

# HAWAI'I COMMUNITY COLLEGE COMPREHENSIVE PROGRAM REVIEW (CPR)

## AA HAWAIIAN STUDIES

**Date: 21 January 2019**

**3-Year Review Period:  
July 1, 2015 to June 30, 2018  
AY15-16, AY16-17 and AY17-18**

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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/files/program-unit-review/>*

*Please remember that this review should be written in a professional manner. Mahalo.*

### **PART I: PROGRAM DATA AND ACTIVITIES**

## **Program Description**

Provide the short program description as listed in the current catalog.

A two-year Baccalaureate direct transfer Associate in Arts degree consisting of 62 semester credits at the 100-200 levels. The Associate in Arts in Hawaiian Studies is designed for students who are preparing to transfer to a four-year college or university and who have an interest in achieving a qualification that would be beneficial in the workforce or other areas of study where a foundational knowledge of the Native Hawaiian host culture can complement their worldview.

## **Previous Comprehensive Program Review Information**

Provide the year and URL for the location of this program's last Comprehensive Program Review on the HawCC Program/Unit Review website: <http://hawaii.hawaii.edu/files/program-unit-review/>

Year	2014/HLS; 2015/HWST
URL	<a href="http://hawaii.hawaii.edu/files/program-unit-review/docs/2015_aahwst_comprehensive_review.pdf">http://hawaii.hawaii.edu/files/program-unit-review/docs/2015_aahwst_comprehensive_review.pdf</a> (AA Hawaiian Studies)  <a href="http://hawaii.hawaii.edu/files/program-unit-review/docs/2014_hls_comprehensive_program_review.pdf">http://hawaii.hawaii.edu/files/program-unit-review/docs/2014_hls_comprehensive_program_review.pdf</a> (AAS Hawaii Life Styles)
Provide a short summary of the CERC's evaluation and recommendations from the program's last Comprehensive Review.  Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report.	The CERC evaluators note that our last Comprehensive Review was overall very well written and strongly commended the program for its work in course/program assessment and planning for improvement. They also noted that the program's faculty and staff took a serious look at their program and provided solid analysis and a strong action plan with discrete goals for future success for its students. And now with the new AA degree firmly in place, the program's potential to grow and continue its high-quality support for the College's mission and goals is outstanding.

**ARPD DATA: Analysis of Quantitative Indicators**

Program data can be found on the ARPD website: <http://www.hawaii.edu/offices/cc/arpd/>

**Please attach a copy of the program's data tables for the three years under review and submit with this Comprehensive Program Review (CPR).**

Analyze the program's ARPD data for the 3-year review period.

**Describe, discuss, and provide context for the program's AY16 through AY18 data, including the program's health scores in the Demand, Efficiency, Effectiveness and Overall Health categories.**

Overall Health for both the AA Hawaiian Studies (AA) and AAS Hawai'i Life Styles (AAS) is Cautionary.

Demand for AA is Cautionary but the AAS shows as Healthy.

Number of Majors including Native Hawaiians are

AY15-16: 69 majors (36 or 52% Native Hawaiian)

AY16-17: 66 majors (38 or 58% Native Hawaiian)

AY17-18: 59 majors (33 or 56% Native Hawaiian)

SSH in program classes includes

Program Majors: 360 (AY15-16), 418 (AY16-17), & 353 (AY17-18)

Non-Majors: 3,371 (AY15-16), 2,316 (AY16-17), & 2,248 (AY17-18)

All Program Classes: 3,731 (AY15-16), 2,734 (AY16-17), & 2,601(AY17-18)

FTE Enrollment in Program Classes are:

AY15-16: 124

AY16-17: 91

AY17-18: 86

Total Number of Classes Taught are:

AY15-16: 71

AY16-17: 53

AY 17-18: 53

Efficiency indicators for both majors are Cautionary.

Average Class Size reflects:

AY15-16: 12 (AA) & 20 (AAS)

AY16-17: 16 (AA) & 18 (AAS)

AY17-18: 16 (AA) & 18 (AAS)

Fill rate reflects:

AY15-16: 43.50% (AA) & 73.20 (AAS)

AY16-17: 60.20% (AA) & 69.70% (AAS)

AY17-18: 62.40% (AA) & 68.30% (AAS)

Number of Low Enrolled classes reflects:

AY15-16: 14 (8 AA & 6 AAS)

AY16-17: 10 (8 AA and 2 AAS)

AY17-18: 11 (7 AA & 4 AAS)

Effectiveness Indicators for the AA is Healthy but the AAS is Unhealthy.

Successful Completion (Equivalent C or Higher):

AY15-16: 81% (AA) & 79% (AAS)

AY16-17: 82% (AA) & 80% (AAS)

AY17-18: 75% (AA) & 85% (AAS)

Withdrawals:

AY15-16: 51 (4 AA & 47 AAS)

AY16-17: 25 (12 AA & 8 AAS)

AY17-18: 44 (28 AA & 16 AAS)

Persistence Fall to Spring:

AY15-16: 76% (AA) & 64% (AAS)

AY16-17: 76% (AA) & 50% (AAS)

AY17-18: 72% (AA) & 0% (AAS)

Persistence Fall to Fall

AY15-16: 50% (AA) & 25% (AAS)

AY16-17: 55% (AA) & 0% (AAS)

AY17-18: 43% (AA) & 0% (AAS)

Degrees/Certificates Awarded

AY15-16: 10 degrees (8 unduplicated) for AA & 12 degrees (61 unduplicated) for AAS

AY16-17: 9 degrees (8 unduplicated) for AA & 4 degrees (36 unduplicated) for AAS

AY17-18: 15 degrees (11 unduplicated) for AA & 0 degrees (16 unduplicated) for AAS

Transfers to UH 4-year

AY15-16: 2 (2 with AA degree) & 1 (1 with AAS credential)

AY16-17: 7 (6 with AA degree) & 1 (1 with AAS credential)

AY17-18: 6 (2 with AA degree) & 1 (1 with AAS credential)

As stated earlier, the AAS is no longer offered yet data is still being populated for the major. The data has decreased with the AAS due to transition to the AA HWST. The program anticipated all data would have been carried over to the AA degree by this review period but additional follow up is needed.

