

**Notice of Meeting  
UNIVERSITY OF HAWAI'I**

**BOARD OF REGENTS COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS**

Members: Regents Wilson (Chair), Westerman (Vice-Chair), Nahale-a, Sullivan, and Tagorda

**Date:** Thursday, February 6, 2020

**Time:** 12:30 p.m.

**Place:** University of Hawai'i at Mānoa  
Information Technology Building  
1<sup>st</sup> Floor Conference Room 105A/B  
2520 Correa Road  
Honolulu, Hawai'i 96822

**AGENDA**

- I. Call Meeting to Order**
- II. Approval of Minutes of the November 7, 2019, Meeting**
- III. Public Comment Period for Agenda Items:** All written testimony on agenda items received after posting of this agenda and up to 24 hours in advance of the meeting will be distributed to the board. Late testimony on agenda items will be distributed to the board within 24 hours of receipt. Written testimony may be submitted via US mail, email at [bor.testimony@hawaii.edu](mailto:bor.testimony@hawaii.edu), or facsimile at 956-5156. Individuals submitting written testimony are not automatically signed up for oral testimony. Registration for oral testimony on agenda items will be provided at the meeting location 15 minutes prior to the meeting and closed once the meeting begins. Oral testimony is limited to three (3) minutes. All written testimony submitted are public documents. Therefore, any testimony that is submitted verbally or in writing, electronically or in person, for use in the public meeting process is public information and will be posted on the board's website.
- IV. Agenda Items**
  - A. Kapi'olani Community College Accreditation Follow-up Report to the Accrediting Commission for Community and Junior Colleges
  - B. Leeward Community College Accreditation Follow-up Report to the Accrediting Commission for Community and Junior Colleges
  - C. Draft Academic Program Master Plan
- V. Adjournment**

**DISCLAIMER – THE FOLLOWING ARE DRAFT MINUTES AND ARE SUBJECT TO  
REVIEW AND CHANGE UPON APPROVAL**

**MINUTES**

**BOARD OF REGENTS COMMITTEE ON ACADEMIC AND STUDENT AFFAIRS  
MEETING**

**NOVEMBER 7, 2019**

**I. CALL TO ORDER**

Chair Ernest Wilson Jr. called the meeting to order at 10:19 a.m. on Thursday, November 7, 2019, at University of Hawai'i at Hilo, 'Imiloa Astronomy Center of Hawai'i, Moanahoku Exhibit Hall, 600 'Imiloa Place, Hilo, Hawai'i 96720

Committee members in attendance: Committee Chair Ernest Wilson Jr.; Vice-Chair Robert Westerman; Regent Alapaki Nahale-a; Regent Jan Sullivan; and Regent Michelle Tagorda.

Others in attendance: Board Chair Ben Kudo; Regent Simeon Acoba; Regent Kelli Acopan; Regent Eugene Bal; Regent Wayne Higaki; Regent Michael McEnerney; Regent Randy Moore (ex officio committee members); President David Lassner; Vice President for Administration Jan Gouveia; Interim Vice President for Community Colleges Erika Lacro; Vice President for Legal Affairs/University General Counsel Carrie Okinaga; Vice President for Academic Planning and Policy Donald Straney; Vice President for Information Technology/Chief Information Officer Garret Yoshimi; Vice President for Budget and Finance/Chief Financial Officer Kalbert Young; UH-Mānoa (UHM) Provost Michael Bruno; UH-Hilo (UHH) Chancellor Bonnie Irwin; UH-West O'ahu (UHWO) Chancellor Maenette Benham; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Kendra Oishi; and others as noted.

**II. APPROVAL OF MINUTES OF THE JUNE 6, 2019 MEETING**

Vice-Chair Westerman moved to approve the minutes of the June 6, 2019, meeting, seconded by Regent Sullivan and the motion carried unanimously.

**III. PUBLIC COMMENT PERIOD**

Board Secretary Oishi announced that the Board Office received no written testimony and no individuals had signed up to provide oral testimony.

**IV. AGENDA ITEMS**

Prior to commencement of discussion, Chair Wilson announced that the agenda items would be taken out of order and that discussion of the Committee Goals and Objectives would be moved to the end of the calendar. There were no objections.

**C. Review and Recommend Board Approval to Change from Provisional to  
Established Status: Doctor of Education in Professional Educational Practice,  
UHM**

UHM Provost Bruno provided an overview of the Doctor of Education in Professional Educational Practice Program (Program) in the College of Education at UHM. He noted that one of UH's key goals is to continue to meet the professional workforce needs of Hawai'i, including the needs of providing quality professionals for Hawai'i's educational workforce. The Program was originally approved by the Board in 2011 and is designed as a professional practice doctorate focused on educational practitioners in three distinct groups, including school leaders (e.g. principals, superintendents), teaching leaders (e.g. four year and community college faculty), and leaders in educational organizations (e.g. leaders in state educational agencies). The goal of the Program is to prepare students for these leadership roles, as well as positions dealing with policy and practice. Provost Bruno highlighted that the Program is on its third cohort with each cohort consisting of approximately 64 semester hours of education over a three year period and that 54 students have already graduated from the Program. The Program received the Program of the Year Award from the Carnegie Project on the Doctorate of Education in 2018.

