

# ASSOCIATE IN ARTS IN HAWAIIAN STUDIES

## NEW PROGRAM JOINT PROPOSAL

Hawai'i Community College  
Honolulu Community College  
Kapi'olani Community College  
Kaua'i Community College  
Leeward Community College  
University of Hawai'i Maui College  
Windward Community College

Date of Proposal: March 2012  
Proposed Date of Implementation: Fall 2012



UNIVERSITY of HAWAII®  
**COMMUNITY  
COLLEGES**

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## Description of Proposed Degree

**Degree:** Associate in Arts

**Division:** Hawai‘i Community College  
Honolulu Community College  
Kapi‘olani Community College  
Kaua‘i Community College  
Leeward Community College  
University of Hawai‘i Maui College  
Windward Community College

**Title:** Hawaiian Studies (HS)

**Description:** The Associate in Arts in Hawaiian Studies (AAHS) prepares students to transfer to four-year institutions. This 60 – 62-credit program provides a clear, explicit, coherent pathway for students seeking to earn an AA degree and transfer to a Hawaiian Studies or other baccalaureate degree path in the UH System. The program provides curricula that focus on Hawaiian culture and knowledge. This Associate in Arts degree includes all of the broader General Education requirements for a liberal arts degree.

**Effective Date:** Fall 2012

## Relationship of Program Outcomes to the Functions of the Colleges and University

### Historic support for aboriginal Hawaiians

The AAHS program outcomes address the historic need to support Hawaiian culture, programs, and students. The University of Hawai‘i (UH) has an extensive and long standing commitment to support the advancement of aboriginal\* Hawaiian language, culture, history and practice.

### 1986 Ka‘ū Report

In 1985, Vice President for Academic Affairs, Tony Marsella, advised UH President, Al Simone, to appoint an Ad Hoc Task Force from across the UH System to address the underrepresentation of aboriginal Hawaiians at the UH as both faculty and students. At that time, only 1% of the faculty and 5% of the student population were aboriginal Hawaiian. In 1986, the Hawaiian Studies department was established at the University of Hawai‘i at Mānoa (UHM). Also in 1986, fourteen aboriginal Hawaiians were appointed to the UHM Task Force to “Identify problems and recommend solutions to address Native Hawaiian education.” The group produced [\*Ka ‘ū, University of Hawai‘i Hawaiian Studies Task Force Report \(Ka‘ū Report\)\*](#) that has since been used to establish and guide a multitude of Hawaiian initiatives throughout the UH system. The following recommendations from the Ka‘ū Report specifically relate to the establishment of Hawaiian Studies degrees and

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\* Unless directly quoted, the term “aboriginal Hawaiian” is used throughout this document in place of “Native Hawaiian.” This usage reflects the current research in the field of study and represents a more accurate labeling of the host culture and its people.



student support services:

- Recruit more aboriginal Hawaiian Faculty and Staff
- Establish a physical Hawaiian Studies Center at the University of Hawai‘i at Mānoa and the University of Hawai‘i at Hilo followed by all of the Community Colleges
- Increase the number of Hawaiian language and culture courses offered

## 2012 Hawai‘i Papa o Ke Ao Report

As stated in the report:

Hawai‘i Papa O Ke Ao was developed to meet the University of Hawai‘i’s commitment to Native Hawaiians. In Spring 2011 MRC Greenwood, University of Hawai‘i President, asked Vice President Rockne Freitas to convene a task force to articulate a plan that would make the University of Hawai‘i a leader in Indigenous (Hawaiian) education. ... Vice President Freitas put out a call to the Chancellors from the University of Hawai‘i system to nominate members from their campus to serve on this newly created taskforce. VP Freitas selected members to create a well-balanced team of faculty and administrators.

In her opening message of the 2012 Hawai‘i Papa O Ke Ao Report, UH President MRC Greenwood explains:

Why is this an area in which the university should excel? We in Hawaii share the gift of living in the home of our host culture – Hawaiian. Everything we do is, or should be, imbued with Hawaiian values and respectful of the traditions practiced here for centuries, long before the ancestors of other ethnicities landed on our shores. It is incumbent on Hawaii’s only public institution of higher education to both educate Hawaiian youth of our islands to prepare them for productive lives, and continue to play a key role in preserving and perpetuating the culture that exists nowhere else on earth. It is a gift and an obligation of which we are keenly aware. If not the University of Hawai‘i, then who?

The relevant goals from Hawai‘i Papa O Ke Ao, the Task Force on Creating a Model Indigenous-Serving Institution, include:

Community Engagement - University of Hawai‘i in the Community & Community in the University

Goal 1: Intra-Campus Development -Building Community on Each Campus

Objective 2: Build and sustain a community of learners.

Goal 2: Inter-Campus Development – Building Community Connections with ALL campuses

Objective 1: Articulate programs between UH Community Colleges and 4-year institutions.

Hawaiian Culture and Language Parity

Goal 1: Vibrant Language and Culture Programs of Study at all UH campuses

Objective 1: Establish an A.A. / A.S. degree in Hawaiian Studies at all seven community colleges.

Objective 3: Provide appropriate staffing to support and expand each respective Hawaiian degree program.

Objective 4: Create a true 60 + 60 Credit articulation in Hawaiian Studies between its community colleges and 4 year campuses.

### Current University Policies and Plans

The University's commitment to the advancement and success of aboriginal Hawaiian students and programs is well documented in the University of Hawai'i Board of Regents (BOR) Policy Chapter 4-1, the University of Hawai'i's System (UHS) Strategic Plan 2002-2012, the University of Hawai'i's Community College's (UHCC) Strategic Outcomes and Performance Measures 2008-2015, and the Strategic Plans of the individual campuses of the UHCC.

