

UNIVERSITY OF HAWAI'I  
CODE REQUEST FORM FOR ACADEMIC PROGRAM CODES

REQUESTOR CONTACT INFORMATION	
Date: 21 May 2012	Effective term of request (Semester-Year): Fall 2012 (201310)
Name: Louise Pagotto	Title: Vice-Chancellor for Academic Affairs
Campus: Kapi'olani	Office/Department: Academic Affairs
Phone: 808 734-9519	Email: pagotto@hawaii.edu

1. PROGRAM CODE, MAJOR CODE, CONCENTRATION CODE		Banner forms: SMAPRLE, SOACURR, STVMAJR
Institution: Kapiolani CC (KAP)	College:	Department:
<input checked="" type="checkbox"/> New program code <input type="checkbox"/> Change/replace existing program code:		
Level: <input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate <input type="checkbox"/> First-Professional <input type="checkbox"/> Post-Baccalaureate <input type="checkbox"/> Other:		
Degree: Associate in Arts	Certificate:	
If requesting an existing Major code and/or Concentration code in Banner:		
Existing Major:	Existing Concentration:	
<small>Code</small>	<small>Description</small>	<small>Code</small>
		<small>Description</small>
If requesting a new <input checked="" type="checkbox"/> Major code or <input type="checkbox"/> Concentration code that does not exist in Banner:		
New Code [4 char/space limit]: HWST	Description [30 char/space limit]: Hawaiian Studies	
If a similar major/concentration code exists in Banner, please list the code:		
Is this major/concentration code being used the same way at other UH campuses?    yes, the BOR approved the new degree at multiple campuses		
Is 50% or greater of the classes in this program offered at a location other than the Home Campus? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <small>(Please consult your Financial Aid Officer on Program Participation Agreement impact)</small>		
Is this program/major/certificate financial aid eligible? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <small>(Financial Aid Officer consultation required for all new program codes)</small>		
Should this program be available for applicants to select as their planned course of study on the online application? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <small>(If yes, students may select the code as their <u>only</u> program of study.)</small>		

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**Replacing or eliminating an existing program code:**

If replacing an existing program code, are current students "grandfathered" under the old code?  Yes  No

Should the old program code be available for use in Banner?  Yes  No

Will the old program code be available for:	Banner Module	Yes	No	Ending Term (Semester-Year)
	Online Application	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Recruitment	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Admissions	<input type="checkbox"/>	<input type="checkbox"/>	_____
	General Student	<input type="checkbox"/>	<input type="checkbox"/>	_____
	Academic History	<input type="checkbox"/>	<input type="checkbox"/>	_____

**2. CERTIFICATES ONLY:**

Does this certificate qualify as a Gainful Employment Program (Title IV-eligible certificate program)?  Yes  No  
(Please consult your Financial Aid Officer or see: <http://www.ifap.ed.gov/GainfulEmploymentInfo/index.html>)

For new certificates approved by the Chancellor, the related BOR authorized academic program is:

**3. NEW CAMPUS, COLLEGE, DIVISION, OR DEPARTMENT CODE**

Banner forms: STVCAMP, STV\_COLL, STVDIVS, STVDEPT

Campus code [3 char]:	Campus description [30 char/space limit]:
College code [2 char]:	College description [30 char/space limit]:
Division code [4 char/space limit]:	Division description [30 char/space limit]:
Department code [4 char/space limit]:	Department description [30 char/space limit]:

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<b>4. NEW COURSE SUBJECT CODE (Subject Alpha)</b>		Banner form: STVSUBJ
College:	Department:	
Subject code [4 char/space limit]:	Subject description [30 char/space limit]:	

<b>5. NEW MINOR (Minor codes are listed on the Major code table)</b>		Banner form: STVMAJR
Minor Code [4 char/space limit]:	Minor Description [30 char/space limit]:	

Please briefly describe your request and explain why you are requesting the code(s):

New AA degree in Hawaiian Studies was approved at the May 2012 Board of Regents meeting.

<b>SUPPORTING DOCUMENTATION</b>
<p>Please see the <b>Code Request Guide</b> for the required supporting documents to be submitted. Documents submitted with this form:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Board of Regents meeting minutes and supporting documents provided to the BOR</li> <li><input type="checkbox"/> Memo from UH President</li> <li><input type="checkbox"/> Memo from Chancellor</li> <li><input type="checkbox"/> Curriculum (required for requests for new programs/majors/minors/certificates)</li> <li><input type="checkbox"/> Gainful Employment Program notification to the US Department of Education</li> <li><input type="checkbox"/> Other: _____</li> </ul>

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<b>CAMPUS VERIFICATION</b>		
<b>Requestor Signature</b> _____ <i>Lawrence P. Gatto</i>	Date <u>21 May 2012</u>	
<b>Registrar</b> (If different from Requestor)		
Jeri Lorenzo _____	<i>Jeri Lorenzo</i> _____	<u>21 May 2012</u>
Print name	Signature	Date
Email/memo in lieu of Registrar's signature may be attached		
<b>Financial Aid Officer</b> (Financial Aid Officer consultation required for all new program codes)		
Jennifer Bradley _____	<i>Jennifer Bradley</i> _____	<u>21 May 2012</u>
Print name	Signature	Date
Email/memo in lieu of Financial Aid Officer's signature may be attached		
<b>For Community Colleges, verification of consultation with OVPCC Academic Affairs:</b>		
_____	_____	_____
Print name	Signature	Date
Email/memo in lieu of signature may be attached		

**Send completed form and supporting documentation to:**

Institutional Research and Analysis Office (IRAO)  
 1633 Bachman Place                      Email: iro-mail@lists.hawaii.edu  
 Sinclair Annex 2, Room 4              Fax: 808-956-9870  
 Honolulu, HI 96822                      Phone: 808-956-7532

**After all required forms and supporting documents have been submitted, please allow at least two weeks for processing by IRAO and Banner Central.**

<b>FOR INTERNAL USE ONLY</b>	Date form/docs received:
Program code [12]:	Program Description [30]:
CIP code [6]:	CIP description [30]:



Anita Huang &lt;anitahua@hawaii.edu&gt;

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**Re: Program Code for AA in HWST?**

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Joanne Itano &lt;itano@hawaii.edu&gt;

Mon, May 21, 2012 at 1:00 PM

To: Louise Pagotto &lt;pagotto@hawaii.edu&gt;, "anitahua@hawaii.edu" &lt;anitahua@hawaii.edu&gt;, Lui Hokoana &lt;lhokoana@hawaii.edu&gt;

Congrats to all of you on a great job.

Regarding the code request being for all 7 campuses...i have copied anita on the email.

And lui for the common app question.

Janyce sent to irao the program proposal with approved by bor and the date.

joanne itano  
director, academic affairs  
university of hawaii system  
1633 bachman place sa 1-5  
honolulu, hi

On May 21, 2012 3:15 PM, "Louise Pagotto" <pagotto@hawaii.edu> wrote:

Hi Joanne, we're about to submit a request for a program code for the AA in Hawaiian Studies. Now, every campus is going to need the same code. So, can I assume that our request will count for everyone else, too? PLUS, the code request form asks for documentation of BOR approval. It will take a couple of months for the minutes to be posted, but since this was a (an?) historic occasion, then can we assume that there is evidence of BOR approval.

And finally (although this is one of the few things outside the realm of your responsibilities), how do we go about getting the AA in HWST to appear on the common app?

Louise

--

Louise Pagotto  
Vice Chancellor for Academic Affairs  
Kapi'olani Community College, 'Ilima 206  
4303 Diamond Head Road  
Honolulu, HI 96816  
808.734.9519 (o)  
808.734.9828 (f)  
kcc.hawaii.edu



UNIVERSITY  
of HAWAII

SYSTEM

'12 MAY -3 A9:11

**John Morton**  
Vice President for Community Colleges  
UNIVERSITY OF HAWAII  
BOARD OF REGENTS

12 MAY 10 AM '07

April 9, 2012

UNIVERSITY OF HAWAII  
PRESIDENT'S OFFICE

**BOR APPROVED 5/17/12**

xc: Pearl Imada Iboshi  
Joanne Itano  
David Mongold

**MEMORANDUM**

TO: Eric K. Martinson  
Chairperson, Board of Regents

VIA: M.R.C. Greenwood  
President

VIA: John Morton  
Vice President for Community Colleges

FROM: Noreen Yamane  
Chancellor, Hawai'i Community College

Michael T. Rota  
Chancellor, Honolulu Community College

Leon Richards  
Chancellor, Kapi'olani Community College

Helen Cox  
Chancellor, Kaua'i Community College

Clyde Sakamoto  
Chancellor, UH-Maui College

Manuel Cabral  
Chancellor, Leeward Community College

Douglas Dykstra  
Chancellor, Windward Community College

SUBJECT: Establishment of an Associate in Arts Degree in Hawaiian Studies as a Provisional Degree

2444 Oole Street, Bachman 217  
Honolulu, Hawaii 96822  
Telephone: (808) 956-7018  
Fax: (808) 956-1286

SPECIFIC ACTION REQUESTED:

The six community colleges and Maui College have collaboratively developed an Associate in Arts degree in Hawaiian Studies. The colleges together respectfully request Board of Regents approval to establish an Associate in Arts in Hawaiian Studies as a provisional degree at each of the seven colleges.

ADDITIONAL COST:

No additional funding is required for the program at any of the campuses. The courses included in the campus proposals are already established and regularly offered.

RECOMMENDED EFFECTIVE DATE:

Fall 2012

PURPOSE:

The Associate in Arts in Hawaiian Studies degree will prepare students to transfer to one of the University of Hawai'i baccalaureate institutions to continue their studies in various aspects of Hawaiian language and culture. This proposed degree program is based on existing Academic Subject Certificate programs in Hawaiian Studies at the colleges and has grown out of the desire to strengthen the University's goal to become the preeminent indigenous-serving institution in the world as recently expressed in Hawai'i Papa O Ke Ao document. It will also encourage our aboriginal Hawaiian and other students to complete an AA program and continue on for a baccalaureate degree.

BACKGROUND

In accordance with Board of Regents policy governing Academic Affairs, Section 5-1a, and Executive Policy E5.201, *Approval of New Academic Programs and Review of Provisional Academic Programs*, the six community colleges and UH-Maui College request the Board's approval to establish a provisional Associate in Arts degree in Hawaiian Studies starting fall semester, 2012.

In accordance with existing Executive Policy E5.209 and articulation agreements among the Colleges and Universities, students who have completed their Associate in Arts degree at one of the community colleges are deemed to have met the general education core requirements at all institutions. Hence, completing the associate's degree is an attractive option for students.

All of the colleges have well established Hawaiian Studies courses. The purpose of this degree is to serve as an option for students seeking to earn an Associate degree and/or transfer to a Hawaiian Studies baccalaureate degree path at UH Mānoa or UH Hilo.

With the approval of the Associate in Arts in Hawaiian Studies, students will have access to a curriculum that is intentionally designed to meet the General Education provisions of E5.209. More importantly, they will have access to a curriculum intentionally designed to focus on a coherent set of courses on the language, culture, and history of the Hawaiian people and designed to prepare them for success in and timely completion of baccalaureate programs in their intended major.

The shared outcomes for the General Education component of the degree are derived from the existing General Education outcomes at the seven colleges. Each of the colleges has an established and approved Associate in Arts in Liberal Arts degree with individual program learning outcomes expressed in statements unique to each College, reflecting the knowledge and skills acquired through the completion of General Education courses. Because the proposed Associate in Arts in Hawaiian Studies also includes a significant component of General Education, these outcomes are also expected of graduates of the AA in Hawaiian Studies. While the seven colleges have described their General Education outcomes in statements unique to each institution, the commonalities of the outcomes shared by the General Education courses in the Associate in Arts in Hawaiian Studies have been captured using the areas of learning and categories developed by the Degree Qualification Profile:

- Specialized Knowledge
- Broad, Integrative Knowledge
- Intellectual Skills
- Applied Learning
- Civic Learning

The proposed Associate in Arts in Hawaiian Studies, while allowing for variations in curricular offerings at each campus, nevertheless reflects common program learning outcomes for both major courses and the General Education courses. Common outcomes for the Hawaiian Studies major courses include:

- Describe aboriginal Hawaiian linguistics, 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.

The proposed degree supports two major goals of the University of Hawai'i strategic plan. Firstly, offering an Associate in Arts in Hawaiian Studies uniquely and significantly promotes the University's goal of being a leading indigenous-serving institution. Secondly, the proposed degree creates an explicit and intentional pathway to promote graduation and transfer to four-year institutions, thereby increasing the educational capital of the state, another goal of the University's strategic plan. The proposed Associate in Arts in Hawaiian Studies degree is a product of the close collaboration of faculty across the seven campuses for the benefit of students, the University, and the state, making it possible for the seven colleges to offer a single program of study that addresses two of the University's strategic goals with a shared focus and without incurring additional costs.

Board of Regents Policy 5-1(a) provides that all new academic programs, once approved, shall have provisional status until a review is conducted. As an associate degree program, the Associate in Arts in Hawaiian Studies would be scheduled to be reviewed during the Fall 2014-2015 academic year.

**ACTION RECOMMENDED:**

It is recommended that the Board of Regents approve a provisional Associate in Arts Degree in Hawaiian Studies to be effective Fall 2012.

**Attachments**

**New Program Proposal, dated 2012**

**For Colleges: Hawai'i Community College, Honolulu Community College, Kapi'olani Community College, Kaua'i Community College, Leeward Community College, Windward**

**Community College and Maui College**

**New Program Proposal Appendices, dated 2012**

**Degree Qualifications Profile Areas of Learning Map for Associate in Arts in Hawaiian Studies**

**c: Executive Administrator and Secretary of the Board**

Degree Qualifications Profile Areas of Learning Map for Associate of Arts in Hawaiian Studies

	Specialized Knowledge	Broad, Integrative Knowledge	Intellectual Skills	Applied Learning	Civic Learning	Institution Specific Learning
AA Hawaiian Studies	<p>Describe aboriginal Hawaiian linguistic, cultural, historical and political concepts.</p> <p>Apply aboriginal Hawaiian concepts, knowledge and methods to the areas of science, humanities, arts and social sciences - in academics and in other professional endeavors.</p> <p>Engage, articulate and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods.</p>	<p>Describe aboriginal Hawaiian linguistic, cultural, historical and political concepts.</p>	<p>Engage, articulate and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods.</p>	<p>Apply aboriginal Hawaiian concepts, knowledge and methods to the areas of science, humanities, arts and social sciences - in academics and in other professional endeavors.</p>	<p>Engage, articulate and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods.</p>	
Hawaii CC	<p><b>Information Competency</b> Retrieve, evaluate, and utilize information</p> <p><b>Areas of Knowledge</b> Utilize methods, perspectives and content of selected disciplines in the natural sciences, social sciences, and humanities.</p> <p><b>Self and Community</b> Engage in activities demonstrating understanding of one's relationship with one's communities and environments.</p>	<p><b>Communication</b> Speak and write to communicate information and ideas in professional, academic and personal settings.</p> <p><b>Critical Reading</b> Read critically to synthesize information to gain understanding.</p> <p><b>Critical Thinking</b> Make informed decisions through analyzing and evaluating information</p> <p><b>Quantitative Reasoning</b> Apply mathematical concepts, methods, and problem-solving strategies to analyze, synthesize, and evaluate real-world problems in quantitative terms.</p>	<p><b>Communication</b> Speak and write to communicate information and ideas in professional, academic and personal settings.</p> <p><b>Critical Reading</b> Read critically to synthesize information to gain understanding.</p> <p><b>Critical Thinking</b> Make informed decisions through analyzing and evaluating information</p> <p><b>Information Competency</b> Retrieve, evaluate, and utilize information</p> <p><b>Self and Community</b> Engage in activities demonstrating understanding of one's relationship with one's</p>	<p><b>Communication</b> Speak and write to communicate information and ideas in professional, academic and personal settings.</p> <p><b>Critical Reading</b> Read critically to synthesize information to gain understanding.</p> <p><b>Critical Thinking</b> Make informed decisions through analyzing and evaluating information</p> <p><b>Information Competency</b> Retrieve, evaluate, and utilize information</p> <p><b>Self and Community</b> Engage in activities demonstrating understanding of one's relationship with one's</p>	<p><b>Self and Community</b> Engage in activities demonstrating understanding of one's relationship with one's communities and environments.</p> <p><b>Ethics</b> Behave in an informed and principled manner</p>	

Degree Qualifications Profile Areas of Learning Map for Associate of Arts in Hawaiian Studies

<p>Honolulu CC</p>	<p><b>Communication</b> Communicate effectively by means of listening, speaking, reading, and writing in varied situations, understanding basic quantitative information (mathematical skills), and writing in varied situations.</p> <p><b>Critical Thinking</b> Apply symbolic reasoning skills to solve problems, evaluate arguments and chains of reasoning, and interpret information.</p> <p><b>Scientific Learning</b> Demonstrate an understanding of the life processes, individual development, thinking process, and behavior as well as an understanding of the natural environment of the planet and the universe in which we are situated and learn to utilize natural resources without damaging the environment.</p> <p><b>Integrative Learning</b> Demonstrate a</p>	<p><b>Cultural Diversity</b> Articulate and demonstrate an awareness and sensitivity to cultural diversity</p> <p><b>Communication</b> Communicate effectively by means of listening, speaking, reading, and writing in varied situations, understanding basic quantitative information (mathematical skills), and writing in varied situations.</p> <p><b>Critical Thinking</b> Apply symbolic reasoning skills to solve problems, evaluate arguments and chains of reasoning, and interpret information.</p> <p><b>Scientific Learning</b> Demonstrate an understanding of the life processes, individual development, thinking process, and behavior as well as an understanding of the natural environment of the planet and the universe in which we are situated and learn to utilize natural resources without damaging the environment.</p> <p><b>Integrative Learning</b> Demonstrate a comprehension and skill with research methods and scientific inquiry.</p> <p>Identify and articulate in a reasoned manner the roots</p>	<p>communities and environments.</p> <p><b>Scientific Learning</b> Demonstrate an understanding of the life processes, individual development, thinking process, and behavior as well as an understanding of the natural environment of the planet and the universe in which we are situated and learn to utilize natural resources without damaging the environment.</p> <p><b>Critical Thinking</b> Apply symbolic reasoning skills to solve problems, evaluate arguments and chains of reasoning, and interpret information.</p> <p><b>Communication</b> Communicate effectively by means of listening, speaking, reading, and writing in varied situations, understanding basic quantitative information (mathematical skills), and writing in varied situations.</p> <p><b>Integrative Learning</b> Identify and articulate in a reasoned manner the roots and causal basis of contemporary issues.</p>	<p><b>Self and Community</b> Display knowledge of different groups and organizations in societies and respect for varied cultural values.</p> <p><b>Ethics</b> Demonstrate a greater ethical understanding and reasoning ability about contemporary ethical issues.</p>
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Degree Qualifications Profile Areas of Learning Map for Associate of Arts in Hawaiian Studies

		<p>comprehension and skill with research methods and scientific inquiry.</p> <p>Identify and articulate in a reasoned manner the roots and causal basis of contemporary issues.</p> <p><b>Arts and Humanities</b></p> <p>Demonstrate a knowledge of one or more art forms and the role that the Arts play in history</p>	<p>and causal basis of contemporary issues.</p> <p><b>Arts and Humanities</b></p> <p>Demonstrate a knowledge of one or more art forms and the role that the Arts play in history</p>			
<p>Kapiolani CC</p>	<p><b>Thinking/Inquiry</b> Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning</p> <p><b>Communication</b> Ethically, compose, convey, and interpret varied perspectives with respect to an intended audience using visual, oral, written, social, and other forms of communication.</p> <p><b>Self and Community/Diversity of Human Experience</b> Evaluate one's own ethics and traditions in</p>	<p><b>Thinking/Inquiry</b> Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning</p> <p><b>Communication</b> Ethically, compose, convey, and interpret varied perspectives with respect to an intended audience using visual, oral, written, social, and other forms of communication.</p> <p><b>Self and Community/Diversity of Human Experience</b> Evaluate one's own ethics and traditions in relation to those of other peoples and</p>	<p><b>Thinking/Inquiry</b> Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning</p> <p><b>Communication</b> Ethically, compose, convey, and interpret varied perspectives with respect to an intended audience using visual, oral, written, social, and other forms of communication.</p> <p><b>Self and Community/Diversity of Human Experience</b> Evaluate one's own ethics and traditions in relation to those of other peoples and</p>	<p><b>Communication</b> Ethically, compose, convey, and interpret varied perspectives with respect to an intended audience using visual, oral, written, social, and other forms of communication.</p> <p><b>Self and Community/Diversity of Human Experience</b> Evaluate one's own ethics and traditions in relation to those of other peoples and</p>	<p><b>Self and Community/Diversity of Human Experience</b> Evaluate one's own ethics and traditions in relation to those of other peoples and</p> <p><b>Aesthetic Engagement</b> Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.</p> <p><b>Integrative Learning</b> Explore and synthesize knowledge, attitudes, and skills from a variety of cultural and academic</p>	

Degree Qualifications Profile Areas of Learning Map for Associate of Arts in Hawaiian Studies

	<p>relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional, and other global communities</p> <p><b>Aesthetic Engagement</b> Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.</p> <p><b>Integrative Learning</b> Explore and synthesize knowledge, attitudes, and skills from a variety of cultural and academic perspectives to enhance our local and global communities</p>	<p>embrace the diversity of human experience while actively engaging in local, regional, and other global communities</p> <p><b>Aesthetic Engagement</b> Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.</p> <p><b>Integrative Learning</b> Explore and synthesize knowledge, attitudes, and skills from a variety of cultural and academic perspectives to enhance our local and global communities</p>	<p>local and global communities</p>	<p>perspectives to enhance our local and global communities</p>
Kauai	<p><b>Critical Thinking</b> Make and express critical judgments about issues and ideas after accessing, analyzing, and synthesizing relevant information, using technology where appropriate; use creative and critical thinking skills to weigh the relative merits of opposing positions; and apply knowledge of formal systems of reasoning and logical fallacies in arriving at informed opinions.</p> <p><b>Creativity</b> Demonstrate an aesthetic appreciation of creative and original expression and, making use of natural gifts,</p>	<p><b>Critical Thinking</b> Make and express critical judgments about issues and ideas after accessing, analyzing, and synthesizing relevant information, using technology where appropriate; use creative and critical thinking skills to weigh the relative merits of opposing positions; and apply knowledge of formal systems of reasoning and logical fallacies in arriving at informed opinions.</p> <p><b>Creativity</b> Demonstrate an aesthetic appreciation of creative and original expression and, making use of natural gifts, engage in creative</p>	<p><b>Critical Thinking</b> Make and express critical judgments about issues and ideas after accessing, analyzing, and synthesizing relevant information, using technology where appropriate; use creative and critical thinking skills to weigh the relative merits of opposing positions; and apply knowledge of formal systems of reasoning and logical fallacies in arriving at informed opinions.</p> <p><b>Oral Communication</b> Communicate effectively both orally and in writing in Standard American English, and interpret, and/or express themselves in, some other form of communication at a basic level, whether from knowledge of a second language or through artistic</p>	<p><b>Critical Thinking</b> Make and express critical judgments about issues and ideas after accessing, analyzing, and synthesizing relevant information, using technology where appropriate; use creative and critical thinking skills to weigh the relative merits of opposing positions; and apply knowledge of formal systems of reasoning and logical fallacies in arriving at informed opinions.</p> <p><b>Creativity</b> Demonstrate an aesthetic appreciation of creative and original expression and, making use of natural gifts,</p>