Regent Sullivan left the meeting at 10:23 a.m.

Vice-Chair Westerman inquired as to the demographics of the cohorts. Provost Bruno responded that anecdotally, his sense was that the students in the Program were mainly local students, particularly since many were already working in some capacity for educational organizations or institutions in Hawai'i.

Chair Wilson noted that in the statistics he has seen, he has found that many of the graduates of the Program are broadly distributed throughout the educational system in Hawai'i both in the Department of Education and private educational institutions.

Regent Acopan appreciated that the Program takes into account the practical aspects of earning a degree. She noted that individuals in graduate programs often question what they will be doing with their degrees upon graduation. The Program established by UHM takes a more hands-on approach and works with the community it is trying to serve to fill a need.

Regent Tagorda noted that she was happy to see the breakdown of ethnicities enrolled in the Program which highlights the investment in outreach and training for a diverse set of leaders in education. She commented that the leadership modeling provided by the Program in underrepresented groups, such as Native Hawaiians, Filipinos, and other affected populations, serves as inspiration to these underrepresented communities.

Regent Nahale-a stated that Hawai'i has a dramatic teacher shortage that has reached critical levels and one reason for this shortage proffered by teachers and educators is weak leadership in their respective institutions. He was happy to see the success of the Program in developing stronger leadership in the educational field to meet this critical need.

Regent Acoba asked how many other institutions throughout the country have similar programs and what UHM was doing to try to keep people in Hawai'i or recruit others into the Program. Provost Bruno responded that recruiting is mostly based on the success of the Program in the community. Graduates are already working in the community, a number of them in fairly significant positions in Hawai'i's educational system, and they

serve as a recruiting tool for the Program. Provost Bruno did not have specific numbers of similar programs being offered at other universities, but noted that this is a relatively new field that has only been in existence for approximately 10 to 12 years.

Regent Tagorda moved to recommend Board approval to change the status of the Doctor of Education in Professional Educational Practice at UHM from provisional to established, seconded by Vice-Chair Westerman, and the motion carried unanimously, with the excused absence of Regent Sullivan.

## **B. Review and Recommend Board Approval to Change from Provisional to Established Status: Bachelor of Science in Computer Engineering, UHM.**

Provost Bruno provided a brief history of the Bachelor of Science in Computer Engineering Program (Program) in the College of Engineering, noting that the Program is an intersection of the computer science and electrical engineering fields that began as a track in the electrical engineering program but grew to the point that it merited a stand-alone degree. The Program was approved by the Board in 2010 and has grown well beyond the projected interest with over 119 majors currently in the Program. In 2016, the Program received full accreditation and is the only fully accredited computer engineering program in Hawai'i.

Regent McEnerney asked whether participants in the Program were primarily from Hawai'i and if they found employment in Hawai'i upon graduation or if graduates were more likely to find employment on the mainland. Provost Bruno responded that the majority of the students in the Program are from Hawai'i. He noted that the College of Engineering was the first college at UHM to have a clearly articulated pathway from the community colleges into UHM. He also noted that the vast majority of graduates of the Program found employment in engineering firms in Hawai'i and with the federal government, particularly in the shipyard.

Regent McEnerney inquired whether the Program dealt more with hardware or software. Provost Bruno stated that the Program is a combination of both fields and serves as a bridge between those two distinct fields.

Chair Wilson asked whether there was a breakdown of the demographics of the Program, particularly with regard to minorities. Provost Bruno did not have the breakdown of the student population enrolled in the Program on hand, but offered to provide that information to the Committee. He noted that the Program had a strong representation among Native Hawaiians and other underrepresented groups.

Vice-Chair Westerman moved to recommend Board approval to change the status of the Bachelor of Science in Computer Engineering at UHM from provisional to established, seconded by Regent Tagorda, and the motion carried unanimously, with the excused absence of Regent Sullivan.

## **A. Committee Goals and Objectives**

Chair Wilson referenced the matrix summarizing the goals and objectives of the Academic and Student Affairs Committee and inquired as to whether Committee

members had any thoughts on keeping abreast of what was happening in the academic field to prepare for strategic planning in this area.

Vice-Chair Westerman stated that the Committee needs to understand how information would be gathered and disseminated to allow the Committee to make informed decisions in setting academically strategic directives. VP Straney responded that the Administration is preparing a new version of the academic master plan which include the academic and programmatic goals and plans for each of the four major units, which should help in the planning process. He also noted that the Administration is currently in discussions as to how UH should strategically plan to meet both existing and emerging educational needs.

Regent Nahale-a stated that the academic master plan should also consider academic areas where UH is overproducing graduates. VP Straney noted that the academic master plan has a six-year time horizon which will be updated annually and that it will consider both immediate academic needs and medium-term needs to help with strategic planning.