### Board of Regents Policy

Section 4-1: Mission and Purpose of the University of [Chapter 4: Planning](#) of the Board of Regents Policy (BOR Policy) defines and shapes the University's commitment by recognizing the unique condition of Hawai'i and Hawaiians as the aboriginal people of Hawai'i:

As the only provider of public higher education in Hawai'i, the University embraces its unique responsibilities to the indigenous people of Hawai'i and to Hawai'i's indigenous language and culture. To fulfill this responsibility, the University ensures active support for the participation of Native Hawaiians at the University and supports vigorous programs of study and support for the Hawaiian language, history and culture.

Sub-section c. (3) of Section 4-1 states how the University will fulfill its "unique commitment to Native Hawaiians" by:

(f) providing a level of support for the study of Hawaiian language, culture and history within the University that honors, perpetuates and strengthens those disciplines into the future;

(g) encouraging Native Hawaiians to practice their language, culture and other aspects of their traditional customary rights throughout all University campuses and providing Hawaiian environments and facilities for such activities;

With regard to the UH Community Colleges, Section 4-7 of the BOR Policy states:

c. The University community colleges are a critical component of the University system. The community colleges are characterized by comprehensive programs, low tuition, open-door admission, educational guidance, high quality teaching, and responsiveness to their respective communities by remaining at the forefront of educational innovation.

e. The community colleges complement each other in programs and contribute as equal partners in the University's lower division general education program.

### 2002-2012 University of Hawai'i System Strategic Plan

The commitment defined in the BOR Policy is further defined and developed in the [2002-2012 University of Hawai'i System Strategic Plan](#) (System Plan) that is founded in Hawaiian philosophies and practices. The Vision statement of the UHS begins with "In ancient Hawaii..." and continues to explain the Hawaiian concept of the *ahupua'a* system and declares that, "The University of Hawai'i system of public higher education embraces the Native Hawaiian reverence for the land and the *ahupua'a* practice of sharing diverse but finite resources for the benefit of all." The vision statement also aligns itself with Hawaiian knowledge stating that,

Just as the Hawaiian ethic of sharing, collaboration, and conservation benefited Hawai'i in the old days, the University as a system of interdependent and collaborative institutions will ensure the responsible allocation, management, and sustainable use of limited resources and the generous sharing of diverse expertise. The teaching, research, and service provided by these institutions will prepare the liberally educated and highly skilled workforce essential for the future economic success, health, and well-being of this island state as it participates in a global society. In particular, multiple portals open pathways of knowledge that will provide educational leadership in support of Native Hawaiians, their indigenous culture, and Hawai'i's unique sense of pluralism.

As part of its Commitments and Core Values, the System Plan includes:

**Aloha:** Central and unique to Hawai'i's university, the Hawaiian concept of aloha embraces respect for the history, traditions, and culture of Hawai'i's indigenous people; it reflects compassion for all people and a forward-looking commitment to the well-being of these islands.

**Hawaiian and Asian-Pacific advantage:** In all it does, the University is committed to achieving a global advantage by leveraging Hawai'i's position in the middle of the Pacific Ocean and its unique cultural and geographic attributes.

The AAHS program outcomes align with the following Goals, Objectives and Action Strategies of the University of Hawai'i System Strategic Plan:

**Goal 2: A Learning, Research, and Service Network – Engage diverse elements of the UH system in intellectual capital formation that enables Hawai'i to flourish.**

**Objective 2: To support Hawai'i's economy, workforce development, and improved access and flow of education in Hawai'i from preschool through a lifetime of learning by building partnerships within the University and with other public and private educational, governmental, and business institutions.**

**Action Strategies**

- Emphasize liberal arts education as the foundation for an educated community and competent workforce.
- Involve faculty in the development of an efficient articulation process based on trust among faculties and on student outcomes and competencies across all

campuses; maximize opportunities for students to enroll and transfer among campuses in order to achieve their educational objectives in a timely manner.

**GOAL 3: A Model Local, Regional, and Global University** – Transform the international profile of the University of Hawai‘i system as a distinguished resource in Hawaiian and Asian-Pacific affairs, positioning it as one of the world’s foremost multicultural centers for global and indigenous studies.

**Objective 2:** 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.

**Action Strategies**

- Increase funding and provide for the study, development, and research of the Hawaiian language, culture, and history within the University of Hawaii system, as consistent with the Hawaii State Constitution.
- Encourage Native Hawaiians to practice their language, culture, and traditions throughout the University system and provide Hawaiian environments and facilities for such activities.

**University of Hawai‘i Community Colleges Strategic Plan Update 2008-2015**

The AAHS outcomes also meet various goals, outcomes and measures of the UH Community Colleges Strategic Plan (CC Plan) in accordance with the System Plan:

**GOAL A: Promote Learning & Teaching for Student Success**

**Strategic Outcome A: Native Hawaiian Educational Attainment** - Position the University of Hawai‘i as one of the world’s foremost indigenous-serving universities by supporting the access and success of Native Hawaiians.

**Performance Measures**

- Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved
- Increase by 6-9% per year, the number of Native Hawaiian students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.

Accordingly, the advancement of Hawaiian studies and Hawaiian language courses, programs, and degrees are distinctly aligned with the University’s mission, vision, strategies and objectives at all levels. (See Appendix A for each individual campus’ relevant strategic plan language.) This degree program will provide a clear and focused pathway for students intending to pursue a Hawaiian Studies or other baccalaureate degree at a four-year institution.

## Program Objectives and Student Learning Outcomes

Many students seeking to transfer from the community colleges to one of the four-year institutions is often looking to first complete their Associate of Arts degree. The purpose of this degree is to serve as an option for students seeking to earn an AA degree and transfer to a Hawaiian Studies or other baccalaureate degree path in the UH System. With the approval of the AAHS, students will have the ability to build in courses needed for their Baccalaureate degree as part of the Associate of Arts in Hawaiian Studies.

Articulation agreements among the Colleges and Universities allow for students who have completed their Associate of Arts degree at one of the community colleges to meet all the general education core courses at the University. Hence completing the degree is an attractive option for students.

