

**HAWAI‘I COMMUNITY COLLEGE  
PROGRAM COMPREHENSIVE 3-YEAR  
REVIEW REPORT**

**ASSOCIATE OF ARTS IN HAWAIIAN  
STUDIES**

**Date November 15, 2015**

**Review Period**

**July 1, 2012 to June 30, 2015  
AY 2012-13, AY 2013-14, and AY2014-15**

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*Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/program-unit-review/>*

## **PART I: ANALYSIS OF PROGRAM**

**For this section, analyze your Program for the 3 year period from July 1, 2012 through June 30, 2015. Provide a narrative analysis that, at a minimum, describes and discusses the following aspects of the Program:**

- ARPD indicators: health factors, trends and other factors, strengths and weaknesses. ARPD website: <https://www.hawaii.edu/offices/cc/arpd/index.php>
- College Mission: how the Program aligns with and supports the College Mission and the Program's effectiveness in its support/assistance in achieving the College Mission.
- Institutional Learning Outcomes (ILOs): the Program's effectiveness in its support/assistance in achieving the College's ILOs.  
ILO website: <http://hawaii.hawaii.edu/assessment/outcomes.php#ilo>
- 2008-2015 Strategic Plan: the Program's alignment with the 2008-2015 Strategic Plan and the value of the Program to the College in terms of achieving that Strategic Plan's goals and initiatives.  
[Hawaii Community College Strategic Plan: 2008-2015](#)  
[HawCC Strategic Outcomes and Performance Measures 2008-2015 listed with funding sources and responsible parties.](#)
- Assessment results: discuss how the overall results of course-level assessments during the 3-year period under review demonstrate the Program's achievements or challenges in meeting its Program Learning Outcomes (PLOs).  
PLO website: <http://hawaii.hawaii.edu/assessment/outcomes.php#plo>

- CERC comments and feedback: based on the CERC comments and feedback from your most recent Comprehensive Review, discuss CERC's recommendations and your Program's successes and/or challenges in implementing them.
- Other successes, challenges/barriers, concerns, and/or other issues not addressed elsewhere in this Comprehensive Report.

The Associate of Arts in Hawaiian Studies Degree was established provisionally in Summer 2012 and remains in this status. The first UHCC System-wide degree program is scheduled to submit its application for permanent status to the UH Board of Regents in Spring 2016.

#### ARPD INDICATORS

In the short time that the program has been in existence, the number of majors has grown from 25 in 2012/13 to 52 in 2013/14 and reduced slightly to 49 in 2014/15. The overall program health has remained cautionary. However, the data on the ARPD reports do not reflect the true health of the program since the majority of information remains embedded in the Hawaiian Lifestyles program. For example, only one course, Hwst 107, Hawai'i: Center of the Pacific, is credited toward the AAHWST program.

There are, however, changes taking place which will allow future ARPD reports to be accurate. Primarily, the Hawaiian Lifestyles Associate in Applied Science degrees are no longer being offered, so by the next reporting period, all of the data should be reported in the AAHWST degree program. Additionally, the AAHWST offerings were modified from the original 3-track program which were Hula, Mahi'ai and Lawai'a. As of Fall 2015, the Mahi'ai and Lawai'a tracks are no longer offered. In their place, a new track, Kapuahi Foundations, is now offered. The degree program now contains two options, Hula and Kapuahi Foundations (KAPU). The Hula track is comprised of 13 credits or 4 classes of Hula and the Kapu track is comprised of 13 credits from a selection of 17 different courses from which the student may select. There was also a delay in the ability for students to enroll in the Kapu track because of the new Alpha. So students were not able to select this major until mid Fall 2015. In part, the slight decrease in majors is due to the program's transition toward this new configuration.

Although there was a slight disruption, it is expected that these changes will enhance the program and allow for the increase in the number of majors in the future.