Chair Wilson commented that he would like to see the Administration develop the academic master plan keeping in mind both existing and emerging workforce needs. VP Straney responded that the third decade planning project should help to address this. He noted that the practice followed by UH has been to take a forward look, over ten year periods, at immediate and anticipated needs facing Hawai'i, including economic, social, and demographic needs, and to use this information to drive the development of the strategic direction of UH, which also provides direction for the academic master plan.

Vice-Chair Westerman stated that, while the Administration needs to be forward thinking and look ahead at the educational needs over the next few decades, it also has to be fluid and able to adapt programs to meet ever-changing and emerging needs.

Regent Tagorda noted that the Administration also needs to address issues regarding the student experience beyond academics, as the Board has heard about the difficulties faced by students in navigating current times. She suggested that this also be considered in developing the academic master plan.

Chair Wilson stated that the perceptions of the University faculty that were noted during previous committee meetings should be addressed and that the positive aspects of UH should be better communicated and promoted.

## **V. ADJOURNMENT**

There being no further business, Vice-Chair Westerman moved to adjourn, Regent Tagorda seconded, and with unanimous approval, the meeting was adjourned at 10:59 a.m.

Respectfully Submitted,

Kendra Oishi  
Executive Administrator and Secretary  
of the Board of Regents



UNIVERSITY of HAWAII\*  
**KAPI'OLANI**  
 COMMUNITY COLLEGE

UNIVERSITY OF HAWAII Office of the Chancellor  
 BOARD OF REGENTS

20 FEB -4 A8:49

January 29, 2020

RECEIVED

**MEMORANDUM**

20 FEB -3 P4:31

**TO:** Benjamin A. Kudo  
 Chair, Board of Regents

UNIVERSITY OF HAWAII  
 PRESIDENT'S OFFICE

Ernest Wilson, Jr.  
 Chair, BOR Committee on Academic and Student Affairs

**VIA:** David Lassner *David Lassner*  
 President

**VIA:** Erika Lacro *Erika Lacro*  
 Vice President for Community Colleges

**FROM:** Louise Pagotto *Louise Pagotto*  
 Chancellor

**SUBJECT:** KAPI'OLANI COMMUNITY COLLEGE ACCREDITATION FOLLOW-UP  
 REPORT TO THE ACCREDITING COMMISSION FOR COMMUNITY  
 AND JUNIOR COLLEGES

**PURPOSE:**

Kapi'olani CC has prepared an accreditation Follow-Up Report as required by the ACCJC in conjunction with its reaffirmation of the College's accreditation by the Western Association of Schools and Colleges (WASC).

**BACKGROUND:**

Kapi'olani CC submitted the comprehensive Institutional Self Evaluation Report to the ACCJC Commission in August, 2018. The ACCJC peer review team visited the campus on October 15-18, 2018.

Benjamin A. Kudo  
Ernest Wilson, Jr.  
January 29, 2020  
Page 2

On January 25, 2019, the ACCJC sent Kapi'olani CC a letter reaffirming accreditation for 18 months and required a Follow-Up Report, due no later than March 2, 2020, followed by a visit from a peer review team. The ACCJC identified four commendations, practices for which the Commission believed the institution exceeded the standards.

The ACCJC also determined that Kapi'olani CC must demonstrate compliance with standards, as identified in the two recommendations, which have been addressed in the attached Follow-Up Report, which shall be submitted to the ACCJC as required.

Attachment( s)

1.Kapi'olani Community College Follow-up Report to the ACCJC dated March 2, 2020

c: Executive Administrator and Secretary of the Board Oishi



UNIVERSITY of HAWAI'I®

**KAPI'OLANI**  
COMMUNITY COLLEGE

# Follow Up Report

**Submitted to  
the Accrediting Commission for  
Community and Junior Colleges  
Western Association of Schools and Colleges  
March 2, 2020**

**UNIVERSITY OF HAWAI'I  
Kapi'olani Community College  
4303 Diamond Head Road  
Honolulu, HI 96816**




To: Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

From: Louise Pagotto, Chancellor  
Kapi'olani Community College  
4303 Diamond Head Road, Honolulu, HI 96816

I certify there was broad participation/review by the campus community and believe this Report accurately reflects the nature and substance of the institution.

Signatures:

  
\_\_\_\_\_  
Erika Lacro, Vice President for Community Colleges, University of Hawai'i 1/30/20  
(date)


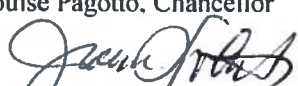




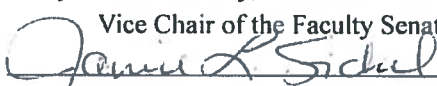

\_\_\_\_\_  
David Lassner, President, University of Hawai'i (date)

\_\_\_\_\_  
Benjamin A. Kudo, Chair, University of Hawai'i Board of Regents (date)

To: Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

From: Louise Pagotto, Chancellor  
Kapi'olani Community College  
4303 Diamond Head Road, Honolulu, HI 96816

I certify there was broad participation/review by the campus community and believe this Report accurately reflects the nature and substance of the institution.