	<p>acquired knowledge, and the intense discipline of art, engage in creative activities which enrich their quality of life.</p> <p><b>Oral Communication</b> Communicate effectively both orally and in writing in Standard American English, and interpret, and/or express themselves in, some other form of communication at a basic level, whether from knowledge of a second language or through artistic or symbolic expression.</p> <p><b>Written Communication</b> Communicate effectively both orally and in writing in Standard American English, and interpret, and/or express themselves in, some other form of communication at a basic level, whether from knowledge of a second language or through artistic or symbolic expression.</p> <p><b>Scientific Reasoning</b> Support opinions and make decisions based upon a scientific understanding of the physical and natural world, and appropriately apply the scientific method to test ideas, measure and evaluate results, develop models, solve problems, and generate new ideas.</p> <p><b>Health/Lifestyle</b> Make informed decisions based on an understanding of the qualities of a healthful lifestyle, explain the connection between a healthy body and a thoughtful mind, perform group activities cooperatively, and engage in healthful physical activity.</p>	<p>activities which enrich their quality of life.</p> <p><b>Quantitative Reasoning</b> Apply quantitative methods appropriately; analyze real-life situations using numeric, graphical, and symbolic models, and verbally explain these models; and recognize the impact of mathematics on the sciences, society, and everyday life.</p> <p><b>Information Retrieval &amp; Technology</b> Support opinions and make decisions based upon a scientific understanding of the physical and natural world, and appropriately apply the scientific method to test ideas, measure and evaluate results, develop models, solve problems, and generate new ideas.</p> <p><b>Health/Lifestyle</b> Make informed decisions based on an understanding of the qualities of a healthful lifestyle, explain the connection between a healthy body and a thoughtful mind, perform group activities cooperatively, and engage in healthful physical activity.</p>	<p>or symbolic expression.</p> <p><b>Written Communication</b> Communicate effectively both orally and in writing in Standard American English, and interpret, and/or express themselves in, some other form of communication at a basic level, whether from knowledge of a second language or through artistic or symbolic expression</p> <p><b>Information Retrieval &amp; Technology</b> Support opinions and make decisions based upon a scientific understanding of the physical and natural world, and appropriately apply the scientific method to test ideas, measure and evaluate results, develop models, solve problems, and generate new ideas.</p> <p><b>Health/Lifestyle</b> Make informed decisions based on an understanding of the qualities of a healthful lifestyle, explain the connection between a healthy body and a thoughtful mind, perform group activities cooperatively, and engage in healthful physical activity.</p>	<p>acquired knowledge, and the intense discipline of art, engage in creative activities which enrich their quality of life.</p> <p><b>Information Retrieval &amp; Technology</b> Support opinions and make decisions based upon a scientific understanding of the physical and natural world, and appropriately apply the scientific method to test ideas, measure and evaluate results, develop models, solve problems, and generate new ideas.</p> <p><b>Health/Lifestyle</b> Make informed decisions based on an understanding of the qualities of a healthful lifestyle, explain the connection between a healthy body and a thoughtful mind, perform group activities cooperatively, and engage in healthful physical activity.</p>
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	<p>symbolic models, and verbally explain these models; and recognize the impact of mathematics on the sciences, society, and everyday life.</p> <p><b>Scientific Reasoning</b> Support opinions and make decisions based upon a scientific understanding of the physical and natural world, and appropriately apply the scientific method to test ideas, measure and evaluate results, develop models, solve problems, and generate new ideas.</p> <p><b>Health/Lifestyle</b> Make informed decisions based on an understanding of the qualities of a healthful lifestyle, explain the connection between a healthy body and a thoughtful mind, perform group activities cooperatively, and engage in healthful physical activity.</p>			<p><b>Critical Thinking</b> Make critical judgments and apply critical reasoning to address challenges and solve problems.</p> <p><b>Technology and Information Literacy</b> Make informed choices about uses of technology and information literacy for specific purposes.</p>	<p><b>Cultural Diversity and Civics</b> Appreciate the values and beliefs of diverse cultures and recognize responsibility for local, national, and global issues.</p> <p><b>Arts, Humanities, and Sciences</b> Understand the content and use the methodology of the</p>
eward				<p><b>Critical Thinking</b> Make critical judgments and apply critical reasoning to address challenges and solve problems.</p> <p><b>Quantitative Reasoning</b> Use numerical, symbolic, or graphical reasoning to interpret information, draw valid conclusions, and</p>	

	<p>communicate results.</p> <p><b>Written Communication</b> Use writing to discover, develop, and communicate ideas appropriately:</p> <p><b>Arts, Humanities, and Sciences</b> Understand the content and use the methodology of the major areas of knowledge: arts, humanities, natural sciences, and social sciences.</p>	<p><b>Oral Communication</b> Gather information appropriately and communicate clearly both orally and in writing.</p> <p><b>Quantitative Reasoning</b> Use numerical, symbolic, or graphical reasoning to interpret information, draw valid conclusions, and communicate results</p> <p><b>Written Communication</b> Use writing to discover, develop, and communicate ideas appropriately</p> <p><b>Arts, Humanities, and Sciences</b> Understand the content and use the methodology of the major areas of knowledge: arts, humanities, natural sciences, and social sciences.</p>	<p>Gather information appropriately and communicate clearly both orally and in writing.</p> <p><b>Arts, Humanities, and Sciences</b> Understand the content and use the methodology of the major areas of knowledge: arts, humanities, natural sciences, and social sciences.</p>	<p>major areas of knowledge: arts, humanities, natural sciences, and social sciences.</p>	
Maui	<p><b>Critical Thinking</b> Critical thinking, an analytical and creative process, is essential to every content area and discipline. It is an integral part of information retrieval and technology, oral communication, quantitative reasoning, and written communication. Students should be able to apply critical reasoning skills to effectively address challenges and solve problems.</p> <p><b>Creativity</b> Students should be able to solve problems.</p>	<p><b>Critical Thinking</b> Critical thinking, an analytical and creative process, is essential to every content area and discipline. It is an integral part of information retrieval and technology, oral communication, quantitative reasoning, and written communication. Students should be able to apply critical reasoning skills to effectively address challenges and solve problems.</p> <p><b>Creativity</b> Students should be able to solve problems.</p>	<p><b>Critical Thinking</b> Critical thinking, an analytical and creative process, is essential to every content area and discipline. It is an integral part of information retrieval and technology, oral communication, quantitative reasoning, and written communication. Students should be able to apply critical reasoning skills to effectively address challenges and solve problems.</p> <p><b>Oral Communication</b> Oral communication is an</p>	<p><b>Critical Thinking</b> Critical thinking, an analytical and creative process, is essential to every content area and discipline. It is an integral part of information retrieval and technology, oral communication, quantitative reasoning, and written communication. Students should be able to apply critical reasoning skills to effectively address challenges and solve problems.</p> <p><b>Creativity</b> Students should be able to solve problems.</p>	<p><b>Critical Thinking</b> Critical thinking, an analytical and creative process, is essential to every content area and discipline. It is an integral part of information retrieval and technology, oral communication, quantitative reasoning, and written communication. Students should be able to apply critical reasoning skills to effectively address challenges and solve problems.</p> <p><b>Creativity</b> Students should be able to solve problems.</p>



	<p>Students should be able to express their ideas through a variety of forms. Students should be able to convey their creative ideas to a variety of audiences and purposes.</p> <p><b>Oral Communication</b> Oral communication is an integral part of every content area and discipline. Students should be able to practice ethical and responsible oral communication appropriate to a variety of audiences and purposes.</p> <p><b>Written Communication</b> Written communication is an integral part of every content area and discipline. Students should be able to write effectively to convey ideas that meet the needs of specific audiences and purposes.</p> <p><b>Information Retrieval &amp; Technology</b> Information retrieval and technology are integral parts of every content area and discipline. Students should be able to access, evaluate, and utilize information effectively, ethically, and responsibly.</p>	<p>Students should be able to express their ideas through a variety of forms. Students should be able to convey their creative ideas to a variety of audiences and purposes.</p> <p><b>Quantitative Reasoning</b> Quantitative reasoning can have applications in all content areas and disciplines. Students should be able to synthesize and articulate information using appropriate mathematical methods to solve problems and logically address real-life situations.</p>	<p>Students should be able to express their ideas through a variety of forms. Students should be able to convey their creative ideas to a variety of audiences and purposes.</p> <p><b>Information Retrieval &amp; Technology</b> Information retrieval and technology are integral parts of every content area and discipline. Students should be able to access, evaluate, and utilize information effectively, ethically, and responsibly.</p>	<p>Students should be able to express their ideas through a variety of forms. Students should be able to convey their creative ideas to a variety of audiences and purposes.</p> <p><b>Information Retrieval &amp; Technology</b> Information retrieval and technology are integral parts of every content area and discipline. Students should be able to access, evaluate, and utilize information effectively, ethically, and responsibly.</p>
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		<p><b>Quantitative Reasoning</b>                  Quantitative reasoning can have applications in all content areas and disciplines. Students should be able to synthesize and articulate information using appropriate mathematical methods to solve problems and logically address real-life situations.</p>				
<p>Windward</p>		<p><b>Global and Cultural Awareness</b>                  Develop the ability to perceive how people interact with their cultural and natural environments, through their own worldview and through the worldviews of others, in order to analyze how individuals and groups function in local and global contexts.</p> <p><b>Critical Thinking and Creativity</b>                  Make judgments, solve problems, and reach decisions using analytical, critical, and creative thinking skills.</p> <p><b>Communication</b>                  Use written, visual, and oral communication to discover, develop, and communicate meaning, and to respond respectfully to the ideas of others in multiple environments.</p>	<p><b>Global and Cultural Awareness</b>                  Develop the ability to perceive how people interact with their cultural and natural environments, through their own worldview and through the worldviews of others, in order to analyze how individuals and groups function in local and global contexts.</p> <p><b>Critical Thinking and Creativity</b>                  Make judgments, solve problems, and reach decisions using analytical, critical, and creative thinking skills.</p> <p><b>Communication</b>                  Use written, visual, and oral communication to discover, develop, and communicate meaning, and to respond respectfully to the ideas of others in multiple environments.</p>	<p><b>Global and Cultural Awareness</b>                  Develop the ability to perceive how people interact with their cultural and natural environments, through their own worldview and through the worldviews of others, in order to analyze how individuals and groups function in local and global contexts.</p> <p><b>Critical Thinking and Creativity</b>                  Make judgments, solve problems, and reach decisions using analytical, critical, and creative thinking skills.</p> <p><b>Communication</b>                  Use written, visual, and oral communication to discover, develop, and communicate meaning, and to respond respectfully to the ideas of others in multiple environments.</p>	<p><b>Global and Cultural Awareness</b>                  Develop the ability to perceive how people interact with their cultural and natural environments, through their own worldview and through the worldviews of others, in order to analyze how individuals and groups function in local and global contexts.</p> <p><b>Communication</b>                  Use written, visual, and oral communication to discover, develop, and communicate meaning, and to respond respectfully to the ideas of others in multiple environments.</p>	

Degree Qualifications Profile Areas of Learning Map for Associate of Arts in Hawaiian Studies

		<p><b>Information Literacy</b> Identify information needed in a variety of situations, and access, evaluate, and use relevant information effectively and responsibly.</p>	<p><b>Information Literacy</b> Identify information needed in a variety of situations, and access, evaluate, and use relevant information effectively and responsibly.</p>	<p><b>Information Literacy</b> Identify information needed in a variety of situations, and access, evaluate, and use relevant information effectively and responsibly.</p>	



# 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<sup>19</sup>  
**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 intending to transfer into the Hawaiian Studies major at a baccalaureate institution. 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 was 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 no where 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 includes:

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 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 Associates degree and/or transfer to UH Mānoa's Hawaiian Studies degree path or transfer to UH Hilo's Hawaiian Studies degree path. 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 in Hawaiian Studies at either UH Mānoa or UH Hilo, 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

The main 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:

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\* HWST=Hawaiian Studies; HAW=Hawaiian Language

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

\* 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.

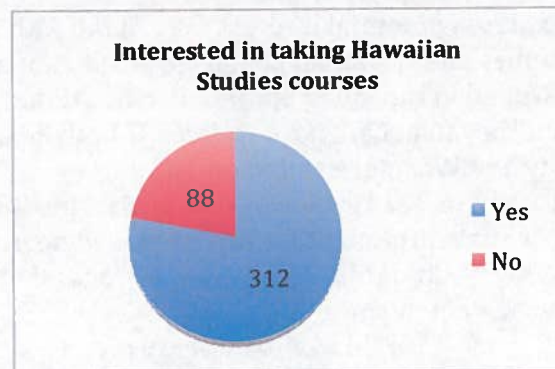
a detailed breakdown of enrollments by campus including numbers of courses and sections offered and headcount and student semester hour counts.)

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.)

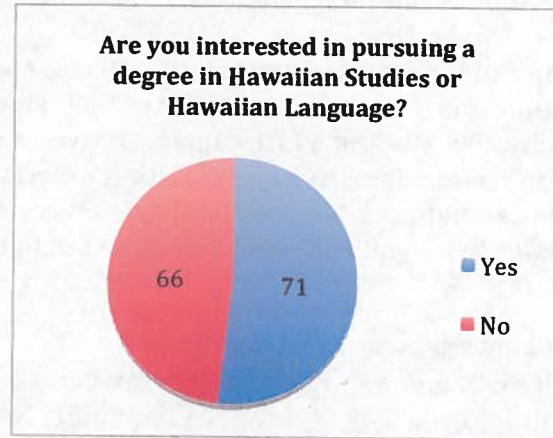


Chart 2. UHMC Survey Data

**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 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)

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.

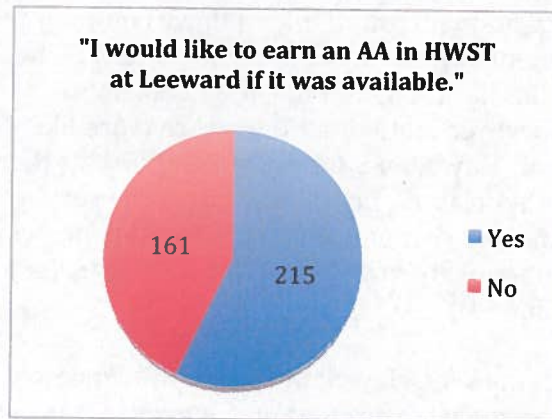
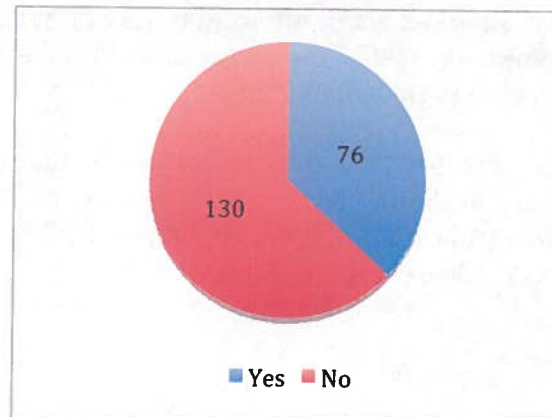


Chart 3: LCC Survey Data

**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.

### **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\*****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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\* 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	Provisional Years (3 yrs for AA Degree)		
	Year 1	Year 2	Year 3
	2012-2013	2013-2014	2014-2015
<b>Students &amp; SSH</b>			
A. Headcount enrollment (Fall)	62	124	127
B. Annual SSH	4836	4984	5134
<b>Direct &amp; Incremental Program Costs Without Fringe</b>			
C. Instructional Cost <b>without</b> Fringe	374,075	374,075	375,075
C1. Number (FTE) of FT Faculty/Lecturers	9.00	9.00	9.00
C2. Number (FTE) of PT Lecturers	2.00	2.00	2.00
D. Other Personnel Costs	142,656	148,362	154,296
E. Unique Program Costs	-	-	-
F. Total Direct and Incremental Costs	516,731	522,437	528,371
<b>Revenue</b>			
G. Tuition	488,436	528,304	585,276
Tuition rate per credit	101	106	114
H. Other			
I. Total Revenue	488,436	528,304	585,276
<b>J. Net Cost (Revenue)</b>	28,295	(5,867)	(56,905)
<b>Program Cost per SSH With Fringe</b>			
K. Instructional Cost <b>with</b> Fringe/SSH	104	101	98
K1. Total Salary FT Faculty/Lecturers	360,875	360,875	360,875
K2. Cost Including Fringe of K1	487,181	487,181	487,181
K3. Total Salary PT Lecturers	13,200	13,200	13,200
K4. Cost Including Fringe of K3	13,860	13,860	13,860
L. Support Cost/SSH	189	194	199
Non-Instructional Exp/SSH	155	160	165
System-wide Support/SSH	34	34	34
Organized Research/SSH	-	-	-
M. Total Program Cost/SSH	293	295	297
N. Total Campus Expenditure/SSH	408	420	433
<b>Instruction Cost with Fringe per SSH</b>			
K. Instructional Cost/SSH	104	101	98
O. Comparable Cost/SSH	137	137	137
<b>Program Used for Comparison</b>	Hawai'i CC-Humanities		

**Campus Specific Budget Narrative**

**D. Other Personnel Costs:** Based on actual costs, 3 APT and 1 Office Assistant

Honolulu Community College

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

**Academic Year  
Students & SSH**

A. Headcount enrollment (Fall)	48	97	99
B. Annual SSH	1866	2015	2500

**Direct & Incremental Program Costs Without Fringe**

C. Instructional Cost <b>without</b> Fringe	227,055	231,218	238,718
C1. Number (FTE) of FT Faculty/Lecturers	3.00	3.00	3.00
C2. Number (FTE) of PT Lecturers	6.00	6.00	6.00
D. Other Personnel Costs	-	-	-
E. Unique Program Costs	-	-	-
F. Total Direct and Incremental Costs	227,055	231,218	238,718

**Revenue**

G. Tuition	188,466	213,590	285,000
Tuition rate per credit	101	106	114
H. Other	-	-	-
I. Total Revenue	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 <b>with</b> Fringe/SSH	155	146	121
K1. Total Salary FT Faculty/Lecturers	168,718	168,718	168,718
K2. Cost Including Fringe of K1	227,769	227,769	227,769
K3. Total Salary PT Lecturers	58,337	62,500	70,000
K4. Cost Including Fringe of K3	61,254	65,625	73,500
L. Support Cost/SSH	262	262	262
Non-Instructional Exp/SSH	234	234	234
System-wide Support/SSH	28	28	28
Organized Research/SSH	-	-	-
M. Total Program Cost/SSH	417	408	383
N. Total Campus Expenditure/SSH	490	490	490

**Instruction Cost with Fringe per SSH**

K. Instructional Cost/SSH	155	146	121
O. Comparable Cost/SSH	137	137	137

**Program Used for Comparison**

Honolulu CC-Humanities
------------------------

Kapi'olani Community College

Academic Year	Provisional Years (3 yrs for AA Degree)		
	Year 1	Year 2	Year 3
	2012-2013	2013-2014	2014-2015
<b>Students &amp; SSH</b>			
A. Headcount enrollment (Fall)	63	126	128
B. Annual SSH	5436	5436	5436
<b>Direct &amp; Incremental Program Costs Without Fringe</b>			
C. Instructional Cost <b>without</b> Fringe	448,122	461,566	475,415
C1. Number (FTE) of FT Faculty/Lecturers	8.00	8.00	8.00
C2. Number (FTE) of PT Lecturers	0.80	0.80	0.80
D. Other Personnel Costs	-	-	-
E. Unique Program Costs	-	-	-
F. Total Direct and Incremental Costs	448,122	461,566	475,415
<b>Revenue</b>			
G. Tuition	549,036	576,216	619,704
Tuition rate per credit	101	106	114
H. Other	-	-	-
I. Total Revenue	549,036	576,216	619,704
<b>J. Net Cost (Revenue)</b>	(100,914)	(114,650)	(144,289)
<b>Program Cost per SSH With Fringe</b>			
K. Instructional Cost <b>with</b> Fringe/SSH	107	110	114
K1. Total Salary FT Faculty/Lecturers	372,255	383,423	394,928
K2. Cost Including Fringe of K1	502,544	517,621	533,153
K3. Total Salary PT Lecturers	75,867	78,143	80,487
K4. Cost Including Fringe of K3	79,660	82,050	84,511
L. Support Cost/SSH	152	157	162
Non-Instructional Exp/SSH	123	128	133
System-wide Support/SSH	29	29	29
Organized Research/SSH	-	-	-
M. Total Program Cost/SSH	259	267	276
N. Total Campus Expenditure/SSH	319	319	319
<b>Instruction Cost with Fringe per SSH</b>			
K. Instructional Cost/SSH	107	110	114
O. Comparable Cost/SSH	144	144	144
<b>Program Used for Comparison</b>	Kapi'olani CC-Humanities		

Kaua'i Community College

Provisional Years (3 yrs for AA Degree)

**Academic Year**

	Year 1	Year 2	Year 3
	2012-2013	2013-2014	2014-2015

**Students & SSH**

- A. Headcount enrollment (Fall)
- B. Annual SSH

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	Provisional Years (3 yrs for AA Degree)		
	Year 1	Year 2	Year 3
<b>Students &amp; SSH</b>	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>
A. Headcount enrollment (Fall)	83	166	169
B. Annual SSH	4774	4917	5065
<b>Direct &amp; Incremental Program Costs Without Fringe</b>			
C. Instructional Cost <b>without</b> Fringe	371,890	391,172	413,784
C1. Number (FTE) of FT Faculty/Lecturers	6.60	6.80	7.00
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
<b>Revenue</b>			
G. Tuition	482,174	521,225	577,380
Tuition rate per credit	101	106	114
H. Other			
I. Total Revenue	482,174	521,225	577,380
<b>J. Net Cost (Revenue)</b>	<b>(110,284)</b>	<b>(130,053)</b>	<b>(163,596)</b>
<b>Program Cost per SSH With Fringe</b>			
K. Instructional Cost <b>with</b> Fringe/SSH	105	107	110
K1. Total Salary FT Faculty/Lecturers	371,890	391,172	413,784
K2. Cost Including Fringe of K1	502,052	528,082	558,608
K3. Total Salary PT Lecturers	-	-	-
K4. Cost Including Fringe of K3	-	-	-
L. Support Cost/SSH	150	150	150
Non-Instructional Exp/SSH	123	123	123
System-wide Support/SSH	27	27	27
Organized Research/SSH	-	-	-
M. Total Program Cost/SSH	255	257	260
N. Total Campus Expenditure/SSH	300	300	300
<b>Instruction Cost with Fringe per SSH</b>			
K. Instructional Cost/SSH	105	107	110
O. Comparable Cost/SSH	148	148	148
<b>Program Used for Comparison</b>	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**

Academic Year	Provisional Years (3 yrs for AA Degree)		
	Year 1	Year 2	Year 3
	2012-2013	2013-2014	2014-2015
<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
J. Net Cost (Revenue)	(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
Program Used for Comparison	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**

Academic Year	Provisional Years (3 yrs for AA Degree)		
	Year 1	Year 2	Year 3
	2012-2013	2013-2014	2014-2015
<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>	<b>(8,926)</b>	<b>94,599</b>	<b>73,650</b>
<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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## **Appendix A: Relationship of Program Outcomes to the Functions of the Colleges and University by Campus**

### **Hawai'i Community College**

The AAHS program outcomes align with the following aspects of the Hawai'i Community College Strategic Plan 2008-2015:

Strategic Outcome A1. 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.