Low enrollment continues to be a major issue for Hawai'i CC including I Ola Hāloa. Even with the decrease in overall enrollment, our program continued to service two degrees (AA & AAS) and one academic subject certificate. While our program agrees that improvements and increases to majors, retention, degrees/certificates and transfers continues to be ongoing areas of concern, our services and activities expand past the 9-month academic program and continue to service overall student success.

Describe, discuss, and provide context for the program's data in the Distance Education, Perkins Core Indicators, and Performance Funding Indicators categories, as applicable.

No Health Indication for Distance Education for both the AA and the AAS.

Number of Distance Education Classes Taught:

AY15-16: 15 (3 AA & 12 AAS)

AY16-17: 11 (7 AA & 4 AAS)

AY17-18: 13 (11 AA & 3 AAS)

Enrollments in Distance Ed:

AY15-16: 320 (39 AA & 281 AAS)

AY16-17: 249 (159 AA & 90 AAS)

AY17-18: 289 (238 AA & 51 AAS)

Fill Rate:

AY15-16: 52% (AA) & 92% (AAS)

AY16-17: 91% (AA) & 90% (AAS)

AY17-18: 89% (AA) & 102% (AAS)

Successful Completion (Equivalent C or Higher):

AY15-16: 62% (AA) & 72% (AAS)

AY16-17: 76% (AA) & 71% (AAS)

AY17-18: 68% (AA) & 80% (AAS)

Withdrawals:

AY15-16: 24 (3 AA & 21 AAS)

AY16-17: 7 (6 AA & 1 AAS)

AY17-18: 17 (16 AA & 1 AAS)

Persistence:

AY15-16: 50% (AAS)

AY16-17: 63% (AAS)

AY17-18: 73% (AAS)

\*Note: Persistence data only available for AAS.

No Health Indication for Perkins for both the AA and the AAS.

\*No data available since AAS was discontinued.

No Health Indication for Performance Funding for both the AA and the AAS.

Number of Degrees and Certificates:

AY15-16: 22 (10 AA & 12 AAS)

9 of 22 identified as Native Hawaiian (6 AA & 3 AAS)

AY16-17: 13 (9 AA & 4 AAS)

9 of 13 identified as Native Hawaiian (8 AA & 1 AAS)

AY17-18: 15 (15 AA & 0 AAS)

5 of 22 identified as Native Hawaiian (5 AA & 0 AAS)

Number of Degrees and Certificates STEM:

AY15-16: 0

AY16-17: 0

AY17-18: 1 (1 AA)\*

\*Follow up is needed since the AAS and AA are not STEM.

Number of Pell Recipients:

AY15-16: 4 (3 AA & 1 AAS)

AY16-17: 6 (5 AA & 1 AAS)

AY17-18: 4 (4 AA)

Number of Transfers to UH 4-yr:

AY15-16: 3 (2 AA & 1 AAS)

AY16-17: 8 (7 AA & 1 AAS)

AY17-18: 7 (6 AA & 1 AAS)

**What else is relevant to understanding the program's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the program's data for the three years under review that are not discussed above.**

In September 2016, the USDOE Title III grants Kulukulua and Hālaulani officially ended after a one year no cost extension. Kulukulua (5-year Development grant) focused on supporting Native Hawaiians entering the college via three activities (Act. 1) Themed Learning Communities, (Act. 2) Strengthening the Hawai'i Life Styles academic program and (Act. 3) engagement activities between the college and community via the Ha'akūmalae Protocols program. Hālaulani (a 5-year Cooperative grant with UH Hilo) focused on strengthening the transfer program at HawaiiCC. The ending of Kulukulua and Hālaulani has resulted in loss of access to extramural resources including personnel and other

activities that support professional development for staff and faculty to strengthen overall student success.

In 2015, UH Hilo was awarded a 5-Year Title III Cooperative Arrangement Development grant in partnership with HawaiiCC. Limited resources have been made available to the campus and I Ola Hāloa Center for Hawai'i Life Styles is responsible for the HawaiiCC portion of the grant. The grant is titled "Mōkaulele" with the focus of promoting and sustaining a Hawaiian worldview through the following three activities: (Act. 1) Building Capacity Through Leadership Development, (Act. 2) Strengthening Campus and Community Engagement, and (Act. 3) Facilitating Language, Culture and Knowledge Learning Pathways. Hawai'i CC/I Ola Hāloa is responsible for facilitating activities 2 & 3. The Mōkaulele grant is currently in it's third year (AY17-18).

#### Changes to Personnel:

In Spring 2016 two full-time Hawaiian Studies instructor positions were vacated. Luckily, both positions were filled before Fall 2016 but this resulted in additional work over that summer to ensure no disruption to our program for the upcoming academic year.

In September 2016, Kulukuluua and Hālaulani (Title III grants) ended. A small group was extended to close out the grant until December 2017. However, seven full-time positions (two Coordinator/Instructors, one Counselor, one - 9 month HLS Kona instructor, and 3 APTs) and 16 student worker positions were terminated. This loss had immediate impacts to I Ola Hāloa since these positions assisted in all aspects of the program. The remaining I Ola Hāloa personnel (G-funded) were 1 Coordinator, 2 APTs, 1 HLS clerk, three full time (9-month) instructors and one full time (11-month) instructor.

However, there are other changes happening for full-time (G-funded) personnel. The senior HLS faculty were reassigned to other institutional responsibilities since AY15-16. The reassignment of both faculty members has added greater value to the overall kauhale 'ohana but it did affect the I Ola Hāloa program.

- The Manono campus senior HLS faculty member was named Director of Hawaiian culture and protocols engagement for UH Hilo and Hawai'i CC. This position includes service to the rest of the UH system including Hawai'i CC representation for Hawai'i Papa O Ke Ao, a UH system initiative. This position has been re-assigned to a non-instructional position. There is currently no other position equivalent to this re-assignment.

- The Pālanui campus senior HLS faculty serves as Assessment Liaison Officer for Hawai'i CC assessment. This appointment has resulted in re-assign time away from instructional duties.