## **COLLEGE MISSION**

The Associate of Arts in Hawaiian Studies directly supports the college's mission to "promote student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of *"E Imi Pono"*. The growth of the program from the terminal Associate of Applied Science Hawaiian Lifestyles degree into the transferable Associate of Arts in Hawaiian Studies degree accelerates the pathway for our graduates toward a 4-year baccalaureate degree and enhances the overall educational attainment of the community.

## **INSTITUTIONAL LEARNING OUTCOMES (ILO'S)**

The AAHWST is comprised of 62 credits, including 18 credits of Core Requirements (Communication (9 credits), Logical Reasoning (3 credits), World Civilization (6 credits) and one Writing Intensive course), 14 credits of Hawaiian Language and Hawaiian Studies Requirements, and 30 credits of Area Requirements including Humanities (17 credits), Natural Science (7 credits) and Social Sciences (6 credits). The AAHWST graduate will meet all three Institutional Learning Outcomes upon completion of the program.

ILO #1: English 100, English 102 and Speech Communication 151 are core requirements of the degree program. In addition, the graduate will have successfully completed Hawaiian Language 101 and 102. The graduate will be able to demonstrate their ability to communicate effectively in a variety of situations in both English and in basic Hawaiian language. It is the only degree program offered at Hawai'i Community College which requires at least one year of a second language. The graduates will have proven that they can communicate effectively at the college level upon completion of their degree.

ILO #2: The AAHWST graduate are also required to successfully pass Math 100 and seven credits of Natural and Physical Sciences including a lab class, and six credits of Hawai'i and the World history. These courses are specifically designed to teach students to gather, evaluate and analyze ideas and information to use in overcoming challenges solving problems and making decisions. These skills are also acquired in the variety of Social Science and Hawaiian Studies classes which are also required for the program.

ILO #3: Finally, AAHWST graduates are required to successfully pass 6 credits of Social Science classes of their choosing as well as 23 additional credits of Hawaiian Studies classes which gives them a rich set of knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

## **2008-2015 STRATEGIC PLAN AND HAWAI'I PAPA O KE AO (HPOKEA)**

The AAHWST Degree Program directly supports a number of strategies in the 2015-2021 Hawai'i CC Strategic Directions Draft Plan. In addition, it is directly related to the UH System and Hawai'i CC's Hawai'i Papa O Ke Ao Plan which aims to increase educational success for Native Hawaiians throughout the system and at the college.

### *UH Strategic Directions 2015-2021/UH Strategic Directions 2015-2021*

#### *Hawai'i Graduation Initiative*

*HGI Action Strategy 2: Implement structural improvements that promote persistence to attain and timely completion.*

##### *Tactics:*

- *Establish pathways for all degree programs, including transfer pathways from the community colleges.*
- *Reduce gaps in college completion for Native Hawaiians, low-income and under-represented groups.*

The AAHWST was created for the express purpose of enhancing the transfer pathways from the community colleges, particularly for Native Hawaiians. This degree program is designed to create a relevant academic pathway for Native Hawaiians who continue to be identified as an underserved and underachieved population within the UH system. The program also attracts and provides a strong foundation in Hawaiian knowledge systems for non-Hawaiian students who are interested in developing their understanding of the Hawaiian worldview and still achieve the strong liberal arts foundation for their careers or transfer to a 4-year baccalaureate institution.

#### *Productivity and Efficiency Measures for Hawai'i Graduation Initiative (HIG)*

- *Number of degrees and certificates*
  - *Graduation outcomes – Degrees and Certificates*
  - *Native Hawaiian Graduation – Degrees and Certificates*
- *Graduation rates, graduation and transfer rates*
- *Enrollment to degree gap for Native Hawaiian students*
  - *Eliminating Native Hawaiian Success Gaps*

The AAHWST Degree Program will directly and positively affect these productivity and efficiency measures for HIG. The percentage of current enrollment of Native Hawaiians after only two years (65%) is higher than the percentage of overall enrollment (42%).