	1/28/2020
Louise Pagotto, Chancellor	(date)
	1/28/2020
Joanne Whitaker, Accreditation Liaison Officer	(date)
	1/28/2020
Kara Plamann Wagoner, Office for Institutional Effectiveness	(date)
	1-28-2020
Kristie Malterre, Faculty, Online Learner Success Counselor	(date)
	1/23/20
Veronica Ogata, Faculty, Student Success Coordinator	(date)
	1/24/20
Sheryl Shook, Faculty, Math and Science Vice Chair of the Faculty Senate Student Learning Outcomes and Assessment Committee	(date)
	1/27/20
Jamie Sickel, Faculty, Instructional Designer	(date)
	1/28/20
David Uedoi, Faculty, English Chair of the Faculty Senate Student Learning Outcomes and Assessment Committee	(date)

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## **I. Report Preparation**

### **A. The Commission Action Letter**

In its January 25, 2019, letter to Chancellor Louise Pagotto, the Commission required the College to address compliance with Standards I.B.7, I.B.8, IV.A.7 (College Recommendation 1) and Standards I.B.2, I.B.4, I.B.5 (College Recommendation 2).

#### **Standards I.B.7, I.B.8, IV.A.7 (College Recommendation 1)**

In order to meet the Standards, the Team recommends that the College regularly evaluate its institutional plans and governance and decision-making policies, procedures, and processes to ensure their effectiveness. Further, the Team recommends that the results of evaluations be widely communicated across the institution and used as a basis for making improvements.

##### **Standard I.B.7**

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

##### **Standard I.B.8**

The institution broadly communicates the results of all its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

##### **Standard IV.A.7**

Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as a basis for improvement.

#### **Standards I.B.2, I.B.4, I.B.5 (College Recommendation 2):**

In order to meet the Standards, the Team recommends that the College analyze and document the results of learning outcomes assessment across all disciplines and programs, and integrate this analysis and documentation into program review and institutional planning processes on a regular and consistent cycle. Further, the Team recommends that the College use the results of this analysis and documentation to make improvements in student learning at the course, program, and institutional levels.

### **Standard I.B.2**

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER11)

### **Standard I.B.4**

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

### **Standard I.B.5**

The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

## **B. Introduction: *No Ke Kauhale Ke Kuleana***

Our campus culture focuses on student success, where all members take responsibility, work together, and build a community that supports and celebrates students' engagement, learning, achievement, and success. *No Ke Kauhale Ke Kuleana* (the responsibility of the community) derives from our steadfast commitment to students, beginning with our motto from Queen Julia Kapi'olani: *kūlia i ka nu 'u*, strive for the highest. Student success forms the strong fibers that bind our community, encircling and uplifting all learners.

As we experienced a year of growth and change in response to the Commission's recommendations, we kept students at the forefront of all our decision-making and planning.

Since 2015, the College has implemented a Student Success Pathway (SSP) framework that is based on intentionally designed, clear, and structured educational experiences that guide students from their point of entry to graduation, transfer, and career:



*Figure 1. Kapi'olani Community College Student Success Pathway.*

The six phases reflect momentum points where students need the most support to succeed.

Our Student Success Council's vision of *ne'epapa*, moving our campus community in unison to advance student success, and the Student Success Pathways framework further guided our steps forward and promoted continual reflection and purposeful planning with the ultimate goal

of improvement. The culmination of our extensive and intensive endeavors throughout the past year attests to our unwavering commitment to inspiring and supporting students to be successful in their learning and in their lives.

### C. Overview of the Process

Efforts to address the recommendations from ACCJC were led by an accreditation workgroup and involved the entire campus (see [Appendix A](#)). Initially, these efforts were two-pronged as teams directed their focus toward their respective recommendations.

Those addressing Recommendation 1 turned their attention to plans, policies and governance organizations, working closely with authorized governance organization (AGO) chairs, council chairs, and College plan administrators to develop and implement a formal continuous improvement process that would unify efforts to plan, evaluate, and make data-informed decisions in a consistent and transparent manner. All of these changes were implemented through collaborative sessions during which stakeholders provided feedback on the processes and tools being developed in order to maximize inclusivity and generate ownership.

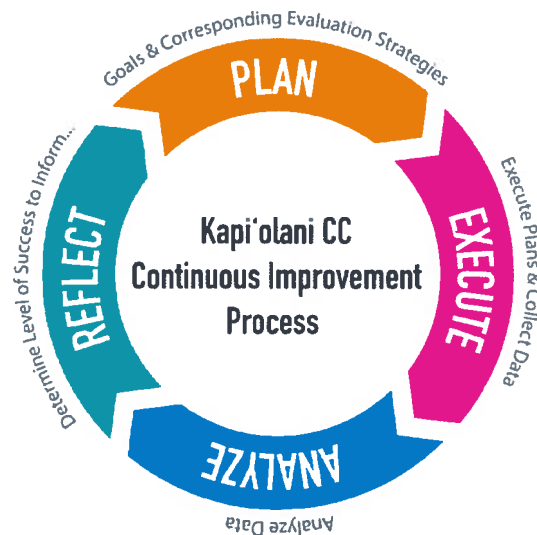


Figure 2. Kapi'olani Community College Continuous Improvement Process.

