



New Program Proposal
 Associate of Arts
 Kahua 'Ike Hawai'i (Foundation in Hawaiian Studies)

Date of Proposal: February 2012
 Proposed Date of Implementation: August 2012

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1. Objectives of the Program

Windward Community College proposes to develop an Associate of Arts degree in Kahua 'Ike Hawai'i, Foundation in Hawaiian Studies. This 60-credit Associate of Arts degree will be a foundational degree in Hawaiian culture and knowledge. The structure of this degree is patterned after the current WCC Associate of Arts in Liberal Arts, and is meant to allow students to finish their general education core, and to then transfer to the four year institutions as a Junior upon completion, while also focusing their two year experience at WCC in Hawaiian Studies. This A.A. degree includes the broader liberal arts requirements and is an expansion upon the Academic Subject Certificate in Hawaiian Studies, which is the current offering at WCC that focuses much more succinctly on Hawaiian Studies classes.

The Associate of Arts Kahua 'Ike Hawai'i has comparable foundation, and diversification requirements to the WCC A.A. in Liberal Arts. It includes an expanded set of graduation requirements, and it includes the opportunity for student to take up to 15 credits in Hawaiian Studies electives across different areas of Hawaiian knowledge and cultural practice.

The program objectives are:

- 1) Provide a foundational introduction to the study of Hawaiian knowledge, cultural practices, and values through exposure to Hawaiian language, history, politics, and culture.
- 2) Support the development and training of students toward the use of Hawaiian based knowledge and methods in the workforce and other areas of inquiry such as science, humanities, the arts, social sciences, and other professional endeavors

To meet the stated objectives, Windward Community College has supported the hiring of faculty and staff that can help carry out the activities and classes necessary on both the credit and non credit side of the program as it evolves. This has included the hiring of a half time faculty-half time curriculum develop and support person, the support of a renovation to the current Hawaiian Studies building to add more classroom space, and the support of a community partnership program with Hawaiian Studies known as "Kumu A'o, Learn from the Source," which matches students and community members with Masters and Kumu in various Hawaiian arts and traditions in a Master/Apprentice relationship. The college is committed to continuing its support of this degree and other Hawaiian Studies initiatives.

2. Relationship of Objectives to Appropriate Functions of the College and University

Our program objectives support Windward Community College's new mission Statement adopted this past May 2011.

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

We will undoubtedly be able to recruit and retain more Native Hawaiian students through degree offerings like the one proposed here. Already, our college has seen an increase in Native Hawaiian enrollment from 29% in 2006 to 43.5% in 2010 due in part because of an expansion in our Hawaiian focused course offerings. WCC is currently the campus with the highest percentage of Native Hawaiian students in the University of Hawai'i system.

Our program objectives align with the following aspects of Windward Community College's Strategic Plan:

Outcome 1.1 Design and implement an effective enrollment management and recruitment plan to increase Native Hawaiian enrollment by 3% or 162 students (from 555 to 717) by 2015, especially targeting students from Kahuku and Waimanalo.

Outcome 1.4 Increase the number of full-time Native Hawaiian students (from 25 to 37) who complete at least 20 credits in the first academic year with a GPA of 2.0 or higher, and the number of part-time Native Hawaiian students (12 to 18) who complete at least 10 credits in the first academic semester with a GPA of 2.0 or higher by 5% per year.

Outcome 1.5 Increase by 5% the number of Native Hawaiian students (from 96 to 142) who reenroll in the Spring semester and persist until Fall each year.

Outcome 1.6 Increase by 6-9% the number of Native Hawaiians (from 45 to 78) who receive degrees or certificates in each Annual Fiscal Year.

Outcome 1.7 Increase by 5% per year compounded the number of Native Hawaiian transfers to UH System and non-system baccalaureate institutions who achieve an average GPA of 3.14.

Outcome 2.1 Increase enrollment, particularly in regions and with groups who are underserved, from 1781 to 2001 students by 2015.

Outcome 2.6 Increase the number of students (from 127 to 175) who receive degrees or certificates in the Annual Fiscal Year by 3-6%.