#### **High Performance Mission Driven System (HPMS)**

**Goal:** Through cost effective, transparent and accountable practices, ensure financial viability and sustainability to ensure UH's ability to provide a diverse

student body throughout Hawai'i with affordable access to a superb higher education experience in support of the institutional mission of the university, which includes commitments to being a foremost indigenous-serving university and advancing sustainability.

*HPMS Action Strategy 3:*

*UH aspires to be the world's foremost indigenous serving university and 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 and supports vigorous programs of study and support for the Hawaiian language, history and culture. In addition to the Native Hawaiian student success agenda within the Hawai'i Graduation Initiative, the following tactics align with the thematic areas set forth in Hawai'i Papa O Ke Ao, UH's plan for a model indigenous serving university.*

- *Continue to integrate Ha'akumalae Hawaiian Protocol in Hawai'i CC activities to impart a Hawaiian sense of place on campus.*
- *Continue to integrate place-based learning and partnerships on Hawai'i Island.*
- *Continue to develop learning strategies and programs that promote Native Hawaiian indigenous learning, history and language.*
- *Provide opportunities for leadership development for Native Hawaiians Faculty, staff, and Students.*
- *Support implementation of Hawai'i Papa O Ke Ao.*

The AAHWST directly supports HPMS Action Strategy 3 and all the tactics through classroom and curricular implementation. Each Hawaiian Studies course incorporates Hawaiian protocol through the teaching, learning and application of protocol and chants and instructors and students participate in Kīpaepae and other protocols throughout the semester. Place-based learning is a hallmark of the I Ola Hāloa program and embedded throughout the Hawaiian Studies curriculum. Place-based learning is a key strategy for student success. Extra-curricular activities which are associated with the program, such as the annual Hō'ike, participation in the Opening Ceremonies of Hilo's Merrie Monarch Festival, Māweke and Māmoe ceremonies which mark the significant passage of students from one level of learning into the next (similar to graduation ceremonies) are examples of leadership development for Native Hawaiian and other faculty, staff and students which are embedded in the program. All of these related activities support implementation of the campus' Hawai'i Papa O Ke Ao plan.

*Productivity and Efficiency Measures for High Performance Mission-Driven System (HPMS)*

- *Number of Native Hawaiian employees and graduate assistants (faculty/staff/administrators)*

- Student enrollment in Native Hawaiian courses in language and culture (unduplicated count)*

The AAHWST Degree Program will play a major role in the campus' ability to meet the above productivity and efficiency measures for HPMS. The majority of Native Hawaiian employees on campus work in the I Ola Hāloa program and teach the Hawaiian Studies courses embedded in the program. Throughout the Hawai'i campuses, the total number of Native Hawaiians is significantly lower than 42%, or the percentage of Native Hawaiian students enrolled. There are still a number of disciplines where there are no Native Hawaiians employed.

### HAWAI'I CC HAWAI'I PAPA O KE AO PLAN

#### *Hawaiian Culture And Language Parity*

*Goal1: Vibrant Language and Culture Programs of Study at all UH Campuses*

*Action 1: Apply for permanent status for the Associate of Arts in Studies in 2015.*

*Action 2: Review and modify existing Hawai'i Lifestyles degrees certificates.*

*Action 3: Institutionalize grant-funded personnel to ensure Native Hawaiian programs are consistently offered, including the establishment of a Native Hawaiian Student Success Center which includes a transfer component.*

*Goal 2: Hawaiian Language at Parity with English Usage throughout the UH System*

*Action 1: Continue Ka 'Īkoi Leo Committee on Hawaiian Language at HawCC whose purpose is to encourage the use of Hawaiian language throughout the campus.*

*Goal 3: Innovative programming (curriculum) using Hawaiian Language and Culture*

*Action 1: Increase Hawaiian language instruction for students as well as faculty, staff and community.*

The AAHWST Degree Program supports these elements of the campus' Hawai'i Papa o Kea Ao plan. The creation of the UHCC System-wide AAHWST Degree Program was directly supported by the HPOKEA Plan and continues to be a cornerstone of the plan to increase Native Hawaiian student success and leadership development for faculty and staff.