A1.4 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.

HAW CC Action Strategies:

A1.4c Expand articulation agreements with four-year institutions and publicize to Native Hawaiian students and provide appropriate advising services for Native Hawaiian students to benefit from these transfer opportunities

A1.4d Develop focused degrees that lead to a four-year degree pathway and market to Native Hawaiian students

### **Honolulu Community College**

The AAHS program strives to further the Mission Statement of Honolulu Community College to provide a "learning-centered, open-door" approach to "meet the evolving post-secondary educational needs of individuals, businesses, and the state" by providing pathways towards baccalaureate arts degrees for Honolulu Community College students. The program also provides a "diverse educational opportunit[y] for personal enrichment" for Honolulu Community College students and addresses one of the five major pillars of the campus Mission Statement by "supporting our Native Hawaiian community and its language, history, and culture."

The AAHS program outcomes align with the following aspects of the Honolulu Community College Strategic Plan 2008-2015:

Strategic Outcomes: 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

d. Increase the number of Native Hawaiian students who successfully progress and graduate, or transfer to baccalaureate institutions by 6-9% per year to 225 by 2015, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.

Strategic Outcomes: A Seamless System – Contribute to the continued development of a seamless education system that meets the state's evolving demand for a qualified workforce by actively working with high schools and colleges to

increase the number of students who successfully move from high school to college and into high skilled, high wage jobs within the state.

Performance Measures

- b. Create specific articulated pathways between the college and baccalaureate granting institutions by increasing the number of specific program-to-program articulation agreements.

### **Kapi'olani Community College**

The AAHS program outcomes align with the following aspects of the Kapi'olani Community College Strategic Plan 2008-2015:

Values: Aloha for Hawai'i, and its diverse peoples, cultures, languages, and environments.

Strategic Outcome A: Position Kapi'olani Community College and the University of Hawai'i as leading indigenous-serving higher education institutions by supporting the access and success of students of Native Hawaiian ancestry.

Performance Measure

- A4 Increase by six percent per year the number of Native Hawaiian students who complete certificates and degrees, or transfer to baccalaureate institutions, while maintaining the percentage (71%) of transfers who achieve a GPA of 2.0 or higher at the transfer institution. Increase certificate and degree completion by Native Hawaiian students from 64 to 105 per year, and increase transfer by Native Hawaiian students from 59 to 85 per year.

Potential Strategies:

A4K Develop, evaluate, and improve articulation agreements with UH system campuses.

A4L Maximize opportunities for Native Hawaiian students to complete general education requirements at their home campuses, and enroll and transfer among campuses.

### **Kaua'i Community College**

The AAHS program outcomes align with the following aspects of the Kaua'i Community College Strategic Plan 2008-2015:

Strategic Outcome 1: Access – To provide open access to educational excellence for a diverse student population

Performance Measure 1. Native Hawaiian Educational Attainment

- 1.1 Increase Native Hawaiian student enrollment by 3% per year.

Strategic Outcome 2. Learning and Teaching – To promote excellence in learning and in teaching for transfer, career/technical, remedial/developmental education and life-long learning

Performance Measure 1 Native Hawaiian Educational Attainment

- 1.4 Increase Graduation/Transfer of Native Hawaiian students

Performance Measure 2 Hawai'i's Educational Capital

- 2.4 Increase Graduation/Transfer

### **Leeward Community College**

The proposed AAHS addresses the Mission Statement of Leeward Community College in the following ways:

The AAHS provides pathways towards the transfer to a baccalaureate degree.

“Access: To broaden access to postsecondary education in Hawai‘i, regionally, and internationally by providing open-door opportunities for students to enter quality educational programs within their own communities.”

The AAHS provides the teaching of “general education” and “liberal arts” and baccalaureate courses” for a pathway toward the “seamless system articulation and transfer” of Leeward Community College students.

“Learning and Teaching: To specialize in the effective teaching of remedial/developmental education, general education, and other introductory liberal arts, pre-professional, and selected baccalaureate courses and programs, with the goal of seamless system articulation and transfer, where appropriate. To structure our programs in such a way that they reflect not only academic rigor but also student development, learning outcomes and student goals. The College is committed to the achievement of student learning.”

The AAHS provides for an educated and trained work force by offering pathways towards a baccalaureate degree as well as pathways for continued study in the broader areas of science, humanities, arts, social science and professional programs.

“Work Force Development: To provide the trained workforce needed in the State, the Asia-Pacific region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate and future employment and career advancement.”

The AAHS provides for an educated community and trained work force by offering pathways towards a baccalaureate degree and continued study in the broader areas of science, humanities, arts, social science and professional programs.

“Personal Development: To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.”

The AAHS will graduate Hawaiian Studies majors who are members of their community who will provide “leadership, knowledge, problem-solving skills” affecting their communities.

“Community Development: To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and an appreciation for the creative endeavors of others.”

The AAHS provides a pathway for graduates to work toward positioning Leeward CC as a multicultural arena for global and aboriginal studies.

“Diversity: To build upon Hawaii’s unique multi-cultural environment and geographic location, through efforts in curriculum development, and productive relationships with international counterparts, students’ learning experiences will prepare them for the global workplace, with particular emphasis on Asia and the Pacific Rim.”

The AAHS program outcomes align with the following aspects of the Leeward Community College Strategic Plan 2008-2015:

**Strategic Outcome: Native Hawaiian Educational Attainment – To 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**

- 1.1 Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.
- 1.4 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.

**Strategic Outcome: Educational Capital – To increase the educational capital of the state by increasing the participation and completion of students, particularly low-income students and those from underserved regions**

**Performance Measures**

- 2.4 Increase the number of 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.

### **University of Hawai’i Maui College**

The AAHS program outcomes align with the following aspects of the University of Hawai’i Maui College Strategic Plan 2008-2015:

**Commitments and Core Values**

**Aloha:** The Hawaiian concept of Aloha encompasses a respect for the history, traditions, and culture of Hawai’i and its indigenous people as well as a compassion and caring for the well-being of all people.

**Goal 1: Educational Effectiveness and Student Success – Embrace a culture of excellence and performance as the hallmarks of effective student learning and success.**

**Objective 1: Achieve a shared institutional culture that makes student learning and success the responsibility of all.**

**Action Strategies**

- 3. Provide students with access to a seamless UH system with full articulation between all campuses.



Objective 2: Achieve a shared institutional culture that treasures diversity and inclusion, honors collegiality, and continuously strives for exceptional performance.

Action Strategies

1. Create a learning environment where diversity is valued and embraced.

Goal 2: A Learning, Applied Research, and Service Network – Engage in intellectual and educational activities that enable the county of Maui and the State of Hawai'i to flourish.

Objective 1: Support the county and state economy, workforce development, and improved access to lifetime education for all by building partnerships within the UH system and with other public and private educational, governmental, and business institutions.

Action Strategies

3. Include liberal arts education as the foundation for an educated community and a competent workforce.
4. Involve faculty in the development of an efficient articulation process based on trust among faculties and on student outcomes and competencies.
5. 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 College – Transform the profile of the College, positioning it as one of the world's foremost multicultural centers for island and indigenous studies.

Objective 1: Establish Maui Community College as a preferred educational and training destination for local, national, and international students.

Action Strategies

3. Continue support for the study of diverse cultures and languages to support Hawai'i students who wish to explore their cultural roots.

Objective 2: Strengthen the crucial role that the College performs for the indigenous people and general population of Maui County by actively preserving and perpetuating Hawaiian culture, language, and values.

Action Strategies

1. Provide positive support for the development, implementation, and improvement of programs and academic support services for Native Hawaiians.
5. Promote the use of the Hawaiian language at all MCC campuses, as appropriate and consistent with the Hawai'i State Constitution.
6. Increase funding and provide for the study, development, and research of the Hawaiian language, culture, and history at all MCC campuses, as consistent with the Hawai'i State Constitution.

7. Encourage Native Hawaiians to practice their language, culture, and traditions at all MCC campuses.

**Windward Community College**

The proposed AAHS furthers the Mission Statement of Windward Community College:

“Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu Ko‘olau regions and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment – inspiring students to excellence.”

The AAHS program outcomes align with the following aspects of the Windward Community College Strategic Plan 2008-2015:

Strategic Outcome 1: Native Hawaiian Educational Attainment – To 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.

**Windward Community College Action Outcomes**

- 1.1 Design and implement an effective enrollment management and recruitment plan to increase Native Hawaiian enrollment by 3% or 162 students (from 555 to 717) by 2015, especially targeting students from Kahuku and Waimānalo.
- 1.4 Increase the number of full-time Native Hawaiian students (from 25 to 37) who complete at least 20 credits in the first academic year with a GPA of 2.0 or higher, and the number of part-time Native Hawaiian students (12 to 18) who complete at least 10 credits in the first academic semester with a GPA of 2.0 or higher by 5% per year.
- 1.5 Increase by 5% the number of Native Hawaiian students (from 96 to 142) who reenroll in the Spring semester and persist until Fall each year.
- 1.6 Increase by 6-9% the number of Native Hawaiians (from 45 to 78) who receive degrees or certificates in each Annual Fiscal Year.
- 1.7 Increase by 5% per year compounded the number of Native Hawaiian transfers to UH System and non-system baccalaureate institutions who achieve an average GPA of 3.14.

Strategic Outcome 2: Hawai‘i’s Educational Capital – To increase the educational capital of the state by increasing the participation and completion of students, particularly Native Hawaiian, low-income students and those from underserved areas.

**Windward Community College Action Outcomes**

- 2.1 Increase enrollment, particularly in regions and with groups who are underserved, from 1781 to 2001 students by 2015.
- 2.6 Increase the number of students (from 127 to 175) who receive degrees or certificates in the Annual Fiscal Year by 3-6%.

**2.8 Increase the diversity and number of programs offered to or in underserved regions by increasing the number and types of programs offered by at least one per two-year period.**

**Strategic Outcome 5: Resources and Stewardship – To acquire, allocate, and manage public and private revenue streams and exercise exemplary stewardship over all the University’s resources for a sustainable future.**

**Windward Community College Action Outcomes**

**5.1 Increase the number of faculty and staff from underrepresented demographic groups within EEO parameters.**

## Appendix B: Program Curriculum by Campus

### Hawai'i Community College

<b>ASSOCIATE IN ARTS CURRICULUM, HAWAIIAN STUDIES (62 CREDITS)</b>		
Area	Courses	Credits
<b>Core Requirements (18 credits)</b>		
HCC AA/Communication	ENG 100 and ENG 102 and SPCO 151, 251 or higher	9
HCC AA/Logical Reasoning	MATH 100 or higher or PHIL 110	3
HCC AA/World Civilization	HIST 151 or 153+ and HIST 152 or HIST 154+	6
<b>Humanities: Hawaiian Lifestyles (17 Credits)</b>		
	HWST 100 HWST 103 HWST 130 HWST 131 HWST 230 HWST 231	17
<b>Note:</b> <i>Italicized</i> course numbers are recommended courses for the Associate in Arts in Hawaiian Studies.		
<b>Social Sciences (6 Credits)</b> (Courses selected from at least two different alphas)		
HCC AA/Social Sciences	<i>IS 101</i> <i>AJ 101</i> , 210, 256 (see HSER/WS 256), 280 ANTH 121 (see LING 121), 150, 200, 235 (LING 235) ASAN 120, 121, 122 ECON 120, 130, 131 ED 105, 131 FAMR 230 GEOG 102 HSER 110, 140, 141 (SUBS 141), 248 (SUBS 248), 256 (AJ/WS 256) POLS 110 PSY 100, 170, 214, 230, 270, 275 (HUM 275) SOC 100, 208, 219, 251, 265, 289, 290 SPCO 260 SSCI 150, 160 (HUM 160), 250 SUBS (HSER 141), 248 (HSER 248), 268 WS 151, 256 (AJ/HSER 256)	6
Cross-listed Social Science courses (in parentheses) may only be counted once for graduation requirements.		

<b>Natural Sciences Courses (7 Credits)</b> (Six credits with each course from a different group. One of these courses must be accompanied by a one-credit Natural Science lab course.)		
HCC AA/Group 1: Biological Sciences	AG 200 BIOL 100/L, 101/L, 141/L, 142/L, 156/L, 171/L, 172/L BOT 101/L, 105/L, 130/L MICR 130/L ZOO 101/L	
HCC AA/Group 2: Physical Sciences	ASTR 110, 281 BioC 241 CHEM 100/L, 151/L, 161/L, 162/L GEOG 101/L GG 101/L PHYS 100/L, 105	
HCC AA/Group 3: Other Sciences	GEOG 122, 170/L, 180/L OCN 201, 205 PHRM 203 SCI 124/L	
<b>Hawaiian Studies Requirements (14 Credits)</b>		
Hawaiian Studies	HWST 107	3
Hawaiian Studies	HWST 104 (HWST 270 on other campuses)	3
Hawaiian Language	HAW 101	4
Hawaiian Language	HAW 102	4
<b>TOTAL</b>		<b>62</b>
The issuance of an AA degree requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree.		
Please note: As part of the AAHS curriculum listed above, students must complete one writing intensive (WI) course with a grade of "C" or higher.		

Honolulu Community College

<b>ASSOCIATE IN ARTS CURRICULUM, HAWAIIAN STUDIES (60 CREDITS)</b>		
Area	Courses	Credits
<b>General Education Requirements (31 credits)</b>		
HCC AA/FW	ENG 100	3
HCC AA/FS	MATH 100 or higher-level mathematics PHIL 110	3
HCC AA/FG	AA Global and Multicultural Perspectives Electives (Two courses, each course from a different group: A, B, or C) Group A (FGA) HIST 151; Group B (FGB) HIST 152; Group C (FGC) REL 150	6
<b>Arts and Humanities Courses (6 Credits)</b> (Two semester courses, each course from a different group: DA, DH, DL)		
HCC AA/DA (The Arts)	ART 101, 107D, 111, 112, 113, 115, 123 HWST 212 MUS 106, 253 SP 151, 251, 253, 290 (Any combination of one-credit courses that totals three-credit hours will be considered the equivalent of a one-semester course.)	
HCC AA/DH (Humanities)	AMST 201, 202 ASAN 100, 241, 242 HWST 107, 110, 231, 282/282L HIST 231, 232, 241, 242, 246, 250, 282, 284, 288 PHIL 100, 101, 120, 202, 204, 211, 213, 255 REL 150, 151, 201, 203, 204, 207, 210	
HCC AA/DL (Literature and Language)	EALL 271, 272 ENG 250, 251, 252, 253, 254, 255, 256, 257E, 257F, 257H, 257L, 257M, 257N, 257P, 257Q, 257X HAW 261 LING 102	
<b>Natural Sciences Courses (6-7 Credits)</b> one Biological Science (DB), one Physical Science (DP), and one Laboratory (DY)		
HCC AA/DB (Biological Sciences)	BIOL 100, 103, 123, 124, 171, 172 BOT 101, 130 FSHN 185 MICR 130, 140 PHYL 141, 142 PSY 230 SCI 101, 121 (lab incl.) ZOO 101 (lab incl.), 141, 142, 200 (Marine Biology lab incl.)	3

HCC AA/DP (Physical Sciences)	ASTR 110 BIOC 241, 251 CHEM 100, 105 (lab incl.) 151, 152,m 161, 162, 272 GEOG 101 GG 101, 103 HWST 281 MET 101 OCN 180, 190, 201, 230 PHY 100, 105 (lab incl.), 122 (lab incl.), crosslisted as SCI 122), 131 (lab incl.), 151, 152, 170, 272, 274 SCI 122 (lab incl., cross listed as PHYS 122)	3
HCC AA/DY (Laboratory)	BIOL 103L ,124L, 171L, 172L BOT 101L, 130L CHEM 100L, 151L, 152L, 161L, 162L, 272L GEOG 101L GG101L HWST 281L MET 101L OCN 201L PHYL 141L, 142L PHYS 100L, 151L, 152L, 170L, 272L ZOO 141L, 142L, 200L	1-2
<b>Social Sciences Courses (6 credits) (two semester courses from two different disciplines)</b>		
HCC AA/DS	ANTH 135, 150, 151, 200, ASAN 250 (cross-listed as POLS 250) BOT 105 ECON 120, 130, 131 FAMR 230 GEOG 102, 122, 151 HWST 105 JOUR 150 POLS 109, 110, 120, 130, 171, 180, 190, 250 (cross- listed as ASAN 250) PSY 100, 180, 212, 220, 225, 240, 260, 270 SSCI 120, 125, 250 SOC 100, 214, 218, 231, 251, 257 WS 151	6
<b>Hawaiian Studies Requirements (25 Credits)</b>		
Hawaiian Studies	HWST 107	3
Hawaiian Studies	HWST 270	3
Hawaiian Studies	HWST 105 or BOT 105	3
Hawaiian Language	HAW 101	4
Hawaiian Language	HAW 102	4
Hawaiian Language	HAW 201	4
Hawaiian Language	HAW 202	4

**Elective Courses (3-5 credits)** Choose 3-5 credits from the following Electives: (Elective credits must be taken in Liberal Arts courses numbered at or above the 100-level including courses taken from the lists above not already used to meet another requirement or from the course(s) listed below.)

- HAW 261 Hawaiian Literature in English (3)
- HWST 110 Wa'a Ho'okele: Hawaiian Sailing Canoes (3) and HWST 110L (1)
- HWST 212 Hula 'Ōlapa: Traditional Hawaiian Dance (2)
- HWST 281 Ho'okele I: Hawaiian Astronomy and Weather (3) and HWST 281L (1)
- HWST 282 Ho'okele II: Hawaiian Navigation, Weather, Canoe Design & Sail (3)  
and HWST 282L (1)
- BOT 130 Plants in the Hawaiian Environment (3) and BOT 130 L (1)
- GEOG 122 Geography of Hawai'i (3)
- GG 103 Geology of the Hawaiian Islands (3)
- POLS 180 Introduction to Hawai'i Politics (3)

**TOTAL**

**60**

The issuance of an AA degree requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree.

Please note: As part of the AAHS curriculum listed above, students must complete two writing intensive (WI) courses. Students must also complete one Hawaiian, Asian and Pacific Issues (H) course.



Kapi'olani Community College

**ASSOCIATE IN ARTS CURRICULUM,  
HAWAIIAN STUDIES (60 CREDITS)**

Area	Courses	Credits
<b>General Education Requirements (23-24 credits)</b>		
KCC AA/FW	ENG 100, ESL 100	3
KCC AA/FS	ICS 141, 241, PHIL 110 or MATH 100 or higher level mathematics	3-4
KCC AA/FG	AA Global and Multicultural Perspectives Electives (Two courses, each course from a different group: A, B, or C) Group A (FGA) ANTH 151, HIST 151; Group B (FGB) ANTH 152, GEOG 102, HIST 152; Group C (FGC) GEOG 151, MUS 107, REL 150	6
KCC AA/OC* *Does not satisfy the UHM Oral Communication Requirement	SP 151, 181, 231, 251, THEA 221, 222, 240	3
KCC AA/HSL	HAW 101 and HAW 102	8
<b>Arts and Humanities Courses (5-7 Credits)</b> (Two semester courses, each course from a different group: DA, DH, DL)		
KCC AA/DA (The Arts)	ART 189, 288, 289, 290 DANCE 212, 213 MUS 121Z SP 233	
KCC AA/DH (Humanities)	HWST 100, 216, 285 HIST 284, 288 HUM 269 (Pacific Islands region-based) MUS 207 PHIL 103	
KCC AA/DL (Literature and Language)	ENG 272B, 272M HAW 224, 261, 262 PACS 257, 273	
<b>Natural Sciences Courses (7-8 Credits)</b> (Two semester courses. At least one lecture course each must be chosen from DB and DP. One of the two lecture courses must also have a paired laboratory course.)		
KCC AA/DB (Biological Sciences)	BIOL 124 BOT 130 ZOO 200	3
KCC AA/DP (Physical Sciences)	ASTR 110 GEOG 101 GG 103 OCN 201	3

KCC AA/DY	BIOL 124L BOT 130L GEOG 101L ZOO 200L	1-2
<b>Social Sciences Courses (6 credits)</b> (two semester courses from two different disciplines)		
KCC AA/DS	ANTH 200, 235 BOT 105 GEOG 210 HWST 255 PACS 108	6
<b>Hawaiian Studies Requirements (14 Credits)</b>		
Hawaiian Studies	HWST 107	3
Hawaiian Studies	HWST 270	3
Hawaiian Language	HAW 201	4
Hawaiian Language	HAW 202	4
<b>Elective Courses (5-8 credits)</b> (Elective credits must be taken in Liberal Arts courses numbered at or above the 100-level including courses taken from the lists above not already used to meet another requirement or from the course(s) listed below.)		
	AA Elective	3
	AA Elective	3
	AA Elective	3
<b>TOTAL</b>		<b>60</b>
The issuance of an AA degree requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree.		
Please note: As part of the AAHS curriculum listed above, students must complete two writing intensive (WI) courses. Students must also complete one Hawaiian, Asian and Pacific Issues (H) course. Please refer to <a href="http://www.hawaii.edu/gened/articulation_kapcc.htm">http://www.hawaii.edu/gened/articulation_kapcc.htm</a> for the most current listing of approved Hawaiian, Asian and Pacific courses.		