Those focused on Recommendation 2 worked closely with Faculty Senate and the members of the Faculty Senate Student Learning Outcomes and Assessment (SLOA) Committee to evaluate and refine the processes and tools for the regular assessment of student learning to inform planning and improve courses and programs institution-wide. After consideration of and responses to input from stakeholders, processes for meaningful discourse and data-informed

planning are being adopted for continuous improvement at the course, program and institutional level.

As the teams met to debrief their efforts as a workgroup, and individuals increasingly began working across teams, it became apparent that, while we had been referencing Recommendation 1 as “continuous improvement” and Recommendation 2 as “outcomes assessment,” the nature of both endeavors was the same—on all fronts, we were working to bolster our processes for planning, assessing/evaluating, communicating and reflecting upon findings to inform plans for improvement. Thus, the scope of the continuous improvement model was extended and has been infused into numerous processes and tools, from learning assessment and program evaluation to the goal-setting and continuous improvement of our governance organizations, plans, processes and policies (see [Appendix B](#) for evolution of the approach to Continuous Improvement). The model has been visually integrated into related tools and even into meeting agendas ([RPI - CAC Agenda](#)) to ensure we are living this model.

Next, redundancies and gaps were brought to light as we examined current processes and tools relevant to these areas and engaged with stakeholders institution-wide. We identified a number of ways to streamline existing processes and to consolidate and create new processes and tools in order to plan, collect, analyze, reflect on and communicate data in a manner that would meaningfully inform decision-making and close the loop on continuous improvement cycles.

The level of transparency inherent in the revised and newly developed processes and tools represents a fundamental cultural shift for our College. While some concerns were voiced and considered as these processes were developed and adopted, overall, the campus has embraced this transformative change in a way that is both surprising and inspiring. The focus on inclusivity in this evolution has allowed us to enact the values of transparency and accountability. What began as a need to address a somewhat disappointing outcome of our last accreditation visit has truly afforded us an opportunity to re-evaluate and re-imagine the way our campus functions.

#### **D. Kapi‘olani Community College Integrated Planning for Student Success**

Through our collaborative work and discussions, we have rebuilt college processes to re-instill trust and clarity in roles, structures and processes. We determined that an integrated planning model would afford the College a synergistic approach to previously redundant or competing processes, align our actions with our values and goals, focus institutional decision-making on student success, and ensure that data-informed decision-making was driving continuous improvement. An integrated planning model would illustrate these concepts in a visual representation to effectively communicate the integration of planning processes with the campus.

A draft Integrated Planning Model was presented to the Chancellor, Executive Leadership Team (ELT) ([RP2 - ELT minutes](#)), and Chancellor’s Advisory Council (CAC) ([RP3 - CAC minutes](#)) ([RP4 - AGOS and Councils](#)) for feedback before the Chancellor presented it to the campus

community at the fall 2019 convocation. This model has guided subsequent accreditation and continuous improvement efforts and is intended to serve as both a philosophy and process for continuous improvement and decision-making at Kapi‘olani CC.

The Integrated Planning Model is grounded in:

**Inclusivity** of the campus community in informing priorities and future Institutional Pillars (see page 28 for a description) and the Strategic Plan; participation in aligned processes focusing on continuous improvement. Efforts will break down silos and unify the campus.

**Transparency** of plans for continuous improvement and of decisions by all levels of campus leadership. Efforts will improve ownership in decision-making, thereby leading to increased trust and morale.

**Accountability** by campus leadership in the ways that they “live,” lead, operate (internally and externally), and make decisions with consistency through and based on the model. Efforts will grow a culture of sharing data, making decisions based on data, and closing the loop to understand the impact of our decisions.

The model affords us both *focus*, by prioritizing what’s important while moving forward and ensuring processes involve data-informed decision-making, and *agility*, by allowing us to adapt to changing campus needs.