### **ASSESSMENT RESULTS**

#### **E. Results of Program Assessment**

##### HAW 102 Elementary Hawai'i Language II

Based on the averaged scores, two of the three artifacts did not meet expectations.

Because the rubric also allowed evaluation by CLO, CLO scores per artifact were averaged and overall CLO scores were calculated.

The following CLOs fell within the expected range of 80-100%:

- CLO 1: Communicate in Hawaiian at a novice high-level, with a score of 84.66
- The scores for the following CLOs did not fall within the expected range of 80-100%:
- CLO 2: Produce and interpret Hawaiian at a novice high-level, with a score of 73.22
  - CLO 3: Utilize vocabulary and other language skills that integrate work, school, family, 'āina, and language in real life applications, with a score of 63.73
  - CLO 4: Recognize the relationship between the practices and perspectives of Hawaiian culture, with a score of 56.66

### HWST 100    Piko Hawai'i

Based on the averaged scores, five of the twelve artifacts assessed met expectations. Seven out of the twelve artifacts did not meet expectations.

Based on the CLO scores averaged, none of the CLOs fell within the expected range of 80-100%:

- CLO 1: Identify significant wahi pana (celebrated places) of Hawai'i Island, with a score of 76.64
- CLO 2: Relate to wahi pana, with a score of 76.22

### HWST 103    Hawai'i Art Culture

Based on the averaged scores, both artifacts assessed met expectations.

Based on the CLO scores averaged, the CLO fell within the expected range of 80-100%:

- CLO 1: Demonstrate proficiency in select aspects of Hawai'i art culture, with a score of 87.84

### HWST 104    Hawai'i Myth Culture

Based on the averaged scores, all six artifacts met expectations.

Based on the CLO scores averaged, all of the CLOs fell within the expected range of 80-100%:

- CLO 1: Identify and utilize written and oral source of Hawaiian mo'olelo, with a score of 89.22
- CLO 2: Describe akua (deities), kupua (deities), 'aumākua (ancestral family deities), and kānaka (humans) and their various forms from Hawaiian mo'olelo, with a score of 93.44
- CLO 3: Analyze the relationship between Hawaiian mo'olelo (mythologies) and Hawaiian worldview, including Hawaiian cultural values and traditions, with a score of 96.39



- CLO 4: Employ the terminology of literary and/or cultural analysis in the study of Hawaiian mo'olelo, with a score of 95.83

HWST 107    Hawai'i: Center of the Pacific

Based on the averaged scores, two of the three artifacts met expectations. One of the three artifacts did not meet expectations.

Based on the CLO scores averaged, all of the CLOs fell within the expected range of 80-100%:

- CLO 1: Demonstrate knowledge of the origins, migrations and settlement patterns of Oceania, with a score of 82.89
- CLO 2: Show knowledge of similarities between Native Hawaiians and other Oceanic peoples' cultures, languages, religions, arts and natural resources, with a score of 84.11
- CLO 3: Explain the connections of historical events to modern issues in relation to the unique social, political and economic history of Hawai'i, including concepts such as colonization and decolonization, occupation, independence movements, sovereignty, with a score of 83

HWST 131    Hula II: 'Olapa

Based on the averaged scores, three of the five artifacts met expectations. Two of the five artifacts did not meet expectations.

Based on the CLO scores averaged, the following CLOs fell within the expected range of 80-100%:

- CLO 2: Participate in the demonstration of hula for community wellbeing, with a score of 82.13

The scores for the following CLOs did not fall within the expected range of 80-100%:

- CLO 1: Communicate an understanding of the history of hula and trends of evolution, with a score 76.03
- CLO 3: Analyze the role hula has in personal and community leadership, with a score of 77.17

HWST 231    Hula IV: Hu'elepo

Based on the averaged scores, all of the artifacts met expectations.