The HLS Clerk position was vacated in June 2016. This position was re-absorbed by Hawai'i CC. However, Hawai'i CC admin agreed to fund a temporary Apt Band A position for the Ha'akūmalae Support Specialist (2-years). This temporary 2-year position will allow I Ola Hāloa to continue to provide Native Hawaiian protocol services and training via the Ha'akūmalae Protocols Program including Kīpaepae. While kīpaepae has been established at Hawai'i CC, having personnel will be a driving force to ensure longevity and to alleviate the additional workload this has created for the I Ola Hāloa program. Currently, this position has not been filled but the program Coordinator continues to work with the Liberal Arts Dean and the Human Resources office.

In November 2016, the I Ola Hāloa Coordinator resigned. Prior to the resignation, the Coordinator was on part time status. This added more stress to the program with the extreme reduction in personnel and loss of extramural funding from the Title III grant. Senior and junior faculty were able to assist with oversight of the I Ola Hāloa program including services. The Coordinator position was filled in July 2017.

During AY 17-18, a vacant faculty position was reassigned to I Ola Hāloa for the Kona Instructor position (formerly funded by Kulukulua). This institutionalization was a work in process prior to the closing of the grant in Fall 2016. In July 2017, the new program coordinator worked with the Dean of Liberal Arts to re-describe the position. It is the program's goal to have the position filled by the end of AY18-19.

Despite all the changes to the program, I Ola Hāloa continued to service its majors (AA & AAS including the HLS Academic Subject Certificate)/academic program, house the Paepae 'Ōhua Center, Ha'akūmalae Protocols Program including Title III. I Ola Hāloa was able to pull together and transition/adapt to these changes with as little disruption to our overall services as possible.

The Hawai'i CC portion of the Title III grant, Mōkaulele provides funding for two full-time positions (one - Coordinator/Instructor [9-month] for Activity Three and one - APT Support Specialist for Activity Two) and student workers. The Coordinator/Instructor position is titled "Native Hawaiian Language and Culture Pathways Coordinator" and the Support Specialist for Activity Two is the "Community Engagement Specialist." The Activity Three coordinator/instructor position was filled in August 2017 during year 3 of the five year grant. The APT position is still pending hire. The program is hoping to fill the position with AY18-19. Mōkaulele funding for student workers is used for peer mentors as part of our Paepae 'Ōhua Native Hawaiian Student Success Center. The limited funding from Mōkaulele allows the program to continue to provide services for students, staff and faculty at both Hawai'i CC and UH Hilo.

Despite the major changes to the program (transition from the AAS to AA degree, access to USDOE



Title III funding [Kulukuluua, Hālaulani and Mōkaulele], and personnel), I Ola Hāloa continues to function as an 11-month program that houses a 9-month academic degree, Paepae ‘Ōhua Native Hawaiian Student Success Center, and Ha‘akūmalae Protocols Program.

### **Program Activities**

Report and discuss all major actions and activities that occurred in the program during the 3-year review period, including the program’s meaningful accomplishments and successes. Also discuss the challenges or obstacles the program faced in supporting student success and explain what the program has done to address those challenges.

For example, discuss:

- Changes to the program’s curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing;
- New certificates/degrees;
- Personnel and/or position additions and/or losses;
- Other changes to the program’s operations or services to students

During AY16-17, the following course modifications were submitted via Fast Track:

-HAW 101: Course topics in Outline form, course objectives, and course learning outcomes for Spring 2017.

-HAW 102: Course topics in Outline form, course objectives, and course learning outcomes for Spring 2017.

-HAW 201: Course topics in Outline form, course objectives, and course learning outcomes for Spring 2017.

-HAW 202: Course topics in Outline form, course objectives, and course learning outcomes for Spring 2017.

-HWST 100: Course objectives and course topics for Spring 2017.

-HWST 101: Course topics in Outline form, course objectives, and course learning outcomes for Spring 2017.

-HWST 102: Course topics in Outline form and course objectives for Spring 2017.

-HWST 103: Course topics in Outline form and course objectives for Spring 2017.

-HWST 104: Course topics in Outline form, course objectives, and course learning outcomes for Spring 2017.

-HWST 105: Course topics in Outline form, course objectives, and course learning outcomes for Spring 2017.

- HWST 131: Add placement in Math 76 since Math 22 is no longer offered.
- HWST 201: Course topics in Outline form, course objectives, and course learning outcomes for Spring 2017.
- HWST 206: Course topics in Outline form, course objectives, and course learning outcomes for Spring 2017.
- HWST 231: Remove consent of instructor as a prerequisite to remove the extra hurdle for students.

During AY17-18, the following modifications were made:

Hawai'i CC fully transitioned to Foundations and Diversification. The program requirements were revised to reflect this transition. In addition, I Ola Hāloa was able to get 3 courses designated with a Diversification classification:

HWST 100 Piko Hawai'i (DH - Humanities)

HWST 104 Hawai'i Myth culture (DL - Literature)

HWST 107 Hawai'i: Center of the Pacific (DH - Humanities)

I Ola Hāloa is part of the AA-HWST coordinator's group for all UH Community Colleges. For AA-HWST system alignment, AA HWST coordinators including faculty worked on aligning HWST courses that shared the same course number or similar course topics. The HWST 110 Introduction to Voyaging course was proposed for AA-HWST alignment for UHCC campuses that are interested in offering voyaging/wa'a courses.

