ANNUAL
REPORT OF PROGRAM DATA
2022

UNIVERSITY *of* HAWAI'I

HAWAI'I
COMMUNITY COLLEGE

AA Hawaiian Studies

July 1, 2021 through June 30, 2022

1. Program or Unit Description

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.

Upon successful completion, students are prepared 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.

The AA HWST is housed at the I Ola Hāloa Center for Hawai`i Life Styles program (HLS).While the AA HWST services majors and students enrolled in HAW/HWST classes, HLS services and resources are open to all students and UH personnel, especially Native Hawaiian students.

2. Analysis of the Program/Unit

UHCC Annual Report of Program Data (VARPD)

Overall Program Health: Needs Attention

While the AA Hawaiian Studies (AA HWST) program has experienced a decrease in multiple areas and overall program health has been labeled as "Needs Attention," our program continues to provide 11-month services to Hawaii CC and the University of Hawaii (UH) system. Our 11-month services contribute to a positive student experience relating to indigenizing academia. Academic Year (AY) 2021-2022 is showing a steady decrease of students which affected indicators for not only the AA HWST but also Liberal Arts and Natural Science at Hawaii CC as well as a decrease in overall enrollment for majority of UH campuses (UH FTE Enrollment, Multi-Year).

AA HWST Program

#	Demand Indicators	2019-20	2020-21	2021-22
1.	Number of Majors ❓	69	72	61
1a.	Number of Majors Native Hawaiian	38	35	32
1b.	Fall Full-Time	44%	41%	34%
1c.	Fall Part-Time	56%	59%	66%
1d.	Fall Part-Time who are Full-Time in System	2%	1%	4%
1e.	Spring Full-Time	34%	35%	33%
1f.	Spring Part-Time	66%	65%	67%
1g.	Spring Part-Time who are Full-Time in System	3%	8%	6%
2.*	Percent Change Majors from Prior Year	37%	4%	-15%
3.	SSH Program Majors in Program Classes	738	723	528
4.	SSH Non-Majors in Program Classes	3,316	3,024	2,933
5.	SSH in All Program Classes	4,054	3,747	3,461
6.	FTE Enrollment in Program Classes	135	125	115
7.	Total Number of Classes Taught	74	71	70
	Demand Health		**Needs Attention**	

Due to the ongoing COVID-19 pandemic, related burdens and additional responsibilities caused or exacerbated by the pandemic, our program understands why the number of our majors has dropped. However, we see this as an opportunity to take a look at our program, outreach and explore other strategies to support student retention and enrollment. AY22-23 will include planning and action to support students, the communities they come from and reminding them that I Ola Hāloa and Hawai'i CC are still here to serve Hawai'i.

#	Efficiency Indicators	2019-20	2020-21	2021-22
8.	Average Class Size	18	17	16
9.*	Fill Rate	75.4%	68.9%	63.7%
10.	FTE BOR Appointed Faculty	7	7	7
11.*	Majors to FTE BOR Appointed Faculty	9	10	8
12.	Majors to Analytic FTE Faculty	8	8	7
12a.	Analytic FTE Faculty	8	8	8
13.	Overall Program Expenditures	$658,808	$696,976	$670,709
13a.	General Funded Budget Allocation	$656,974	$696,835	$670,141
13b.	Special/Federal Budget Allocation	0	0	0
13c.	Tuition and Fees	$1,834	$141	$568
14.	Cost per SSH	$163	$186	$194
15.	Number of Low-Enrolled (<10) Classes	10	14	17
	Efficiency Health		**Progressing**	

The Efficiency Indicator like the other indicators are affected by the decreased enrollment and retention of students. The FYE BOR Appointed Faculty continues to show wrong information. Only six faculty members are BOR appointed. The AA HWST program has one additional full-time faculty but one is funded by a USDOE Title III grant (Pos. #86796T). In addition to that, the AA HWST program does have numerous faculty members on assigned time:

AA HWST Program

- Dr. Taupōuri Tangarō (11-month): Re-assigned to non-instructional duties including but not limited to Director of Hawaiian Culture and Protocols for UH Hilo and Hawai`i CC and Hawaii Papa O Ke Ao tasks
- E. Kalani Flores (9-month): Six credits assign time to serves as the Accreditation Liaison Officer (ALO) for Hawaii CC
- T. Kuulei Kanahele (nine-month): Nine credits assign time to serve as the Curriculum Review Committee (CRC) chair
- Y. Kaea Lyons (9-month): Three credits assign time for HWST-STEM and Ha`akūmalae Protocols development
- No`el K. Tagab-Cruz (11-month): Three credits assign time to serve as the Kīpaepae Protocols Committee Chair.
- Ākeamakamae Kiyuna (11-month, extramurally funded): Three credits assign time for Ulu Kini grant, USDOE Title III.