Based on the CLO scores averaged, all of the CLOs fell within the expected range of 80-100%:

- CLO 1: Communicate an understanding of hula as a sacred process for personal and community leadership, with a score of 93.25

- CLO 2: Participate in the demonstration of hula for community wellbeing, with a score of 90.33
- CLO 3: Analyze through reflection the role hula has in personal and community leadership, with a score of 90.41

Out of the ten courses assessed in the Spring 15 semester, four of the courses met expectations, scoring within the Acceptable and Proficient range. The six courses that did not fall within the expected range are not considered failures. There were many points brought up in the discussions between assessment teams that suggested ways of strengthening the assessment process for the future, how to better design the rubrics, how to better align the rubrics with the artifacts and the CLOs, how it would be easier to focus on one or two CLOs rather than all of them, etc. The entire assessment process has allowed our program to reflect on our current CLOs and how we could strengthen them to make them more succinct, measurable, and appropriate for future implementation in our courses and for assessment.

The assessments conducted by our Program demonstrated the students achievements of our Program Learning Outcomes, of Kāhoeuli, making and articulating personal connections with communities and/or environments, of Kā'iewe, expressing a sense of place in a Hawaiian Cultural context, of Kā'imo'o, applying the Hawaiian value of sustainability to Hawai'i's cultural and/or natural resources, and/or of Kā'ikoi, communicating in Hawaiian language. The assignments required the students to interact with and connect to their surrounding environments and communities through a Hawaiian Culture lens and to use this lens in their own interpretations of their environments and place in this world. Based on Hawaiian cultural values, the students were able to demonstrate the intimate connections of the water cycle and our islands resources in the sustainable practices of Hawaiian farming and fishing traditions. The assignments also required the students to engage with, and/or communicate in Hawaiian language. We feel that achievement of our Program Learning Outcomes are amply demonstrated through these assessment results.

The results also demonstrate our commitment to honestly evaluate our efforts and effectiveness in order to better support the College's Mission of "E 'Imi Pono," seeking to better ourselves and grow in our facilitation of student learning of our Hawai'i Island culture.

Though the results may have been below what was expected, that the assessment of 10 courses was completed, with insight on how to better our Program, CLOs, and the assessment process for future assessment, we consider it a success.

### **CERC COMMENTS AND FEEDBACK**

N/A

**OTHER SUCCESS, CHALLENGES/BARRIERS, CONCERNS, AND/OR ISSUES**

The success, challenges/barriers, concerns and issues were raised in the introduction to this comprehensive report. The AAHWST is a new degree program, established provisionally by the UH BOR in Summer 2012. The first full year of operation and the year in which data is available is 2013-2014. An Annual Report was completed but not uploaded onto the reporting system until recently.

In the 2014/2015 year, a revision in the degree track offering was made which resulted in the deletion of two of three tracks, Mahi'ai and Lawai'a, and the inclusion of a new track, Kapuahi Foundations. There are now two tracks from which the students may select within the degree program, Hula (HULA) which was part of the original offerings, and Kapuahi (KAPU).

In addition, the Associate in Applied Science offerings (AAS (Hula, Mahi'ai and Lawai'a) have been deleted and are no longer offered. These changes can be attributed toward the slight decrease (from 52 to 49) in the number of majors in the last year.

A challenge for enrollment has been the lack of awareness for high school counselors to understand the new AAHWST Degree program. The program is perceived as being primarily a pathway to a Hawaiian Studies 4-year degree. While that is one pathway, the pathway is not limited to Hawaiian Studies. It is the program's intent that the AAHWST will develop a strong foundation in Hawaiian knowledge that will be useful to students who enter into a number of Arts and Science fields. This message must be clearly developed and outreach efforts are an important tactic to reach that goal. Now that the program offerings are stable, and with renewed marketing and outreach efforts, the AAHWST Degree Program should increase significantly.

