Degree: Associate in Arts
Division: Leeward Community College
Title: Hawaiian Studies
Description: The Associate in Arts in Hawaiian Studies (AAHS) is a 60-credit degree program intended to either provide the first two years of a baccalaureate program in Hawaiian Studies or prepare the student for study in other, broader fields of science, humanities, arts, and social sciences.
Effective Date: Fall 2012

1. Are the program outcomes appropriate functions of the college and University? (Relationship to University and campus mission and development plans, evidence of continuing need for the program, projections of career opportunities for graduates, etc.)

Preface

In October 2011, Windward Community College submitted an Authorization to Plan proposal for an Associate of Arts in Hawaiian Studies (AAHS) degree to the Council of Chief Academic Officers (CCAO). In the Council's discussion of the degree, it became clear that the other CCs were also interested in creating an AAHS. The Council decided to extend the authorization to the plan to the entire CC system to allow other CCs to submit a joint program proposal.

"All the CCs are interested in this degree and the degree needs to have a clear pathway to the four-year Hawaiian Studies bachelor degrees at UHM, UHH, UHWO. The intent is to offer the degree effective Fall 2012. If the CCs submit a joint program proposal, they need not complete an ATP unless their campus decides otherwise" (Council of Chief Academic Officers, Meeting Summary, October 11, 2011, available online at <http://www.hawaii.edu/offices/app/aa/ccao.html> or see attached).

At Leeward CC, the disciplines of Hawaiian studies and Hawaiian language as well as the Halau Ike o Puuloa have worked together over the past few weeks to create this program proposal for an AAHS. The program outlined below was created to align with both the university's and Leeward CC's mission and strategic plan as well as Leeward CC's existing AA Liberal Arts degree. It also aligns with Windward CC's proposed degree (AAHS) and is intended to facilitate transfer to baccalaureate institutions in both Hawaiian studies and other disciplines.

The proposed AA in Hawaiian Studies (AAHS) addresses the major goals of the University of Hawai'i System Strategic Plan 2002-2010, the University of Hawai'i Community Colleges Strategic Plan (updated 2008-2015), and the Leeward CC mission and strategies (cited from the Leeward CC Strategic Plan 2002-2010, updated 2008-2015).

The goals of the AAHS program are:

- To promote higher education through Native Hawaiian epistemological
systems as a means to recruit, retain, transfer and/or graduate interested students in Leeward Community College's service area.

- To improve access to college degrees by offering an alternative to the traditional AA degree and a seamless transfer to 4-year bachelors degree programs in the University of Hawaii System.
- To provide a nurturing environment in which students will engage in Native Hawaiian epistemology through the study of Native Hawaiian language, culture, history, and politics.
- To present Native Hawaiian epistemological systems and knowledge as a meaningful foundation for continued study in broader areas of science, humanities, arts and social sciences as well as to enhance professional endeavors and workforce development.

A. UH System Strategic Plan 2002-2010

VISION

The vision of the UH System begins with “In ancient Hawaii….” and continues to explain the Hawaiian concept of the \textit{ahupuaa} system and declares that the UH System of public higher education embraces the Native Hawaiian reverence for the land and the \textit{ahupuaa} practice of sharing diverse but finite resources for the benefit of all.”

The vision statement also aligns itself with Hawaiian knowledge stating that,

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

COMMITMENTS AND CORE VALUES

Under this section, the University of Hawaii has adopted and integrated Hawaiian values such as \textit{aloha} and \textit{malama aina}.

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

“Malama aina (sustainability): In its educational, research, and service activities, the university is committed to the Hawaiian concept of malama aina—living in harmony with the land—through the conservation, sustainable use, and
enhancement of its local, regional, and global environment.”

The University of Hawaii notes its global advantage as follows:

“Hawaiian and Asian-Pacific advantage: In all it does, the university is committed to achieving a global advantage by leveraging Hawaii’s position in the middle of the Pacific Ocean and its unique cultural and geographic attributes.”

GOAL 3: A MODEL LOCAL, REGIONAL, AND GLOBAL UNIVERSITY
“Transform the international profile of the University of Hawaii system as a distinguished resource in Hawaiian and Asian-Pacific affairs, positioning it as one of the world’s foremost multicultural centers for global and indigenous studies.”