Kaua'i Community College

<b>ASSOCIATE IN ARTS CURRICULUM, HAWAIIAN STUDIES (60 CREDITS)</b>		
Area	Courses	Credits
<b>General Education Requirements (15 credits)</b>		
KCC AA/FW	ENG 100	3
KCC AA/FS	PHIL 110 or MATH 100 or higher level mathematics	3
KCC AA/FG	(6 credits total from two of courses listed below) HIST 151, HIST 152 REL 150	6
KCC AA/OC* *Does not satisfy the UHM Oral Communication Requirement	COM 210H SP 151, 200, 231, 251	3
<b>Arts and Humanities Courses (6 Credits)</b> (Two semester courses, each course from a different group: DA, DH, DL)		
KCC AA/DA (The Arts)	HWST 128, 177 MUS 121F	
KCC AA/DH (Humanities)	HIST 284, 284K HWST 111, 281, 290 REL 205	
KCC AA/DL	HAW 261 ENG 261	
<b>Natural Sciences Courses (7 Credits)</b> (Two semester courses. At least one lecture course each must be chosen from DB and DP. One of the two lecture courses must also have a paired laboratory course DY.)		
KCC AA/DB (Biological Sciences)	BOT 130 BIOL 123, 208	3
KCC AA/DP (Physical Sciences)	ASTR 110 OCN 201, 120	3
KCC AA/DY	BIOL 123L BOT 130L	1
<b>Social Sciences Courses (6 credits) (two semester courses from two different disciplines)</b>		
KCC AA/DS	ANTH 200, 220 BOT 105	6
<b>Hawaiian Studies Requirements (14 Credits)</b>		
Hawaiian Studies	HWST 107	3
Hawaiian Studies	HWST 270	3
Hawaiian Language	HAW 101	4
Hawaiian Language	HAW 102	4

<b>Elective Courses (9 - 12 credits) (Minimum 9 credits from one topic area or a combination of topics)</b>		
'Ōlelo	HAW 201, 202, 221, 222, 262	
Culture, History, Arts	HAW 111, 128, 261, 199V, 299V, 290 HIST 284, 284K REL 205	
Hawaiian Environment	BIOL 123, 123L BOT 105, 130, 130L HWST 251, 281, 285, 295	
<b>TOTAL</b>		<b>60</b>
<p>The issuance of an AA degree requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree.</p> <p>Please note: As part of the AAHS curriculum listed above, students must complete two writing intensive (WI) courses. Students must also complete one Hawaiian, Asian and Pacific Issues (HAP) course.</p>		

Leeward Community College

<b>ASSOCIATE IN ARTS CURRICULUM, HAWAIIAN STUDIES (60 CREDITS)</b>		
Area	Courses	Credits
<b>General Education Requirements (15 credits)</b>		
LCC AA/FW	ENG 100 or ESL 100/ENG 100E	3
LCC AA/FS	ICS 141, 241, PHIL 110 or MATH 100 or higher level mathematics	3
LCC AA/FG	AA Global and Multicultural Perspectives Electives (Two courses, each course from a different group: A, B, or C) Group A (FGA) ANTH 151, ART 175, HIST 151 Group B (FGB) ANTH 152, ART 175, HIST 152 Group C (FGC) GEOG 151, MUS 107, REL 150	6
LCC AA/OC* *Does not satisfy the UHM Oral Communication Requirement	SP 151, 200, 231, 251, COM 210H	3
<b>Arts and Humanities Courses (6 Credits)</b> (Two semester courses, each course from a different group: DA, DH, DL)		
LCC AA/DA (The Arts)	DNCE 160 MUS 121Z, 122Z, 121F, 122F	
LCC AA/DH (Humanities)	HIST 284 REL 205	
LCC AA/DL (Literature and Language)	HWST 261	
<b>Natural Sciences Courses (7 Credits)</b> Natural Sciences (3 credits from the biological science area (DB) and 3 credits from the physical science area (DP)). In addition, the student must take a science laboratory/field trip course (DY) that matches one of the chosen science courses.		
LCC AA/DB (Biological Sciences)	BOT 130 HORT 110 ZOO 200	3
LCC AA/DP (Physical Sciences)	ASTR 110 OCN 201 SCI 103 GG 103	3
LCC AA/DY	BOT 130L HORT 110L OCN 201L ZOO 200L	1

<b>Social Sciences Courses (6 credits)</b> (two semester courses from two different disciplines)		
LCC AA/DS	ANTH 200, 210 ECON 130 POLS 180 PACS 108 SOC 218, 250, 251	6
<b>Hawaiian Studies Requirements (14 Credits)</b>		
Hawaiian Studies	HWST 107	3
Hawaiian Studies	HWST 270	3
Hawaiian Language	HAW 101	4
Hawaiian Language	HAW 102	4
<b>Elective Courses (12 credits)</b> (Choose a minimum of 12 credits from the following list of courses, this may come from one topic area or a combination of topics. Elective credits may <b>not</b> be used to fulfill Diversification or Foundation requirements.)		
'Āina (Environmental Science)	ASTR 110 BIOL 124 BOT 130 GG 103 HWST 105 OCN 201 SCI 103	
Hana No'eau (Arts)	HWST 160, HWST 261 MUS 112, 113, 121Z, 122Z, 121F, 122F	
Ho'oulu Lāhui (Nation Building)	ANTH 200, 210 ECON 131 HWST 261, 291 PACS 108 POLS 180 SOC 218, 250, 251	
Mo'olelo (History/Literature)	HIST 284 HWST 160, 261 DMED 150 REL 205	
'Ōlelo (Language and Literature)	HAWN 201, 202 HWST 160, 261	
<b>TOTAL</b>		<b>60</b>
The issuance of an AA degree requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree.		
Please note: As part of the AAHS curriculum listed above, students must complete two writing intensive (WI) courses. Students must also complete one Hawaiian, Asian and Pacific Issues (HAP) course. Please refer <a href="http://www.leeward.hawaii.edu/hap">http://www.leeward.hawaii.edu/hap</a> for the most current listing of approved Hawaiian, Asian and Pacific courses.		

University of Hawai'i Maui College

<b>ASSOCIATE IN ARTS CURRICULUM, HAWAIIAN STUDIES (60 CREDITS)</b>		
Area	Courses	Credits
<b>General Education Requirements (15 credits)</b>		
MCC AA/FW	ENG 100	3
MCC AA/FS	PHIL 110 or MATH 100 or higher level mathematics	3
MCC AA/FG	(6 credits: choose one course from two different groups) Group A: HIST 151 Group B: HIST 152, GEOG 102 Group C: MUS 107, REL 150	6
MCC AA/OC* *Does not satisfy the UHM Oral Communication Requirement	BUS/COM 130 COM 145, 210 DRAM 221, 222 SP 151, 231, 251	3
<b>Arts and Humanities Courses (6 Credits)</b> (Two semester courses, each course from a different group: DA, DH)		
MCC AA/DA (The Arts)	HAW 104 HWST 205 A, E, or I MUS 114H	
MCC AA/DH (Humanities)	HWST 107	
<b>Natural Sciences Courses (7 Credits)</b> (Two semester courses. At least one lecture course each must be chosen from DB and DP. One of the two lecture courses must also have a paired laboratory course DY.)		
MCC AA/DB (Biological Sciences)	AG 122, 174, 200 ANTH 215 BIOL 100, 101, 102, 103, 104, 124, 151, 152, 171, 172, 200, 225 BOT 101 FSHN 185, 285 MICR 130 SCI 121 PHRM 203 ZOOL 101, 141, 142, 200	3

MCC AA/DP (Physical Sciences)	ASTR 110 BIOG 241, 244 CHEM 151, 161, 162 FSHN 286 GEOG 101 GG 101, 103 OCN 201 PHYS 105, 151, 152, 170, 272 SCI 122	3
MCC AA/DY	*3cr course includes a lab that counts toward the DY AG 122*, 174*, 200 ASTR 110L BIOL 101, 102, 103, 105, 124L, 151L, 152*, 171L, 172L, 200, 225 BOT 101 CHEM 151, 161L, 162L GEOG 101L GG 101 MICR 140 OCN 201L PHYS 151, 152, 170, 272 SCI 121 (cross listed BIOL 101), 122 ZOO 101, 141, 142, 200	1
<b>Social Sciences Courses (6 credits)</b> (two semester courses from two different disciplines)		
MCC AA/DS (Required)	BOT 105 (Cross listed as HWST 211)	3
MCC AA/DS	ANTH 150, 165, 200, 210 FAMR 230, 244 Economics Geography (except 101, 101L, 102) Political Science Psychology Social Science Sociology	3
<b>Hawaiian Studies Requirements (11 Credits)</b>		
Hawaiian Studies	HWST 107 (Counts as the DH credit)	
Hawaiian Studies	HWST 270	3
Hawaiian Language	HAW 101	4
Hawaiian Language	HAW 102	4



<b>Elective Courses (16 credits)</b> (Minimum of three HAW or HWST 200 level or higher courses required))		
AA HS Electives	HAW 201, 202 (highly recommended) Any HAW or HWST 100 level course not used for another requirement already ANTH 235 HIST 284, 288 (cross listed as ANTH 235) POLS 180	16
<b>TOTAL</b>		<b>60</b>
<p>The issuance of an AA degree requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree.</p> <p>Please note: As part of the AAHS curriculum listed above, students must complete two writing intensive (WI) courses.</p>		

Windward Community College

<b>ASSOCIATE IN ARTS CURRICULUM, HAWAIIAN STUDIES (60 CREDITS)</b>		
Area	Courses	Credits
<b>General Education Requirements (15 credits)</b>		
WCC AA/FW	ENG 100	3
WCC AA/FS	PHIL 110 or MATH 100 or higher level mathematics	3
WCC AA/FG	(6 credits total from two of courses listed below) HIST 151, HIST 152 REL 150	6
WCC AA/OC	SP 151, 181, 231, 251	3
<b>Arts and Humanities Courses (6 Credits)</b> (Two semester courses, each course from a different group: DA, DH, DL)		
WCC AA/DA (The Arts)	ART 189 HWST 130, 131, 135, 136, 222 MUS 121F, 121Z, 122F, 122Z, 130F	
WCC AA/DH (Humanities)	HIST 284 HWST 115, 255, 275, 285 IS 160, 260 LING 102 REL 205	
<b>Natural Sciences Courses (7 Credits)</b> (Two semester courses. At least one lecture course each must be chosen from DB and DP. One of the two lecture courses must also have a paired laboratory course DY.)		
WCC AA/DB (Biological Sciences)	AQUA 201 BIOL 200 BOT 130 IS 201 (2 credits) ZOO 105, 200	3
WCC AA/DP (Physical Sciences)	ASTR 110 OCN 201 GG 103	3
WCC AA/DY	AQUA 201L ASTR 110L BIOL 200L BOT 130 GG 210, 211, 212, 213, 214 IS 201 IS 260L OCN 201L ZOO 200L	1

<b>Social Sciences Courses (6 credits)</b> (two semester courses from two different disciplines)		
WCC AA/DS	ANTH 175 & 175L BOT 105 GOEG 122 POLS 180	6
<b>Hawaiian Studies Requirements (14 Credits)</b>		
Hawaiian Studies	HWST 107	3
Hawaiian Studies	HWST 270	3
Hawaiian Language	HAW 101	4
Hawaiian Language	HAW 102	4
<b>Elective Courses (12 credits)</b> (Choose a minimum of 12 credits from the following list of approved elective courses for this degree.)		
'Ōlelo Hawai'i (Hawaiian Language)	HAW 201, 202	
Mo'olelo Hawai'i (Hawaiian History and Traditions)	HWST 115, 255 REL 205 POLS 180 HIST 284	
Ahupua'a (Hawaiian Land and Ocean Systems)	HWST 275 & 257L, 285 IS 160A, 160B, 160L, 260A, 260B, 260L, 201 AQUA 201, 201L ANTH 175 & 175L BOT 105, 130 BIOL 200 GG 103 ZOO 105, 200	
Hawaiian Performing Arts	HWST 130, 131 MUS 121F, 121Z, 122F, 122Z, 130F, 177	
Hana No'eau (Hawaiian Visual Art and Design)	HWST 135, 136, 222 ART 189	
<b>TOTAL</b>		<b>60</b>
The issuance of an AA degree requires that the student must earn a grade point ratio (GPR) of 2.0 or higher for all courses applicable toward the degree.		
Please note: As part of the AAHS curriculum listed above, students must complete two writing intensive (WI) courses. Students must also complete one Hawaiian, Asian and Pacific Issues (HAP) course. Please refer <a href="http://windward.hawaii.edu/committees/HAP/">http://windward.hawaii.edu/committees/HAP/</a> for the most current listing of approved Hawaiian, Asian and Pacific courses.		

## Appendix C: Program Enrollment – Methodology

The estimate of the probable numbers of students who will enroll in the AAHS is based off of the existing data from the three Baccalaureate Programs in Hawaiian Studies at UH Mānoa, UH Hilo, and UH West O’ahu. In each of these programs, 3.2% (UHWO), 5.6% (UHM) and 9.5% (UHH) of the undergraduate aboriginal Hawaiian students enrolled at each of the baccalaureate campuses majored in Hawaiian Studies. The data also shows that 80.0% (UHWO), 85.5% (UHM) and 90.6% (UHH) of the Hawaiian Studies majors are of aboriginal Hawaiian ancestry. The estimates used in the narrative are computed based on enrollment data from the UH System Institutional Research Office multiplied by the mean value of the three campuses, rounded to the nearest whole number.

**Table C-1. Percentage of Undergraduate Aboriginal Hawaiians in Baccalaureate Hawaiian Studies Programs by Campus**

	Total Campus Aboriginal Hawaiian Enrollment	Aboriginal Hawaiian Hawaiian Studies Majors	% Aboriginal Hawaiians in Hawaiian Studies
UH Mānoa	2089	118	5.6%
UH Hilo	912	87	9.5%
UH West O’ahu	374	12	3.2%

(Source: UH IRO&A)

**Table C-2. Aboriginal Hawaiian Majors in Baccalaureate Hawaiian Studies Programs by Campus**

	Total Hawaiian Studies Majors	Aboriginal Hawaiian Majors	% Aboriginal Majors
UH Mānoa	138	118	85.5%
UH Hilo	96	87	90.6%
UH West O’ahu	15	12	80.0%

(Source: UH IRO&A)

**Table C-3. Enrollments (Headcount) at the UHCC Campuses, Fall 2010**

Campus	Aboriginal Hawaiian Enrollment, Fall 2010	Total Campus Enrollment, Fall 2010
Hawai’i CC	1657	3815
Honolulu CC	1288	4725
Kapi’olani CC	1677	9301
Kaua’i CC	435	1428
Leeward CC	2208	7942
UH Maui College	1453	4367
Windward CC	1142	2625
Total UHCC	9860	34203

## Appendix D: Program Enrollment: Service to Non-Majors, Fall 2010

Table D-1: Hawaiian Studies (HWST) and Hawaiian Language (HAW) Course Enrollment Data, Fall 2010

	Number of Different Courses Offered	Total Number of Sections Offered	Headcount Enrollment in All Courses	Student Semester Hours in All Courses
<b>Hawai'i CC</b>	14	36	867	2546
<b>Honolulu CC</b>	6	16	299	932
<b>Kapi'olani CC</b>	8	30	825	2729
<b>Kaua'i CC</b>	7	9	153	503
<b>Leeward CC</b>	6	26	734	2322
<b>UH Maui College</b>	11	23	663	1755
<b>Windward CC</b>	6	19	436	1462
<b>Total</b>			3977	12249

(Source: UH IRO&A)

# Appendix E: Program Enrollment – Student Survey Data

## Windward Community College

2009 SMS Windward Community Needs Assessment



*Beyond Information. Intelligence.*

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Website [www.sms-hawaii.com](http://www.sms-hawaii.com)

### Windward Community Education Needs Report



UNIVERSITY of HAWAII  
**WINDWARD**  
COMMUNITY COLLEGE

#### SMS Affiliations and Associations:

Alan Barker Associates

Experian

International Survey Research

Latham Synchronized Relationship Marketing

Mediamark Research Inc

NCCA Certified

Stephanie Kaneshiro – Big Island Affiliate

Warren Dastup – Kauai Affiliate

3i Marketing & Communications

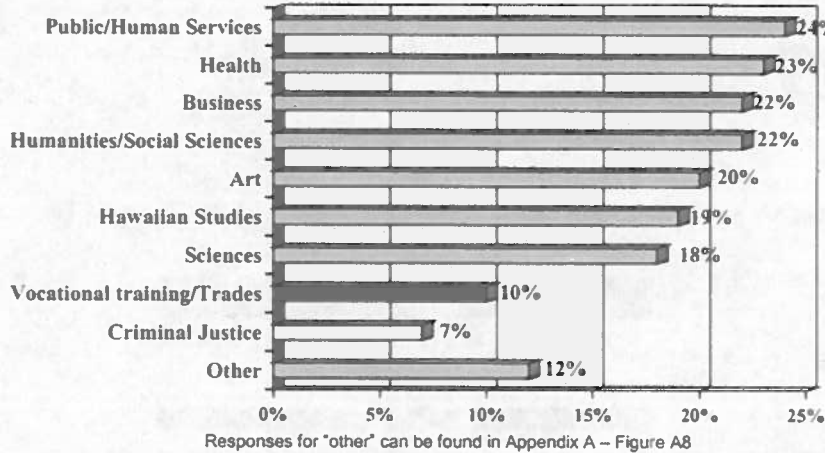
Prepared by:  
SMS Research & Marketing Services, Inc  
March, 2009

SMS Windward Community Needs Assessment  
3/09

**Subjects of Interest**

When asked to tell us which subjects they would be interested in studying, 24% stated that they would be interested in studying public/human services.

Figure 21. Almost a quarter said that they would like to study public/human services



You said you're interested in continuing your education, which subjects are you planning to study?

By calculating the percentage of respondents who are likely to enroll at Windward, think of Windward first, and are interested in each subject, SMS has estimated the demand for Windward residents who are most likely to attend WCC. Those most likely to go to Windward are more likely to be interested in Hawaiian studies and art. There are few jobs in these areas, which seems to suggest that those most likely to go to Windward Community College aren't doing so for career development.

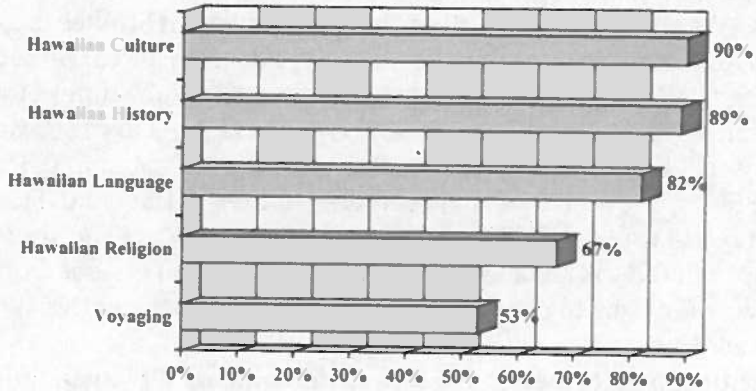
Figure 22. Those likely to go to WCC are more likely to be interested in Hawaiian Studies

Subject	WCC Demand (households)
Hawaiian Studies	312
Art	260
Health	208
Sciences	208
Humanities/Social Sciences	156
Public/Human Services	156
Business	104
Criminal Justice	104
Vocational	52

**Hawaiian Studies**

Nineteen percent of respondents are at least somewhat interested in studying Hawaiian studies, of which 90% are interested in studying Hawaiian culture.

Figure 28. Nine out of ten who are interested in Hawaiian studies are interested in studying Hawaiian culture



\*Combined scores for those "somewhat" and "very" interested

Those interested in Hawaiian studies are:

- > More likely to have some college education
- > Mean age is 46
- > More likely to be Hawaiian or part-Hawaiian



## Hawaiian Studies Student Survey Report, Spring 2009

Survey conducted by Keliko Hoe, Kalani Meinecke, Kalawaia Moore and Jayne Bopp

Data compiled and analyzed by Kalawaia Moore and Jayne Bopp

Report Written by Kalawaia Moore, reviewed by Kalani Meinecke and Jayne Bopp

### *Executive Summary*

The University of Hawai'i System Strategic Plan states as one of its objectives to actively preserve and perpetuate Hawaiian culture, language, and values by developing implementing and improving programs for Native Hawaiians. Similarly, Windward Community College (WCC) strategic goals state that our campus will be a leader in Hawaiian Studies. With these goals in mind the WCC Hawaiian Studies faculty reviewed the Hawaiian Studies Academic Subject Certificate (ASC) Program and assessed its direction and possible changes. We created a student survey to determine student interest in Hawaiian Studies at WCC and implemented it in over 22 classes in the Spring 2009. At the time of the survey enrollment was approximately 1,950 and a total of 314 surveys were collected. While 35% of the students surveyed were either in Hawaiian Studies, language or other classes that count toward the Hawaiian Studies ASC, 65% of the students surveyed were in classes not related to Hawaiian Studies. The breadth of classes from which our results were drawn allows us to generalize our results across the entire WCC student population more accurately.

Existing institutional evidence of a strong demand for Hawaiian Studies is unmistakable in statistics that show a 102% average fill rate for Hawaiian Studies classes and a 92% retention rate, these are the highest rates in these categories for any classes offered at WCC (Hawaiian Studies Academic Subject Certificate Annual Report 2008-09). Our survey mirrored this high demand for Hawaiian Studies classes as 75% of the students surveyed have either taken or would take Hawaiian Studies. If we project this across the entire student population it suggests that as many as 1,458 students either have taken or would take Hawaiian studies classes at WCC. Currently HWST 107, Hawai'i: Center of the Pacific, our introductory course, is the most popular Hawaiian Studies class as 66% of the students surveyed either have taken or will take HWST 107 suggesting that there are as many as 1,287 students that we should be prepared to accommodate in HWST 107. To provide for this interest we would need approximately 36 sections with 35 or more students in each section of HWST 107. This would account only for the introductory course. Students further identified Hawaiian material culture, cultural activities, environmental methods, history, politics, healing and social work as areas that they would like to see covered with new courses.