A significant challenge which will occur in 2016 is the completion of the Title III Native Hawaiian Serving Institutions grant. The college has benefited from three Title III grants in recent years: 1) A 2-year renovation grant which supported the Ha'akumalae Hawaiian Protocols Program and provided funds to renovate Pi'opi'o Hale into offices and a demonstration space; 2) Kukuluku'ua: A 5 year development grant which supported the success of Native Hawaiians entering the college and placing in developmental education; and 3) Halaulani: a 5 year cooperative arrangement development grant between Hawai'i CC and UH Hilo to increase the number of Native Hawaiians who transfer successfully. The Kukuluku'ua grant has been directly responsible for innovative programs such as the first-year experience program, learning communities, tutoring program, media support lab, instructional support for the faculty and Paepae 'Ohua which supports a cohort of learners and counseling support for HLS and AAHWST majors and for the increased Hawaiian Studies course offerings and extra-curricular activities at the Pālanui campus.

There are seven faculty and staff who are currently employed by the Kulukulu‘ua grant including one counselor, one Pāalamanui Hawaiian Studies instructor, a First Year Experience Coordinator, Outreach Specialist, and three instructional support positions, all of which are due to expire at the end of September 2016. This will make it very difficult to maintain the level of service to the students, faculty and college and will most likely have a deleterious affect on the program and its success. It is also acknowledged that, at this time, consideration for new positions are a low priority for the campus due to budget constraints. In order to achieve the goal set forth in the Strategic Directions 2015-2021 and Hawai‘i Papa O Ke Ao plans, however, a few positions remain critical including a permanent counselor and a permanent Hawaiian Studies instructor at the Pāalamanui campus. These requests are included in the budget section of this report.

Finally, one component of student success and part of the Strategic Directions plan is support for 21<sup>st</sup> Century Facilities (21CF) – Modern Teaching and Learning Environments. Additionally, the need rises to the level of health and safety as the bulk of chairs are old and pose risk for students.

There is a need to upgrade the two classrooms on the Manono Campus, Bldg 381-17 (Ho‘olulu Lehua) and Bldg 388-103, which are used primarily for Hawaiian Studies classes. The requests are modest and include new chairs (60) for both classrooms and a new projector for Bldg 388-103. The lack of a working projector screen severely limits the classroom instructional technique of the faculty assigned to work in that room. Since it is one of the technology rooms and used for video-conference instruction with Pāalamanui, it is vital for the classroom equipment to be kept in good working order.

**PART II: ACTION PLAN**

**For this section, describe and discuss your Program’s Action Plan for the 3 year period from July 1, 2015 through June 30, 2018. For each action strategy or tactic, provide details about the goal, expected level of success, implementation timeline, and any challenges or barriers you anticipate may affect implementation or success.**

**Action Plans must align with the new Hawai‘i Community College 2015-2021 Strategic Plan. Discuss how the Program’s Action Plan aligns with and supports the 2015-2021 Strategic Plan’s Initiatives, Strategies, and Tactics.**