While the primary outcome of the degree is to prepare students to transfer to a baccalaureate program, having the AAHS also provides students with a qualification that would be beneficial in the workforce or other areas of study where a knowledge of the host culture or alternative approaches to problem-solving are desired.

### AAHS Program Student Learning Outcomes

Upon successful completion of the Associate in Arts degree in Hawaiian Studies, the student will be able to:

- Describe aboriginal Hawaiian linguistic, cultural, historical and political concepts.
- Apply aboriginal Hawaiian concepts, knowledge and methods to the areas of science, humanities, arts and social sciences – in academics and in other professional endeavors.
- Engage, articulate and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods.

## Program Curriculum

In October 2011, Windward Community College submitted an Approval to Plan (ATP) for an Associate in Arts in Hawaiian Studies (AAHS) degree to the Council of Chief Academic Officers (CCAO). In the CCAO's discussion of the degree, it became clear that the other community colleges were also interested in creating an AAHS. The CCAO agreed that "if the CCs submit a joint program proposal, they need not complete an ATP unless their campus decides otherwise," (AAHS Meeting, November 21, 2011) thereby extending the ATP to the entire CC system for a joint program proposal. The AAHS proposed in this document is consistent with the standards proposed by Windward Community College and approved by the UH Board of Regents.

### Core Requirements

In addition to the common Program Student Learning Outcomes listed in the preceding section, the AAHS will share a common set of required core courses in Hawaiian Studies and language totaling 14 credits. The required courses satisfy the prerequisite requirements for the Bachelor of Arts in Hawaiian Studies at UH Mānoa. The courses are:



HWST 107\* Hawai'i, Center of the Pacific (3 credits)

HWST 270 Hawaiian Mythology (3 credits) (HWST 104 at Hawai'i CC)

HAW 101 Elementary Hawaiian Language 1 (4 credits)

HAW 102 Elementary Hawaiian Language 2 (4 credits)

These courses provide a solid foundation for any student wishing to continue in the field of study. Additionally, given the diverse specialties of the existing faculty on each campus, the small core allows for each campus to develop and promote its own niche within the field, e.g. Hawaiian Navigation at Honolulu CC, Hula at Hawai'i CC, etc. Given the differing course offerings, enrollments, and available instructional space on each campus, some campuses have chosen to also require additional courses as well, e.g. HAW 201-202, or to narrow the general education options to courses that have relevance or applicability to the Hawaiian Islands or Hawaiian Studies. These requirements enhance the specific focus or niche of the campus without detracting from the common learning outcomes and core requirements.

In addition to the above requirements, students will also be required to fulfill all of the General Education Core Areas required for their respective campus Associate in Arts in Liberal Arts degrees. These requirements have been previously articulated between the UHCCs and UHM, UHH, and UHWO. Therefore, no further articulation agreements would be required.

### **Admissions and Advising and Counseling**

Because the AAHS is an Associate in Arts degree, admission into the Program will be open to all students, without any caps, similar to the Associate in Arts in Liberal Arts. Similarly, advising for students in the AAHS will be handled using existing counseling resources. On some campuses, these resources are organizationally situated within the larger Arts and Sciences counseling services. On other campuses, there are specific counselors situated within the Hawaiian Center on that campus.

## **Program Enrollment**

### **Special Target Groups**

One target group for this program is the students who are starting at a community college and intend to transfer into a baccalaureate program in Hawaiian Studies. However, as noted below in the Hawai'i Community College subsection of "Evidence of Student Interest and Service to Non-Majors," students intending to major in other fields at the Baccalaureate level may also enroll in this program to gain an additional perspective before entering their chosen field at the BA level.

In addition to pre-transfer students, the AAHS also creates a pathway for students intending to work in the following types of fields or occupations:

- Aboriginal Hawaiian-serving Government Agencies (e.g. Department of Hawaiian Homelands, Office of Hawaiian Affairs)

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\* HWST=Hawaiian Studies; HAW=Hawaiian Language

- Aboriginal Hawaiian-serving Organizations (e.g. Kamehameha Schools)
- Hawaiian Immersion Education (e.g. as Teacher's Aides, Administrative Support, etc.)
- Healthcare in aboriginal Hawaiian communities (e.g. rural Comprehensive Health Centers, Papa Ola Lōkahi, etc.)
- Hospitality Industry

### Expected Number of Majors in First Three Years

Enrollment in the AAHS will come from both aboriginal Hawaiian and non-aboriginal Hawaiian students. It is expected that approximately 6% of the each campus' aboriginal Hawaiian population will enroll in the AAHS. However, these aboriginal Hawaiian students will constitute roughly 85% of the AAHS students, the balance coming from other student populations on campus. (See Appendix C for a detailed explanation of the methodology used to estimate probable enrollment.) Based on the enrollment data from Fall 2010, the following program enrollment is projected\*:

*Table 1. Projected Enrollment in AAHS Program, 2012-2014.*

	2012	2013	2014
<b>Hawai'i CC</b>	62	124	127
<b>Honolulu CC</b>	48	97	99
<b>Kapi'olani CC</b>	63	126	128
<b>Kaua'i CC</b>	16	33	33
<b>Leeward CC</b>	83	166	169
<b>UH Maui College</b>	54	109	111
<b>Windward CC</b>	43	86	87
<b>Total</b>	370	740	754

(Source: UH IRO&A)

### Evidence of Student Interest including Service to Non-Majors

Hawaiian Studies (HWST) currently exists as an academic discipline on every community college campus serving the needs of students in the Liberal Arts. Most of the students take HWST 107, Hawai'i, Center of the Pacific, to meet the Hawaiian, Asian, and Pacific Issues Focus Requirement of the UH Mānoa Graduation Requirements. Also, students in CTE Programs may choose to take a HWST course to fulfill a Humanities Elective requirement in their chosen program. Hawaiian Language (HAW) also currently exists as an academic discipline on every community college campus serving the needs of students in the Liberal Arts. In Fall 2010, HWST and HAW courses enrolled 3,977 students across all of the Community College campuses totaling 12,249 Student Semester Hours. (See Appendix D for a detailed breakdown of enrollments by campus including numbers of courses and sections offered and headcount and student semester hour counts.)