Objective 2:
“To strengthen the crucial role that the University of Hawaii System performs for the indigenous people and general population of Hawaii by actively preserving and perpetuating Hawaiian culture, language, and values.”

B. UHCC Strategic Outcomes and Performance Measures, 2008-2015
The proposed AAHS will directly address a key strategic outcome of the UHCC System; Native Hawaiian Educational Attainment by positioning the UH and by extension the CCs as “one of the world’s foremost indigenous-serving universities by supporting the access and success of Native Hawaiians.”

GOAL A: Educational Effectiveness and Student Success
(UH System Strategic Plan 2002-2010)

GOAL A: Promote Learning & Teaching for Student Success
(UHCC System Strategic Plan 2002-2010)

STRATEGIC OUTCOME:
A. Native Hawaiian Educational Attainment - Position the University of Hawaii as one of the world’s foremost indigenous-serving universities by supporting the access and success of Native Hawaiians.

C. Leeward CC Strategic Plan Update 2008-2015
The proposed AAHS will directly address key strategies of the Leeward CC’s Strategic Plan that concern recruitment, presence in the Native Hawaiian community and educational opportunities of the Native Hawaiian community.

GOAL A: Educational Effectiveness and Student Success
(UH System Strategic Plan 2002-2010)

GOAL A: Promote Learning & Teaching for Student Success
Leeward CC Strategies
1. Develop recruitment strategies that target Native Hawaiian students in order to increase enrollment. (A.A1.a)
2. Increase College's presence within Native Hawaiian community. (A.A1.b)
3. Increase number of educational options that meet the needs of the Native Hawaiian community. (A.A1.c)

D. Leeward CC Mission
The proposed AAHS addresses the Mission Statement of Leeward CC.

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

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

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

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

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

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

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

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

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

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

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

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

E. Relationship to development plan of the Kau Report
The recommendations of the 1986 Kau Report (The University of Hawaii’s systemwide Hawaiian Studies Task Force Report) has yet to be fulfilled. It specifically recommended the establishment of programs in Hawaiian language and Hawaiian studies at the University of Hawai‘i that foster critical thinking in Hawaiian Knowledge and promote intellectual growth and success for students to become contributing members of society. The approval of the AAHS will fulfill an important part of a historic blueprint made nearly 20 years ago in the Kau report.

2. What are the outcomes of the program? (outcomes should be stated in terms of meeting student, community or State needs. Also includes Program Learning Outcomes.)

**Student Learning Outcomes**

Successful graduates of the AAHS program will be able to:

1. Describe Native Hawaiian linguistic, cultural, historical and political concepts.
2. Explain Native Hawaiian concepts as expressed in the broader areas of science, humanities, arts or social sciences.
3. Use writing to discover, develop, communicate and reflect on issues relevant to the Native Hawaiian community.

3. How is the program organized to meet its outcomes? (Description of curriculum organization, requirements, admission policies, advising and counseling, and other aspects of the program, with reference to its outcomes.)

The proposed AAHS program at Leeward CC is designed to align with the current proposed requirements found in the AA in Hawaiian Studies degree at Windward CC. The common requirements will provide continuity throughout the UH system while also serving the needs of Leeward CC Hawaiian Studies students. The AAHS at Leeward CC includes five pathways or Areas of Concentration. A general outline is provided below.
The Associate of Arts in Hawaiian Studies is awarded to students who complete the following:

1) 60 credits, all in courses numbered 100 or above.
2) Two writing intensive courses in any discipline.
3) 12 elective credits must be earned at Leeward Community College.
4) One Hawaiian, Asian, Pacific (HAP) course.
5) Cumulative grade point average of 2.0 or higher for all courses numbered 100 or above completed at Leeward CC.
6) A maximum of 48 transfer credits earned at other colleges may be applied towards the degree.
7) General education and program requirements, as indicated below.