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

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

Our program objectives also align with the following action strategies of the Community College's Strategic Plan:

“Increase retention and success rates of all students;

By offering a more diverse array of programs in areas where there is demonstrated student demand and/or employment growth.

Increase the rate of graduation or continued enrollment of degree seeking students to 45% by 2010 (p.9, Under Goal A)

Increase student success by providing international, multi-cultural, and inter-cultural education opportunities for successful participation in an evolving global community;

As a system priority, develop state-of-the-art education programs including recruiting international students, education abroad for local students and quality curriculum development that prepares students for a global age.

Increase the number of students who participate annually in inter-cultural and multi-cultural programs; (p.9, Under Goal A)

Strengthen UHCC as a premier resource in Hawaiian, Pacific Island and Asian programs, promote a respect for differences, and champion diversity;

Increase success for Native Hawaiian students by providing increased support for Hawaiian programs and students;

Increase the annual number of students from the Community Colleges who transfer to a UH baccalaureate granting college to 2,500 by 2010. (p.9, Under Goal A)

Make increased use of internships, co-op education and other workplace learning opportunities to provide students with real-world experiences; p.14 Under Goal C)

Continue to recruit and retain faculty, staff and administrators from under-represented groups, especially Native Hawaiian. (p.16, Under Goal D)

3. Needs Assessment

This Associate of Arts meets the educational demands of our Windward communities and peoples as expressed in both the SMS Windward Community Needs Assessment (2009),

http://www.wcc.hawaii.edu/Governance/Documents/SMS_Educational_Needs.pdf and the Windward Community College Hawaiian Studies Student Survey Report (2009) (See Appendix A). In both surveys the community and students stated that they would like to see an expanded Hawaiian Studies program including more course offerings in material Hawaiian culture, history, and language.

The SMS Windward Community Needs Assessment found that of those community members who were likely to go to WCC to take classes 312 of the 400 households surveyed stated that they were more likely to take Hawaiian Studies course

offerings than other classes. Cross analysis on the survey showed that most of these respondents were more likely to be Native Hawaiian. These findings show that the development of degree programs like this one, satisfies the stated desires of our community members, and these findings show that there is a likely correlation between an increase in the number and quality of Hawaiian Studies offerings and an increase in the number of Native Hawaiians who enroll in our college; substantiating the strength of this correlation will happen once the degree program has been implemented. The development of degrees like this will build toward the college's achievement in areas of Native Hawaiian enrollment, persistence, and graduation. It will also help the college achieve goals and outcomes geared toward the support of students from underrepresented populations, and underserved regions.

In the student survey concerning Hawaiian Studies at WCC conducted in Spring 2009, students expressed overwhelming demand for the offering of additional courses and degrees in Hawaiian Studies at WCC. 60 students expressed interest in pursuing an Associates of Arts in Hawaiian Studies. Of the 315 students surveyed 75% said they had either taken or would like to take Hawaiian Studies courses. Most of the course types they suggested we offer mirrored the SMS Windward Community Assessment suggestions asking for the creation of classes and degrees in Hawaiian Studies related to material culture, history, and language. When asked about different types of Hawaiian Studies degrees our students would be interested in pursuing, 31% of the students surveyed expressed interest in the possibility of pursuing a degree in Hawaiian Studies. Only 41% of students surveyed stated that they had no interest in pursuing a Hawaiian Studies degree of any kind.

Currently as of Fall 2011, the Hawaiian Studies Coordinator holds the records of 87 students who have declared that they are pursuing the Academic Subject Certificate in Hawaiian Studies. The findings in the student survey suggest that there are many more students who are interested in Hawaiian Studies degrees. Many of these students pursuing the ASC in Hawaiian Studies will transition to the Associate of Arts degree. We expect 60 students to do so in the first year of the A.A. program's existence, and we can say this confidently because of the survey results, and because of the current number of Academic Subject Certificate students. We anticipate more than 20 students a year will enroll in the Associate of Arts program, and that we will graduate up to 20 students a year from the program. This Associate of Arts degree will be part of a pathway that leads many of our students to pursue additional degrees in higher education at the four-year institutions in our University system. Discussions have already been ongoing between Windward Community College and Kamakūokalani Center for Hawaiian Studies (KCHS) at the University of Hawai'i at Mānoa about a seamless 60-60-credit transfer between our two programs. KCHS has written an initial letter of support (Appendix B) that we are confident will be followed up with a full set of matriculation and program cooperation agreements.