Demand for additional Hawaiian Studies certificate and degree programs is also very high. Contrary to present administrative statistics, which list five students currently pursuing a Hawaiian Studies ASC, this survey found 36 students either actively pursuing our ASC or very interested in pursuing it. Our survey suggests that there are potentially 122 additional students who might be interested in pursuing a Hawaiian Studies ASC right now. Additionally 60 students stated that they would be interested in pursuing an Associate of Arts (A.A.) in Hawaiian Studies if it existed with another 93 students being unsure suggesting that as many as 105 students would be interested in pursuing an A.A. in Hawaiian Studies at WCC. There was also high interest in degree offerings in Hawaiian Sustainability Techniques and Management, Hawaiian Social Work, and Hawaiian Music.

There is solid evidence to support expanded course and degree offerings in Hawaiian Studies, and that current offerings 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 Hawaii 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 1. Classes Surveyed**

<b>Class</b>	<b>Number</b>	<b>%</b>
Anthropology	42	13.4
Biology	18	5.7
Geography	12	3.8
Geology	10	3.8
Hawaiian Language	19	6.1
Hawaiians Studies	42	13.4
Oceanography	10	3.2
Philosophy	28	8.9
Psychology	110	35.0
Sociology	23	7.3
<b>Total</b>	<b>314</b>	<b>100</b>

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**

<b>Certificate Type</b>	<b>Number</b>	<b>%</b>
Art	27	8.7
Bio Resource Development & Management	4	1.3
Business	14	4.5
Hawaiian Studies	16	5.2
Plant Biotechnology	1	0.3
Psycho-Social Development	22	7.1
Applied Business & Information Technology	1	0.3
Web Support	1	0.3
No certificate	105	34.0
Unsure about certificate	103	33.3
<b>Total</b>	<b>309</b>	<b>100</b>

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**

<b>Interested</b>	<b>Number</b>	<b>%</b>
Yes	142	45.5
No	76	24.4
Not Sure	94	30.1
<b>Total</b>	<b>312</b>	<b>100</b>

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**

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

**Table 5. Hawaiian Studies ASC Courses Would Take**

<b>Course</b>	<b>Number</b>	<b>%</b>
HWST 107	61	19.4
REL 205	71	22.6
HAW 101	73	23.2
HAW 201	45	14.3
BOT 105	52	16.6
IS 201	45	14.3
IS 160	47	15.0
ART 189	61	19.4
HWST 270	101	32.2
HIST 224	78	24.8
HAW 102	28	8.9
HAW 202	32	10.2
POLS 180	39	12.4
IS 260	31	9.9
Total Would Take Some	79	25.2
Total Would Take None	235	74.8
<b>Total</b>	<b>100</b>	<b>100</b>

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 6. Hawaiian Studies Degrees of Interest**

<b>Degree type</b>	<b>Number "Yes"</b>	<b>%</b>	<b>Number "No"</b>	<b>%</b>	<b>Number "Not Sure"</b>	<b>%</b>
Hawaiian Studies AA	60	19.2	159	51.0	93	29.8
Hawaiian Community Social Work and Counseling ASW	86	27.6	129	41.3	97	31.1
AS Hawn Sustain Tech & Mgmt.	61	19.7	143		106	
AA Hawn Music	55	17.7	184	59.9	71	22.9

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), Hawaiian Literature in Translation, Hawaiian Ocean System Management, Hula Kahiko I, Social Work in the Hawaiian Community, and Introduction to the Hawaiian Kingdom (Navigators and Kings).

**Table 7. Proposed Hawaiian Studies Courses of Interest**

<b>Course</b>	<b>Number</b>	<b>%</b>
HWST 285 Lā'au Lapa'au: Hawaiian Medicinal Herbs	106	33.8
HWST 205 Hawaiian Genealogy	93	29.6
HWST 200 Wahi Pana (Sacred Sites of O'ahu)	90	28.7
HAW 261 Hawaiian Literature in Translation	86	27.4
HWST 210 Hawaiian Ocean System Management	85	27.1
HWST 120 Hula Kahiko I	84	26.8
HWST 285 Social Work in the Hawaiian Community	83	26.4
HWST 250 Intro to the Hawaiian Kingdom (Navigators & Kings)	82	26.1
HWST 208 Hawaiian Water Resources and Management	75	23.9
HWST 215 Mahi'ai Kalo (Taro Farming)	68	21.7
MUS 177 Introduction to Hawaiian Music	66	21.0
HWST 280 Hawaiian Social Movements	64	20.4
HWST 290 Hawaiian Intergenerational Healing	62	20.0
HWST 287 Ho'oponopono (Hawaiian Conflict Resolution)	61	19.6
HWST 207 Mālama Ahupua'a: Resource Management	61	19.4
HAW 284 Haku Mele	58	18.5
HWST 125 Hula `Auana	57	18.2
HWST 209 Hawaiian Land and Crop Systems	55	17.5
HWST 260 Introduction to Hawaiian Land Tenure	54	17.2
HWST 130 Hula Kahiko II	48	15.3
HWST 170 Hawaiian Music Ensemble	37	11.8
	<b>Total Interested In Some</b>	<b>242</b>
	<b>Total Interested In None</b>	<b>72</b>
	<b>Total</b>	<b>314</b>

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
- five statements about Native Hawaiian healing including La'au Lapa'au and Ho'oponopono
- four requests for upper division classes
- three statements about courses related to surfing

- three requests for more on line Hawaiian studies classes
- two statements about social work classes
- two comments about courses related to ahupua`a, and
- one comment each about history of Hawaiian islands, fishing, genealogy, more writing intensives, legends/folklore, independent study, archeology, and how to do research.

Finally the survey asked interested participants to give us their name and email address if they wanted to be contacted about new Hawaiian Studies classes, and/or meet with a Hawaiian Studies faculty member. Over 40 students (13%) left their name and email address asking for us to follow up with them.

### *Conclusions*

This survey looks at student interest in Hawaiian Studies at WCC and establishes that interest and demand for Hawaiian Studies is much higher than current class availability and program resources. A high level of community interest has already been documented through the SMS Research Windward Community Needs Assessment. The UH Community Colleges and Windward Community College Strategic Plans both acknowledge the importance and institutional commitment toward the development of a strong Hawaiian Studies Program at WCC. The current Hawaiian Studies ASC Program has evolved over the past 35 years in response to demand for Hawaiian Studies, but it is evident that demand is high enough to warrant continued expansion of both additional classes and programs.

Institutional evidence of strong demand is unmistakable in statistics that show a 102% average fill rate for Hawaiian Studies classes and a 92% retention rate, these are the highest rates in these categories for any classes offered at WCC (*Hawaiian Studies Academic Subject Certificate Annual Report 2008-09*). This means that more students register for Hawaiian Studies classes than there are available seats offered, and that more students stay all the way through Hawaiian Studies classes to completion than in any other academic subject area at WCC. These statistics are not only an indication of high demand, but also show a high level of competency in class instruction across the discipline.

Official WCC statistics list only five students currently pursuing the Hawaiian Studies ASC (*Hawaiian Studies Academic Subject Certificate Annual Report 2008-09*), but this survey found that 16 students stated they were currently pursuing the Hawaiian Studies ASC and an additional 20 students stated that they were interested in pursuing this ASC. In total this survey found 36 students who were pursuing or looking to pursue the Hawaiian Studies ASC. If we project the additional 20 students who are interested in pursuing the Hawaiian Studies ASC across the total student population it indicates that as many as 122 additional students could be interested in pursuing a Hawaiian Studies ASC. The discrepancy that exists between our WCC official statistics and what this survey has uncovered is something that needs to be addressed immediately. In the meanwhile, the Hawaiian Studies faculty and Ke Kumu Pali will have to come up with a solution to keeping track of students interested in pursuing this ASC.

Even amongst students not interested in pursuing an ASC, we can see strong demand for Hawaiian Studies classes amongst our overall current WCC student population as 74.8% or 235 out of 314 students surveyed have either taken or would take Hawaiian Studies courses at WCC. Even among the students surveyed who were not in Hawaiian



Studies classes 35% stated that they were interested in taking Hawaiian Studies classes at WCC. Given that somewhere between 35% and 75% of WCC students have or would take Hawaiian Studies courses if we projected these numbers across the entire student body it would suggest that somewhere between 700 and 1400 students either will take or would take Hawaiian studies classes. Clearly there is broad appeal across disciplines for exposure to Hawaiian culture and knowledge.

When looking at specific courses, HWST 107, Hawai'i: Center of the Pacific is the Hawaiian Studies class that is most taken at WCC. 147 of the 314 surveyed stated that they have taken at least one Hawaiian Studies class at WCC. 117 of these 147 have taken HWST 107. Of the remaining 167 surveyed who have not yet taken a Hawaiian Studies course at WCC, 88 would take Hawaiian Studies classes at WCC, and 61 of those 88 would like to take HWST 107. 208 (66%) students either have taken or will take HWST 107. If we project this 208 (66%) across the student population at WCC there are approximately 1287 students that we should be prepared to accommodate as students in HWST 107. This high number of student interest strongly corresponds with the statistics on high class fill and retention rates already seen. To accommodate the existing interest with current students we would need approximately 36 sections with 35 or more students in each section of HWST 107. These statistics explain the overflow of students trying to register for HWST 107 each semester. Another factor accounting for HWST 107 high demand is the existence of a Hawaiian Asian Pacific (HAP) graduation requirement by all UH four-year institutions for which this class both matriculates and satisfies. Looking at just the course demand for this class alone, there is clearly a need for more sections, lecturers and instructors in Hawaiian Studies.

There is also high interest with students in taking already existing classes in Hawaiian Mythology, Hawaiian Religion, Hawaiian Language and Hawaiian Art. Interest in learning Hawaiian culture runs high through this survey and corresponds with the findings in the Windward Community Needs Assessment where 90% of those surveyed who expressed interest in Hawaiian Studies at WCC stated that they were interested in learning Hawaiian culture. The addition of newly created classes in Hawaiian culture and other areas would require added resources in the form of additional lecturers and instructors. Currently the execution of these classes has meant the diversion of teaching resources away from already overloaded HWST 107 sections.

Student responses to faculty suggested new class offerings were also high with 242 of the 314 (77%) stating that they were interested in taking one or more of the newly suggested courses. Even students with no prior interest in Hawaiian Studies registered interest in some of the new suggested classes. Five of the top six classes for which the students expressed interest were in areas of Hawaiian culture including the number one class La`au Lapa`au: Hawaiian Medicinal Herbs, Hawaiian Genealogy, Wahi Pana (Sacred Sites), Hawaiian language literature and Hula. Interest was also high in Hawaiian Kalo and sustainability techniques, Hawaiian history and politics and Hawaiian social work. It does seem clear that listening to the both the 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 kaula (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.

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.

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*Hawaiian Studies Annual Report 2006-07*

[http://www.windward.hawaii.edu/.../ASC\\_HawStudies\\_Program\\_Review\\_2006.pdf](http://www.windward.hawaii.edu/.../ASC_HawStudies_Program_Review_2006.pdf)

**Hawaiian Studies Academic Subject Certificate Annual Report 2008-09**

**Ke Kumu Pali**

[http://www.wcc.hawaii.edu/Committees/Ke\\_Kumu\\_Pali](http://www.wcc.hawaii.edu/Committees/Ke_Kumu_Pali)

*UH System Strategic Plan 2002-2010*

<http://www.hawaii.edu/ovppp/stratplansys.html>

*UH Community Colleges Strategic Plan 2002-2010*

[www.hawaii.edu/ovppp/stratplan/UHstratplan.pdf](http://www.hawaii.edu/ovppp/stratplan/UHstratplan.pdf)

*Windward Community College Achieving the Dream Implementation Plan*

[http://windward.hawaii.edu/ir/Palning/Plans/Atd/ATDImplementationplanfinal\(3\).pdf](http://windward.hawaii.edu/ir/Palning/Plans/Atd/ATDImplementationplanfinal(3).pdf)

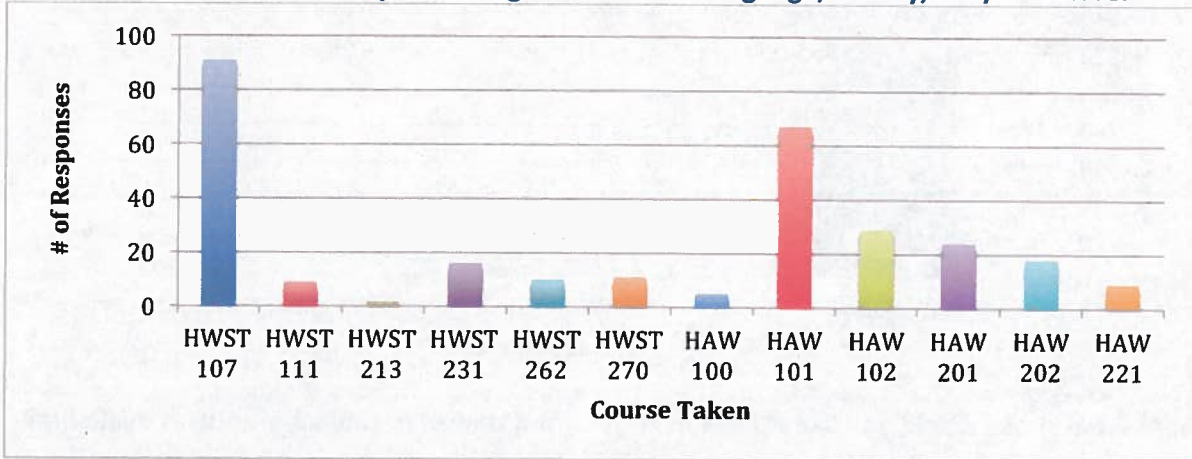
*Windward Community Education Needs Report, 2009* can be found at

[http://windward.hawaii.edu/Governance/Documents/SMS\\_Educational\\_Needs.pdf](http://windward.hawaii.edu/Governance/Documents/SMS_Educational_Needs.pdf)

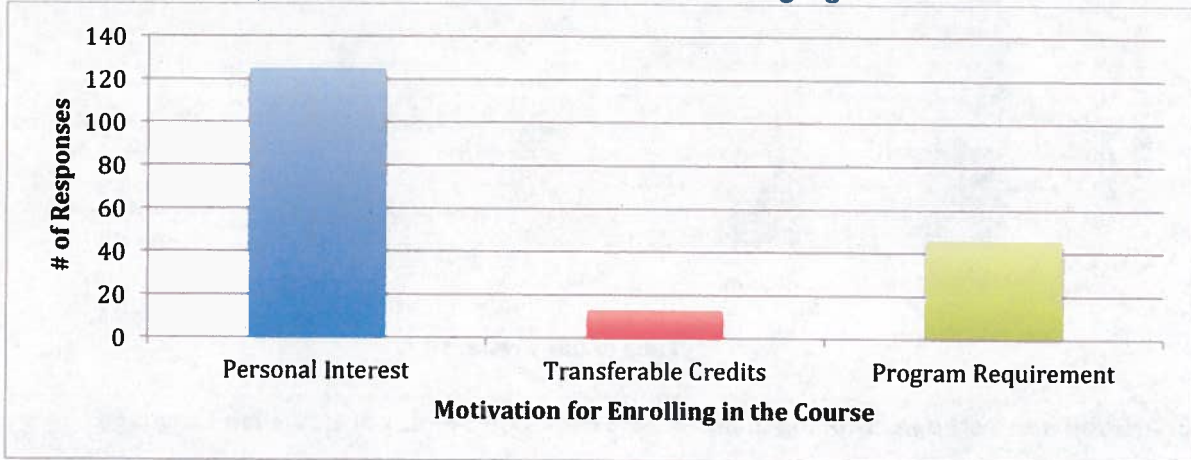
University of Hawai'i Maui College

Hawaiian Studies and Hawaiian Language Student Survey

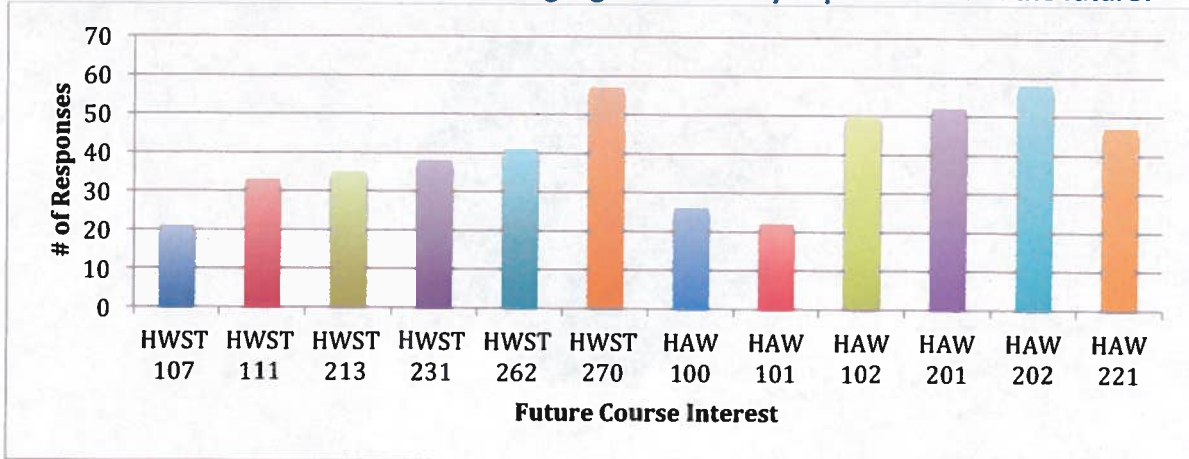
1. "I would like to increase my knowledge of Hawaiian language, history, and/or culture."



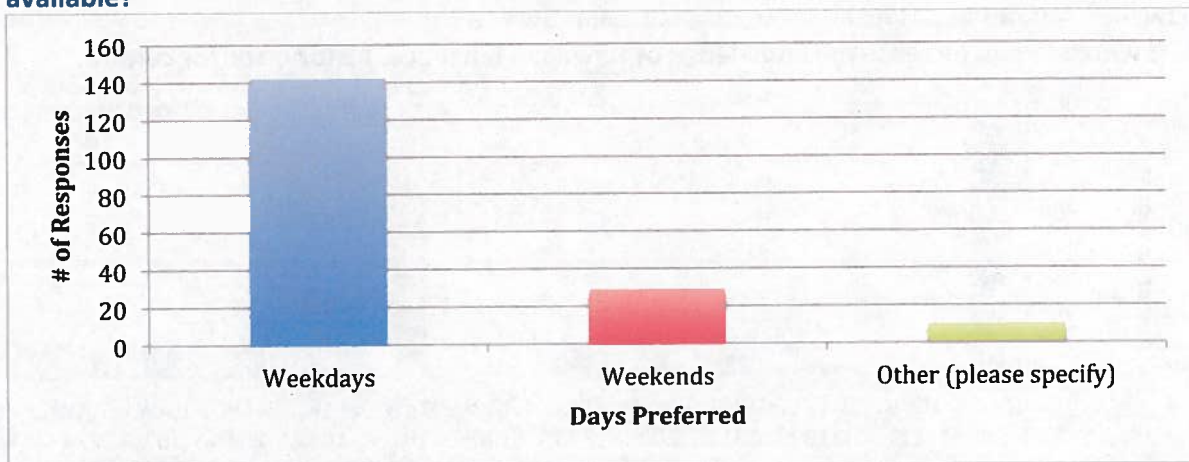
2. What motivated you to enroll in a Hawaiian Studies or Language course?



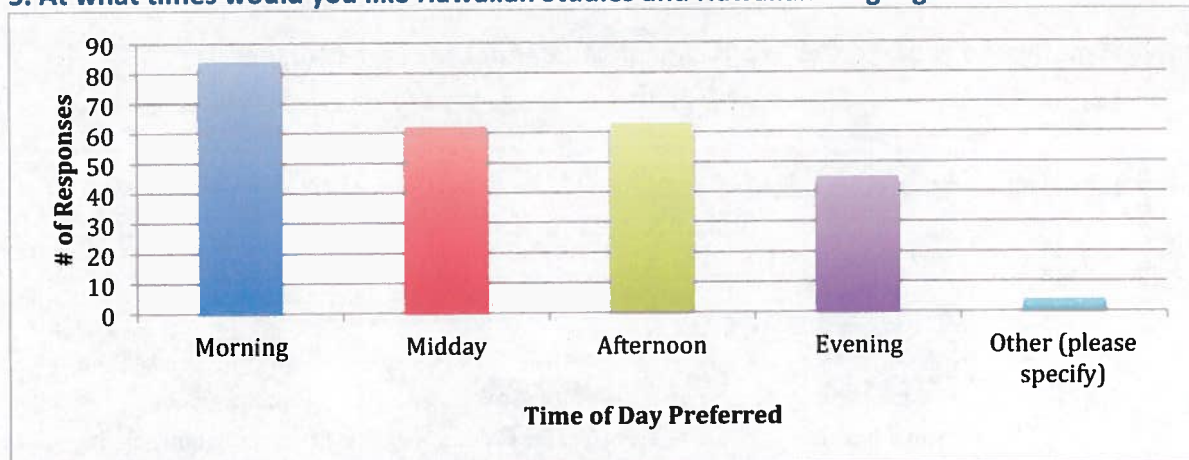
3. What Hawaiian Studies or Hawaiian Language courses do you plan to take in the future?



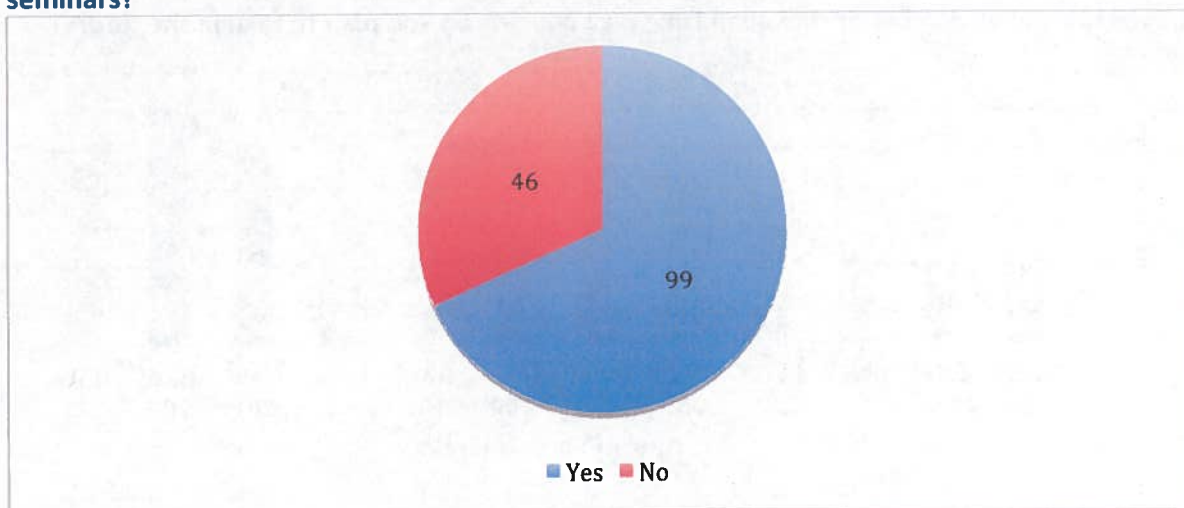
4. What days of the week would you like Hawaiian Studies and Hawaiian Language courses available?