<table>
<thead>
<tr>
<th>GENERAL EDUCATION REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOUNDATION</td>
</tr>
<tr>
<td>(3 cr.) <strong>FW</strong> – ENG 100 or ESL 100/ENG 100E</td>
</tr>
<tr>
<td>(3 cr.) <strong>FS</strong> – PHIL 110, MATH 100, MATH 103, MATH 112, MATH 135, MATH 140, MATH 140x, MATH 203, MATH 205, ICS 141, ICS 241</td>
</tr>
<tr>
<td>(6 cr.) <strong>FG</strong> – Select two courses, each from a different group:</td>
</tr>
<tr>
<td>A. ANTH 151, ART 175, HIST 151</td>
</tr>
<tr>
<td>B. ART 176, HIST 152, ANTH 152</td>
</tr>
<tr>
<td>C. GEOG 151, MUS 107, REL 150</td>
</tr>
<tr>
<td>DIVERSIFICATION Arts, Humanities, and Literature (6 credits required from two different disciplines)</td>
</tr>
<tr>
<td>DA</td>
</tr>
<tr>
<td>DH</td>
</tr>
<tr>
<td>DL</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>MUS 121Z</td>
</tr>
<tr>
<td>MUS 122Z</td>
</tr>
<tr>
<td>MUS 121F</td>
</tr>
<tr>
<td>MUS 122F</td>
</tr>
<tr>
<td>DIVERSIFICATION: Social Sciences (6 credits required from two different disciplines)</td>
</tr>
<tr>
<td>DS</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### DIVERSIFICATION
Natural Sciences (3 credits from the biological science area (DB) and 3 credits from the physical science area (DP)). In addition, the student must take a science laboratory/field trip course (DY) that matches one of the chosen science courses.

<table>
<thead>
<tr>
<th>DB</th>
<th>DP</th>
<th>DY</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOT 130*, HORT 110*, ZOOL 200*</td>
<td>GG 103, ASTR 110, OCN 201</td>
<td>HORT 110*, BOT 130*, ZOOL 200*, OCN 201L</td>
</tr>
</tbody>
</table>

*courses with an asterisk include a lab at Leeward Community College

### HWST CORE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWST 107 (3)</td>
<td>Hawaii: In the Center of the Pacific</td>
<td></td>
</tr>
<tr>
<td>HWST 270 (3)</td>
<td>Hawaiian Mythology</td>
<td></td>
</tr>
<tr>
<td>HAWN 101 (4)</td>
<td>Beginning Hawaiian</td>
<td></td>
</tr>
<tr>
<td>HAWN 102 (4)</td>
<td>Beginning Hawaiian II</td>
<td></td>
</tr>
</tbody>
</table>

7 credits

14 credits
**HAWAIIAN FOCUSED ELECTIVES**

12 credits of electives are required from the following list of courses. Elective credits may **not** be used to fulfill Diversification, Foundation or Hawaiian Studies Core Requirements. Elective courses may come from a single topic or combination of topics.

### Aina (Environmental Science)

- ASTR 110 (3) – Survey of Astronomy
- BIOL 124 (3, 1) – Environment and Ecology
- BOT 130 (4) – Plants in the Hawaiian Environment
- GG 103 (3) – Geology of the Hawaiian Islands
- HWST 105 (3) – Mea Kanu Hawaii: Hawaiian Ethnobotany
- OCN 201 (3,1) – Science of the Sea
- SCI 103 (4) – Environmental Science of Hawai'i

### Hana Noeau (Arts)

- HWST 160 (3) - Hula
- HWST 261 (3) - Hawaiian Literature
- MUS 112 (2) - Hawaiian Ensemble
- MUS 113 (2) - Hawaiian Ensemble II
- MUS 121Z (2) - Ukulele
- MUS 122Z (2) - Advanced Ukulele
- MUS 121F (1) - Introductions to Slack Key Guitar
- MUS 122F (1) - Advanced Slack Key Guitar

### Hooulu Lahui (Nation Building)

- ANTH 200 (3) - Cultural Anthropology
- ANTH 210 (3) – Archaeology
- ECON 131 (3) - Principles of Macroeconomics
- HIST 284 (3) - History of the Hawaiian Islands
- HWST 261 (3) - Hawaiian Literature
- HWST 291 (3) - Contemporary Hawaiian Issues

**12 credits**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PACS 108</td>
<td>Pacific Worlds</td>
</tr>
<tr>
<td>POLS 180</td>
<td>Introduction to Politics in Hawaii</td>
</tr>
<tr>
<td>SOC 218</td>
<td>Introduction to Social Problems</td>
</tr>
<tr>
<td>SOC 250</td>
<td>Community Forces in Hawaii</td>
</tr>
<tr>
<td>SOC 251</td>
<td>Sociology of the Family</td>
</tr>
</tbody>
</table>