In May 2018, I Ola Hāloa submitted a program modification for the AA-HWST degree (in connection to Foundation/Diversification transition and AA-HWST Coordinators group - UHCC AA-HWST system alignment). The modification included the following changes:

- (1) Hula Specialization: HWST 130, 131, 260 and an additional 4 credits HAW and/or HWST (at least 3 of these credits must be at 200-level). Formerly only HWST 130, 131, 230, 231 were required for the Hula specialization.
- (2) Kapuahi Specialization: HWST 260 and an additional 10 credits HAW and/or HWST (at least 3 of these credits must be at 200-level). Formerly 13 additional credits (at least 2 courses at the 200-level): HAW 201, 202, HWST 101, 102, 103, 105, 106, 140, 141, 150, 151, 201, 204, 206, 219, 260, 261.
- (3) Course Modifications:
  - HWST 100: Change to course title
  - HWST 102: Change to course title
  - HWST 103: Change to course title
  - HWST 104: Change course number (HWST 270) and title

- HWST 105: Change to course title
- HWST 106: Change to course title
- HWST 140: Change to course title and description
- HWST 141: Change to course title and description
- HWST 150: Change to course title and description
- HWST 151: Change to course title, description and remove prerequisites
- HWST 160: Change to course title, description, CLOs and CLO-PLO alignment
- HWST 161: Retire course
- HWST 201: Change to course title, description and addition of prerequisite to update content.
- HWST 206: Change to course title and addition of prerequisites.
- HWST 219: Change to course title and addition of prerequisites.
- HWST 240: Retire course
- HWST 241: Retire course
- HWST 250: Retire course
- HWST 251: Retire course
- HWST 260: Change to course title, description, prerequisite, CLOs, objectives, course topics and requirement for program major.
- HWST 261: Retire course

In Spring 2018, I Ola Hāloa submitted a memo to the Liberal Arts Division Chairs requesting to relocate the HLS-ASC to be under the AA-HWST program. All the division chairs agreed and signed off on the memo which was routed to the VC of Academic Affairs, registrar, and all other relating programs/units. Relocating the HLS-ASC to the AA-HWST program will ensure more accurate reporting for program health indicators.

Over the past three year review period, I Ola Hāloa has been in a state of transition:

- (1) transfer from the AAS to the AA,
- (2) changes to Title III,
- (3) changes to personnel and re-assignment of HLS senior faculty to other institutional responsibilities,
- (4) modifications to our academic program, and
- (5) a rigorous assessment schedule (discussed below)

Despite this, I Ola Hāloa continued to provide services not only associated with our 9 month academic program but in areas that support the kauhale and the UH system initiative Hawai‘i Papa O Ke Ao (11 month services):

- (1) As stated earlier I Ola Hāloa houses the **AA-HWST** academic program that continues to service non major classes, distance education, etc., and the HLS-ASC (Academic Subject Certificate). The HLS-ASC is a popular enrichment option for students who want to engage

and experience Hawaiian cultural history and traditions while fulfilling their AA degree requirements. In AY 2017-2018, our program awarded 32 HLS-ASCs (20 of the 32 were awarded to Early College students as part of the University of Hawai‘i’s Early College initiative). In AY 2016-2017, 22 HLS-ASCs were awarded. In AY15-16, 59 HLS-ASCs were awarded.

- (2) The HLS program has emerged as a UH system’s leader in indigenizing the academic process and campus culture through the **Ha`akūmalae program**.
- (3) **Train the Trainers** is a UH system activity where faculty, staff, and admin from across the UH system are taught how to utilize the resources and stories from their own community to create a protocol program unique to their environment. I Ola Hāloa faculty and curriculum have been utilized during these trainings.
- (4) **Hawai`i Pāmaomao** program is designed for staff, faculty, admin and students to leave Hawai`i and visit another indigenous community. This travel focuses on learning innovative tools and resources employed by other indigenous communities that are aimed at student success. In visiting another community, the group is able to return to Hilo and apply their learning in their curriculum, job responsibilities, and interaction with others.
- (5) **Kipaepae Protocols Committee** facilitates kipaepae between Hawai‘i CC and UH Hilo. This committee is currently housed at the Office of the Chancellors for each campus. There are an average of 50 kipaepae each year. The UH system recognizes Kīpaepae for its inclusive approach and has represented the system on national and international platforms. The Kīpaepae Protocols Committee between Hawai‘i CC and UH Hilo is a result of the Ha`akūmalae Protocols Program at Hawai‘i CC.
- (6) **Cultural Workshops** are offered throughout the year that include kihei, hei, Lei o Hilo, lei, etc. These workshops are open to faculty, staff, admin, and students. The cultural workshops are extended learning opportunities for the Hawai‘i CC and UHH communities to fulfill learning outcomes for both campuses and UH system initiatives including Hawai‘i Papa O Ke Ao.
- (7) The **Paepae `Ōhūa Native Hawaiian Student Success Center (PPO)** is housed at I Ola Hāloa and offers services such as peer mentoring, tutoring and workshops (academic and cultural), a lending library, the Waihonua Media lab (desktop and laptop usage, limited printing) for all learners. While our priority is to service HWST majors and Native Hawaiian learners, our services are available to all. The Center is open to students, staff and faculty and is designed to close the gap between academics and learner support in a way that reflects Hawai‘i culture and values. PPO was involved (either facilitation or participation) in over 40 events to promote student success and professional development for staff, faculty and admin in AY17-18. Some of the events include various kīpaepae, academic/ cultural workshops/events (One Theme One College hō`ike, the annual HLS Fall Hō`ike, FAFSA, Laulima, kīhei, Goal Planning, Māla Days, etc.).
- (8) Hawai‘i CC is a leader in the UH system initiative, **Hawai`i Papa o Ke Ao**. Our program was

providing services and resources to encourage indigenizing academia prior to Hawai‘i Papa O Ke Ao. This empowers Hawai‘i CC to be more of an inclusive space supported by the Kauhale campus atmosphere. I Ola Hāloa continues to create and facilitate activities to support indigenizing the academic process across 10 campuses.