Finally, the development of an Associate of Arts Kahua 'Ike Hawai'i will help give students a strong grounding and introduction to sources of Hawaiian culture and knowledge. On its own this degree can prepare students to apply the knowledge

they have gained from the pursuit of this degree to their own personal lives. This includes the knowledge of cultural values and traditions concerning ‘Ohana (family) practices in daily Hawaiian life. In their professional careers, students can use the base of knowledge they acquire through this degree to enhance their perspectives, and their identification of source materials in considering how one develops social service and counseling programs, sustainability methods and programs, policy and political models of consultation and decision making, innovative small business and non profit enterprises, and the development of culturally based encounters. And, students who complete this degree will be grounded in some basic Hawaiian cultural knowledge that will lend itself toward a more rich experience in their continued pursuit of higher education in both Hawaiian Studies, and just about any other area of focus that touches emerging fields of study in Hawai‘i. Students will also be able to use this degree to pursue employment in positions at social service agencies, entry and mid level business positions, and other position requiring knowledge of Hawaiian culture and values.

4. Curriculum

(60 Credits) Associate of Arts degree in Kahua ‘Ike Hawai‘i, Foundation in Hawaiian Studies

12 Credits Foundation Requirements

(FW) Written Communication (3 credits)
ENG 100 English Composition I

Global and Multicultural Perspectives (6 credits total, two classes)
HIST 151 World Civilization I
HIST 152 World Civilization II
REL 150 Intro to Major World Religions

Symbolic Reasoning (3 credits)
MATH 100 Survey of Mathematics
MATH 103 College Algebra
MATH 112 Mathematics for Elementary Teachers II
MATH 135 Pre Calculus
MATH 140 Pre Calc: Trigonometry and Analytical Geometry
MATH 203 Calculus for Business and Social Sciences
MATH 205 Calculus
ICS 141 Discrete Math for Computer Science
PHIL 110 Intro to Logic

17 Credits Graduation Requirements

Hawaiian Studies Core Requirement (6 credits)
HWST 107 Hawai'i: Center of the Pacific
HWST 270 Hawaiian Mythology

Hawaiian Language Requirement (8 credits)
HAW 101 Elementary Hawaiian I
HAW 102 Elementary Hawaiian II

Oral Communication Requirement (3 credits)
SP 151 Personal and Public Speech
SP 181 Introduction to Interpersonal Communication
SP 231 Performance of Literature
SP 251 Principles of Effective Speaking

Writing Intensive (6 credits)

19 Credits Diversification Requirements

(DA) Arts (3 credits)

ART 189 Intro to Hawaiian Art and Design
HWST 130 Hula 'Ōlapa
HWST 131 Hula 'Ōlapa 'Elua
HWST 135 Kālai La'au: Hawaiian Woodwork and Woodcarving
HWST 136 Kālai La'au II: Advanced Techniques in Hawaiian
Woodwork and Woodcarving
HWST 222 Ma'awe No'eau: Hawaiian Fiber Work
MUS 121F Beginning Slack Key Guitar
MUS 121Z Beginning Ukulele
MUS 122F Intermediate Slack key Guitar I
MUS 122Z Intermediate Ukulele
MUS 130F Slack Key Guitar Ensemble

(DH) Humanities (3 Credits)

HWST 115 Mo'okū'auhau: Hawaiian Genealogies
HWST 255 Introduction to the Hawaiian Kingdom
HWST 275 & 275L Wahi Pana Mythology of the Hawaiian
Landscape
HWST 285 La'au Lapa'au: Hawaiian Medicinal Herbs I
HIST 284 History of Hawai'i
REL 205 Understanding Hawaiian religion
IS 160A Polynesian Voyaging and Seamanship
IS 160B & 160L Polynesian Voyaging and Seamanship & Lab
IS 260A Polynesian Voyaging and Stewardship
IS 260B & 260L Polynesian Voyaging and Stewardship & Lab
LING 102 Introduction to Language