**Moolelo (History/Literature)**
- DMED 150 (3) - Film Analysis and Storytelling
- HIST 284 (3) - History of the Hawaiian Islands
- HWST 160 (3) - Hula
- HWST 261 (3) - Hawaiian Literature
- PACS 108 (3) – Pacific Worlds
- REL 205 (3) - Understanding Hawaiian Religion
- TVPR 210

**Olelo (Language and Literature)**
- HAWN 201 (4) - Intermediate Hawaiian
- HAWN 202 (4) - Intermediate Hawaiian II
- HWST 261 (3) - Hawaiian Literature
- HWST 160 (3) - Hula

**GRADUATION REQUIREMENTS**
(3 cr.) OR – COM 210H, SP 151, SP 200, SP 231, SP 251*
2 Writing Intensive courses in any discipline
1 Hawaiian/Asian, Pacific (HAP) focus course

*This oral requirement is not the same as required by UH Manoa

| TOTAL MINIMUM CREDITS | 60 credits |

4. Who will enroll in the program? (Special target groups, if any; number of majors expected by year for first five years; expected service to non-majors; evidence of student interest.)

Enrollment in the proposed AA in Hawaiian Studies will come from the college's growing Native Hawaiian student body as well as non-Hawaiian students who are showing increased interest in Hawaiian Knowledge. Native Hawaiian student enrollment at the college has been steadily increasing since 2007. At 26.5% (Fall 2011), the proportion of Leeward CC's Native Hawaiian student enrollment has exceeded its proportion of 23.3% within the state's general population (282,667 persons: Source: 2010 Census: Hawaii) and since Fall 2010 Native Hawaiians have come to comprise the highest percentage among all other ethnic groups.

[SEE TABLE 1 IN ATTACHMENT ON PAGE 1]

In addition, enrollment in Hawaiian Studies and Hawaiian Language courses has been steadily increasing since 2007. These courses are open to students of all ethnicities and with its Hawaiian, Asian, Pacific (HAP) designation, HWST 107 fulfills a graduation requirement for both Liberal Arts and Associate of Arts in Teaching degrees. The table below shows significant growth in Hawaiian Studies, Hawaiian Language and other relevant course enrollment since 2007.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWST 107: Hawaii in the Center of the Pacific</td>
<td>562</td>
<td>725</td>
<td>984</td>
<td>1012</td>
</tr>
<tr>
<td>HWST 105: Hawaiian Ethnobotony</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>4</td>
</tr>
<tr>
<td>HWST 270: Hawaiian Mythology</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>28</td>
</tr>
<tr>
<td>HUM 261: Hawaiian Literature</td>
<td>N/A</td>
<td>24</td>
<td>53</td>
<td>78</td>
</tr>
<tr>
<td>HAW (101-202): Hawaiian Language</td>
<td>132</td>
<td>122</td>
<td>140</td>
<td>151</td>
</tr>
<tr>
<td>REL 205: Understanding Hawaiian Religion</td>
<td>N/A</td>
<td>6</td>
<td>38</td>
<td>8</td>
</tr>
<tr>
<td>BOT 130: Plants in the Hawaiian Environment</td>
<td>42</td>
<td>41</td>
<td>55</td>
<td>45</td>
</tr>
<tr>
<td>GG 103: Geology of the Hawaiian Islands</td>
<td>68</td>
<td>68</td>
<td>81</td>
<td>32</td>
</tr>
</tbody>
</table>

Source: Leeward CC IRO: Numbers of Students Enrolled by Academic Year, Division, and Course (Data from MST_STUDENT_COURSE)
To assess potential interest to earn the AAHS among Leeward CC students, the Hawaiian Studies and Hawaiian Language faculty administered a survey to all students currently enrolled in Hawaiian Studies, Pacific Studies and Hawaiian Language courses at both Pearl City and Waianae campuses that asked three questions:

1. Please rate your response to: "I would like to increase my knowledge of Hawaiian language and/or culture."
2. "I would like to earn an AA in HWST at Leeward if it was available."
3. (optional) "I am a Native Hawaiian/part-Native Hawaiian."

The survey brought in 377 responses which, when summarized, project positive potential enrollment for this proposed degree pathway. Responses to Question 1 indicate that 79% of respondents either agree or strongly agree to wanting to increase their knowledge of Hawaiian language, history, and/or culture.