- (9) Our program continues to support and encourage the continued push for institutionalizing **Themed Learning Communities (TLC)**. I Ola Hāloa has had partnerships with English, Psychology and Geology. Our program continues to support the One Theme One College initiative that supports an alternative approach to TLCs.
- (10) The **Hawai‘i Moku Honu** collaboration was between UH Hilo and HawaiiCC under the Title III grant, Mōkaulele where members of both campuses visited Native Hawaiians living in Southern California. The purpose was to investigate if the struggles of Hawaiians in Hawai‘i were the same or similar to Hawaiians living in California. In response to the needs of those two communities, UH Hilo courses were offered in Spring 2017 and Summer 2017. The summer course had learners come to Hilo for a one credit interactive and intensive class. The Hawai‘i Moku Honu team learned that whether living in Hawai‘i or elsewhere, there are similar challenges our Hawaiian communities face.
- (11) **UH Hilo Kīhei incorporation at commencement.** During the past three year review period, UH Hilo incorporated kīhei for all undergraduates in their Spring commencement for the first time. While I Ola Hāloa isn’t responsible for this, it was Hawai‘iCC transfers/graduates who pushed for UHH to include kīhei into their commencement. I Ola Hāloa assists with the UHH Kīhei training and actively participate in the kīhei tying prior to the commencement. In addition to the HawaiiCC commencement the day before, our program played a big part in the kīhei ceremony for graduates for both campuses (over 500 kīhei were tied). This activity was such a success that UHH has extended the kīhei ceremony for both their Fall and Spring commencement and graduates of all levels (Bachelors, Masters, & Doctorate).
- (12) In Summer 2018, in collaboration with the Mōkaulele Title III grant, I Ola Hāloa joined UH Hilo as the host for the **UH Makalapua Ho‘ona‘auao Summer Symposium** in partnership with UH Maui College, UH West O‘ahu, UH Mānoa and Kaua‘i CC. The UH Makalapua Ho‘ona‘auao program is designed to assist Native Hawaiian students during their academic journey.
- (13) Another activity under the Mōkaulele Title III grant is the **Community of Hei** partnership between Hawai‘i CC and UH Hilo. Protocols and well-being are taught through the medium of hei or string figure formations. Community of Hei includes students, staff and faculty from all disciplines. Participants are then encouraged to attend kīpaepae to share and demonstrate their learning.
- (14) Over the past two years, I Ola Hāloa has also partnered with the Hawai‘i CC Forest Team/Agriculture program with their **USDA grant**. This grant enables our programs to provide additional services and learning opportunities to students via Tuition Assistance and

Internships.

## **LEARNING-OUTCOMES ASSESSMENTS**

For assessment resources, please see the [HawCC ASSESSMENT](#) website. Submitted course assessment reports can be accessed on the Campus Labs OUTCOMES system via the [Campus Labs Resources page](#) and the [HawCC Course Reports ARCHIVE](#) .

The program faculty/staff have reviewed the program record on Kualii KSCM and hereby affirm that all information, including all program learning outcomes (PLOs), are correct.

The program faculty/staff have reviewed the program record on Kualii KSCM and have found that all or some information is incorrect and hereby affirm that the program will submit proposal(s) for revision(s), as appropriate.

Kualii KSCM: <https://hawaii.kualii.co/cm/#/courses>

*If the program's information on Kualii KSCM needs revision (for example, program description, entry or completion requirements, PLOs), program faculty may propose revision through the Curriculum Review Committee or Fast Track processes, as appropriate. Both types of revision proposals may be submitted via Kualii.*

### **Program Learning Outcomes (PLOs)**

List the Program Learning Outcomes (PLOs) as recorded on Kualii KSCM and indicate each PLO's alignment to one or more of the Institutional Learning Outcomes (ILOs). The College's ILOs may be found on the [HawCC ASSESSMENT](#) website.

<b>PLO#</b>	<b>Program Learning Outcomes (text)</b>	<b>Aligned to ILO #</b>
1	Describe aboriginal Hawaiian linguistic, cultural, historical, and political concepts.	3
2	Apply aboriginal Hawaiian concepts, knowledge, and methods to the areas of science, humanities, arts, and social sciences, in academics and in other professional endeavors.	3
3	Engage, articulate, and analyze topics relevant to the aboriginal	3

	Hawaiian community using college-level research and writing methods.	
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Discuss the program’s successes and challenges in helping program majors achieve its overall Program Learning Outcomes (PLOs).

Include a summary discussion of the results of any PLO assessments voluntarily undertaken by the program’s faculty.

Campus Labs was officially launched in October 2017. I Ola Hāloa is greatly appreciative for this online assessment system. For AY16-17, overall reporting showed that our PLOs were met.

- (1) HWST PLO1: Evaluated results (184 assessed) show 82.07% or 151 met expectations
  - (a) 25% or 46 Exceeded
  - (b) 57.07% or 105 Met
  - (c) 9.24% or 17 Partially Met
  - (d) 8.7% or 16 Did not Meet
- (2) HWST PLO2: Evaluated results (91 assessed) show 82.42% or 75 met expectations
  - (a) 18.68% or 17 Exceeded
  - (b) 63.74% or 58 Met
  - (c) 9.89% or 9 Partially Met
  - (d) 7.69% or 7 Did not Meet
- (3) HWST PLO2: Evaluated results (26 assessed) show 80.77% or 21 met expectations
  - (a) 36.62% or 9 Exceeded
  - (b) 46.15% or 12 Met
  - (c) 19.23% or 5 Partially Met
  - (d) 0% or 0 Did not Meet

During this review period, I Ola Hāloa has undertaken a rigorous course assessment schedule. This has informed our program if we are meeting course learning outcomes and how to improve our academic program. Our PLOs have not undertaken voluntary assessment by Program faculty and will be something the program looks into in the near future.

**Course Learning Outcomes (CLOs) Assessed**

List all program courses (alpha/#/title) that were assessed during the 3-year review period.

During the 3-year review period, the following courses were assessed, revised and re-assessed: :

- HAW, 101, Elementary Hawai‘i Language I
- HAW, 102, Elementary Hawai‘i Language II
- HAW, 201, Intermediate Hawai‘i Language I
- HAW 202 Intermediate Hawai‘i Language II
- HWST, 100, Piko Hawai‘i
- HWST, 101, Hawai‘i Culture I: ‘Aikapu
- HWST, 102, Hawai‘i Spirituality
- HWST, 103, Hawai‘i Art Culture
- HWST, 104, Hawai‘i Myth Culture
- HWST, 105, Hawai‘i Plant Culture
- HWST 106, Mele Hawai‘i
- HWST, 107, Hawai‘i Center of the Pacific
- HWST, 130, Hula I: ‘Aiha‘a
- HWST, 131, Hula II: ‘Ōlapa
- HWST, 201, Hawai‘i Culture II: ‘Ainoa
- HWST, 230, Hula III: ‘Auana
- HWST, 231, Hula IV: Hu‘elepo
- HWST, 260, Hawai‘i Stewardship: Protocols

Discuss and summarize the overall results of course assessments conducted during the 3-year review period, focusing on students’ achievement of Course Learning Outcomes (CLOs). Describe how the program’s faculty/staff used course assessment results to plan for and implement improvements in student learning, and analyze the effects on students’ learning of implementing those improvements.