<http://hawaii.hawaii.edu/docs/hawcc-strategic-directions-2015-2021.pdf>

AAHWST 3-YEAR ACTION PLAN

Year/Timeline	Action	Description	Expected	Anticipated
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			Level of Success	barriers
<b>YEAR ONE</b> Fall 2015/Spring 2016	Develop new outreach materials	Handouts, incl 1-page informational flyers, Update I Ola Haloa packet	100% completion	None
Spring 2016	Investigate new grant opportunities to support program activities	Seek external funding, ie. Title III, USDA, ANA, others	Uncertain	Awaiting announcement of new grant awards in Spring 2016
Spring 2016	Purchase replacement chairs/projector	Purchase 60 chairs & projector screen requested in Budget .	100% completion	Unfunded request
Spring 2016	Develop grant transition plan	Pending closure of current Title III funding in Sept 16, develop organized plan to transition program support	100% completion by Sept 2016	None
Spring 2016	Strategize transition of student support activities for AAHWST Majors	Develop transition plan w/student affairs so student support services to AAHWST Majors is seamless	100% complete by Sept 2016	None
Spring 2016	Hire counselor	Transition counselor from temporary grant funded to permanent	Complete recruitment by May 2016	Unfunded request
<b>YEAR TWO</b> Fall 2016-Spring 2017				
Fall 2016	Hire new faculty	Hire Pāalamanui faculty to be in place by Fall 2016	100% completion	Unfunded request
Fall 2016	Commence new slimmed down support program for AAHWST	Based on plan developed in Year 1, execute support services	100% completion	Lack of funding support/unfunded request to hire in-program counselor
Fall 2016/Spring 2017	Continue outreach for new students to select AAHWST Major	Continuation of marketing/outreach plan to increase program participation	100% completion	Lack of funding support for outreach materials
<b>YEAR THREE</b> Fall 2017 - Spring 2018				
Fall 2017/Spring 2018	Continue outreach for new students	Continuation of marketing/outreach plan to increase program participation	100% completion	Lack of funding support/unfunded request to hire in-program counselor

Fall 2017/Spring 2018	Continue new slimmed down support program for AAHWST	Continue support services developed in Fall 2016	100% completion	Lack of funding support

**PART III: Budget Items**

**For this section, describe and discuss your Program’s cost-item “budget asks” for the 3 year period from July 1, 2015 through June 30, 2018. For each budget item, describe the needed item in detail, including cost(s) and timeline(s).**

	Year 1 (2015-16)	Year 2 (2016-17)	Year 3 (2017-18)
<b>#1 - Equipment (Chairs, projector screen)</b>	<b>\$4,222.51</b>		
<b>#2 - Personnel (Counselor)</b>	<b>\$60,852.00</b>		
<b>#3 - Palamanui Instructor</b>		<b>\$60,852.00</b>	
<b>#4 - Materials &amp; supplies for outreach</b>		<b>\$5,000</b>	
<b>#5 - Materials &amp; Supplies for outreach</b>			<b>\$5,000</b>

Request #1: \$4,222.51 - The estimated cost for chairs is \$3,900 (60 chairs x \$65 ea. Cost includes shipping). The chairs will replace existing chairs in Bldg 381-17 and Bldg 388-103. The estimated cost for the projector screen for Bldg 388-103 is \$322.51 to replace the existing broken projector.

This request is supported by the Hawai'i CC Strategic Directions 2015-2021, 21<sup>st</sup> Century Facilities (21CF) – Modern Teaching and Learning Environments, Goal: Eliminate the university’s deferred maintenance backlog an modernize facilities and campus environments to be safe, sustainable and supportive of modern practices in teaching, learning and research: 21CF Action Strategy 1: Adopt model policies and practices for development and management of UH buildings and campuses. Tactics:

Support and work with UH System to advocate for Hawai'i CC and Hawai'i CC Palamanui facilities needs.

Request #2: \$60,852.00 – One “G” funded permanent, tenure track Instructor/Counselor position to provide program support for the I Ola Hāloa Program and AAHWST Degree. This counselor will be based on the Manono Campus and provide wrap-around services for AAHWST majors and other Native Hawaiians enrolled at Hawai'i CC. The continuation of this position is important in order to stabilize the services which have been provided to AAHWST students, of which a large percentage are considered to be target populations in the Strategic Directions plan.

In the current Fall 2015 semester the AAHWST Major profile includes:

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- 49 AAHWST Hula Majors
  - 5 AAHWST Kapu Majors
  - 54 TOTAL MAJORS
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- Native Hawaiian - 59% or 32 students
  - Developmental English/Math - 68.5% or 37 students
  - Adult Learners (those 25+ years old) - 74% or 40 students
  - Part Time (those taking 11 credits or less) - 53.7% or 29 students
  - Pell Grant – 35% or 19 students

The AAHWST degree program already serves and has the potential to serve a significant number of students who fall in the groups targeted in the campus' Strategic Directions plan.