(DB) Biological Sciences (3 Credits)

AQUA 201 The Hawaiian Fishpond
BIOL 200 Coral Reefs
BOT 130 Plants in the Hawaiian Environment
IS 201 Ahupua‘a (2 credits)
ZOOL 105 Hawaiian use of Aquatic Fish and Invertebrates
ZOOL 200 Marine Biology

(DP) Physical Sciences (3 Credits)

ASTR 110 Introduction to Astronomy
GG 103 Geology of the Hawaiian Islands
OCN 201 Science of the Sea

(DY) Natural Sciences Lab (1 Credit)

AQUA 201L Hawaiian Fishpond Lab
BOT 130L Plants in the Hawaiian Environment Lab
GG 210 O‘ahu Field Geology
GG 211 Big Island Field Geology
GG 212 Maui Field Geology
GG 213 Molokai, Lāna‘i, Kaho‘olawe Field Geology
GG 214 Kaua‘i, Ni‘ihau Field Geology
IS 201 Ahupua‘a (1 credit)
IS 260L Polynesian Voyaging and Stewardship Lab
OCN 201L Science of the Sea Lab
ZOOL 200L Marine Biology Lab

(DS) Social Sciences (6 credits)

ANTH 175 & 175L Polynesian Surf Culture and Lab
BOT 105 Ethnobotany
GEOG 122 Geography of Hawai‘i
POLS 180 Introduction to Hawaiian Politics

29 Credits

Electives

HAW 201 Intermediate Hawaiian I
HAW 202 Intermediate Hawaiian II
HWST 115 Mo‘okū‘auhau: Hawaiian Genealogies
HWST 130 Hula ‘Ōlapa
HWST 131 Hula ‘Ōlapa ‘Elua
HWST 135 Kālai La‘au: Hawaiian Woodwork and Woodcarving
HWST 136 Kālai La‘au II: Advanced Techniques in Hawaiian
Woodwork and Woodcarving
HWST 222 Ma‘awe No‘eau: Hawaiian Fiber Work
HWST 255 Intro to the Hawaiian Kingdom
HWST 275 & 275L Wahi Pana Mythology of the Hawaiian
Landscape

HWST 285 La‘au Lapa‘au: Hawaiian Medicinal Herbs I
 ART 189 Introduction to Hawaiian Art and Design
 AQUA 201 & 201L The Hawaiian Fishpond and Lab
 BIOL 200 Coral Reefs
 BOT 105 Ethnobotany
 BOT 130 Plants in the Hawaiian Environment
 GG 103 Geology of the Hawaiian Islands
 HIST 284 History of Hawai‘i
 HIST 285 Environmental History of Hawai‘i
 IS 160A Polynesian Voyaging and Seamanship
 IS 160B & 160L Polynesian Voyaging and Seamanship & Lab
 IS 260A Polynesian Voyaging and Stewardship
 IS 260B & 260L Polynesian Voyaging and Stewardship & Lab
 IS 201 Ahupua‘a
 MUS 121F Beginning Slack Key Guitar
 MUS 121Z Beginning Ukulele
 MUS 122F Intermediate Slack key Guitar I
 MUS 122Z Intermediate Ukulele
 MUS 130F Slack Key Guitar Ensemble
 MUS 177 Intro to Hawaiian Music
 REL 205 Understanding Hawaiian religion
 POLS 180 Introduction to Hawaiian Politics
 ZOOL 105 Hawaiian use of Aquatic Fish and Invertebrates
 ZOOL 200 Marine Biology

5. Enrollment Projections

The proposed program consists of 20 courses (60 credits) to be taken over a two-year period (30 credits/year/student). We anticipate a starting enrollment of approximately 60 students based on the number of 87 current student pursuing our present Academic Subject Certificate in Hawaiian Studies, and based on the number of student who answered our survey stating that they would be interested in enrolling in an A.A. in Hawaiian Studies if one existed (60 students). Our ASC enrollment has already been increasing by almost 30 students a year over the past three years. We expect a steady enrollment of approximately 20 new students a year in the A.A. program. For the first year the SSH= 30 credits and 60 students would mean a total of 1,800 SSH. With a tuition rate of \$97/CR, the gross tuition revenue for year one would be \$174,600. We are assuming an enrollment rate of approximately 20 students or more a year as the program becomes better known amongst students and community members. In the second year, as students first start to graduate with this degree, we estimate our second year number of student to be around 80, and we anticipate enrollment to increase every year after that by about ten students a year eventually leveling off somewhere between 150 to 200

students. Through years two through five we expect the student enrollment number, SSH and tuition revenue to increase as follows:

Year 2, 80 students, SSH=2,400, tuition revenue \$232,800

Year 3, 90 students, SSH=2,700, tuition revenue \$261,900

Year 4, 100 students, SSH=3,000, tuition revenue \$291,000

Year 5, 110 students, SSH=3,300, tuition revenue \$320,100

6. Resources required for Program Implementation

For this Associate of Arts degree, Dr. Peter Kalawaia Moore a full-time (FTE 1.0) tenure track faculty member in Hawaiian Studies will be working toward the development, maintenance, and instruction of classes comprising this degree. He teaches classes in Hawaiian history and politics. There are also two full-time tenured faculty who will be involved in the development, maintenance, and instruction of classes comprising this degree: Kalani Meinecke (FTE 1.0) teaches the Hawaiian language at all levels of instruction for the college, and also teaches classes in Hawaiian history and genealogy; and Keliko Hoe (FTE 1.0) teaches classes in Hawaiian culture, history, and Polynesian navigation.

We have hired one temporary full time faculty member (FTE 1.0, \$55,000) as an Instructor, Curriculum and Degree Developer who will also be working toward the development of this degree. This temporary position will be funded by a Title III renovation grant, which includes monies for this position specifically to develop new curriculum and degrees. The funding for this temporary position will expire at the end of September 2012. We are seeking funding through this proposal to convert it into a G-funded full time faculty position in Hawaiian Studies that will last beyond the duration of the current construction grant. This person will continue to teach core classes in Hawaiian Studies, and help develop and grow the program further.

We will need one more full time, tenure track, faculty member (FTE 1.0, \$55,000) to help teach current and new class sections necessary for this this degree. Currently we have developed ten new classes in Hawaiian Studies, all of which are attended to maximum capacity. We see the need for the development of at least four more classes to fill out the areas of strength for this degree. Even with our temporary faculty member we run over 13 sections of Hawaiian Studies classes through the use of lecturers; this translates into 53% of our Hawaiian Studies classes being taught by non-tenured faculty.

We will need one cultural educational specialist (FTE 1.0, \$36,000) to support the curriculum that is currently under development through the use of traditional Hawaiian gardens, including the development and maintenance of these traditional

spaces, and the maintenance and reconditioning of the mechanical and hand tools for this kind of work. This position will also support the maintenance and reconditioning of the carving and fiber work tools and spaces. We currently have a person in this position who is also funded through the Title III construction grant the funding for which will run out in September 2012. Without this position, the spaces necessary for our basic Hawaiian Studies curriculum can not be maintained.

There will be the need for a full time clerical and administrative support position (APT FTE 1.0, \$36,000) to help with all of the organizing and administrative work necessary to the development and maintenance of the new Hawaiian Studies degree, the management of the new space from which most of the new classes will take place, advising for students majoring in the new degrees, and other duties related to support of the programs strategic plan, and auxiliary federal and state grants.

We will need additional monies for lecturers (ca. \$10,000) each semester to help fill out some of the offerings to be developed, and to cover the cost of development of classes for the new degree.

Additional space is currently under construction to support the expansion of Hawaiian studies course and degree offerings. Our campus secured a \$4 million dollar, two-year, federal, Title III renovation grant to build classroom space as an addition to the current Hawaiian Studies building, Hale A'o, and to help develop curriculum and degree offerings in Hawaiian Studies. The renovations will accommodate the classroom space needed now for this degree, but future resources may be sought if necessary. In the meantime, other college space and resources are more than sufficient to support the additional needs at this time.

