what the term “utilizes mainly correct forms but lacks complexity” meant— did minor but consistent misspelling of key place names or terms constitute a level of “competency”? The rubric will be reviewed and modified as needed prior to the next assessment.

The averages for all PhD dissertations (n=4) are provided below for each of the three SLOs. The resulting average overall scores is 3.92 for all dissertations. This suggests that the Ph.D. seeking students are at the advanced level upon exiting the program.

HILCR DISSERTATIONS (n=4)

STUDENT	SLO1 Describe and evaluate important current ideas and data in two of the four areas of program specialization (a. indigenous language and culture education, b. indigenous language and culture in society, c. indigenous language planning, d. Hawaiian language and culture)	SLO4 Write effective academic papers (clear, concise, effectively organized, accurate in content, analytical and/or synthetic in nature).	SLO7 Apply various research methods appropriate to research in indigenous language and culture revitalization and can carry out rigorous research in the field.	AVERAGE
Student M	3.5	4	4	3.83
Student N	4	4	4	4
Student O	4	4	4	4
Student P	3.5	4	4	3.83
	3.75	4.0	4.0	3.92

III. CAREFUL REVIEW OF PROGRAM AFTER STUDENTS ADMITTED

In the fall of 2013, Ka Haka ‘Ula enrolled four HILCR Ph.D. students and four HLL M.A. students. All the Ph.D. students have Hawaiian as their language of focus. In order to carefully evaluate these graduate programs and the overall work of the College, Ka Haka ‘Ula has engaged the services of Dr. Andrew Garrett, chair of the Linguistics Program of the University of California-Berkeley and Director of the Survey of California and Other Indian Languages along with Dr. Keren Rice, Chair of the Department of Linguistics of the University of Toronto. Both reviewers have experience with indigenous languages and language revitalization, while Dr. Rice has experience in the operation of academic programming under circumstances where there are two official languages of government.

The committee also discussed the important role of the chairs of theses and dissertation committees assuring that students work steadily on their research, rather than proceed with intermittent periods of little work followed by rushing to meet deadlines. The committee felt that chairs should give more attention to initial work with students in clarifying their theses and dissertation topics. The emeritus faculty member shared that he has done an informal review of University of Hawai‘i system theses and dissertations on Hawaiian topics over the past few years. He is of the opinion that the theses and dissertations produced by Ka Haka ‘Ula O Ke‘elikōlani students exceeded the UH system average in quality.

CLOSING

In January of 2014, Ka Haka 'Ula O Ke'elikōlani will dedicate a new building and host the 14th annual Stabilizing Indigenous Languages Symposium conference. Among recent recognition of the College has been the "Cultural Freedom Award" from the National Indian Education Association.