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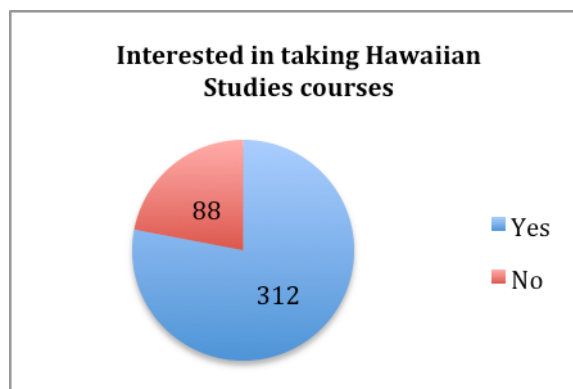
\* Enrollment doubles in year two because of the addition of a second new cohort. Enrollment increases are estimated at 2%-3% with the new cohort in the third and subsequent years.

Four of the seven campuses (Windward, Maui, Leeward and Kapi‘olani) have had the opportunity to conduct surveys of their students’ interest in completing a degree in Hawaiian Studies. A fifth campus, Hawai‘i Community College, has student enrollment and completion data from their existing Associate in Applied Science degree. For the remaining three campuses, the anecdotal data (current certificate and core course enrollments) also indicate a significant student interest in the AAHS. (See Appendix E for detailed survey data)

### Windward Community College

Of the campuses with survey data, WCC’s is the most extensive. WCC conducted two surveys, the SMS Windward Community Needs Assessment (2009) and the Windward Community College Hawaiian Studies Student Survey Report (2009) (See Appendix E). 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, history, and language.

The SMS Windward Community Needs Assessment found that of those community members who were likely to go to WCC to take classes 312 of the 400 households surveyed stated that they were more likely to take Hawaiian Studies course offerings than other classes. Cross analysis on the survey showed that most of these respondents were more likely to be aboriginal Hawaiian. (see Chart 1.)



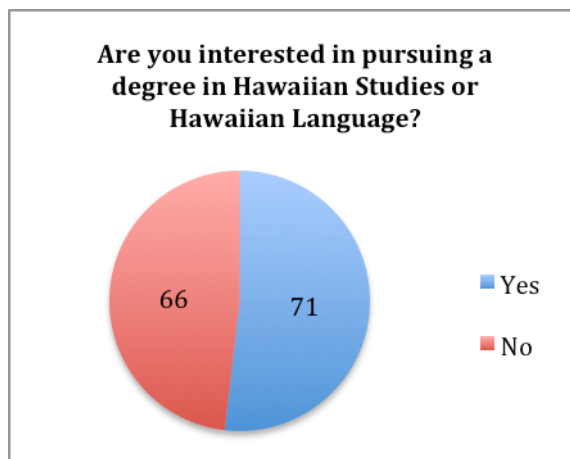
*Chart 1. WCC SMS Survey Data*

In the WCC Hawaiian Studies Student Survey Report, also conducted in 2009, students expressed overwhelming demand for the offering of additional courses and degrees in Hawaiian Studies at WCC. Of the 315 students surveyed 75% said they had either taken or would like to take Hawaiian Studies courses. Most of the course types they desired mirrored the SMS Windward Community Assessment suggestions asking for the creation of classes and degrees in Hawaiian Studies related to material culture, history, and language. When asked about different types of Hawaiian Studies degrees they would be interested in pursuing, 31% of the students surveyed expressed interest in the possibility of pursuing a degree in Hawaiian Studies.

As of Fall 2011, the Hawaiian Studies Coordinator holds the records of 87 students who have declared that they are pursuing the Academic Subject Certificate in Hawaiian Studies. Many of these students pursuing the ASC in Hawaiian Studies are likely to transition to the AAHS degree.

### University of Hawai‘i Maui College

In 2007, UHMC conducted an extensive Hawaiian Studies (HWST) and Hawaiian Language (HAW) Student Survey to students enrolled in the courses at that time. The survey asked students about the courses they had taken, planned to take, and wanted to take but were not offered as well as when and how they would like to take another HWST or HAW course and if they were “interested in pursuing a degree in Hawaiian Studies or Hawaiian Language?” Of the 137 respondents to the question, 51.8% answered “Yes” to being interested in pursuing a degree in one or both of the fields. (See Chart 2.)

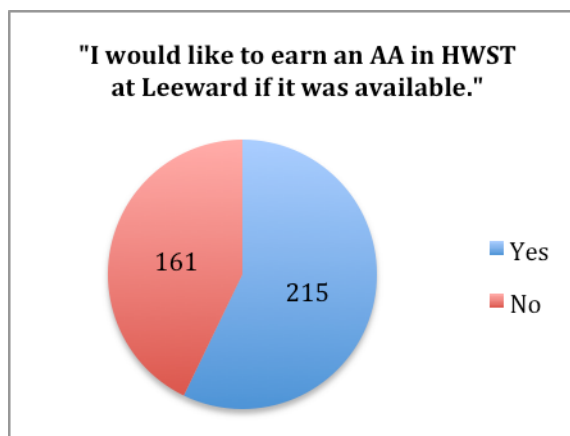


*Chart 2. UH Maui College Survey Data*

### Leeward Community College

To assess potential interest to earn the AAHS among Leeward CC students, the Hawaiian Studies and Hawaiian Language faculty administered a survey to all students currently enrolled in Hawaiian Studies, Pacific Islands Studies and Hawaiian Language courses at both Pearl City and Waianae campuses. The survey brought in 377 responses that project positive potential enrollment for this proposed degree pathway. Students were asked to respond to two statements:

1. "I would like to increase my knowledge of Hawaiian language, history, and/or culture." (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree)
2. "I would like to earn an AA in HWST at Leeward if it was available." (Yes or No)



*Chart 3: Leeward CC Survey Data*

69.5% of student respondents either “Strongly Agree” or “Agree” with wanting to take more Hawaiian-related courses and 57% answered “Yes” to wanting to earn the AAHS.