There will be additional monies needed for computer resources for the new faculty members (ca. \$3,500), and for support materials for the new degree and classes including copying, advertising, and publication expenses (ca. \$2,000). We will also need additional monies for maintenance of specialized mechanical equipment, Hula supplies, and fiber work supplies (ca. \$4,000).

7. Existing Infrastructure and Support

WCC already has some of the infrastructure in place and in development to support the expansion of this degree program including the following:

- A Hawaiian Studies Advisory Committee comprised of community members from the Windward O'ahu communities, Hawaiian Studies practitioners and faculty, and internationally recognized scholars in other Indigenous Studies programs;

- A substantial inventory of equipment and supplies for the areas of strength already in place such as carving, hula, and music;
- The necessary faculty in place to run the basics of this degree program;
- A Hawaiian Studies building with a classroom, faculty offices and a meeting space, which will be expanded through a Title III Construction Grant to include four more classrooms and three more faculty offices.
- Current Class Offerings: We currently have enough Hawaiian Studies classes, and Hawaiian knowledge based classes in other disciplines to run a fully integrated Hawaiian Studies general education core that can satisfy the Mānoa general education core;
- Student interest: Hawaiian Studies classes have filled quickly. We have a large number of students on record who have stated that they would enroll as students in this degree program.

8. Measures of Program Efficiency

The program efficiency will be measured by the college's program health indicators measured every year through the annual reporting process. This process will examine (a) the number of majors; (b) course fill rate; (c) The number of courses taught per year; (d) the number of graduates.

9. Measures of Program Effectiveness

Program effectiveness will be measured by (a) the number of Native Hawaiian students who enroll into the degree program, persist through their first year into a second year, and graduate from the program, (b) the number of students who continue on to a four year education. Program outcomes will be measured by (a) student evaluations, (b) course completion rates, (c) student learning outcome assessment for courses, and program learning outcome assessment for the degree.