#	Effectiveness Indicators	2019-20	2020-21	2021-22
16.	Successful Completion (Equivalent C or Higher)	78%	82%	77%
17.	Withdrawals (Grade = W)	100	48	46
18.*	Persistence Fall to Spring	79%	74%	55%
18a.	Persistence Fall to Fall	57%	46%	36%
19.*	Unduplicated Degrees/Certificates Awarded Prior Fiscal Year ❓	38	57	53
19a.	Associate Degrees Awarded	11	6	14
19b.	Academic Subject Certificates Awarded	31	52	45
19c.	Goal	0	0	0
19d.	Difference Between Unduplicated Awarded and Goal	0	0	0
20.	Transfers to UH 4-yr	5	9	6
20a.	Transfers with degree from program	5	7	3
20b.	Transfers without degree from program	0	2	3
20c.	Increase by 3% Annual Transfers to UH 4-yr Goal			
20d.	Difference Between Transfers and Goal			
	Effectiveness Health	**Needs Attention**		

Effectiveness health indicates that attention is needed. We also acknowledge that persistence/retention, like enrollment, is down. At our program meetings, student challenges continue to be an ongoing discussion topic along with possible solutions. We believe this speaks towards systemic obstacles that our learners face, especially for a mainly rural Hawai'i island. We know that some of the barriers are out of the control of our program and Hawai`i CC, but we remain dedicated to finding solutions that benefit our Hawaii community.

We are happy that our AA HWST degrees awarded have increased. While the ASC numbers have decreased, they still remain relatively high.

AA HWST Program

#	Distance Indicators	2019-20	2020-21	2021-22	
21.	Number of Distance Education Classes Taught	18	68	61	
22.	Enrollments Distance Education Classes	404	1,190	968	
23.	Fill Rate	95%	70%	65%	
24.	Successful Completion (Equivalent C or Higher)	73%	82%	76%	
25.	Withdrawals (Grade = W)	41	48	40	
26.	Persistence (Fall to Spring Not Limited to Distance Education)	57%	66%	60%	

The number of classes for AY21-22 was limited due to the UH system requesting to reduce reliance on adjunct faculty and increase teaching loads for full-timers. However, even with this direction, low enrollment and retention mean some classes (including online classes/distance learning) were canceled due to decreased enrollment.

#	Performance Indicators	2019-20	2020-21	2021-22	
27.	Number of Degrees and Certificates	11	6	14	
28.	Number of Degrees and Certificates Native Hawaiian	6	2	6	
29.	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM	
30.	Number of Pell Recipients[1]	4	2	5	
31.	Number of Transfers to UH 4-yr	5	9	6	

The performance indicators show the most growth. However, there is always room for improvement. Our program will be having multiple discussions and other activities to look at how to enhance our offerings and services to better serve our students.

Significant program and Unit Actions

Ha`akūmalae Protocols Program
Ha'akumalae activities include Wahi Pana (Celebrated Places), Pāmaomao (Indigenous exchange for faculty and staff), Māweke/Māmoe (Rite of Passage/Honoring Graduation or Task Completion), Kīpaepae, and various workshops and collaborations. Due to the pandemic, our activities have shifted to online delivery, but Spring 2022 there was a shift in having more in-person events and activities. The total number of kīpaepae facilitated during the past year is 28. UH travel continues to be frozen so our program has initiated two virtual pāmaomaos with indigenous groups from Southern California (Tongva) and Oklahoma (Choctaw). Māweke and Māmoe were canceled again this year to ensure the safety of our students and community. However, we do look forward to offering Māweke, Māmoe and other Ha`akūmalae events and activities like Wahi Pana in the next academic year.

In lieu of this, HLS has contributed to virtual All College Meetings, Kauhale Days, and other events and programming for Hawai'i CC for our various campuses. Our focus since the beginning of the pandemic has been to make more videos and resources available online to the kauhale. Our program

has been quite busy in creating, editing, and transcribing/captioning videos and other recordings for kauhale usage.