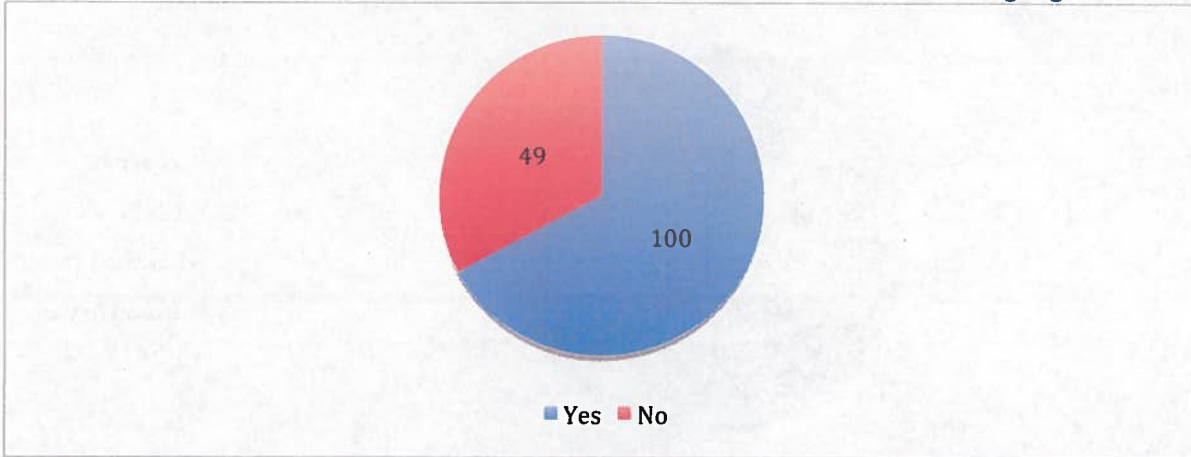
5. At what times would you like Hawaiian Studies and Hawaiian Language courses available?



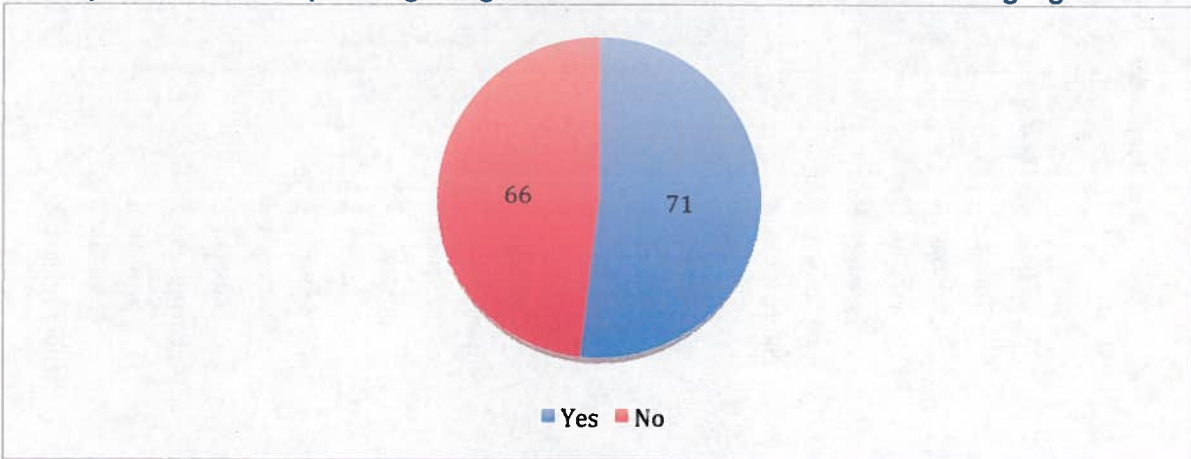
6. Are you interested in enrolling in non-credit Hawaiian Studies or Hawaiian Language seminars?



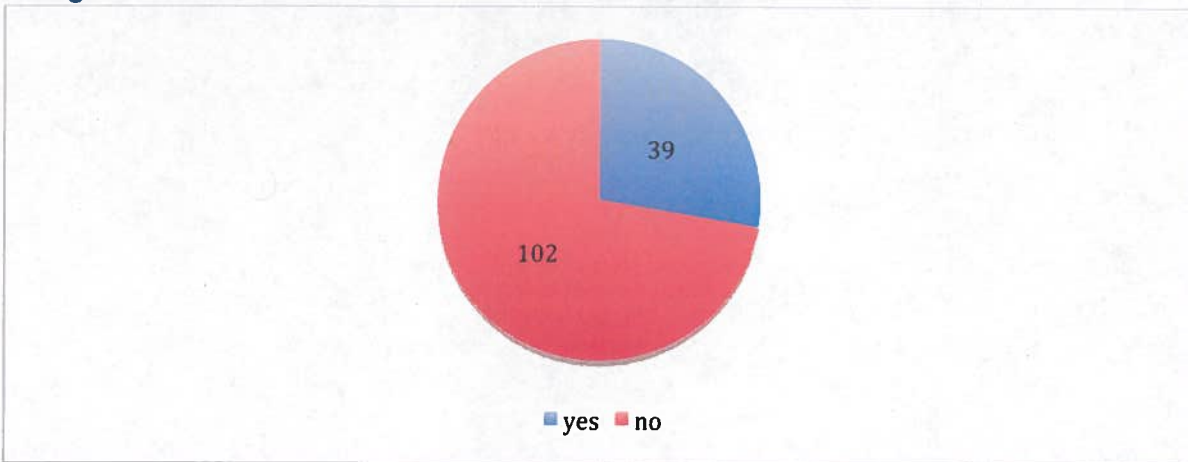
**7. Are you willing to take distance or on-line Hawaiian Studies or Hawaiian Language courses?**



**8. Are you interested in pursuing a degree in Hawaiian Studies or Hawaiian Language?**



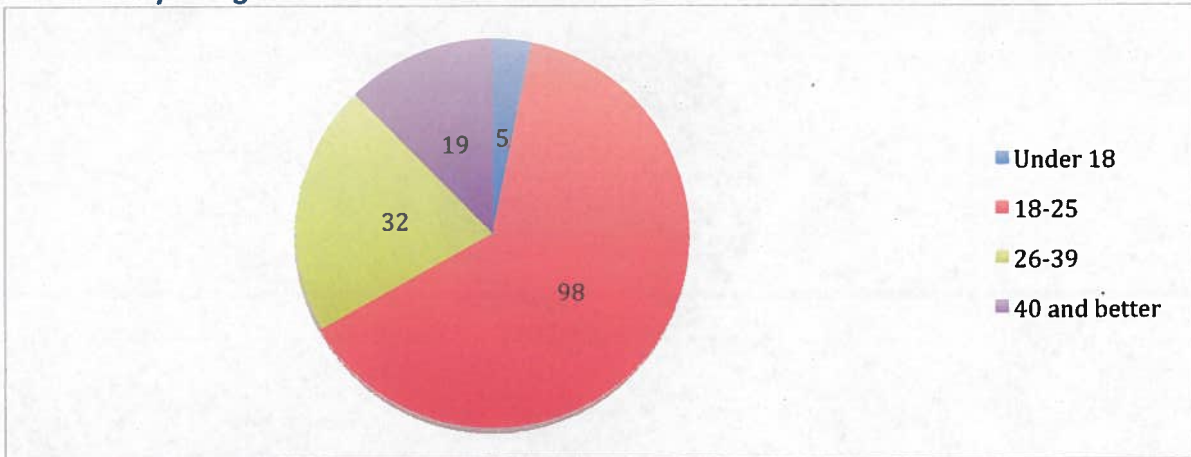
**9. Are there any Hawaiian Studies or Hawaiian Language courses that you are interested in taking but are not offered here at MCC?**



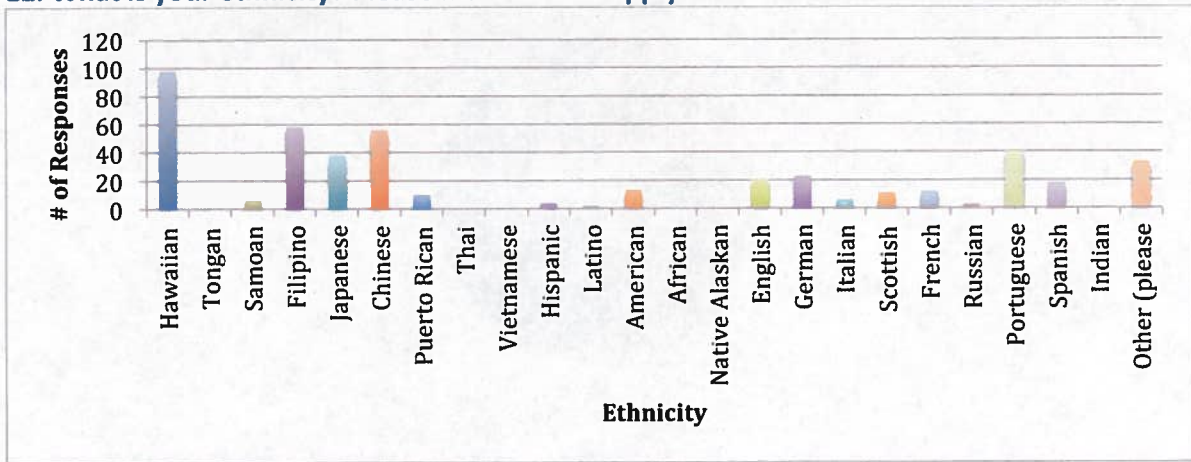
**10. Are there any other ideas or comments that you would like to share with us regarding our courses and programs? This question was qualitative and generated 58 responses.**



**11. What is your age?**



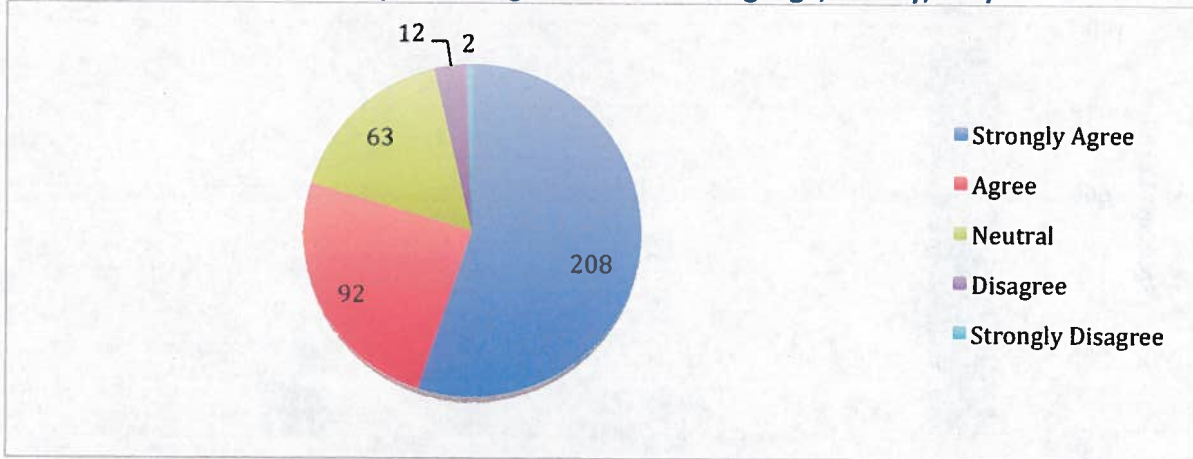
**12. What is your ethnicity? Please mark all that apply.**



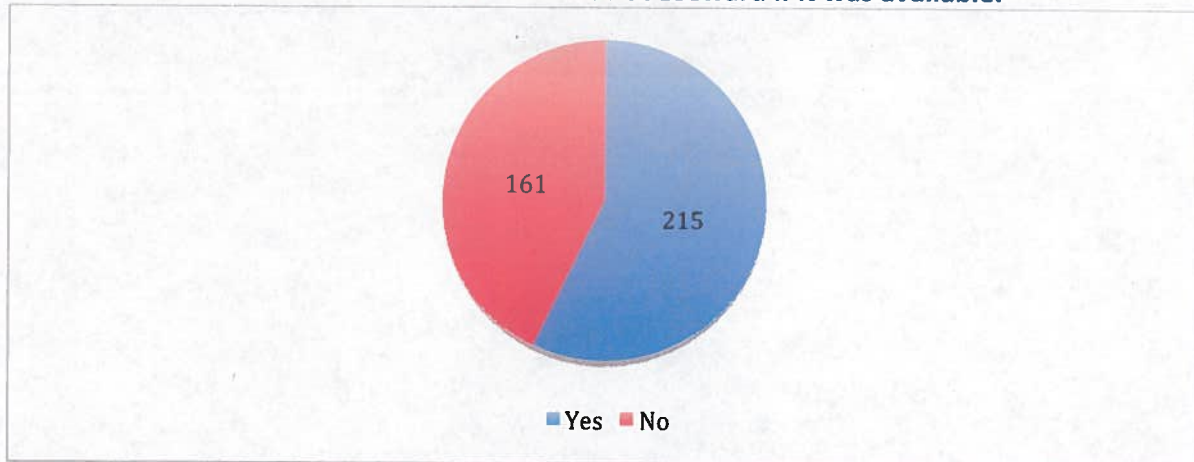
Leeward Community College

Needs Assessment Survey Questions and Data

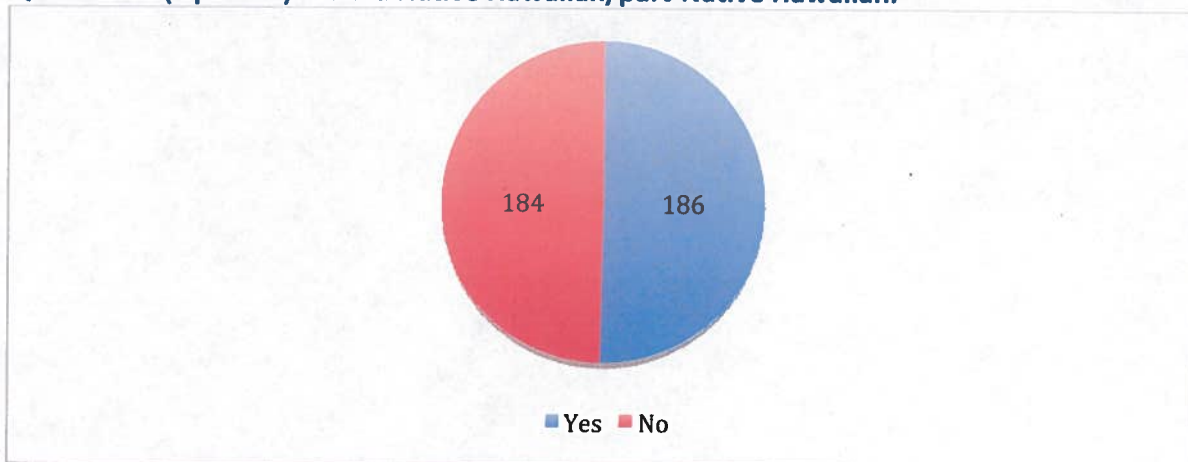
1. "I would like to increase my knowledge of Hawaiian language, history, and/or culture"



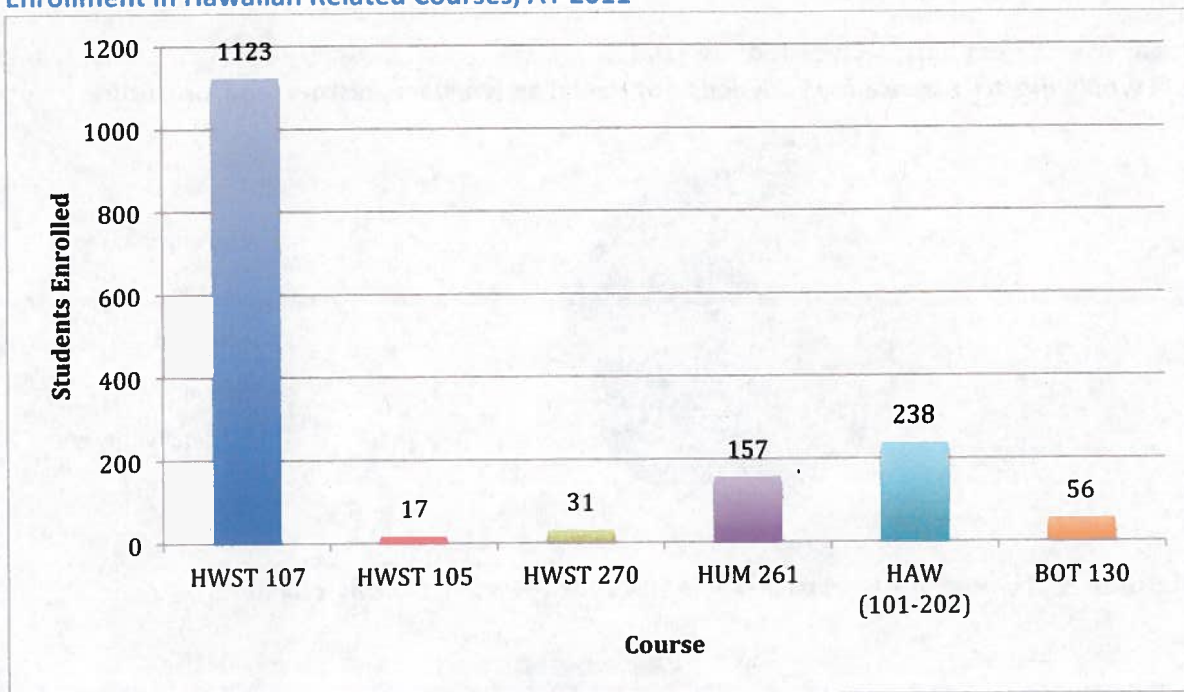
Question 2. "I would like to earn an AA in HWST at Leeward if it was available."



Question 3: (Optional) "I am a Native Hawaiian/part-Native Hawaiian."



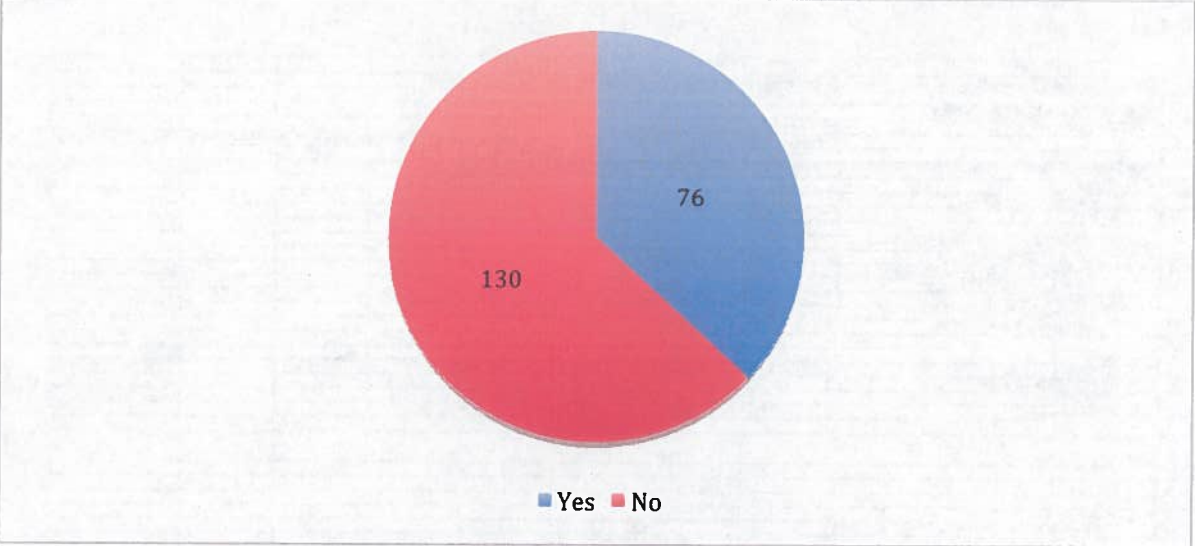
### Enrollment in Hawaiian Related Courses, AY 2011