	A	B	C	D	E	F	G	H	I	J	K
1	Academic Cost and Revenue Template - New Program (adjust template for appropriate number of years) (Updated 09/06/11)										
2											
3	ENTER VALUES IN YELLOW CELLS ONLY										
4	CAMPUS/Program			WCC A.A. in Kahua 'Ike Hawai'i, Fou							
5				Provisional Years (2 yrs for Certificate, 3 yrs for Associate Degree, 6 yrs for Bachelor's Degree, 3 yrs for Masters Degree, 5 yrs for Doctoral Degree)							
6				Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
7	ENTER ACADEMIC YEAR (i.e., 2011-2012)			2012-2013	2013-2014	2014-2015					
8	Students & SSH										
9	A. Headcount enrollment (Fall)			60	80	90					
10	B. Annual SSH			1,860	2,480	2,790					
11											
12	Direct and Incremental Program Costs Without Fringe										
13	C. Instructional Cost without Fringe			\$ 130,000	\$ 130,000	\$ 130,000					
14	C1. Number (FTE) of FT Faculty/Lecturers			2.00	2.00	2.00					
15	C2. Number (FTE) of PT Lecturers			3.00	3.00	3.00					
16	D. Other Personnel Costs			\$ 72,000	\$ 72,000	\$ 72,000					
17	E. Unique Program Costs			\$ 9,500	\$ 9,500	\$ 9,500					
18	F. Total Direct and Incremental Costs			\$ 211,500	\$ 211,500	\$ 211,500					
19											
20	Revenue										
21	G. Tuition			\$ 180,420	\$ 240,560	\$ 270,630					
22	Tuition rate per credit			\$ 97	\$ 97	\$ 97					
23	H. Other										
24	I. Total Revenue			\$ 180,420	\$ 240,560	\$ 270,630					
25											
26	J. Net Cost (Revenue)			31,080	-29,060	-59,130					
27											
28											
29											
30	Program Cost per SSH With Fringe										
31	K. Instructional Cost with Fringe/SSH			\$ 91	\$ 68	\$ 61					
32	K1. Total Salary FT Faculty/Lecturers			\$ 110,000	\$ 110,000	\$ 110,000					
33	K2. Cost including Fringe of K1			\$ 148,500	\$ 148,500	\$ 148,500					
34	K3. Total Salary PT Lecturers			\$ 20,000	\$ 20,000	\$ 20,000					
35	K4. Cost including fringe of K3			\$ 21,000	\$ 21,000	\$ 21,000					
36	L. Support Cost/SSH			\$ 318	\$ 318	\$ 318					
37	Non-Instructional Exp/SSH			\$ 277	\$ 277	\$ 277					
38	System-wide Support/SSH			\$ 41	\$ 41	\$ 41					
39	Organized Research/SSH			\$ -	\$ -	\$ -					
40	M. Total Program Cost/SSH			\$ 409	\$ 386	\$ 379					
41	N. Total Campus Expenditure/SSH										
42											
43	Instruction Cost with Fringe per SSH										
44	K. Instructional Cost/SSH			\$ 91	\$ 68	\$ 61					
45	O. Comparable Cost/SSH										
46	Program used for comparison.										
47											
48	Reviewed by campus VC for Administrative Affairs: (signature and date)										
49	Instructions										
50	Please include an explanation of this template in your narrative.										
51	A. Headcount Enrollment: Headcount enrollment of majors each Fall semester. Located at url: http://www.hawaii.edu/iro/maps.php?category=Enrollment Campus data may be used when majors are a subset of enrollment reported in IRO reports.										
52	B. Annual SSH: Course Registration Report located at url: http://www.hawaii.edu/iro/maps.php?title=Course+Registration+Report Add the SSH for the Fall and Spring reports to obtain the annual SSH. This is all SSH taught by the program, including to non-majors. Adjust if majors are subset of SSH reported.										
53	C. Instructional Cost without Fringe (automated calculation): Direct salary cost for all faculty and lecturers teaching in the program. *Formula for column D: =IF(OR(D32<>""),D32+D34,"")										
54	C1. Number of full time faculty and lecturers who are > .5 FTE.										
55	C2. Number of part time lecturers who are < .5 FTE.										
56	D. Other Personnel Cost: Salary cost (part or full time) for personnel supporting the program (APT, clerical lab support, advisor, etc.) This includes personnel providing necessary support for the program who may not be directly employed by the program and may include partial FTEs. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.										
57	E. Unique Program Cost: Costs specific to the program for equipment, supplies, insurance, etc. For provisional years, this would be actual cost. For established years, this would be projected costs using amortization for equipment and add 4% per year for inflation thereafter.										
58	F. Total Direct and Incremental Cost: C + D + E *Formula for column D: =IF(OR(D13<>""D16<>0,D17<>0),SUM(D13,D16,D17),"")										
59	G. Tuition : Annual SSH X resident tuition rate/credit *Formula for column D: =IF(D10>0,D10*D22,"")										
60	H. Other: Other sources of revenue including grants, program fees, etc. This should not include in-kind contributions unless the services or goods contributed are recorded in the financial records of the campus and included in Direct and Incremental Costs in this template.										
61	I. Total Revenue: G + H *Formula for column D: =IF(OR(D21<>""D23<>0),SUM(D21,D23),"")										
62	J. Net Cost: F - I This is the net incremental cost of the program to the campus. A negative number here represents net revenue (i.e., revenue in excess of cost.) If there is a net cost, please explain how this cost will be funded. *Formula for column D: =IF(AND(D18<>""D24<>""),D18-D24,"")										
63	K. Instructional Costs with Fringe/SSH: (K2 + K4) / B *Formula for column D: =IF(D10<>""),(SUM(D33,D35)/D10),"")										
64	K1. Salaries without Fringe of Full Time Faculty and Lecturers who are > .5 FTE based on FTE directly related to the program. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.										
65	K2. K1 X 1.35 Formula for column D: =IF(D32<>""D32*1.35)										
66	K3. Salaries without Fringe for Lecturers who are < .5 FTE based on FTE directly related to the program. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.										
67	K4. K3 X 1.05 Formula for column D: =IF(D34<>""D34*1.05)										
68	L. Support Cost/SSH: The campus' non instructional expenditure/ssh + systemwide support - organized research (UHM only) as provided by UH Expenditure Report (http://www.hawaii.edu/budget/expend.html) *Formula for column D: =IF(OR(D37>0,D38>0,D39>0),D37+D38-D39,"")										
69											
70	For example, from the 2009-10 UH Expenditure Report, the support expenditure/ssh per campus is:										
71											
72	UHM	\$450.00 + \$56	\$131 for organized research = \$375								
73	URH	\$369.00 + \$42	\$411								
74	UHWO	\$210.00 + \$31	\$241								
75	Haw CC	\$164.00 + \$37	\$201								
76	Hon CC	\$233.00 + \$46	\$279								
77	Kap CC	\$119.00 + \$29	\$148								
78	Kau CC	\$359.00 + \$64	\$423								
79	Lee CC	\$123.00 + \$27	\$150								
80	Maui CC	\$163.00 + \$36	\$199								
81	Win CC	\$277.00 + \$41	\$318								
82											
83	M. Total Program Cost/SSH: K + L *Formula for column D: =IF(OR(D31<>""D36<>""),D31+D36,"")										
84	N. Total Campus Expenditure/SSH: Taken from UH Expenditures Report For example, for 2009-2010: UHM = \$923-131 (organized research) = \$792, URH = \$682, UHWO = \$501, HawCC = \$408, HonCC = \$505, KapCC = \$316, KauCC = \$703, LeeCC = \$300, Maui CC = \$396, WnCC = \$457										
85	O. Comparable Program/Division Instructional Cost/SSH: Taken from UH Expenditures Report (http://www.hawaii.edu/budget/expend.html) or campus data, as available. Please note in the space provided, the program used for the comparison.										
86											
87	Rev. 09/06/11										