This request is supported by HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion.

- Establish pathways for all degree programs, including transfer pathways from the community colleges
- Strengthen developmental education initiatives that increase preparation, improve placement methods and reduce time spent in developmental education.
- Reduce gaps in college completion for Native Hawaiian, low-income and under-represented groups
- Improve and stabilize student support services especially for priority targets: Native Hawaiians, Filipinos, Pacific Islanders, Veterans, Adult Learners, and Part-Time Students.

Request #3: \$60,852.00 – One “G” funded permanent, tenure track Hawaiian Studies instructor for Pāalamanui campus. Currently, there is only one “G” funded instructional position at the Pāalamanui campus. In order to maintain the vibrant instructional and extra-curricular activities which have been created by the support of grant-funded personnel, it is vitally important to institutionalize one full time instructor position at West Hawai‘i. The addition of this position will provide stability for the new and emerging programs which are now offered through the Pāalamanui campus. This request is supported by HGI Action strategy 4: Solidify the foundations for UH West O‘ahu, an Hawai‘i CC at Pāalamanui and establish large scale student support services for Native Hawaiians, low-income students, and under-represented populations they serve.

- Develop academic programs that meet the needs of West Hawai‘i community
- Increase the baccalaureate and advanced degree offerings at UH West Hawai‘i Center to compliment Hawai‘iCC programs and meet the needs of the West Hawai‘i community as a gateway to the other University of Hawai‘i intitutions.



This request is supported by HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion; Tactics: Strengthen developmental education initiatives that increase preparation, improve placement methods and reduce time spend in developmental education; and Reduce gaps in college completion for Native Hawaiians, low-income and under-represented groups; and improve and STABILIZE student support services especially for priority targets: Native Hawaiians, Filipinos, Pacific Islanders, Veterans, Adult Learners and Part-Time Students. A high number of students who place in developmental education are Native Hawaiians. The new plans to facilitate the student's path through developmental education will require wrap-around services which include high touch effort's from student support personnel, in particular, counselors. The funding for this position is imperative for two reasons; 1) to support the HGI Action Strategy 2 and the meet the commitment to the U.S. Department of Education to institutionalize the major functions which were initiated, supported and proved to be successful by the implementation of the Title III Grants. The Native Hawaiian Counselor position and Paepae 'Ohua program which is embedded in the I Ola Hāloa program is a primary example of the need to institutionalize such a position and function.

#4 & #5 – Materials & Supplies for outreach – This request is for funding for materials & supplies for outreach. The funds requested will be used for the development and printing of collateral material, including flyers, brochures, signage and other material which inform potential majors, counselors and the general public about the AAHWST program. The request is in anticipation of the absence of grant funding which has supported the program for over 15 years through U.S. Department of Education Title III, Native Hawaiian Serving Institutions programs. Funding from this Federal program has supported the creation, growth and sustainability of the Hawaiian Studies program since its inception. Although the program is hopeful that funding opportunities will be offered in the future, there is no guarantee. In anticipation that no more funding from this or similar Federal or State program becomes available, this request is the bare minimum required to maintain a successful and healthy enrollment.

This request supports HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion:

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- Improve and stabilize student support services especially for priority targets: Native Hawaiians, Filipinos, Pacific Islanders, Veterans, Adult Learners and Part-Time Students.
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**Budget asks for all categories of cost items may be included in the 3-year Comprehensive Review. Explain how the item aligns with the Hawai'i Community College 2015-2021 Strategic Plan (see link above in Part II). Identify and discuss how each item aligns with the Strategic Plans Initiatives, Goals, Action Strategies, and Tactics.**