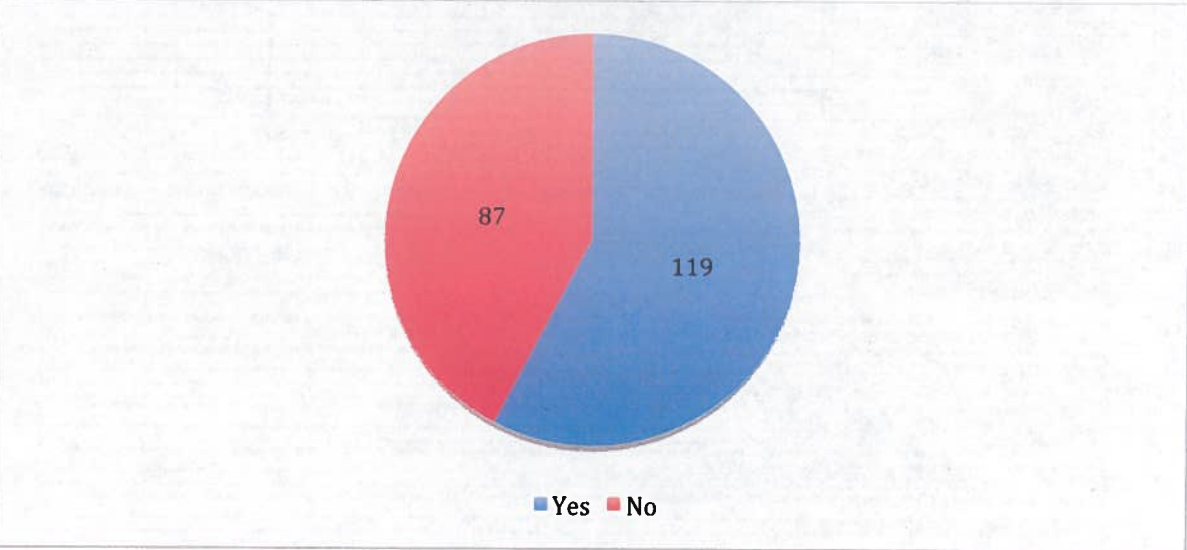
Kapi'olani Community College

AAHS Student Survey Questions and Data

1. Are you interested in earning an AAHS?



2. Are you interested in taking more Hawaiian Studies Courses?




# Appendix F: Resources Required for Program Implementation – New Program Academic Cost and Revenue Spreadsheets

Hawai'i Community College

	A	B	C	D	E	F	G	H	I	J	K
1	Academic Cost and Revenue Template - New Program (adjust template for appropriate number of years) (Updated 09/06/11)										
2											
3	ENTER VALUES IN YELLOW CELLS ONLY										
4	CAMPUS/Program			HAWCC/AANS							
5				Provisional Years (2 yrs for Certificate, 3 yrs for Associate Degree, 6 yrs for Bachelor's Degree, 3 yrs for Masters Degree, 6 yrs for Doctoral Degree)							
6				Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
7	ENTER ACADEMIC YEAR (i.e., 2011-2012)										
8	Students & SSH										
9	A. Headcount enrollment (Fall)			62	124	127					
10	B. Annual SSH			4,636	4,964	5,134					
11	Direct and Incremental Program Costs Without Fringe										
12	C. Instructional Cost without Fringe			\$ 374,075	\$ 374,075	\$ 374,075					
13	C1. Number FTE of FT Faculty/Lecturers			9.00	9.00	9.00					
14	C2. Number FTE of PT Lecturers			2.00	2.00	2.00					
15	D. Other Personnel Costs			\$ 142,656	\$ 148,362	\$ 154,298					
16	E. Unique Program Costs										
17	F. Total Direct and Incremental Costs			\$ 516,731	\$ 522,437	\$ 528,373					
18	Revenue										
19	G. Tuition			\$ 486,436	\$ 526,304	\$ 585,276					
20	H. Other			\$ 101	\$ 106	\$ 114					
21	I. Total Revenue			\$ 486,436	\$ 526,304	\$ 585,276					
22	J. Net Cost (Revenue)										
23				28,295	-5,867	-56,905					
24	Program Cost per SSH With Fringe										
25	K. Instructional Cost with Fringe/SSH			\$ 104	\$ 101	\$ 98					
26	K1. Total Salary FT Faculty/Lecturers			\$ 360,876	\$ 360,876	\$ 360,876					
27	K2. Cost including Fringe of K1			\$ 487,181	\$ 487,181	\$ 487,181					
28	K3. Total Salary PT Lecturers			\$ 13,200	\$ 13,200	\$ 13,200					
29	K4. Cost including Fringe of K3			\$ 13,860	\$ 13,860	\$ 13,860					
30	L. Support Cost/SSH			\$ 199	\$ 194	\$ 191					
31	Non-Instructional Exp/SSH			\$ 155	\$ 160	\$ 166					
32	System-wide Support/SSH			\$ 34	\$ 34	\$ 34					
33	Organized Research/SSH			\$ -	\$ -	\$ -					
34	M. Total Program Cost/SSH			\$ 293	\$ 285	\$ 297					
35	N. Total Campus Expenditure/SSH			\$ 408	\$ 420	\$ 433					
36	Instructional Cost with Fringe per SSH										
37	K. Instructional Cost/SSH			\$ 104	\$ 101	\$ 98					
38	O. Comparable Cost/SSH			\$ 137	\$ 137	\$ 137					
39	Program used for comparison:			Humanities							
40	Reviewed by campus VC for Administrative Affairs:			(signature and date)							
41	Please include an explanation of this template in your narrative										
42	A. Headcount Enrollment: Headcount enrollment of majors each Fall semester. Located at url: <a href="http://www.hawaii.edu/ohms/ohr/Category-Enrollment">http://www.hawaii.edu/ohms/ohr/Category-Enrollment</a> . Campus data may be used when majors are a subset of enrollment reported in IRO reports.										
43	B. Annual SSH: Course Registration Report located at url: <a href="http://www.hawaii.edu/ohms/ohr/Category-Course-Registration-Report">http://www.hawaii.edu/ohms/ohr/Category-Course-Registration-Report</a> . Add the SSH for the Fall and Spring reports to obtain the annual SSH. This is all SSH taught by the program, including to non-majors. Adjust if majors are subset of SSH reported.										
44	C. Instructional Cost without Fringe (automated calculation): Direct salary cost for all faculty and lecturers teaching in the program. *Formula for column D: =IF(OR(D32<>),D32+D34)										
45	C1. Number of full time faculty and lecturers who are > .5 FTE										
46	C2. Number of part time lecturers who are < .5 FTE										
47	D. Other Personnel Cost: Salary cost (part or full time) for personnel supporting the program (APT, clerical lab support, advisor, etc.) This includes personnel providing necessary support for the program who may not be directly employed by the program and may include partial FTEs. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.										
48	E. Unique Program Cost: Costs specific to the program for equipment, supplies, insurance, etc. For provisional years, this would be actual cost. For established years, this would be projected costs using amortization for equipment and add 4% per year for inflation thereafter.										
49	F. Total Direct and Incremental Cost: C + D + E *Formula for column D: =IF(OR(D13<>,D16<>,D17<>),SUM(D13,D16,D17))										
50	G. Tuition: Annual SSH X resident tuition rate/credit *Formula for column D: =IF(D10>0,D10*D22)										
51	H. Other: Other sources of revenue including grants, program fees, etc. This should not include in-kind contributions unless the services or goods contributed are recorded in the financial records of the campus and included in Direct and Incremental Costs in this template.										
52	I. Total Revenue: B + H *Formula for column D: =IF(OR(D21<>,D23<>),SUM(D21,D23))										
53	J. Net Cost: F - I This is the net incremental cost of the program to the campus. A negative number here represents net revenue (i.e., revenue in excess of cost.) If there is a net cost, please explain how this cost will be funded. *Formula for column D: =IF(AND(D18<>,D24<>),D18-D24)										
54	K. Instructional Costs with Fringe/SSH: (K2 + K4) / B *Formula for column D: =IF(D10<>),(SUM(D33,D35)/D10)										
55	K1. Salaries without Fringe of Full Time Faculty and Lecturers who are > .5 FTE based on FTE directly related to the program. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.										
56	K2. K1 X 1.36 *Formula for column D: =IF(D32<>,D32*1.36)										
57	K3. Salaries without Fringe for Lecturers who are < .5 FTE, based on FTE directly related to the program. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.										
58	K4. K3 X 1.08 *Formula for column D: =IF(D34<>,D34*1.08)										
59	L. Support Cost/SSH: The campus' non instructional expenditure/ssh + systemwide support - organized research (UH only) as provided by UH Expenditure Report ( <a href="http://www.hawaii.edu/uhudget/uhbudget.html">http://www.hawaii.edu/uhudget/uhbudget.html</a> ) *Formula for column D: =IF(OR(D37>0,D38>0,D39>0),D37+D38-D39)										
60	For example, from the 2009-10 UH Expenditure Report, the support expenditure/ssh per campus is:										
61	UHNI \$460.00 + \$56 - \$131 for organized research = \$375										
62	UHIH \$368.00 + \$42 = \$411										
63	UHWO \$210.00 + \$31 = \$241										
64	Haw CC \$164.00 + \$37 = \$201										
65	Hon CC \$233.00 + \$46 = \$279										
66	Kap CC \$119.00 + \$29 = \$148										
67	Kau CC \$383.00 + \$64 = \$447										
68	Lea CC \$123.00 + \$27 = \$150										
69	Mani CC \$163.00 + \$36 = \$199										
70	Wai CC \$277.00 + \$41 = \$318										
71	M. Total Program Cost/SSH: K + L *Formula for column D: =IF(OR(D31<>,D36<>),D31+D36)										
72	N. Total Campus Expenditure/SSH: Taken from UH Expenditure Report. For example, for 2009-2010: UHNI = \$923-191 (organized research) = \$762, UHIH = \$682, UHWO = \$501, HawCC = \$408, HonCC = \$505, KapCC = \$316, KauCC = \$793, LeaCC=\$300, Mani CC=\$396, WaiCC=\$457										
73	O. Comparable Program/Division Instructional Cost/SSH: Taken from UH Expenditure Report ( <a href="http://www.hawaii.edu/uhudget/uhbudget.html">http://www.hawaii.edu/uhudget/uhbudget.html</a> ) or campus data, as available. Please note in the space provided, the program used for the comparison.										
74	Rev 09/06/11										

- A. **Headcount Enrollment** – Initial enrollment of 62 students, doubling in the second year to include two cohorts of 62 students, and increasing slightly in the third year.
- B. **Annual SSH** – Based on actual current hours, increasing 3% each year.
- C. **Instructional Cost without fringe** – Based on actual costs, six tenure/tenure track faculty and three full time lecturers.
- D. **Other Personnel Costs** – Based on actual costs, 3 APT and 1 Office Assistant
- G. **Tuition** – Based on current scheduled increases
- K1 **Total Salary** – Assumes 3% CBA Increase
- O. **Comparable Cost** – Program compared to Humanities program (2010-2011)

# Honolulu Community College

A	B	C	D	E	F	G	H	I	J	K
<b>1 Academic Cost and Revenue Template - New Program (adjust template for appropriate number of years) (Updated 09/06/11)</b>										
<b>2 ENTER VALUES IN YELLOW CELLS ONLY</b>										
<b>3 CAMPUS/Program</b>										
Honolulu CC - ANHS										
Provisional Years (2 yrs for Certificate, 3 yrs for Associate Degree, 6 yrs for Bachelor's Degree, 3 yrs for Masters Degree, 6 yrs for Doctoral Degree)										
Year 1 Year 2 Year 3 Year 4 Year 5 Year 6										
<b>4 ENTER ACADEMIC YEAR (i.e., 2011-2012)</b>										
2012-13 2013-14 2014-15										
<b>5 Students &amp; SSH</b>										
A. Headcount enrollment (Fall)										
85 89 94										
B. Annual SSH										
1,888 2,015 2,500										
<b>6 Direct and Incremental Program Costs Without Fringe</b>										
C. Instructional Cost without Fringe										
\$ 227,065 \$ 231,218 \$ 236,718										
C1. Number (FTE) of FT Faculty/Lecturers										
3.00 3.00 3.00										
C2. Number (FTE) of PT Lecturers										
6.00 6.00 6.00										
D. Other Personnel Costs										
\$ - \$ - \$ -										
E. Unique Program Costs										
\$ - \$ - \$ -										
F. Total Direct and Incremental Costs										
\$ 227,065 \$ 231,218 \$ 236,718										
<b>7 Revenue</b>										
G. Tuition										
\$ 188,488 \$ 213,590 \$ 285,000										
Tuition rate per credit										
\$ 101 \$ 106 \$ 114										
H. Other										
\$ - \$ - \$ -										
I. Total Revenue										
\$ 188,488 \$ 213,590 \$ 285,000										
<b>8 J. Net Cost (Revenue)</b>										
38,589 17,628 -48,282										
<b>9 Program Cost per SSH With Fringe</b>										
K. Instructional Cost with Fringe/SSH										
\$ 155 \$ 148 \$ 121										
K1. Total Salary FY Faculty/Lecturers										
\$ 168,718 \$ 168,718 \$ 168,718										
K2. Cost including Fringe of K1										
\$ 227,769 \$ 227,769 \$ 227,769										
K3. Total Salary PT Lecturers										
\$ 58,337 \$ 62,500 \$ 70,000										
K4. Cost including fringe of K3										
\$ 81,254 \$ 65,625 \$ 73,500										
L. Support Cost/SSH										
\$ 262 \$ 262 \$ 262										
Non-Instructional Exp/SSH										
\$ 234 \$ 234 \$ 234										
System-wide Support/SSH										
\$ 28 \$ 28 \$ 28										
Organized Research/SSH										
\$ - \$ - \$ -										
M. Total Program Cost/SSH										
\$ 417 \$ 408 \$ 383										
N. Total Campus Expenditure/SSH										
\$ 490 \$ 490 \$ 490										
<b>10 Instruction Cost with Fringe per SSH</b>										
K. Instructional Cost/SSH										
\$ 155 \$ 148 \$ 121										
O. Comparable Cost/SSH										
\$ 137 \$ 137 \$ 137										
Program used for comparison: Hon CC Humanities										
Reviewed by campus VC for Administrative Affairs: (signature and date) 										
<b>11 Instructions</b>										
Please include an explanation of this template in your narrative.										
A. Headcount Enrollment: Headcount enrollment of majors each Fall semester. Located at url: <a href="http://www.hawaii.edu/ro/meps.php?category=Enrollment">http://www.hawaii.edu/ro/meps.php?category=Enrollment</a> . Campus data may be used when majors are a subset of enrollment reported in IRO reports.										
B. Annual SSH: Course Registration Report located at url: <a href="http://www.hawaii.edu/ro/meps.php?Category=Course+Registration+Report">http://www.hawaii.edu/ro/meps.php?Category=Course+Registration+Report</a> . Add the SSH for the Fall and Spring reports to obtain the annual SSH. This is all SSH taught by the program, including to non-majors. Adjust if majors are subset of SSH reported.										
C. Instructional Cost without Fringe (automated calculation): Direct salary cost for all faculty and lecturers teaching in the program. *Formula for column D: =IF(OR(D32<>), D32*D34, *)										
C1. Number of full time faculty and lecturers who are > 5 FTE.										
C2. Number of part time lecturers who are < 5 FTE.										
D. Other Personnel Cost. Salary cost (part or full time) for personnel supporting the program (APT, clerical lab support, advisor, etc.) This includes personnel providing necessary support for the program who may not be directly employed by the program and may include partial FTEs. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.										
E. Unique Program Cost. Costs specific to the program for equipment, supplies, insurance, etc. For provisional years this would be actual cost. For established years this would be projected costs using amortization for equipment and add 4% per year for inflation thereafter.										
F. Total Direct and Incremental Cost: C + D + E *Formula for column D: =IF(OR(D13<>, D16<>, D17<>), SUM(D13, D16, D17), *)										
G. Tuition: Annual SSH X resident tuition rate/credit *Formula for column D: =IF(D10<>, D10*D16, D22, *)										
H. Other: Other sources of revenue including grants, program fees, etc. This should not include in-kind contributions unless the services or goods contributed are recorded in the financial records of the campus and included in Direct and Incremental Costs in this template.										
I. Total Revenue: G + H *Formula for column D: =IF(OR(D21<>, D23<>), SUM(D21, D23), *)										
J. Net Cost: F - I This is the net incremental cost of the program to the campus. A negative number here represents net revenue (i.e., revenue in excess of cost). If there is a net cost, please explain how this cost will be funded. *Formula for column D: =IF(AND(D18<>, D24<>), D18-D24, *)										
K. Instructional Costs with Fringe/SSH: (K2 + K4) / B *Formula for column D: =IF(D10<>, (SUM(D33, D35))/D10, *)										
K1. Salaries without Fringe of Full Time Faculty and Lecturers who are > 5 FTE based on FTE directly related to the program. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.										
K2. K1 X 1.35 *Formula for column D: =IF(D32<>, D32*1.35)										
K3. Salaries without Fringe for Lecturers who are < 5 FTE based on FTE directly related to the program. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.										
K4. K3 X 1.05 *Formula for column D: =IF(D34<>, D34*1.05)										
L. Support Cost/SSH: The campus' non instructional expenditure/ssh + systemwide support - organized research (UHM only) as provided by UH Expenditure Report ( <a href="http://www.hawaii.edu/budget/expand.html">http://www.hawaii.edu/budget/expand.html</a> ) *Formula for column D: =IF(OR(D37>0, D38>0, D39>0), D37+D38-D39, *)										
For example, from the 2008-10 UH Expenditure Report, the support expenditure/ssh per campus is:										
UHM \$450.00 + \$56 - \$131 for organized research = \$375										
UHH \$369.00 + \$42 = \$411										
UHWO \$210.00 + \$31 = \$241										
Haw CC \$164.00 + \$37 = \$201										
Hon CC \$233.00 + \$46 = \$279										
Kau CC \$119.00 + \$29 = \$148										
Keo CC \$359.00 + \$64 = \$423										
Lee CC \$123.00 + \$27 = \$150										
Maui CC \$183.00 + \$36 = \$219										
Wai CC \$277.00 + \$41 = \$318										
M. Total Program Cost/SSH: K + L *Formula for column D: =IF(OR(D31<>, D36<>), D31+D36, *)										
N. Total Campus Expenditure/SSH: Taken from UH Expenditures Report. For example, for 2008-2010: UHM = \$923-131 (organized research) = \$792, UHH = \$682, UHWO = \$501, HawCC = \$408, HonCC = \$505, KauCC = \$316, MauiCC = \$703, LeeCC = \$300, Maui CC = \$398, WaiCC = \$457										
O. Comparable Program/Division Instructional Cost/SSH: Taken from UH Expenditures Report ( <a href="http://www.hawaii.edu/budget/expand.html">http://www.hawaii.edu/budget/expand.html</a> ) or campus data, as available. Please note in the space provided, the program used for the comparison.										
67 Rev 09/06/11										

# Kapi'olani Community College

	A	B	C	D	E	F	G	H	I	J	K
1	Academic Cost and Revenue Template - New Program (adjust template for appropriate number of years) (Updated 09/06/11)										
2	ENTER VALUES IN YELLOW CELLS ONLY										
3	CAMPUS/Program										
4	Kapi'olani CC/AHHS										
5	Provisional Years (2 yrs for Certificate, 3 yrs for Associate Degree, 6 yrs for Bachelor's Degree, 3 yrs for Masters Degree, 5 yrs for Doctoral Degree)										
6	Year 1      Year 2      Year 3      Year 4      Year 5      Year 6										
7	ENTER ACADEMIC YEAR (i.e., 2011-2012)										
8	Students & SSH										
9	A	Headcount enrollment (Fall)									
10	B	Annual SSH									
11											
12	Direct and Incremental Program Costs Without Fringe										
13	C	Instructional Cost without Fringe									
14	C1	Number (FTE) of FT Faculty/Lecturers									
15	C2	Number (FTE) of PT Lecturers									
16	D	Other Personnel Costs									
17	E	Unique Program Costs									
18	F	Total Direct and Incremental Costs									
19											
20	Revenue										
21	G	Tuition									
22		Tuition rate per credit									
23	H	Other									
24		Total Revenue									
25											
26	J	Net Cost (Revenue)									
27											
28											
29	Program Cost per SSH With Fringe										
30	K	Instructional Cost with Fringe/SSH									
31	K1	Total Salary FT Faculty/Lecturers									
32	K2	Cost including Fringe of K1									
33	K3	Total Salary PT Lecturers									
34	K4	Cost including fringe of K3									
35	L	Support Cost/SSH									
36		Non-Instructional Exp/SSH									
37		System-wide Support/SSH									
38		Organized Research/SSH									
39	M	Total Program Cost/SSH									
40	N	Total Campus Expenditure/SSH									
41											
42	Instruction Cost with Fringe per SSH										
43	K	Instructional Cost/SSH									
44	O	Comparable Cost/SSH									
45	Program used for comparison										
46	Kapi'olani CC-Humanities										
47	Reviewed by campus VC for Administrative Affairs: (signature and date)										
48	William G. Ingram for Milton Hagan, 11/11/12										
49	Instructions										
50	Please include an explanation of this template in your narrative										
51	A	Headcount Enrollment Headcount enrollment of majors each Fall semester Located at url <a href="http://www.hawaii.edu/budgets.php?category=Enrollment">http://www.hawaii.edu/budgets.php?category=Enrollment</a> Campus data may be used when majors are a subset of enrollment reported in IRO reports									
52	B	Annual SSH Course Registration Report located at url <a href="http://www.hawaii.edu/iro/mass.php?title=Course+Registration+Report">http://www.hawaii.edu/iro/mass.php?title=Course+Registration+Report</a> Add the SSH for the Fall and Spring reports to obtain the annual SSH This is SSH taught by the program including to non-majors Adjust if majors are subset of SSH reported									
53	C	Instructional Cost without Fringe (automated calculation) Direct salary cost for all faculty and lecturers teaching in the program *Formula for column D =IF(OR(D32<>"") D32+D34 *)									
54	C1	Number of full time faculty and lecturers who are >= 5 FTE									
55	C2	Number of part time lecturers who are < 5 FTE									
56	D	Other Personnel Cost Salary cost (part or full time) for personnel supporting the program (APT clerical lab support, advisor, etc.) This includes personnel providing necessary support for the program who may not be directly employed by the program and may include partial FTEs Add negotiated collective bargaining increases and 4% per year for inflation thereafter									
57	E	Unique Program Cost Costs specific to the program for equipment, supplies, insurance, etc. For provisional years this would be actual cost For established years this would be projected costs using amortization for equipment and add 4% per year for inflation thereafter									
58	F	Total Direct and Incremental Cost C + D + E *Formula for column D =IF(OR(D13<"",D16<>0,D17<>0) SUM(D13 D16 D17) *)									
59	G	Tuition Annual SSH X resident tuition rate/credit *Formula for column D =IF(D10=0 D10/D22 *)									
60	H	Other Other sources of revenue including grants, program fees, etc. This should not include in-kind contributions unless the services or goods contributed are recorded in the financial records of the campus and included in Direct and Incremental Costs in this template									
61	I	Total Revenue G + H *Formula for column D =IF(OR(D21<>"",D23<>0) SUM(D21 D23) *)									
62	J	Net Cost F - I This is the net incremental cost of the program to the campus A negative number here represents net revenue (i.e. revenue in excess of cost) If there is a net cost please explain how this cost will be funded *Formula for column D =IF(AND(D18<>"",D24<>0) D18-D24 *)									
63	K	Instructional Costs with Fringe/SSH (K2 + K4)/B *Formula for column D =IF(D10<>0) (SUM(D33 D35)/D10) *)									
64	K1	Salaries without Fringe of Full Time Faculty and Lecturers who are >= 5 FTE based on FTE directly related to the program Add negotiated collective bargaining increases and 4% per year for inflation thereafter									
65	K2	K1 X 1 X 1.35 *Formula for column D =IF(D32<>"",D32*1.35) *)									
66	K3	Salaries without Fringe for Lecturers who are < 5 FTE based on FTE directly related to the program Add negotiated collective bargaining increases and 4% per year for inflation thereafter									
67	K4	K3 X 1.05 *Formula for column D =IF(D34<>"",D34*1.05) *)									
68	L	Support Cost/SSH The campus' non instructional expenditure/ssh + systemwide support - organized research (UH only) as provided by UH Expenditure Report ( <a href="http://www.hawaii.edu/budget/expand.html">http://www.hawaii.edu/budget/expand.html</a> ) *Formula for column D =IF(OR(D37=0 D38=0 D39=0) D37+D38-D39) *)									
69	For example from the 2009-10 UH Expenditure Report, the support expenditure/ssh per campus is:										
70	UH-M	\$450.00	+ \$56.13	= \$506.13	(organized research) = \$375						
71	UH-H	\$369.00	+ \$42	= \$411							
72	UH-WO	\$210.00	+ \$31	= \$241							
73	Haw CC	\$164.00	+ \$37	= \$201							
74	Hon CC	\$233.00	+ \$46	= \$279							
75	Kap CC	\$119.00	+ \$29	= \$148							
76	Kau CC	\$358.00	+ \$64	= \$422							
77	Lee CC	\$123.00	+ \$27	= \$150							
78	Mau CC	\$163.00	+ \$36	= \$199							
79	Wai CC	\$277.00	+ \$41	= \$318							
80											
81	M	Total Program Cost/SSH K + L *Formula for column D =IF(OR(D31<>"",D36<>0) D31+D36) *)									
82	N	Total Campus Expenditure/SSH Taken from UH Expenditure Report For example for 2009-2010 UH-M = \$923-131 (organized research) = \$792 UH-H = \$682 UH-WO = \$501 HawCC = \$408 HonCC = \$505 KapCC = \$318 KauCC = \$703 LeeCC = \$300 Mau CC = \$398 WaiCC = \$457									
83	O	Comparable Program/Division Instructional Cost/SSH Taken from UH Expenditure Report ( <a href="http://www.hawaii.edu/budget/expand.html">http://www.hawaii.edu/budget/expand.html</a> ) or campus data as available Please note in the space provided the program used for the comparison									
84											
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Kaua'i Community College