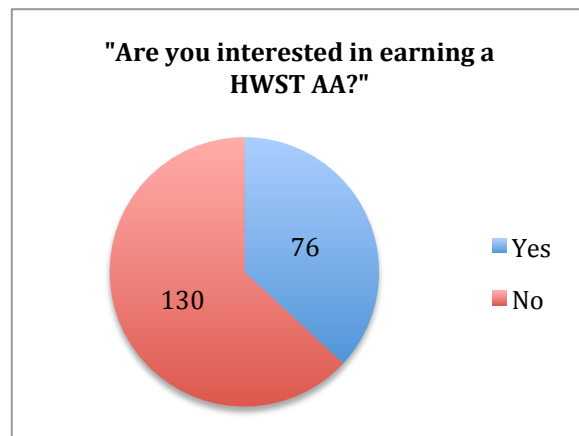


### Kapi‘olani Community College

Kapi‘olani Community College based its two student survey questions off of the Leeward Community College Student Survey:

1. “Are you interested in taking more Hawaiian Studies courses?” (Yes or No)
2. “Are you interested in earning a HWST AA?” (Yes or No)

The survey was administered to a sampling of other Hawaiian-related courses, in addition to Hawaiian Studies and Hawaiian language courses. The additional courses surveyed included Literatures of Hawai‘i (ENG 272B), Beginning ‘Ukulele (MUS 121Z) and Literature of Oceania (PACS 257). Of the 206 respondents, 58% were interested in taking more Hawaiian Studies courses and 37% were interested in earning the AAHS.



**Chart 4: Kapi‘olani CC Survey Data**

### Hawai‘i Community College

Since 2000, Hawai‘i Community College has been offering Certificates of Achievement (17 credits) in Hawai‘i Life Styles. In 2002, the Board of Regents approved the Hawaiian Studies Associate in Applied Science Degree program for Hawai‘i CC as well. Hawai‘i CC has been offering AAS degrees with an emphasis in Hula, Mahi‘ai (Hawaiian Farming Practices) and Lawai‘a (Hawaiian Fishing Practices). The number of students who have chosen Hawai‘i Life Styles as their major has grown steadily since 2002 from 18 students enrolled in the first year to 79 students in 2011. In addition, the program serves a large portion of students who are enrolled in other majors within the college. The Program SSH was 896 for majors and 3,914 SSH for non-majors for a total program SSH of 4,810.

Since 2002, 156 students have successfully completed the requirements for the Academic Subject Certificate. In addition, 48 students have received the Associate in Applied Science Degree. Of the Program graduates, ten students have earned their Bachelor degrees from UH Hilo in Anthropology, Biology, Communication, Hawaiian Studies, Linguistics, Psychology, Sociology, and Agriculture. An additional eleven students are currently enrolled at UHH in Art, Geography, Hawaiian Studies, Sociology, Anthropology, and Accounting and one is enrolled at UHM in Art. Also, three AAS graduates are currently enrolled in graduate programs at UH Mānoa; one in Hawaiian Studies, one in Social Work, and one is completing his Master of Science degree in Tropical Plant Science. Each of the aforementioned graduates completed an AA in Liberal Arts after they finished their AAS in Hawai‘i Life Styles. While the AAS, has provided tremendous opportunities for students to pursue their interest in Hawaiian content, the AAS is a terminal degree.

The proposed AAHS would provide students an opportunity pursue Hawaiian content while preparing to transfer to a Baccalaureate institution by completing the General Education core. Given the significant numbers of AAS students that subsequently earned an AA in Liberal Arts, as mentioned above, it is likely that they would have done an AAHS if the opportunity had been available to them.

## Resources Required for Program Implementation

Implementation of the AAHS will not require additional faculty, support personnel or library or CIP resources for any campus except Windward Community College. Each of the campuses have established faculty cadre already teaching a slate of courses. As mentioned previously, many of the potential majors are already current students in Hawaiian Studies courses.

### Academic Cost and Revenue Templates – New Program<sup>\*</sup>

#### UHCC Common Budget Narrative

The following items are common to all campus budget sheets. Where individual campus data varies, a budget narrative with the details has been provided after the respective campus' spreadsheet.

- A. See Appendix C: Program Enrollment Methodology for the formula used to derive the enrollment data provided on page 10 above.
- B. Annual SSH derived from all HAW and HWST courses offered by the respective institutions in AY2012
- C. Costs are based on actual faculty costs with projected increases of 3%/year as defined in the current faculty contract.
- C1. Actual FTE of full-time faculty, including 1.0 FTE lecturers, charged to HAW and HWST in Fall 2011. No increase in full-time FTE is projected through the first three years of the program.
- C2. Actual FTE of part-time lecturers assigned to HAW and HWST in Fall 2011. FTE total was arrived as by dividing actual number of credits taught by lecturers by 27 (i.e. total credits in a full load, 1.0 FTE).
- G. Projected tuition increases are consistent with the current UH tuition tables.
- K1. Costs are based on actual faculty costs with projected increases of 3%/year as defined in the current Collective Bargaining Agreement.
- K3. Costs are based on actual faculty costs with projected increases of 3%/year as defined in the current Collective Bargaining Agreement.
- L. Support cost data from UH Expenditure Report.
- N. Total campus expenditure data from UH Expenditure Report.
- O. Program compared to respective campus' Humanities Department.

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<sup>\*</sup> The Vice-Chancellor for Administration for each campus reviewed and signed the template for their respective campuses. A scanned copy of the signed templates is included in Appendix F: Resources Required for Program Implementation – New Program Academic Cost and Revenue Spreadsheets.