Early College Offerings
The HLS program continues to work closely with the Early College/Dual Credit coordinators and High Schools to meet the needs of learners and expand opportunities for high school students to earn our HWST-HLS Academic Subject Certificate (ASC) upon graduation. Our West Hawai'i faculty continue to be leaders in ensuring more High Schools are aware of our ASC and have expanded discussions with the East Hawai'i schools. For AY21-22 (including Summer 2022 session), a total of 24 courses were provided for Early College that serviced all districts of Hawai'i island.

Paepae ʻŌhua Native Hawaiian Student Success Services

The HLS program has a student services component, Paepae ʻŌhua Native Hawaiian Student Success Services (PPO) that provides services to UH students with peer mentoring, tutoring in our HAW and HWST classes, access to our Waihonua Media Lab (computer equipment including but not limited to desktops, laptops, limited printing, and other media support), and various academic and cultural workshops. Assistance is also provided to Hawai'i CC staff and faculty when requested as well. Since Spring 2019, our services also transitioned to online to align with social distancing mandates, but our office continues to remain open for students especially those who have challenges with remote learning.

The peer mentors worked with over 40 students in Fall 2021 and over 30 students for Spring 2022. They also planned and facilitated at least three workshops each semester and participated in various kīpaepae. Our peer mentors have participated in kaʻao training and have helped in transcribing videos and recordings to make more Hawaiian language and culture online resources available to the kauhale.

Waihonua is our media lab that provides resources and support for both students and UH personnel. For staff and faculty, computers (desktop and laptop), limited instructional equipment (relating but not only limited to distance learning), and limited printing is available. For students, computers (desktop and laptop), limited printing, assistance with computer programs (Microsoft Office, Excel, Hawaiian keyboard, etc.) and UH systems (Laulima, Google Drive, MyUH, etc). Waihonua usage continues to be down due to the pandemic. With the majority of courses being online, a limited number of students utilize our resources. In total, 15 unduplicated students used Waihonua services for classes that ranged from Hawaiian language and Hawaiian Studies to Chemistry and Math and other college related functions such as printing, testing, tutoring, transcripts, etc.

Extramural Funding

Our program coordinates seven US Department of Education, Title III, Alaska Native, Native Hawaiian Servings grants along with providing assistance with other extramural funding proposals

for Hawai'i CC. We also partner with the Hawaii CC Agriculture and Forest Team programs with a US Department of Agriculture grant.

USDOE Title III funding for Hawai'i CC originated with the HLS program and for the past 20+ years, Hawai'i CC has continued to receive Title III funding because of the HLS program. Therefore, it is only fitting that HLS continues in its legacy of procuring and facilitating extramural funding for the college. Currently the HLS program is tied to seven Title III awards: Mōkaulele (5-Year Cooperative grant with UH Hilo), Nāʻū (2-Year Renovation grant), Ulu Kini (5-Year Development grant), Mānai a Maui (5-Year Cooperative grant with UH Hilo and UH Maui College), Nāʻū II (5-Year Renovation Grant), Nauane (5-Year Renovation Grant), and Pāʻieʻie (5-Year Renovation Grant with UH Hilo).

Mōkaulele (5-Year Cooperative grant with UH Hilo): 2015-2021
- Funding awarded: $3.9 million (shared between two campuses)
- UH Hilo is lead campus with Hawai'i CC serving as a partner
- Hawai'i CC is the lead campus for Activity II (Strengthening Campus and Community Engagement) and Activity III (Facilitating Hawaiian Language, Culture and Knowledge Learning)
- Currently completing a No Cost Extension
- Number of Mōkaulele grant personnel housed at HLS: one APTs and two peer mentors (student workers)

Nāʻū (2-Year Renovation grant): 2019-2021
- Funding awarded: $800,000
- Activities include (1) Enhancing the Piko and Bridging Academia and (2) Hawai'i Protocols primarily for the Pālamanui (Kona) campus
- The grant is scheduled to end September 30, 2021.
- Currently completing a no-cost extension
- Number of Nāʻū grant personnel: one APT and two peer mentors (student workers)