**INTEGRATED PLANNING**  
for **STUDENT SUCCESS**  
at Kapi'olani Community College

Grounded in  
**INCLUSIVITY,**  
**TRANSPARENCY**  
and **ACCOUNTABILITY**

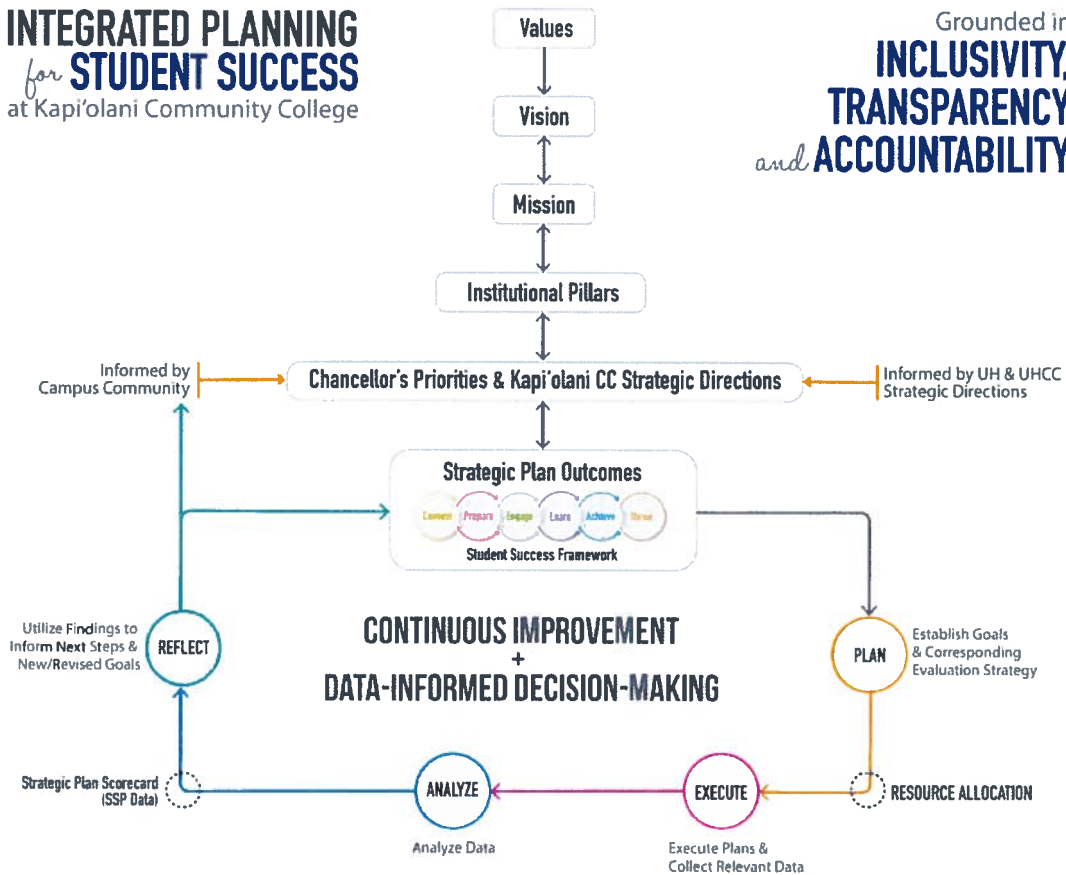


Figure 3. Kapi'olani Community College Integrated Planning Model for Student Success.

Report Preparation Evidence

RP1 - [CAC Agenda, 11.12.2019](#)

RP2 - [ELT Minutes, 8.5.2019](#)

RP3 - [CAC Minutes, 8.15.2019](#)

RP4 - [List of AGOs and Councils with description of their roles](#)

## II. Response to the Commission Action Letter

### A. College Recommendation 1

**In order to meet the Standards, the Team recommends that the College regularly evaluate its institutional plans and governance and decision-making policies, procedures, and processes to ensure their effectiveness. Further, the Team recommends that the results of evaluations be widely communicated across the institution and used as a basis for making improvements. (I.B.7, I.B.8, IV.A.7)**

#### 1. Continuous Improvement Surveys & Reports

In fall 2018, campus leadership launched a process to ensure regular evaluation of our “plans, governance and decision-making policies, procedures and processes.” The Chancellor convened meetings ([CR1 - AGO meeting 1](#)) ([CR2 - AGO meeting 2](#)) ([CR3 - AGO meeting 3](#)) with the Authorized Governance Organizations (AGOs): Faculty Senate, Student Congress, Staff Council and ‘Aha Kalāualani (Native Hawaiian Council), which represent all the constituents on campus. The AGOs agreed to conduct two surveys: one to gather information to improve processes within their executive committees (internal survey) (For example, [CR4 - ‘Aha Kalāualani Internal Survey](#)) and the other to gather information to improve communication and their effectiveness in representing their constituents (external survey) ([CR5 - ‘Aha Kalāualani External Survey](#)). The AGOs agreed to use a set of common questions with the option to add custom questions to provide data on areas specific to their organization. The common questions were used to identify themes and created the opportunity to work on solutions collaboratively. The surveys were completed in spring 2019. Each AGO completed a report on the results of the surveys and from the analysis, goals were drafted for Fall 2019 ([CR6 - ‘Aha Kalāualani CI Report](#)).

To increase inclusivity and transparency, the surveys used by the AGOs were adopted by the following College councils, using the same set of common questions and optional custom questions ([RP4 - AGOs and Councils](#)):

- Executive Leadership Team (ELT)
- Chancellor’s Advisory Council (CAC)
- Academic Affairs Council (AAC)
- Student Success Council (SSC)
- Student Affairs Leadership Team (SALT)
- Office of Continuing Education and Training Council (OCET)
- Counseling and Academic Advising Council (CAAC)

The AGO and College council surveys were reported at the end of the academic year in Continuous Improvement Reports and used to inform planning for the beginning of the academic year in fall 2019. The results and other continuous improvement documents were uploaded to the

first iteration of the Continuous Improvement (CI) website ([CR7 - CI Report](#)). (Please click on the URL at the top of the document to access the website).