UNIVERSITY of HAWAI'I[•]
LEeward
COMMUNITY COLLEGE

September 30, 2011

Dear Windward CC Colleagues for Hawaiian Studies and Hawaiian language,

It is with great pleasure that we, the Hawaiian Studies faculty at Leeward Community College, offer our strong support for the planning, development and eventual successful outcome of an Associates of Arts degree in Hawaiian Studies at Windward Community College.

We believe that the A.A. in Hawaiian Studies at Windward CC enhances the College's ability to provide quality education for Native Hawaiians, directly addresses a successful pathway for the retention and successful completion of Native Hawaiian students and moves in the direction to create a system-wide model indigenous serving institution. Moreover this degree has the strong potential to prepare Native Hawaiian students to assume leadership positions at the University and in their communities and to ensure Native Hawaiian values are practiced therein.

And looking into the future, we support the development of similar A.A. degrees in Hawaiian Studies on other Community Colleges in the University of Hawai'i system.

We look forward to an ongoing dialogue and the sharing of best practices and ideas between our two programs as we look to strengthen our shared discipline and the application of Hawaiian knowledge across our University system.

Aloha,

Momi Kamahele
Associate Professor
Hawaiian Studies Coordinator

96-045 Ala 'Ike, Pearl City, Hawai'i 96782-3393
Telephone: (808) 455-0350, Facsimile: (808) 455-0638 or (808) 455-0471

An Equal Opportunity/Affirmative Action Institution

Review of Program Proposals at Windward Community College

New Program Proposal: Associate of Arts Kahua 'Ike Hawai'i (Foundation in Hawaiian Studies)

New Program Proposal levels of review done prior to or concurrent with submission for off-campus review.

Signatures

Dates

1. Proposer
Pati Kalamaini Mon
12/2/11
2. Department Area (more than one departmental instructor's signature required)
Paul Hadmuck
James Nichols
Marlene Harris
AB
12/2/11
12/12/11
12/15/11
5 Jan 12
3. Department
Kalikk K B He
Department Chairperson
12/2/11
Date
4. Division
Yellie B. Pich-Baker
Dean of Instruction
12/19/2012
Date
5. Curriculum Committee Review
☐ Approved ☐ Disapproved
Reason: _____

Curriculum Committee Chairperson
Date
6. Faculty Senate Review
☐ Approved ☐ Disapproved
Reason: _____

Faculty Senate Chairperson
Date

7. Vice Chancellor for Instruction

_____ Approved

_____ Disapproved

Reason: _____

Vice Chancellor for Instruction

Date

8. Chancellor

_____ Approved

_____ Disapproved

Reason: _____

Chancellor

Date