Ulu Kini (5-Year Development grant): 2019-2024
- Funding awarded: $795,920.00
- Activities include (1) Expanding Kauhale Distance Education, (2) Haʻakūmalae Indigenizing Curriculum Model, and (3) Improving Distance Education Infrastructure
- Currently in its third year
- Number of Ulu Kini grant personnel housed at HLS: One HWST Distance Education faculty, one APT (pending hire) and three peer mentors (student workers)

Mānai a Maui (5-Year Cooperative grant with UH Hilo and UH Maui College): 2019-2024
- Funding awarded: $900,000 shared between three campuses)
- Hawai'i CC is the lead campus with partners UH Hilo (UHH) and UH Maui College (UHMC)
- Activities include (1) Kaʻao Student Development Model, (2) Pāmaomao Indigenous Exchange, and (3) Kīpaepae Hawaiian Protocols

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- Hawai'i CC is the lead for Activity 2, UHH is the lead for Activity 3, and UHMC is the lead for Activity 1
- Currently in its third year
- Number of Mānai a Maui grant personnel housed at HLS: three peer mentors (student workers), pending hire

Nā'ū II (5-Year Renovation grant): 2021-2025
- Funding awarded: $2,750,000.00
- Continued renovation to enhance Piko area for Pālamanui campus
- Incorporation of Hawaiian culture and protocols into academia.
- Currently in its first year.
- Number of Nā'ū grant personnel (all pending hire): one Program Coordinator (APT), one Professional Development Specialist (Faculty, C-2), peer mentors (pending hire)

Nauane (5-Year Renovation grant): 2021-2025
- Funding awarded: $2,750,000.00
- Renovation of Student Services space for a one-stop center addressing Basic Needs of students.
- Incorporation of the Ka'ao Model and other indigenous work on academia.
- Currently in its first year.
- Number of Nauane grant personnel (all pending hire): one Program Coordinator (APT), one Ka'ao Model Specialist (Faculty, C-2), peer mentors

Paieie (5-Year Renovation grant): 2021-2025
- Funding awarded: $2,998,734
- UH Hilo is the lead campus but Hawai'i CC is lead for Activities 1 and 2.
- Incorporation and increased offerings of Piko Hawai'i type classes (Activity 1)
- Renovation of Manono campus and Kō spaces for creations of an indigenous repository. (Activity 2)
- Professional Development training for Piko Hawai'i classes. (Activity 3, UHH)
- Currently in its 1st year.
- Number of Pā'ie'ie grant personnel housed at HLS program (all pending hire): one Piko Hawai'i Coordinator (APT), one Activity 2: Manono Facilitator (APT), two peer mentors (pending hire)

Some highlights for the USDOE Title III grants include the following:
- Ulu Kini College Readiness Preparation (Summer 2022)
  - Collaborative effort between HLS program and other campus units (DSA, Culinary, EDvance, USDOE Title III grants, HEERF)
  - Non-Credit Course: LSK 102 (incorporated the ka'ao model)
    - Course explored financial empowerment, soft skills development (studying, time management, etc.), training on Laulima, etc.
    - Students who passed with a C or better qualified for PLA to convert non-credit to one college credit
  - Provided at both Manono and Pālamanui campuses

- ○ 70 students registered and 48 passed with a C or better (20 no-shows and two did not return after the first day)
- Student Scholarships awarded to students from Mānai a Maui and Ulu Kini grants. Supplemental funding was awarded in Year 3 of the grants that included funding for student scholarships (this is the first time that USDOE allowed funding for student scholarships)
  - ○ The Ulu Kini grant awarded $48,000 in scholarship money to students who fulfilled all the requirements for the Ulu Kini College Readiness Preparation event.
  - ○ Mānai a Maui grant awarded over $100,000 in scholarship money to Hawai'i CC, UH Hilo and UH Maui College students as part of the consortium grant.
- Continued expansion of Haʻakūmalae protocols to Hawaiʻi Papa O Ke Ao and UH campuses (UH Hilo and UH Maui College)
  - ○ The Haʻakūmalae protocols program continues to provide assistance and resources to the UH system. UH Hilo has adopted kīpaepae and other protocols that were developed at Hawaiʻi CC. UH Maui College is still establishing their protocols program based upon Haʻakūmalae protocols but in alignment with the needs for their campus. Dr. Taupōuri Tangarō has shared that through his service on the Hawaiʻi Papa O Ke Ao UH system committee, other UH campuses are in discussion about incorporating more Hawaiian protocols at their campuses.