## 2. Continuous Improvement + Student Success Pathway Plans (CI + SSP)

The surveys administered in spring 2019 started important dialogues across the campus. Three AGOs identified communication and broader participation as common problems and shared ideas for improvement ([CR8 - AGO minutes](#)). As the processes and tools were developed, redundancies in reporting became evident. Feedback from sessions with AGO and council chairs pointed to Student Success Pathway Plans (SSP) as a viable vehicle to streamline the documentation and communication of continuous improvement efforts. The revised Student Success Pathway plans now annually track:

- Goals - What specific, measurable outcomes do you want to achieve? One to three goals are recommended.
- Action Steps - What specific steps will you implement to achieve this goal?
- Resources - What resources are needed to carry out your plan?
- Assessment Strategy - What data is necessary to collect in order to determine whether/to what extent you achieved this goal?
- SSP Alignment - With what phase of the Student Success Pathway does this goal align? (see figure 4)
- Strategic Plan Alignment - All goals must align with either a strategic plan outcome or institutional priority.



Figure 4. Kapi'olani Community College Continuous Improvement + Student Success Pathways.

### *Continuous Improvement + Student Success Pathway Plans (CI + SSP) Dashboard*

The campus had already been using the Student Success Pathway Plans for two years to address metrics in the College's Strategic Plan. Thus, the presentation of the information in an institutional dashboard was an easy transition for the campus. On the other hand, the transparency of the continuous improvement process across units represents a major cultural shift, which has been somewhat surprisingly embraced by stakeholders. The change from individuals' keeping their plans within the department/unit to sharing them in a public dashboard is a major step forward in enacting the values adopted in the Integrated Planning Model. ([CR9 - CI + SSP Dashboard](#))

On August 23, 2019, the Authorized Governance Organization (AGO) chairs, council chairs and plan administrators ([CR10 - Meeting minutes](#)) met for briefings on the Integrated Planning Model, the consolidated Student Success Plans, the role that SSPs play in the continuous improvement cycle and how data are used for integrated planning. Meeting participants discussed creating specific, measurable, attainable, relevant and timely goals (SMART goals) for the 2019-2020 academic year, each tied to data. All the AGOs, councils and plan administrators were asked to fill out the “Plan” section of the SSPs by September 15, 2019, to identify where synergies existed, thereby creating more opportunities for collaboration.

On October 2, 2019, the AGO chairs, council chairs and plan administrators met to share their goals and identify similar themes ([CR11 - Meeting minutes](#)). The leaders were asked to review the CI + SSP dashboard before the meeting. Several collaborative opportunities were identified and discussed. For example, one of the goals of the Distance Education (DE) plan was to identify degrees and certificates that can be offered exclusively online. The DE plan administrator is currently working with the Enrollment Management Team and the Marketing Team to focus a message specifically for returning adults to encourage them to take courses at their convenience (online) to resume their education.

As has been the practice for the SSPs over the past two years, goals and action plans were identified and, this time, uploaded to the new CI + SSP dashboard on September 15, 2019. Progress reports are due periodically: December 15, 2019, and February 1, 2020, with a summative assessment due on May 10, 2020, for this current cycle. These assessment points have been incorporated into the CI + SSP for participants to reflect upon the goals set forth at the beginning of the cycle. The two formative assessment points trigger individuals to answer the following questions:

- a. What does the data say about whether/how well you are progressing towards your goals?
- b. If your strategies and/or assessment methods are not working, how will you improve?

These formative checkpoints ensure that continuous consideration and re-calibrating of data and strategies are taking place prior to the summative report in which individuals officially close the loop on the annual continuous improvement cycle by analyzing data, reporting findings, and most importantly, directly tying those findings to next steps for goal-planning in the subsequent year.

The two summative questions prompt the author to answer the following questions:

- a. Summative findings - What does the data say about whether/to what extent you achieved your goal?

- b. Inform next steps - Based on these findings, what are the next appropriate steps for the coming year?

### 3. Communication Across the Institution

To ensure “that the results of evaluations [are] widely communicated across the institution,” several efforts were launched. On February 13, 2019, the first of two Accreditation Town Hall meetings updated the campus about the progress being made to address the two recommendations. One of the suggestions from the first town hall was to create a webpage to track the progress on the recommendations. On March 13, 2019, the Accreditation Updates Webpage (CR12 - [Accreditation Updates Webpage](#)) was launched. The second Accreditation Town Hall update took place on April 23, 2019. In addition, regular updates on the progress of both recommendations were made at the monthly Chancellor Advisory Council meetings. (CR13 - [CAC minutes Jan. 2019](#)), (CR14 - [CAC minutes June 2019](#)), (CR15 - [CAC minutes Dec. 2019](#))

As processes were being developed and revised, additional requests were made for a single repository for all the processes and tools. The second iteration of the Continuous Improvement webpage (CR16 - [Continuous Improvement webpage](#)) became that repository and included the Integrated Planning Model for Student Success, the CI + SSP dashboard, the CI + CLR forms and instructions, and the CI + ARPD (see recommendation 2, page 19).