AY15-16, the following courses were assessed:

- (1) HAW 101
  - (a) Overall CLOs did not meet expectations
- (2) HAW 102
  - (a) 2 of 4 CLOs met expectations



- (3) HAW 201
  - (a) Met expectations
- (4) HAW 202
  - (a) Met expectations
- (5) HWST 101
  - (a) Overall CLOs did not meet expectations
- (6) HWST 100
  - (a) Met expectations
- (7) HWST 102
  - (a) Overall CLOs did not meet expectations
- (8) HWST 103
  - (a) Met expectations
- (9) HWST 104
  - (a) Met expectations
- (10) HWST 105
  - (a) Overall CLOs did not meet expectations
- (11) HWST 107
  - (a) Met expectations
- (12) HWST 130
  - (a) Met expectations
- (13) HWST 131
  - (a) Met expectations
- (14) HWST 201
  - (a) Overall CLOs did not meet expectations
- (15) HWST 230
  - (a) Overall CLOs did not meet expectations
- (16) HWST 231
  - (a) 2 of 3 CLOs met expectations
- (17) HWST 260
  - (a) Overall CLOs did not meet expectations

In AY16-17, the following courses were assessed:

- (1) HAW 102
  - (a) 1 of 2 CLOs met expectations
- (2) HAW 202
  - (a) Met Expectations
- (3) HWST 100
  - (a) Met Expectations
- (4) HWST 103

- (a) Met Expectations
- (5) HWST 104
  - (a) Overall CLOs did not meet expectations
- (6) HWST 131
  - (a) 2 of 3 CLOs met expectations
- (7) HWST 231
  - (a) 2 of 3 CLOs met expectations

In AY17-18, the following courses were assessed:

- (1) HAW 101
  - (a) Met Expectations
- (2) HAW 102
  - (a) Met Expectations
- (3) HAW 201
  - (a) Met Expectations
- (4) HAW 202
  - (a) 1 of 3 CLOs met expectations
- (5) HWST 100
  - (a) 1 of 2 CLOs met expectations
- (6) HWST 101
  - (a) 2 of 3 CLOs met expectations
- (7) HWST 102
  - (a) 1 of 2 CLOs met expectations
- (8) HWST 103
  - (a) Met Expectations
- (9) HWST 104
  - (a) Met Expectations
- (10) HWST 105
  - (a) Met Expectations
- (11) HWST 106
  - (a) Met Expectations
- (12) HWST 107
  - (a) 1 of 3 CLOs met expectations
- (13) HWST 130
  - (a) Met Expectations
- (14) HWST 131
  - (a) Met Expectations
- (15) HWST 230
  - (a) Met Expectations

(16) HWST 231  
(a) Met Expectations

During the three year review period, I Ola Hāloa was not satisfied with initial assessment performed in AY15-16. Curriculum and assessment strategies were modified and in AY16-17, the program did initial assessment on program courses. In AY17-18, initial assessment and “Closing the Loop” was performed for our program classes. The past three years the program has learned from assessment on how better to service its learners and have make modifications to curriculum including assessment strategies and ongoing training to ensure our courses are aligned with program and institutional expectations.

AY18-19 and AY19-20 will be used to finish our current assessment schedule and our drive to continue improving our CLOs for all our courses. Once this assessment plan is completed, I Ola Hāloa will create a new assessment schedule that isn’t as rigorous and will allow the program to focus on other areas of concern. It is our belief that in strengthening our CLOs, Program Learning Outcomes will benefit as well. Another task for our program is assessment of our PLOs in the near future.

## PART II: 3-YEAR ACTION PLAN & RESOURCE ALLOCATIONS

### Resource Gap Analysis

Describe the program's current resources and resource needs in each category below.

Resource Category	Resources the program needs to operate effectively:	Resources the program already has:	What is the program's resource gap?
<b>A. Personnel</b>			
<b>1) Positions (Functions)</b>	1 APT-A position (Ha'akūmalae Specialist)	4 Full-time Faculty positions (3 - 9 mo & 2 - 11 mo including the HLS Coordinator)  Pending the hire of the HLS faculty position for Pāalamanui  2 APT positions (1 APT-A & 1 APT-B)	Program personnel services the AA HWST degree, Paepae 'Ōhua Native Hawaiian Student Success Center, Ha'akūmalae Protocols Program and other duties as assigned. Program personnel service multiple components/areas of Hawai'i CC and other campuses. The need to maintain and increase personnel is essential for I Ola Hāloa to continue to service Hawai'i CC, the UH system and our Hawai'i and global community as leaders in indigenizing the UH system.
<b>2) Professional Development</b>			
<b>B. Operating Resources</b>			
<b>1) Supplies</b>	\$10,000.00	Limited funding via the Mōkaulele Title III grant in the form of student workers and limited access to supplies.	Without Title III funding, I Ola Hāloa would not be able to continue it's services to Hawai'i CC students, staff and faculty. The Paepae 'Ōhua Native Hawaiian Student Success