For the USAG grant, the Agriculture (AG) and Forest Team (Team) programs are the lead of the grant. This grant provides funding for tuition assistance and internship opportunities for HWST majors. Last year our program was able to award over $4,000 to HWST majors via tuition assistance and internships. Our program continues to work closely with AG and Team to ensure alignment with the grant and how our programs can continue to collaborate.

Summer 2022 HLS Residency

During this reporting period, there were inconsistencies with artifacts for courses so the program decided to have a Summer Residency (late May) to focus on assessment. During the residency, our program was able to standardize and implement the following changes:

- Artifact collection base
- Percentage of artifact collection
- Artifact collection statement
- Assessment team statement
- Rubric statement
- Rubric percentages
- Assessment Review statement
- Goal Statement
- Assessment plans for all HAW and HWST courses
- Assessment artifact descriptions

3. Program Student Learning Outcomes or Unit/Service Outcomes

PLO#	Program Learning Outcomes	Aligned to ILO
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 Hawaiian community using college-level research and writing methods.	3

During the annual review period, the following courses were scheduled to be assessed:

- Fall 2021: HWST, 100, Piko Hawai'i: Connecting to Hawai'i Island
- Fall 2021: HWST, 102, Mauli Hawai'i: Hawaiian Spirituality
- Spring 2022: HWST, 201, 'Ainoa: Hawai'i Culture II

However, due to artifact inconsistencies, assessment for Fall 2021 was deferred to Fall 2022.

Our goal expectation for student achievement is that 75% of artifacts will achieve scores that "Meet" or "Exceed" expectations. Based on this expectation, these are our findings.

AA HWST Program

Since only HWST 201 was assessed, these are our findings for AY21-22:

PLO/CLO	Notes	Results
HWST PLO #1	Evaluated results (32 assessed) show 68.75% (22) met expectations Did not meet expectations	Exceeded: 46.88% (15) Met: 21.88% (7) Partially Met: 0% (0) Did Not Meet: 31.25% or (10)
HWST PLO #2	Evaluated results (8 assessed) show 75% (6) met expectations Expectations were met	Exceeded: 75% (6) Met: 0% (0) Partially Met: 0% (0) Did Not Meet: 25% or (2)
HWST PLO #3	Evaluated results (16 assessed) show 62.5% (10) met expectations Did not meet expectations	Exceeded: 18.75% (3) Met: 43.75% (7) Partially Met: 0% (0) Did Not Meet: 37.5% or (6)
HWST CLO #1 (HWST 201)	Expectations were met	75% (6 out of 8) artifacts met or exceeded expectations
HWST CLO #2 (HWST 201)	Did not meet expectations	62.5% (10 out of 16) artifacts met or exceeded expectations
HWST CLO #3 (HWST 201)	Expectations were met	75% (6 out of 8) artifacts met or exceeded expectations

Our plan for AY21-22 was to finish our current assessment cycle and to reassess our CLOs for all HLS courses. We implemented some action items and recommendations from prior assessments, and we closed the loop on HWST 201 in Spring 2022, however, due to artifact inconsistencies, assessment for the Fall 2021 semester was deferred, and we were not able to complete our cycle.

This, in addition to the assessment results listed above, continued assessment issues, and also a reduction of course offerings led I Ola Hāloa to determine that assessment issues needed to be addressed. As a result, an HLS residency was conducted in Summer 2022, and multiple changes were implemented.

The following changes have been implemented and standardized for our program:

- Standardized the artifact base
  - It was determined that artifact collection would be based on all artifacts received vs. students enrolled.
- Standardized the percentage of artifact collection
  - 40% of each section will be assessed.
- Standardized the artifact collection statement
  - "Instructors will randomly select (via random.org) 40% of artifacts from each of their sections and submit them for assessment review."
- Standardized the assessment team statement
  - "Assessment of artifacts will be conducted by an assessment team of at least three individuals consisting of at least one faculty member and may include staff and student workers. Assessment scores will be assigned using a rubric template developed and approved by HWST instructors, considering recommendations from the Hawai'i Community College Assessment Coordinator."
- Standardized the rubric statement
  - "The rubric template consists of a four-part scale - (1) Did Not Meet Standard, (2) Developing Proficiency, (3) Met Standard, and (4) Exceeded Standard"
- Standardized the rubric percentages
  - (Exceeded Standard - 4) 100-90%, (Met Standard -3) 89-70%, (Developing Proficiency - 2) 69-60%, (Does Not Meet Standard - 1), 59-0%
- Standardized the assessment review statement
  - "Assessment team will review artifacts, instructor scores, and/or feedback and compare with the course assessment rubric and CLOs."
- Standardized the goal statement
  - "It is expected that at least 75% of artifacts assessed will achieve a score of 3 or higher."
- Standardized assessment plans
  - Standardized assessment plans for each active HLS course were established.
- Standardized the artifacts

　　　　○ Standardized assessment artifact descriptions for each active HLS course was
　　　　　established.