**QUESTION #1: “I would like to increase my knowledge of Hawaiian language, history, and/or culture.”**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>208</td>
<td>55.17%</td>
</tr>
<tr>
<td>Agree</td>
<td>92</td>
<td>24.40%</td>
</tr>
<tr>
<td>Neutral</td>
<td>63</td>
<td>16.71%</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>3.18%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2</td>
<td>0.53%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>377</strong></td>
<td></td>
</tr>
</tbody>
</table>

[See also Table 3 in attachment “Supporting Figures...” on page 2]

As a predictor of how many majors we could expect, Question 2 revealed that the majority of respondents (215) would choose to earn an AA HWST if it was available at Leeward. To be conservative, we predict that approximately 50% of these respondents (100) would choose to major in the AAHS program in its first year, with an additional 20 majors each year to follow.

**QUESTION #2: “I would like to earn an AA in HWST at Leeward if it was available.”**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>57.18%</td>
</tr>
<tr>
<td>N</td>
<td>42.82%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>376</strong></td>
</tr>
</tbody>
</table>

[See also Table 4 in attachment “Supporting Figures...” on page 2]

With the respondents of Question 3 being evenly split between Native Hawaiians and non-Native Hawaiians, it is promising to see that within our data, 7% or 26 non-Hawaiian students indicated interest in earning an AAHS degree. We anticipate that we will see continued interest among
non-Hawaiians in this Liberal Arts concentration.

**QUESTION 3: (optional) “I am a Native Hawaiian/part-Native Hawaiian.”**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>186</td>
</tr>
<tr>
<td>N</td>
<td>184</td>
</tr>
</tbody>
</table>

[See also Table 5 in attachment “Supporting Figures...” on page 4]

5. What resources are required for program implementation and first five-year cycle operation? (Number, source, and cost of faculty; library requirements; support personnel; estimated cost of supplies, equipment and CIP; facilities to be utilized; total funds required for program implementation and operation; expected source of funds, including sources of reallocated funds.)

The College will use existing resources to introduce the program, however, based on recently collected needs assessment data (Table #4,) the program is anticipated to grow rapidly. Additional faculty, support personnel, facilities, and learning resources will be needed by AY 2014 – 2015 when enrollment in the program will have grown by 40%.

As the program grows, it may be necessary to add more classes. Costs for these additional classes will be met in part by the additional tuition generated and from the UH Community College Incentive fund that provides for additional funding where the College demonstrates there has been enrollment growth.

The recently determined faculty contract salary (ending in 2014) and tuition schedule (ending in 2017) have established the expense and revenue projections to implement the proposed program. The rationale and spreadsheet below explain the program’s costs for the first three academic years.

**Instructional Faculty:** The College has dedicated four full-time faculty in Hawaiian Studies who are credentialed to teach subjects in the Humanities and Social Sciences and one full-time instructor for Hawaiian Language. During Fall 2011, The College employed two lecturers to deliver additional sections of Hawaiian Studies and three lecturers to deliver instruction of Hawaiian Language. These disciplines will continue to utilize lecturers to accommodate the growing number of students in this major until a consistently increasing enrollment makes the hiring of new, permanent faculty necessary. In addition, the College takes great care to ensure that Hawaiian Studies and Hawaiian Language courses are offered at the Leeward Waia'anae Center where there is great interest in Native Hawaiian knowledge. Similar attention to enrollment at the Leeward Waia'anae Center will be given to assess the need to utilize lecturers or tenure-track faculty to deliver Hawaiian Studies and Language courses. Calculations of this program’s instructional costs without fringe will require only the current Hawaiian Studies and Hawaiian Language full time instructors. The credit load for these instructors will be based on 30 credits (ten 3-credit courses per academic year) for Hawaiian Studies and 32 credits (eight 4-credit courses per academic year) for Hawaiian Language. Salary is based upon average yearly salary for Hawaiian Studies and Language faculty multiplied by the FTE and includes yearly UHPA collective bargaining increases where appropriate. After the current UHPA contract expires in 2014, a 4% increase based on inflation is included in this budget projection.
Because this degree proposal will utilize existing courses to introduce the degree, instructional costs for the degree’s general education courses and tracks will come from the College’s Arts & Humanities, Language Arts, Math & Science, and Social Sciences divisions.