**Hawai'i Community College****Academic Year****Students & SSH**

A. Headcount enrollment (Fall)

B. Annual SSH

Provisional Years (3 yrs for AA Degree)		
Year 1	Year 2	Year 3
2012-2013	2013-2014	2014-2015

62	124	127
4836	4984	5134

**Direct & Incremental Program Costs Without Fringe**C. Instructional Cost **without** Fringe

C1. Number (FTE) of FT Faculty/Lecturers

C2. Number (FTE) of PT Lecturers

D. Other Personnel Costs

E. Unique Program Costs

F. Total Direct and Incremental Costs

374,075	374,075	375,075
9.00	9.00	9.00
2.00	2.00	2.00
142,656	148,362	154,296
-	-	-
516,731	522,437	528,371

**Revenue**

G. Tuition

Tuition rate per credit

H. Other

I. Total Revenue

488,436	528,304	585,276
101	106	114
488,436	528,304	585,276

**J. Net Cost (Revenue)**

28,295	(5,867)	(56,905)
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**Program Cost per SSH With Fringe**K. Instructional Cost **with** Fringe/SSH

K1. Total Salary FT Faculty/Lecturers

K2. Cost Including Fringe of K1

K3. Total Salary PT Lecturers

K4. Cost Including Fringe of K3

L. Support Cost/SSH

Non-Instructional Exp/SSH

System-wide Support/SSH

Organized Research/SSH

M. Total Program Cost/SSH

N. Total Campus Expenditure/SSH

104	101	98
360,875	360,875	360,875
487,181	487,181	487,181
13,200	13,200	13,200
13,860	13,860	13,860
189	194	199
155	160	165
34	34	34
-	-	-
293	295	297
408	420	433

**Instruction Cost with Fringe per SSH**

K. Instructional Cost/SSH

O. Comparable Cost/SSH

104	101	98
137	137	137

**Program Used for Comparison**

Hawai'i CC-Humanities
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**Campus Specific Budget Narrative****D. Other Personnel Costs:** Based on actual costs, 3 APT and 1 Office Assistant

## Honolulu Community College

**Academic Year****Students & SSH**

A. Headcount enrollment (Fall)

B. Annual SSH

Provisional Years (3 yrs for AA Degree)		
Year 1	Year 2	Year 3
2012-2013	2013-2014	2014-2015

48	97	99
1866	2015	2500

**Direct & Incremental Program Costs Without Fringe**C. Instructional Cost **without** Fringe

C1. Number (FTE) of FT Faculty/Lecturers

C2. Number (FTE) of PT Lecturers

D. Other Personnel Costs

E. Unique Program Costs

F. Total Direct and Incremental Costs

227,055	231,218	238,718
3.00	3.00	3.00
6.00	6.00	6.00
-	-	-
-	-	-
227,055	231,218	238,718

**Revenue**

G. Tuition

Tuition rate per credit

H. Other

I. Total Revenue

188,466	213,590	285,000
101	106	114
-	-	-
188,466	213,590	285,000

**J. Net Cost (Revenue)**

38,589	17,628	(46,282)
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**Program Cost per SSH With Fringe**K. Instructional Cost **with** Fringe/SSH

K1. Total Salary FT Faculty/Lecturers

K2. Cost Including Fringe of K1

K3. Total Salary PT Lecturers

K4. Cost Including Fringe of K3

L. Support Cost/SSH

Non-Instructional Exp/SSH

System-wide Support/SSH

Organized Research/SSH

M. Total Program Cost/SSH

N. Total Campus Expenditure/SSH

155	146	121
168,718	168,718	168,718
227,769	227,769	227,769
58,337	62,500	70,000
61,254	65,625	73,500
262	262	262
234	234	234
28	28	28
-	-	-
417	408	383
490	490	490

**Instruction Cost with Fringe per SSH**

K. Instructional Cost/SSH

O. Comparable Cost/SSH

155	146	121
137	137	137

**Program Used for Comparison**

Honolulu CC-Humanities



**Kapi'olani Community College****Academic Year****Students & SSH**

A. Headcount enrollment (Fall)

B. Annual SSH

Provisional Years (3 yrs for AA Degree)		
Year 1	Year 2	Year 3
2012-2013	2013-2014	2014-2015
63	126	128
5436	5436	5436

**Direct & Incremental Program Costs Without Fringe**C. Instructional Cost **without** Fringe

C1. Number (FTE) of FT Faculty/Lecturers

C2. Number (FTE) of PT Lecturers

D. Other Personnel Costs

E. Unique Program Costs

F. Total Direct and Incremental Costs

448,122	461,566	475,415
8.00	8.00	8.00
0.80	0.80	0.80
-	-	-
-	-	-
448,122	461,566	475,415

**Revenue**

G. Tuition

Tuition rate per credit

H. Other

I. Total Revenue

549,036	576,216	619,704
101	106	114
-	-	-
549,036	576,216	619,704

**J. Net Cost (Revenue)**

(100,914)	(114,650)	(144,289)
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**Program Cost per SSH With Fringe**K. Instructional Cost **with** Fringe/SSH

K1. Total Salary FT Faculty/Lecturers

K2. Cost Including Fringe of K1

K3. Total Salary PT Lecturers

K4. Cost Including Fringe of K3

L. Support Cost/SSH

Non-Instructional Exp/SSH

System-wide Support/SSH

Organized Research/SSH

M. Total Program Cost/SSH

N. Total Campus Expenditure/SSH

107	110	114
372,255	383,423	394,928
502,544	517,621	533,153
75,867	78,143	80,487
79,660	82,050	84,511
152	157	162
123	128	133
29	29	29
-	-	-
259	267	276
319	319	319