	<p>\$4, 585.92</p> <ul style="list-style-type: none"> <li>-Personnel (9-month faculty): \$4,081.92</li> <li>-Transportation: \$24.00</li> <li>-Supplies: \$150.00</li> <li>-Food: \$330.00</li> </ul>	No current budget/resources	<p>Center (PPO) was designed to service HWST majors and Native Hawaiians but all our services are open to everyone. Services include (but not limited to), Peer Mentors (student workers), Waihonua Media Lab (computer usage and limited printing), lending library. Papa‘ā Hale and HLS study areas, etc).</p> <p>Request is for HLS Summer 2019 Residency for full time faculty and staff to discuss program, 5-year plan and improving overall services. The request includes Summer compensation for 4 (9-month faculty), Transportation (UHH Motor Pool 1-day van rental), Supplies and Food.</p>
<b>2) Contracts</b>			
<b>3) Equipment</b>			
<b>4) Space and Facilities</b>	<p>\$3,900 for 60 new classroom chairs</p>	<p>The program maintains 2 classroom spaces: 388-103 &amp; 381-17 with video-conferencing available in 388-103. In addition, the classrooms are used by Humanities and other departments for in-person and videoconference classes. Classroom 388-103 is also a popular space for department and faculty senate</p>	<p>There are not enough good chairs to support maximum class capacity. Chairs in both classrooms are worn and broken. They need to be replaced to support all the activities happening in the classroom. Not only does this affect students ability to learn/retain information in class but since chairs are worn and broken, this</p>

		meetings, and workshops.	<p>provides an unsafe environment for learners and staff/faculty who utilize our spaces.</p> <p>This request is in alignment with the 21<sup>st</sup> Century Facilities (21CF) Action Strategy 3: Provide safe, healthy, and discrimination-free environments for teaching, learning, and scholarship for students, employees and visitors. Purchase of new chairs for classroom spaces is essential for maintaining a safe and conducive environment for students and employees/visitors who use the spaces for meetings, workshops and other events.</p>
<b>C. Technology</b>			
1) Hardware			
2) Apps or Software			
3) Tech Support			
4) Tech-related Professional Development			
5) Tech labs / facilities			

**Action Plan**

*Where are you going? How are you going to get there?*

Provide a brief narrative of your overall Action Plan for the next 3 years. Focus on how this Action Plan will help improve student success. Describe how this Action Plan can help the College achieve our Initiatives in the *Strategic Directions 2015-2021* plan.

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

For the next 3-year review period, I Ola Hāloa has two (2) main action items:

- (1) I Ola Hāloa will continue to review and improve the services we provide to the kauhale. A summer residency is planned for Summer 2019. This includes looking at funding sources for this event. It is preferred that the residency occur off campus so personnel can focus on specific topics: Enrollment, Retention and Evolution of our program. The program residency will be a professional development activity which includes advancing the program to reflect current learner needs. This includes looking out our AA HWST degree, Paepae 'Ōhua Native Hawaiian Student Success Center and Ha'akūmalae Protocols program. These services are what makes I Ola Hāloa an 11-month program. Review and evolution of our services will strengthen our Kauhale and ensure student success.

I Ola Hāloa is a strong supporter and backbone of indigenizing the University of Hawai'i. Our program is what helps set Hawai'i CC apart from other institutions especially with Native Hawaiian protocols and curriculum. The summer residency is in alignment with the following:

Hawai'i Graduation Strategy (HGI) 3: Anticipate and align curricula with community and workforce needs,

*The summer residency will allow program faculty and staff to discuss current learner needs and how to evolve the services and curriculum our 11-month program provides.*

Hawai'i Graduation Strategy (HGI) 4: Solidify the foundations for Hawai'i CC at Pālamanui, our newest campus, and establish large-scale student support services for Native Hawaiians, low-income students, and the under-represented populations served, *There is a pending 9-month HLS faculty position out of advertisement. The fulfillment of this position will provide more support for Pālamanui not only in curriculum but with building the Ha'akūmalae Protocols Program.*

Hawai'i Innovation Initiative (HI2) Action Strategy 1: Sustain and advance the UH research enterprise,

*I Ola Hāloa has already started working with faculty from Math and Natural Science to*

*build pathways with HWST. The pending 9-month HLS faculty member for Pālanui campus will also be working with faculty and staff continue building pathways with HWST.*

High Performance Mission-Driven System (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 program of student 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.

*Currently, one senior faculty member has been reassigned to serve as the Director of Native Hawaiian Protocols and Culture for both Hawai'i CC and UH Hilo while also serving on the Hawai'i Papa o Ke Ao system board. The Ha'akūmalae Protocols Program was developed at Hawai'i CC and is being shared with the other UH campuses. This reassignment has been beneficial for the UH system as a whole but it has taken away from our program.*

- (2) In the past Title III grants were the powerhouse behind I Ola Hāloa's transcendence from a 9 month program to an 11 month program. The next three years will be spent pursuing additional extramural funding to continue and expand the program's 11 month services for Hawai'i CC as a leader in indigenizing academia (in alignment with the Hawai'i Papa O Ke Ao initiative). Our program will continue to research USDOE Title III federal grants, NSF TCUP possibilities, National Endowment for the Humanities (NEH) grant opportunities, etc. By obtaining extramural funding, I Ola Hāloa and Hawai'i CC will be able to improve services to students and invest into our kauhale. I Ola Hāloa will be collaborating with other programs and community groups to support and strengthen STEAM initiatives that uphold ILO #3 and maintaining academic rigor. Activities include providing training and professional development for faculty and staff on how to incorporate HWST into STEM fields to increase Native Hawaiian students in those majors. Another focus will be to utilize indigenous arts and practices/belief systems within academia. Indigenous arts includes Native Hawaiian art forms and life styles but creates more inclusivity for others. This is in alignment with the following:

Hawai'i Graduation Strategy (HGI) 2: Implement structural improvements that promote persistence to attain a degree and timely completion,  
*UH Maui College currently utilizes the 4Hs model as part of their first year experience.*



*Hawai‘i CC is interested in adopting this model as well to strengthen first year and retention of learners. While UH Maui College has implemented the 4Hs model on a campus level, the 4Hs model came out of the I Ola Hāloa program. By looking for extramural funding, I Ola Hāloa can continue to contribute to Hawai‘i CC drive to increase persistence and degree completion.*

Hawai‘i Graduation Strategy (HGI) 4: Solidify the foundations for Hawai‘i CC at Pāalamanui, our newest campus, and establish large-scale student support services for Native Hawaiians, low-income students, and the under-represented populations served, *I Ola Hāloa currently has two programs happening this summer for Pāalamanui campus/West Hawai‘i: PI‘IA (Pāalamanui Ignites Indigenous Arts) and Early College program (Collaboration with Kamehameha Schools). I Ola Hāloa continues to be a powerhouse in servings both Hawai‘i CC campuses.*

High Performance Mission-Driven System (HPMS) 2: Increase opportunity and success for students and overall cost-effectiveness by leveraging academic resources and capabilities across the system,  
*Previous Title III grants allowed for Video Conferencing to Kohala and Ka‘ū which were facilitated by I Ola Hāloa. In addition one of our classroom spaces (388-103) is a sought after room because its VidCon abilities. With I Ola Hāloa continued search for extramural funding, Hawai‘i CC can continue to provide more opportunities for student success.*

High Performance Mission-Driven System (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 program of student 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.