**Student Support Personnel:** Currently, the college has dedicated one full-time counselor to support college admissions, degree and course selection, transfer planning, and career development of all its Native Hawaiian students as well as two full-time counselors housed at the Leeward Wai‘anae Center. We plan to launch this degree with these existing counselors and will assess the impact to their workload based on their new clientele: AAHS majors.

**Facility:** The majority of Hawaiian Studies and Hawaiian Language courses are taught in three classrooms housed on the first floor of the Drafting Technology building with a modest number of sections taught in Language Arts (HAW) and Fine Arts (HWST 107 and HIST 284) buildings. Also, Hawaiian Studies, Hawaiian Language, and Humanities courses have been delivered at the Leeward Wai‘anae Center as well as via distance education. Classes have been effectively scheduled within these facilities to support the HAP graduation requirement of Leeward’s Liberal Arts degrees as well as the Hawaiian Studies Academic Subject Certificate learners. We will introduce this AAHS degree from within the existing Drafting Technology and Language Arts buildings as well as from the Leeward Wai‘anae Center and via distance education until such time when enrollment grows to require a new and expanded facility.

**Library:** The program will use existing Library resources as well as on-line resources to launch the program. Program faculty will collaborate with college librarians to ensure research resources are suitable to the curriculum.

The Academic Cost and Revenue analysis shows projected costs and revenue for the next three years (AY 2012 - 16.) The rationale for the projections is summarized herein:

*[See Table 6 in attachment “Supporting Figures...” on page 3]*

**Annual Headcount Enrollment (A)** was established by data gathered by our recent Hawaiian Studies AA needs assessment. When Leeward’s students who are currently enrolled in Hawaiian/Pacific Studies and Hawaiian Language classes were surveyed, 79% (218 out of 377) responded affirmatively that they would choose to earn an AA, in Hawaiian Studies if available. With these data, it is estimated that 80 students would select the HWST AA as their major in the first year, with increases of 20 students each year.

**Annual Student Semester Hours (SSH) (B)** was established based on full-time AAHS students’ load if they are to earn an associate degree within 2 years. This program projects an annual SSH of 30 per student based on a 15 credit semester.

**Instructional Costs (without fringe benefits)(C)** will require only the current full time instructors/lecturers. As the full time load of an AAHS major is estimated at 30 credits (or 10 classes) per year and a full time UHCC instructor has a teaching load of 27 credits (or 9 classes) per year, each 25 student cohort of AAHS students will be taught by 1.11 FTE. Salary is based upon average yearly salary of Hawaiian Studies and Language instructors multiplied by the FTE and applying UHPA collective bargaining increases where appropriate.

**Other Personnel Costs (D)** and **Unique Program Costs (E)** are not applicable at this time.
Revenue generated by tuition (G) is based on the number of SSH multiplied by the applicable tuition; the tuition was based on the recently approved Tuition Schedule (2012 – 2017.)

The Instructional Cost with Fringe (K1) is based on the average annual salary of Hawaiian Studies and Language instructors multiplied by the number of FTE for the program. The Support Costs (L) and Total Campus Expenditures (N) come from Leeward CC’s page on the 2009 2010 UH Expenditures Report (http://www.hawaii.edu/budget/expend.html).

The program used for comparison (O,) also taken for the above Expenditures Report is General Academic Instruction.

6. How efficient will the program be? (Compare anticipated cost per SSH, cost per major, SSH/faculty, average class size or other quantitative measures with other programs in the college and similar programs on other UH campuses.)

Because the proposed AA in Hawaiian Studies will be introduced by maximizing existing resources (instructional personnel, facilities, and support resources) the degree will be very economically efficient. New resources will be sought only after enrollment has grown sufficiently to demonstrate the program’s viability to produce a healthy revenue stream into the College.

7. How will effectiveness of the program be demonstrated? (Projected number of graduates yearly; placement of graduates; special accreditation; student satisfaction; career and employer satisfaction, etc.)

The effectiveness of the proposed AAHS program will be demonstrated by the number of declared AAHS majors, number of successful completion of an AAHS and/or transfer to a baccalaureate institution.

Campus: LEE
Updated By: MLANE
Updated Date: 02/20/2012 11:20 AM