**Instruction Cost with Fringe per SSH**

K. Instructional Cost/SSH

O. Comparable Cost/SSH

107	110	114
144	144	144

**Program Used for Comparison**

Kapi'olani CC-Humanities

**Kaua'i Community College****Academic Year****Students & SSH**

A. Headcount enrollment (Fall)

B. Annual SSH

Provisional Years (3 yrs for AA Degree)		
Year 1	Year 2	Year 3
2012-2013	2013-2014	2014-2015

16	33	33
1069	1380	1690

**Direct & Incremental Program Costs Without Fringe**C. Instructional Cost **without** Fringe

C1. Number (FTE) of FT Faculty/Lecturers

C2. Number (FTE) of PT Lecturers

D. Other Personnel Costs

E. Unique Program Costs

F. Total Direct and Incremental Costs

155,332	161,545	168,006
2.50	2.50	2.50
0.30	0.30	0.30
35,544	36,966	38,445
15,000	15,000	20,000
205,876	213,511	226,451

**Revenue**

G. Tuition

Tuition rate per credit

H. Other

I. Total Revenue

107,969	146,280	192,660
101	106	114
-	-	-
107,969	146,280	192,660

**J. Net Cost (Revenue)**

97,907	67,231	33,791
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**Program Cost per SSH With Fringe**K. Instructional Cost **with** Fringe/SSH

K1. Total Salary FT Faculty/Lecturers

K2. Cost Including Fringe of K1

K3. Total Salary PT Lecturers

K4. Cost Including Fringe of K3

L. Support Cost/SSH

Non-Instructional Exp/SSH

System-wide Support/SSH

Organized Research/SSH

M. Total Program Cost/SSH

N. Total Campus Expenditure/SSH

195	157	133
150,010	156,010	162,250
202,514	210,614	219,038
5,322	5,535	5,756
5,588	5,812	6,044
328	328	328
328	328	328
523	485	461

**Instruction Cost with Fringe per SSH**

K. Instructional Cost/SSH

O. Comparable Cost/SSH

195	157	133
197	197	197

**Program Used for Comparison**

Kaua'i CC-Humanities
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**Leeward Community College****Academic Year****Students & SSH**

A. Headcount enrollment (Fall)

B. Annual SSH

Provisional Years (3 yrs for AA Degree)		
Year 1	Year 2	Year 3
2012-2013	2013-2014	2014-2015
83	166	169
4774	4917	5065

**Direct & Incremental Program Costs Without Fringe**C. Instructional Cost **without** Fringe

C1. Number (FTE) of FT Faculty/Lecturers

C2. Number (FTE) of PT Lecturers

D. Other Personnel Costs

E. Unique Program Costs

F. Total Direct and Incremental Costs

371,890	391,172	413,784
6.60	6.80	7.00
371,890	391,172	413,784

**Revenue**

G. Tuition

Tuition rate per credit

H. Other

I. Total Revenue

482,174	521,225	577,380
101	106	114
482,174	521,225	577,380

**J. Net Cost (Revenue)**

(110,284)	(130,053)	(163,596)
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**Program Cost per SSH With Fringe**K. Instructional Cost **with** Fringe/SSH

K1. Total Salary FT Faculty/Lecturers

K2. Cost Including Fringe of K1

K3. Total Salary PT Lecturers

K4. Cost Including Fringe of K3

L. Support Cost/SSH

Non-Instructional Exp/SSH

System-wide Support/SSH

Organized Research/SSH

M. Total Program Cost/SSH

N. Total Campus Expenditure/SSH

105	107	110
371,890	391,172	413,784
502,052	528,082	558,608
-	-	-
-	-	-
150	150	150
123	123	123
27	27	27
-	-	-
255	257	260
300	300	300

**Instruction Cost with Fringe per SSH**

K. Instructional Cost/SSH

O. Comparable Cost/SSH

105	107	110
148	148	148

**Program Used for Comparison**

Leeward CC-Humanities

**Campus Specific Budget Narrative**

**Explanatory Note:** The Cost Template shows a significantly lower cost per SSH for the AAHS program when compared with other Humanities programs at Leeward CC (\$105 vs. \$148). The UHCCs chose to standardize all of their templates using Humanities as cost comparison. For Leeward CC, this may not be the best comparison program since Humanities programs at Leeward CC include many classes such drama, digital media, art, and music that have high equipment and facilities costs that are not required in Hawaiian Studies. Programs such as Social Science that don't have specialized facilities and

equipment have significantly lower costs (\$125). In addition, the program currently employs six A range lecturers resulting in lower salary costs.

### UH Maui College

		Provisional Years (3 yrs for AA Degree)		
		Year 1	Year 2	Year 3
		2012-2013	2013-2014	2014-2015
<b>Academic Year</b>				
<b>Students &amp; SSH</b>				
A. Headcount enrollment (Fall)		54	109	111
B. Annual SSH		3635	3744	3856
<b>Direct &amp; Incremental Program Costs Without Fringe</b>				
C. Instructional Cost <b>without</b> Fringe		283,017	292,038	300,798
C1. Number (FTE) of FT Faculty/Lecturers		4.00	4.00	4.00
C2. Number (FTE) of PT Lecturers		1.50	1.50	1.50
D. Other Personnel Costs		-	-	-
E. Unique Program Costs		-	-	-
F. Total Direct and Incremental Costs		283,017	292,038	300,798
<b>Revenue</b>				
G. Tuition		367,135	396,864	439,584
Tuition rate per credit		101	106	114
H. Other		-	-	-
I. Total Revenue		367,135	396,864	439,584
<b>J. Net Cost (Revenue)</b>		(84,118)	(104,826)	(138,786)
<b>Program Cost per SSH With Fringe</b>				
K. Instructional Cost <b>with</b> Fringe/SSH		101	101	101
K1. Total Salary FT Faculty/Lecturers		232,512	240,012	247,212
K2. Cost Including Fringe of K1		313,891	324,016	333,736
K3. Total Salary PT Lecturers		50,505	52,026	53,586
K4. Cost Including Fringe of K3		53,030	54,627	56,265
L. Support Cost/SSH		195	195	195
Non-Instructional Exp/SSH		160	160	160
System-wide Support/SSH		35	35	35
Organized Research/SSH		-	-	-
M. Total Program Cost/SSH		296	296	296
N. Total Campus Expenditure/SSH		382	382	382
<b>Instruction Cost with Fringe per SSH</b>				
K. Instructional Cost/SSH		101	101	101
O. Comparable Cost/SSH		152	152	152
<b>Program Used for Comparison</b>		UH Maui College-Humanities		

### Campus Specific Budget Narrative

**K3. Total Salary PT Lectures:** does not include lecturer costs for reassigned time for administrative duties i.e. UHMC Humanities Department Chair and Curriculum Committee Chair.