*Extramural funding has allowed I Ola Hāloa to expand it’s services past a 9-month academic program. I Ola Hāloa is now an 11-month program that houses the AA-HWST degree, Paepae ‘Ōhūa Native Hawaiian Student Success Center and Ha‘akūmalae Protocols Program. The services I Ola Hāloa provides continues to make Hawai‘i CC a model campus for indigenizing academia.*

**Action Items**

**Provide details below for each Action Item needed to accomplish this 3-Year Action Plan.**

**Action Item 1:**

**What specific strategies, tactics, initiatives, innovations and/or activities will the program implement to accomplish one or more of the goals described in the 3-year Action Plan above?**

The Summer 2019 Residency will allow I Ola Hāloa to review, modify and evolve our services to fit kauhale needs. An action plan will be drafted from this event that the program will use during the next 3-year review period. Summer is an ideal time for the program to meet since faculty and staff are more available and able to focus on tasks other than teaching full course loads and other duties to Hawai‘i CC during the academic school year.

The program will research funding opportunities for the Summer Residency. The summer residency will look at our 9 month academic program, Paepae ‘Ōhūa Center and Ha‘akūmalae Protocols program which are cornerstones of our 11 month program. These three areas distinguish I Ola Hāloa from other programs and units at Hawai‘i CC and in the UH system.

**How will implementing this Action Item help lead to improvements in student learning and their attainment of the program’s learning outcomes (PLOs) over the next 3 years?**

The Summer 2019 residency is overdue re-vestment into our program and how to continue to provide the best services to learners, the Hawai‘i CC kauhale and our Hawai‘i community. This professional development activity will create dialogue and an action plan on how to elevate the program. By improving our services, I Ola Hāloa will be able to improve our services to students, staff and faculty. This will improve overall student success and uphold Hawai‘i CC’s kauhale model. By securing the home, I Ola Hāloa is better equipped to continue its services as an 11-month program.

**Budget & Resource Asks:** Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter “N/A” below.*

**Provide justification why this resource is necessary to accomplish this Action Item and the program’s Action Plan.**

**Include the total cost and timeline for purchase or re-allocation.**

The I Ola Hāloa Summer Residency includes 9 month faculty. Compensation is needed since their involvement is essential to the health and improvement of our 11-month program. The location of the Summer Residency would ideally be off campus for focused discussion and activities to build an action plan for the next 3 year period. AY18-19 will be spent gathering estimates and planning activities for Summer 2019. Expenses includes overload/compensation for 9 month faculty, transportation, materials, supplies, off campus venues for the residency, etc. One are of discussion will be to improve the AA HWST program which includes reviewing current PLOs. Without a summer residency, I Ola Hāloa will not be able to meet outside of the busy academic year to discuss the future of our program. Without discussion and reflection, our program will not be able to address and create activities to improve our program’s current health indicator from Cautionary to Healthy. It is our belief that I Ola Hāloa’s overall health is positive with endless potential for growth but without the summer residency, our program risks burnout of personnel which directly affects the Kauhale especially students.

Action Item 2:

**What specific strategies, tactics, initiatives, innovations and/or activities will the program implement to accomplish one or more of the goals described in the 3-year Action Plan above?**

Extramural funding research will require collaborations with other campus units and programs including admin. This will be a campus bridging endeavor to promote inclusiveness and identify more potential solutions to increase overall student success. Researching potential extramural funding includes networking with other UH campuses to share information and learn best strategies/practices on areas such as First Year Experience, retention, degree attainment, HWST incorporation into STEAM fields, and transfer.

**How will implementing this Action Item help lead to improvements in student learning and their attainment of the program’s learning outcomes (PLOs) over the next 3 years?**

Extramural funding will allow I Ola Hāloa and Hawai‘i CC to create and carry out new activities/initiatives during a time of budget cuts and low enrollment. The additional funding will uphold Hawai‘i CC’s spirit of E ‘Imi Pono (Strive for Excellence) by enabling the campus to upgrade infrastructure and host activities that address areas of concerns like enrollment, retention and graduation. When funding is limited, this action item will allow I Ola Hāloa and Hawai‘i CC to implement new initiatives, collect data, learn/grow and then institutionalize to maintain student success.

**Budget & Resource Asks:** Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter “N/A” below.*

**Provide justification why this resource is necessary to accomplish this Action Item and the program’s Action Plan.**

**Include the total cost and timeline for purchase or re-allocation.**

The estimated costs for the I Ola Hāloa summer residency is \$4,585.92:

-Personnel (4, 9-month faculty overload/compensation): \$4,081.92

-Travel: \$24.00

-Supplies: \$150.00

-Food: \$330.00

Procurement for Travel, Supplies and Food will have a deadline of May 2019 to ensure processing before Fiscal Year End in June.

The pursuit of extramural funding would require a grant writer once funding opportunities are identified. If awarded, the additional funding will take pressure off of Hawai‘i CC’s limited funding. The new initiatives will have its own resources which allows Hawai‘i CC’s budget and resources to focus on other areas that drastically need attention. Currently no Title III grant proposal announcement has been released but there may be

Action Item 3:

**What specific strategies, tactics, initiatives, innovations and/or activities will the program implement to accomplish one or more of the goals described in the 3-year Action Plan above?**

**How will implementing this Action Item help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs) over the next 3 years?**

**Budget & Resource Asks: Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter "N/A" below.***

**Provide justification why this resource is necessary to accomplish this Action Item and the program's Action Plan.**

**Include the total cost and timeline for purchase or re-allocation.**