It is our belief that in strengthening our assessment process, CLOs, PLOs, program health, and
learners will all benefit. It is always our goal to improve service to our learners. We will continue to
make modifications to our curriculum, including assessment strategies and ongoing training, to
ensure that our courses are aligned with program and institutional expectations.

4. <u>Action Plan</u>

The AY22-23 Action Plan for our program includes:

- **Create an outreach schedule for the HLS program** (faculty, staff and student workers) to
  engage with the Hawaiʻi community. These outreach opportunities will be a great way to
  reconnect with our community and remind them of the services our program provides. With
  Hawaiʻi island still being a largely rural community, face-to-face interactions are still
  valued, and our program will continue in our tradition of engaging with the community. We
  will work to make sure social distancing is maintained as much as possible to keep our
  community safe.

  This aligns to the following:
  - HGI Action Strategy 1-4
  - HI2Action Strategy 2 & 3
  - HPMS Strategy Action Strategy 2-4

- **Continue to seek extramural funding** to support, expand, and innovate HLS program
  services. Since funding and other resources are limited, there is an ongoing need for
  extramural funding to support the services that HLS provides. While the program could
  discontinue our programming outside of the AA HWST, we know that our students will
  suffer and both Hawaiʻi CC and the UH system will be weakened in meeting its strategic
  initiative to transform into an indigenous-serving institution. All extramural funding that
  HLS has acquired or contributed is a benefit to all, not just Native Hawaiian students and
  personnel. Our services are open to any and all.

  This aligns to the following:
  - HGI Action Strategy 1-4
  - HI2 Action Strategy 2 & 3
  - 21st Century Facilities (21CF) Action Strategy 1-3
  - HPMS Action strategy 2-4

- **Transition the ASC HWST to online**. Our goal during last year's AA HWST
  comprehensive report, was to make the AA HWST Kapuahi track to fully online, but in

discussion with ITSO and the Instructional Tech Developer, it was advised that we start off smaller to ensure we can accommodate all the needs for a fully online degree.

This aligns to the following:
- HGI Action Strategy 2-4
- HI2 Action Strategy 2 & 3
- HPMS Action Strategy 2 & 3

- **Provide additional learning and professional development (PD) opportunities to HLS program personnel** (including student workers). The HLS program provides year-round services to the kauhale. It is important that we invest in our personnel so that the HLS program can continue to provide exceptional services to all. These PD opportunities will result in greater discussion about how we can enhance our curriculum and the other services that we provide. Investment in the program personnel will have direct benefits for Hawaiʻi CC and the community we serve. HLS faculty, staff, and student workers continue to provide ways to connect, utilize and incorporate Hawaiian culture, language, protocols, etc., into academia along with providing input and expertise in other areas of the college (e.g. service on various campus and system committees).

This aligns to the following:
- HGI Action Strategy 1-4
- HPMS Action strategy 1, 2 & 4

<u>5.</u> Resource Implications

* Special Resource Requests not included in operating "B" budget *

Detail any special, one-time or personnel resource requests in the categories listed in the table below that are not included in your regular program or unit operating "B" budget.

 *Note: CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

X I am NOT requesting additional resources for my program/unit.

☐ **I AM requesting additional resource(s) for my program/unit.**
Total number of items being requested: _____ (4 items max.)

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

X I am NOT requesting changes to the SOC codes/occupations listed for my program.

☐ **I am requesting changes to the SOC codes/occupations listed for my program.**
  O*Net CIP-SOC Code Look-up
  *in the **Crosswalks** box, choose "Education," then enter CIP number to see related SOC codes*

List below each SOC code for which change is being requested and include details of requested code deletions and/or additions. Include justification for all requested changes.

*All requested changes to the SOC codes/occupations listed for programs must be discussed with and approved by the Department/Division Chair.