CAMPUS/Program	Hawaii Studies AA		
	Provisional Years (2 yrs for Certificate, 3 yrs for Ass		
	Year 1	Year 2	Year 3
ENTER ACADEMIC YEAR (i.e., 2011-2012)	2012-2013	2013-14	2014-15
<b>Students &amp; SSH</b>			
A. Headcount enrollment (Fall)	15	30	45
B. Annual SSH	1,069	1,380	1,690
<b>Direct and Incremental Program Costs Without Fringe</b>			
C. Instructional Cost without Fringe	\$ 155,332	\$ 161,545	\$ 168,006
C1. Number (FTE) of FT Faculty/Lecturers	2.50	2.50	2.50
C2. Number (FTE) of PT Lecturers	0.30	0.30	0.30
D. Other Personnel Costs	\$ 35,544	\$ 36,966	\$ 38,445
E. Unique Program Costs	\$ 15,000	\$ 15,000	\$ 20,000
F. Total Direct and Incremental Costs	\$ 205,876	\$ 213,511	\$ 226,451
<b>Revenue</b>			
G. Tuition	\$ 107,969	\$ 146,280	\$ 192,660
Tuition rate per credit	\$ 101	\$ 106	\$ 114
H. Other	\$ -	\$ -	\$ -
I. Total Revenue	\$ 107,969	\$ 146,280	\$ 192,660
J. Net Cost (Revenue)	97,907	67,231	33,791
<b>Program Cost per SSH With Fringe</b>			
K. Instructional Cost with Fringe/SSH	\$ 195	\$ 157	\$ 133
K1. Total Salary FT Faculty/Lecturers	\$ 150,010	\$ 156,010	\$ 162,250
K2. Cost Including Fringe of K1	\$ 202,514	\$ 210,614	\$ 219,038
K3. Total Salary PT Lecturers	\$ 5,322	\$ 5,535	\$ 5,756
K4. Cost Including fringe of K3	\$ 5,588	\$ 5,812	\$ 6,044
L. Support Cost/SSH	\$ 328	\$ 328	\$ 328
Non-Instructional Exp/SSH	\$ 328	\$ 328	\$ 328
System-wide Support/SSH			
Organized Research/SSH			
M. Total Program Cost/SSH	\$ 523	\$ 485	\$ 461
N. Total Campus Expenditure/SSH			
<b>Instruction Cost with Fringe per SSH</b>			
K. Instructional Cost/SSH	\$ 195	\$ 157	\$ 133
O. Comparable Cost/SSH	\$ 197	\$ 197	\$ 197
Program used for comparison.	Kaua'iCC - Humanities		
Reviewed by campus VC for Administrative Affairs:	(signature and date <i>James R. Dine</i> 4/13/2013)		

**Leeward Community College**

**Academic Cost and Revenue Template - New Program (Updated 09/06/11)**

ENTER VALUES IN YELLOW CELLS ONLY  
CAMPUS/Program

Leeward CC/AA in Hawaiian Studies		
Provisional Years (3 yrs for Associate Degree)		
Year 1	Year 2	Year 3
2012-2013	2013-2014	2014-2015

ENTER ACADEMIC YEAR (i.e., 2011-2012)

**Students & SSH**

- A. Headcount enrollment (Fall)
- B. Annual SSH

83	166	169
4,774	4,917	5,065

**Direct and 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
----------	----------	----------

**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
- Program used for comparison.

\$105	\$107	\$110
\$148	\$148	\$148
Humanities		

Reviewed by campus VC for Administrative Affairs: (signature and date)

*Mark Lane 4/13/12*

## BUDGET TEMPLATE NARRATIVE

- A. **Headcount Enrollment**—from *Table 1: Projected Enrollment in AAHS Program, 2012-2014*
- B. **Annual SSH**—actual 2012 SSH in HWST and HAW courses with projected enrollment increases of 3%/year
- C. **Instructional Cost without fringe**—based on actual faculty costs with projected increase of 3%/year
- G. **Tuition**—based on current schedule
- K1. **Total Salary**— based on actual faculty costs with projected increases of 3%/year
- O. **Comparable Cost**—program compared to Humanities.

### **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

	A	B	C	D	E	F	G	H	I	J	K
1	<b>Academic Cost and Revenue Template - New Program (adjust template for appropriate number of years) (Updated 09/08/11)</b>										
2	ENTER VALUES IN YELLOW CELLS ONLY										
3	CAMPUS/Program										
4	UH Maui College/ AA Hawaiian S										
5	Provisional Years (2 yrs for Certificate, 3 yrs for Associate Degree, 6 yrs for Bachelor's Degree, 3 yrs for Masters Degree, 5 yrs for D										
6	Year 1 Year 2 Year 3 Year 4 Year 5 Year 6										
7	ENTER ACADEMIC YEAR (i.e., 2011-2012)										
8	2012-2013 2013-2014 2014-2015										
9	Students & SSH										
10	A. Headcount enrollment (Fall)										
11	B. Annual SSH										
12	Direct and Incremental Program Costs Without Fringe										
13	C. Instructional Cost without Fringe										
14	C1. Number (FTE) of FT Faculty/Lecturers										
15	C2. Number (FTE) of PT Lecturers										
16	D. Other Personnel Costs										
17	E. Unique Program Costs										
18	F. Total Direct and Incremental Costs										
19											
20	Revenue										
21	G. Tuition										
22	Tuition rate per credit										
23	H. Other										
24	I. Total Revenue										
25											
26	J. Net Cost (Revenue)										
27											
28											
29											
30	Program Cost per SSH With Fringe										
31	K. Instructional Cost with Fringe/SSH										
32	K1. Total Salary FT Faculty/Lecturers										
33	K2. Cost Including Fringe of K1										
34	K3. Total Salary PT Lecturers										
35	K4. Cost Including fringe of K3										
36	L. Support Cost/SSH										
37	Non-Instructional Exp/SSH										
38	System-wide Support/SSH										
39	Organized Research/SSH										
40	M. Total Program Cost/SSH										
41	N. Total Campus Expenditure/SSH										
42											
43	Instruction Cost with Fringe per SSH										
44	K. Instructional Cost/SSH										
45	O. Comparable Cost/SSH										
46	Program used for comparison										
47	UHMC Humanities										
48	Reviewed by campus VC for Administrative Affairs: (signature and date)										
49	Instructions										
50	Please include an explanation of this template in your narrative.										
51	A. Headcount Enrollment: Residency enrollment for majors each Fall semester located at: <a href="http://www.hawaii.edu/budget/expand/Category-Enrollment">http://www.hawaii.edu/budget/expand/Category-Enrollment</a> . Campus data may be used when majors are a subset of enrollment reported in IRO reports.										
52	B. Annual SSH: Course Registration Report located at: <a href="http://www.hawaii.edu/ro/mips.php?File=Course+Registration+Report">http://www.hawaii.edu/ro/mips.php?File=Course+Registration+Report</a> . Add the SSH for the Fall and Spring reports to obtain the annual SSH. This is all SSH taught by the program, including non-majors. Adjust if majors are subset of SSH reported.										
53	C. Instructional Cost without Fringe (automated calculation): Direct salary cost for all faculty and lecturers teaching in the program. *Formula for column D: =IF(OR(D32<>), D32*D34, )										
54	C1. Number of full time faculty and lecturers who are > 5 FTE.										
55	C2. Number of part time lecturers who are < 5 FTE.										
56	D. Other Personnel Cost: Salary cost (part or full time) for personnel supporting the program (APT clerical lab support, advisor, etc. This includes personnel providing necessary support for the program who may not be directly employed by the program and may include partial FTEs. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.										
57	E. Unique Program Cost: Costs specific to the program for equipment, supplies, insurance, etc. For provisional years, this would be actual cost. For established years, this would be projected costs using amortization for equipment and add 4% per year for inflation thereafter.										
58	F. Total Direct and Incremental Cost: C + D + E *Formula for column D: =IF(OR(D13<>, D16<>, D17<>), SUM(D13, D16, D17, )										
59	G. Tuition: Annual SSH X resident tuition rate/credit *Formula for column D: =IF(D10=0, D10/D22, )										
60	H. Other: Other sources of revenue including grants, program fees, etc. This should not include in-kind contributions unless the services or goods contributed are recorded in the financial records of the campus and included in Direct and Incremental Costs in this template.										
61	I. Total Revenue: G + H *Formula for column D: =IF(OR(D21<>, D23<>), SUM(D21, D23, )										
62	J. Net Cost: F - I. This is the net incremental cost of the program to the campus. A negative number here represents net revenue (i.e., revenue in excess of cost). If there is a net cost, please explain how this cost will be funded. *Formula for column D: =IF(AND(D18<>, D24<>), D18-D24, )										
63	K. Instructional Costs with Fringe/SSH: (K2 + K4) / B *Formula for column D: =IF(D10<>, (SUM(D33, D35)/D10, )										
64	K1. Salaries without Fringe of Full Time Faculty and Lecturers who are > 5 FTE based on FTE directly related to the program. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.										
65	K2. K1 X 1.35 Formula for column D: =IF(D32="" D32*1.35)										
66	K3. Salaries without Fringe for Lecturers who are < 5 FTE based on FTE directly related to the program. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.										
67	K4. K3 X 1.06 Formula for column D: =IF(D34="" D34*1.06)										
68	L. Support Cost/SSH: The campus' non instructional expenditure/ssh + systemwide support - organized research (UHM only) as provided by UH Expenditure Report ( <a href="http://www.hawaii.edu/budget/expand.html">http://www.hawaii.edu/budget/expand.html</a> ) *Formula for column D: =IF(OR(D37=0, D38=0, D39=0), D37+D38-D39, )										
69											
70	For example, from the 2009-10 UH Expenditure Report, the support expenditure/ssh per campus is:										
71											
72	UHM \$450.00 + \$56 - \$131 for organized research = \$375										
73	UHH \$369.00 + \$42 = \$411										
74	UHWO \$210.00 + \$31 = \$241										
75	Haw CC \$184.00 + \$37 = \$221										
76	Hon CC \$233.00 + \$46 = \$279										
77	Kap CC \$119.00 + \$29 = \$148										
78	Kau CC \$359.00 + \$64 = \$423										
79	Lee CC \$123.00 + \$27 = \$150										
80	Maui CC \$163.00 + \$36 = \$199										
81	Win CC \$277.00 + \$41 = \$318										
82											
83	M. Total Program Cost/SSH: K + L *Formula for column D: =IF(OR(D31<>, D36<>), D31+D36, )										
84	N. Total Campus Expenditure/SSH: Taken from UH Expenditure Report. For example for 2009-2010: UHM = \$823-131 (organized research) = \$692, UHH = \$662, UHWO = \$501, HawCC = \$408, HonCC = \$505, KapCC = \$316, KauCC = \$703, LeeCC=\$300, Maui CC= \$339, WinCC=\$457										
85	O. Comparable Program/Division Instructional Cost/SSH: Taken from UH Expenditure Report ( <a href="http://www.hawaii.edu/budget/expand.html">http://www.hawaii.edu/budget/expand.html</a> ) or campus data, as available. Please note in the space provided, the program used for the comparison.										
86											
87	Rev 09/08/11										

## **Cost and Budget Proposal Narrative**

**A. Headcount Enrollment**--Projected Enrollment of AAHS majors in Ho'oulu Lāhui at UHMC. It is expected that 6% of the Native Hawaiian student population will enroll as majors in the first year. Additionally, these same Native Hawaiian students are expected to only represent 85% of the AAHS majors, while the other 15% coming from other student populations.

**B. Annual SSH**--actual 20011-2012 SSH in HWST and HAW courses with projected increase of 3 %/year.

**C. Instructional Cost without fringe**--based on actual faculty costs and pay schedule, 2012-2014.

**G. Tuition**--based on current tuition rate schedule

**K1. Total Salary**--based on actual faculty cost.

**K3. Total Salary PT Lectures**--based on actual HWST and HAW lecturer costs at UHMC, (\$1,295/credit for FY 13, \$1,334/cr for FY 14, \$1,374/cr for FY 15)--does not include lecturer costs for reassigned time for administrative duties i.e. UHMC Humanities Department Chair and Curriculum Committee Chair.

**O. Comparable Cost**--based on actual UHMC Humanities Cost/SSH. See Expenditure Studies Report, October 2011 at <http://www.hawaii.edu/iro>

### **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

A	B	C	D	E	F	G	H	I	J	K
<b>Academic Cost and Revenue Template - New Program</b> (adjust template for appropriate number of years) (Updated 08/06/11)										
<b>ENTER VALUES IN YELLOW CELLS ONLY</b>										
CAMPUS/Program			Windward CC							
			Provisional Years (2 yrs for Certificate, 3 yrs for Associate Degree, 6 yrs for Bachelor's Degree, 3 yrs for Masters Degree, 5 yrs for Doctoral)							
ENTER ACADEMIC YEAR (i.e. 2011-2012)			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
			2012-13	2013-14	2014-15					
<b>Students &amp; SSH</b>										
A. Headcount enrollment (Fall)			43	60	67					
B. Annual SSH			2,580	2,708	2,844					
<b>Direct and Incremental Program Costs Without Fringe</b>										
C. Instructional Cost without Fringe			\$ 281,844	\$ 301,253	\$ 317,368					
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			\$ 8,500	\$ 8,500	\$ 8,500					
F. Total Direct and Incremental Costs			\$ 362,344	\$ 380,753	\$ 397,868					
<b>Revenue</b>										
G. Tuition			\$ 280,580	\$ 287,154	\$ 324,218					
Tuition rate per credit			\$ 101	\$ 108	\$ 114					
H. Other			\$ 111,760	\$ -	\$ -					
I. Total Revenue			\$ 392,340	\$ 287,154	\$ 324,218					
J. Net Cost (Revenue)			-8,028	94,589	73,050					
<b>Program Cost per SSH With Fringe</b>										
K. Instructional Cost with Fringe/SSH			\$ 138	\$ 138	\$ 138					
K1. Total Salary FT Faculty/Lecturers			\$ 185,472	\$ 182,881	\$ 200,607					
K2. Cost including Fringe of K1			\$ 250,387	\$ 260,403	\$ 270,818					
K3. Total Salary PT Lecturers			\$ 86,472	\$ 108,362	\$ 118,758					
K4. Cost including fringe of K3			\$ 101,288	\$ 113,780	\$ 122,597					
L. Support Cost/SSH			\$ 439	\$ 439	\$ 439					
Non-Instructional Exp/SSH			\$ 389	\$ 389	\$ 389					
System-wide Support/SSH			\$ 40	\$ 40	\$ 40					
Organized Research/SSH			\$ -	\$ -	\$ -					
M. Total Program Cost/SSH			\$ 577	\$ 577	\$ 577					
N. Total Campus Expenditure/SSH			\$ 439	\$ 439	\$ 439					
<b>Instruction Cost with Fringe per SSH</b>										
K. Instructional Cost/SSH			\$ 138	\$ 138	\$ 138					
O. Comparable Cost/SSH			\$ 134	\$ 134	\$ 134					
Program used for comparison:			WCC AA general academic instruction							
Reviewed by campus VC for Administrative Affairs:			(signature and date) <i>[Signature]</i> 10/10/2012							
<b>Instructions</b>										
Please include an explanation of this template in your narrative.										
A. Headcount Enrollment: Headcount enrollment of majors each Fall semester. Located at url: <a href="http://www.hawaii.edu/robinson.php?cat=one">http://www.hawaii.edu/robinson.php?cat=one</a> Enrollment. Campus data may be used when majors are a subset of enrollment reported in IRO reports.										
B. Annual SSH: Course Registration Report located at url: <a href="http://www.hawaii.edu/robinson.php?cat=one">http://www.hawaii.edu/robinson.php?cat=one</a> Add the SSH for the Fall and Spring reports to obtain the annual SSH. This is all SSH taught by the program, including to non-majors. Adjust if majors are subset of SSH reported.										
C. Instructional Cost without Fringe (automated calculation) Direct salary cost for all faculty and lecturers teaching in the program. *Formula for column D = (F(OR)(D32<->) D32<-D34, <math>C1</math>. Number of full time faculty and lecturers who are >= 5 FTE										
C2. Number of part time lecturers who are < 5 FTE										
D. Other Personnel Cost: Salary cost (part or full time) for personnel supporting the program (APT, clerical lab support, advisor, etc.) This includes personnel providing necessary support for the program who may not be directly employed by the program and may include partial FTEs. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.										
E. Unique Program Cost. Costs specific to the program for equipment, supplies, insurance, etc. For provisional years, this would be actual cost. For established years, this would be projected costs using amortization for equipment and add 4% per year for inflation thereafter.										
F. Total Direct and Incremental Cost: C + D + E *Formula for column D: =IF(OR(D13<->, D16<->, D17<->), SUM(D13, D16, D17, <math>F</math>)										
G. Tuition = Annual SSH X resident tuition rate/credit *Formula for column D: =F(D10<->, D10<-D24, <math>G</math>)										
H. Other: Other sources of revenue including grants, program fees, etc. This should not include in-kind contributions unless the services or goods contributed are recorded in the financial records of the campus and included in Direct and Incremental Costs in this template.										
I. Total Revenue: G + H *Formula for column D: =F(OR(D21<->, D21<->), SUM(D21, D23, <math>I</math>)										
J. Net Cost: F - I This is the net incremental cost of the program to the campus. A negative number here represents net revenue (i.e., revenue in excess of cost). If there is a net cost, please explain how this cost will be funded. *Formula for column D: =F(AND(D18<->, D24<->, D18<-D24, <math>J</math>)										
K. Instructional Costs with Fringe/SSH: (K2 + K4) / B *Formula for column D: =F(D10<->), (SUM(D33, D35) / D10, <math>K</math>)										
K1. Salaries without Fringe of Full Time Faculty and Lecturers who are >= 5 FTE based on FTE directly related to the program. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.										
K2. K1 X 1.35 *Formula for column D: =F(D32<->, D32<-1.35)										
K3. Salaries without Fringe for Lecturers who are < 5 FTE based on FTE directly related to the program. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.										
K4. K3 X 1.05 *Formula for column D: =F(D34<->, D34<-1.05)										
L. Support Cost/SSH The campus' non instructional expenditure/ssh + systemwide support -- organized research (UHM only) as provided by UH Expenditure Report ( <a href="http://www.hawaii.edu/budget/extend.html">http://www.hawaii.edu/budget/extend.html</a> ) *Formula for column D: =F(OR(D37<->, D38<->, D38<->, D37<->, D38<->, D39, <math>L</math>)										
For example, from the 2009-10 UH Expenditure Report, the support expenditure/ssh per campus is:										
UHM \$450.00 + \$58.131 for organized research = \$375										
UH \$388.00 + \$42 = \$411										
UHWO \$210.00 + \$31 = \$241										
Haw CC \$184.00 + \$37 = \$201										
Hon CC \$233.00 + \$48 = \$279										
Kap CC \$119.00 + \$28 = \$148										
Kau CC \$359.00 + \$64 = \$423										
Lee CC \$123.00 + \$27 = \$150										
Maui CC \$183.00 + \$38 = \$221										
Wai CC \$277.00 + \$41 = \$318										
M. Total Program Cost/SSH: K + L *Formula for column D: =F(OR(D31<->, D38<->), D31<->, D38, <math>M</math>)										
N. Total Campus Expenditure/SSH: Taken from UH Expenditure Report. For example, for 2009-2010: UHM = \$923-131 (organized research) = \$792, UH = \$882, UHWO = \$501, HawCC = \$408, HonCC = \$505, KapCC = \$316, KauCC = \$703, LeeCC = \$300, Maui CC = \$398, WaiCC = \$457										
O. Comparable Program/Division Instructional Cost/SSH: Taken from UH Expenditure Report ( <a href="http://www.hawaii.edu/budget/extend.html">http://www.hawaii.edu/budget/extend.html</a> ) or campus data, as available. Please note in the space provided, the program used for the comparison.										
Rev. 08/06/11										

## AAHS Cost Revenue Narrative

A See program proposal, p. 10, for formula for projecting these data.

B Actual SSHs generated by HAW and HAWS classes in fall 2011 and spring 2012.

C1 Actual FTE of full time faculty charged to HAW and HAWS in fall, 2011. No increase in full time FTE is projected through the first three years of the program.

C2 Actual FTE of lecturers assigned to HAWS and HAW in fall, 2011. FTE total was arrived at by dividing actual number of credits taught by lecturers by 27 (total credits in a full load; eg 1.0 FTE). Projected increases add the equivalent of one section/year taught by lecturers.

D Other personnel costs include \$36,000 for .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 2013-14.

E Other unique program costs include tools for cultural gardening, woodcarving, weaving etc., and supplies for Hawaiian Studies-specific art, music, and cultural classes (eg, wood for classes, sails and boat maintenance for Voyaging etc.)

G Tuition increases projected consistent with tuition table.

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

J Net program cost (deficit) 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.

K1 Salary based on actual salaries associated with program in 2012-13.

K3 Lecturer salaries represent actual salaries associated with the program in 2012-13, with bargained increases for next three years multiplied by projected credits taught, plus 4% increase annually for inflation.

L Support cost data from UH Expenditure Report

N Total campus expenditure data from UH Expenditure Report

O As agreed, home campus AA General Academic Instruction (AA Liberal Arts) will provide comparative data