**Explanatory Note:** This cost and budget proposal clearly demonstrates a lower cost per SSH for the Ho‘oulu Lāhui AAHS proposal. When compared with the UHMC Humanities Cost/SSH (\$101 to \$152), the proposed program would cost significantly less--only 66% of the Humanities Cost/SSH. In addition, the program would potentially provide a positive net cost (revenue) for UHMC of \$84,118 in FY 13, \$104,826 in FY 14, and \$138,786 in FY 15.

### Windward Community College

		Provisional Years (3 yrs for AA Degree)		
		Year 1	Year 2	Year 3
		2012-2013	2013-2014	2014-2015
<b>Academic Year</b>				
<b>Students &amp; SSH</b>				
A. Headcount enrollment (Fall)		43	86	87
B. Annual SSH		2580	2709	2844
<b>Direct &amp; Incremental Program Costs Without Fringe</b>				
C. Instructional Cost <b>without</b> Fringe		281,944	301,253	317,366
C1. Number (FTE) of FT Faculty/Lecturers		2.60	2.60	2.60
C2. Number (FTE) of PT Lecturers		2.30	2.40	2.50
D. Other Personnel Costs		72,000	72,000	72,000
E. Unique Program Costs		9,500	8,500	8,500
F. Total Direct and Incremental Costs		363,444	381,753	397,866
<b>Revenue</b>				
G. Tuition		260,580	287,154	324,216
Tuition rate per credit		101	106	114
H. Other		111,790	-	-
I. Total Revenue		372,370	287,154	324,216
<b>J. Net Cost (Revenue)</b>		(8,926)	94,599	73,650
<b>Program Cost per SSH With Fringe</b>				
K. Instructional Cost <b>with</b> Fringe/SSH		136	138	138
K1. Total Salary FT Faculty/Lecturers		185,472	192,891	200,607
K2. Cost Including Fringe of K1		250,387	260,403	270,819
K3. Total Salary PT Lecturers		95,472	108,362	116,759
K4. Cost Including Fringe of K3		101,295	113,780	122,597
L. Support Cost/SSH		439	439	439
Non-Instructional Exp/SSH		399	399	399
System-wide Support/SSH		40	40	40
Organized Research/SSH		-	-	-
M. Total Program Cost/SSH		575	577	577
N. Total Campus Expenditure/SSH		439	439	439
<b>Instruction Cost with Fringe per SSH</b>				
K. Instructional Cost/SSH		136	138	138
O. Comparable Cost/SSH		134	134	134
<b>Program Used for Comparison</b>		Windward CC-General Academic Instruction		

### Campus Specific Budget Narrative

**C2. Number (FTE) of PT Lecturers:** Projected increases add the equivalent of one section/year taught by lecturers.

**D. Other Personnel Costs:** Include \$36,000 for 0.5 FTE for faculty curriculum specialist, and \$36,000 for a cultural education specialist. Both of these positions are currently being staffed by individuals supported through Title III. Title III support will conclude for both positions in 2013-2014.

**E. Unique Program Costs:** Include tools for cultural gardening, woodcarving, weaving, etc. and supplies for Hawaiian Studies-specific art, music, and cultural classes (e.g. wood for classes, sails and boat maintenance for Voyaging, etc.)

**H. Other:** Revenue from Title III grant covering salaries for three positions.

**J. Net cost (Revenue):** Net cost in second and third years reflects conclusion of Title III funding. WCC plans to try to use internal resources to cover cost of two positions.

## Measures of Program Efficiency and Effectiveness

As required for all existing programs, the AAHS will be required to submit an Annual Report of Program Data (ARPD) and Comprehensive Program Review (CPR). The ARPD assesses the overall program health by examining the demand, efficiency and effectiveness of the program. The specific sub-areas are:

### Demand

- Number of Majors
- Percent Change Majors from Prior Year
- SSH Program Majors in Program Classes
- SSH Non-Majors in Program Classes
- SSH in All Program Classes
- FTE Enrollment in Program Classes
- Total Number of Classes Taught

### Efficiency

- Average Class Size
- Fill Rate
- FTE BOR Appointed Faculty
- Majors to FTE BOR Appointed Faculty
- Majors to Analytic FTE Faculty
- Analytic FTE Faculty
- Overall Program Budget Allocation
- General Funded Budget Allocation
- Special/Federal Budget Allocation
- Cost per SSH
- Number of Low-Enrolled (<10) Classes

### Effectiveness

- Successful Completion (Equivalent C or Higher)
- Withdrawals (Grade = W)
- Persistence (Fall to Spring)
- Unduplicated Degrees/Certificates Awarded Prior Fiscal Year
- Associate Degrees Awarded
- Academic Subject Certificates Awarded
- Goal
- Difference Between Unduplicated Awarded and Goal
- Transfers to UH 4-yr
- Transfers with degree from program
- Transfers without degree from program
- Increase by 3% Annual Transfers to UH 4-yr Goal
- Difference Between Transfers and Goal

### Program Student Learning Outcomes

As required for existing programs, the AAHS will also evaluate its Program Student Learning Outcomes (PSLOs) as part of its ARPD. The Program will report on which outcomes were assessed during the reporting period, what were the results of those assessments and what improvements will be planned based on the results of the assessments.

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