To ensure that “the College regularly evaluates its procedures and processes to ensure their effectiveness,” and with the aim of continuous improvement, the new Continuous Improvement processes and practices that have been put into place will themselves be evaluated and assessed for effectiveness by the Office for Institutional Effectiveness (OFIE) starting in spring 2020.

### 4. Policy Reviews

To ensure that “the College regularly evaluates its institutional plans and governance and **decision-making policies**, procedures, and processes to ensure their effectiveness,” the College’s policies are on a five-year review cycle. The highlighted policies in [Appendix D](#) have been under review this academic year. The Chancellor’s Advisory Council will vote to approve the revised policies on February 13, 2020.

The process to review and/or revise a policy is outlined in K1.100 Policy on the Policy Development Process (CR17 - [K1.100](#)). The first step is the proposer of the original policy or ad hoc committee reviews the policy and presents the revisions, if any, to the CAC. Feedback on the revisions is received during the subsequent month and incorporated into the document. After additional discussion, the final version is sent to the campus through the AGOs, department chairs and unit heads represented on the CAC for a vote. A month later, the CAC votes to approve the policy and the revised policy is uploaded to the (CR18 - [Policy webpage](#)) on Kapi‘olani Community College’s website.

A policy may be reviewed before the five-year cycle, if immediate revisions are needed. For example, the CAC voted to approve revisions to the ([CR19 - Policy K 5.202](#)), Review of Established Programs, on October 8, 2019, to reflect the revisions to UH Community College UHCC Policy 5.202.

## **B. College Recommendation 2**

**In order to meet the Standards, the Team recommends that the College analyze and document the results of learning outcomes assessment across all disciplines and programs, and integrate this analysis and documentation into program review and institutional planning processes on a regular and consistent cycle. Further, the Team recommends that the College use the results of this analysis and documentation to make improvements in student learning at the course, program, and institutional levels. (I.B.2, I.B.4, I.B.5)**

### **1. Actions in Response to Recommendation 2**

In order to meet the Standards, processes and tools were either created, revised or enhanced. The changes ensure that “the College analyze and document the results of learning outcomes assessment across all disciplines and programs, and integrate this analysis and documentation into program review and institutional planning processes on a regular and consistent cycle.”

In January 2019, the Institutional Self Evaluation Report (ISER) writing team created draft action items and a timeline to address Recommendation 2, identifying eight strategies. Five of the strategies were related to instructional decisions, which are the purview of the Faculty Senate; three of the strategies were institutional procedures to be addressed by the Chancellor’s Advisory Council (CAC):

1. Phase out the Taskstream assessment management system and replace with revised versions of the Course Learning Reports (CLRs) and Learning Assessment Schedule and Report (LASR). *(Faculty Senate)*
2. Ensure mapping is completed for course Student Learning Outcomes (SLOs) to Program Learning Outcomes (PLOs), General Education outcomes and Institutional Learning Outcomes (as applicable). *(Faculty Senate)*
3. Implement a five-year reporting cycle of course learning outcomes assessment (20% to be completed per year) beginning Fall 2019 and ending Spring 2024. *(Faculty Senate)*
4. Improve General Education outcomes to support assessment and fully implement them across the curriculum by Fall 2024. *(Faculty Senate)*
5. Ensure the alignment of information in syllabi and the catalog with the approved course outlines of record. *(Faculty Senate)*

6. Add a section to the Annual Report of Program Data (ARPD) to better connect assessment results to program improvement and resource allocation. (CAC)
7. Change the Comprehensive Program Review (CPR) three-year cycle to a five-year cycle to align with the five-year cycle of course SLO assessments. (CAC)
8. Re-examine and revise the resource allocation process (PAIR) for program improvement. (CAC)

#### **1.a. Faculty Senate (FS) Actions ([CR20 - Faculty Senate Resolutions](#))**

In Spring 2019, the Chair of the Faculty Senate Student Learning Outcomes and Assessment (SLOA) Committee submitted Action Requests to Faculty Senate to address items 1-5.

The SLOA Committee and the leadership, senators, and constituents of Faculty Senate made major changes to the processes and tools for student learning outcomes assessment to inform planning and improvement of courses and programs. Taskstream had been used for several years to track course SLO assessment but the interface was difficult to use and not intuitive. The system became a deterrent for faculty to input their assessment data. At the recommendation of the SLOA committee and the institutional assessment coordinator, the Faculty Senate voted to phase out Taskstream and reinstate Course Learning Reports (CLRs) ([CR21 CI + CLR](#)) for course SLO assessment and Learning Assessment Schedule and Reports (LASRs) ([CR22 - LASR](#)), which departments had used in the past to track the progress of course SLO assessments. The content of the CLRs remained the same as the former version but now included mapping of course student learning outcomes to Program Learning Outcomes (PLOs), General Education outcomes, and Institutional Learning Outcomes (as applicable). The look of the CLRs was also altered to align with the continuous improvement format and the form itself was changed from PDFs and Word documents to Google Sheets ([CR23 - CLR Example](#)).

A five-year schedule was adopted for the assessment of all courses, with a goal of 20 percent of all course learning outcomes assessed each year. Assessment data that had been previously accessible only to program and department chairs are now being input on CI + CLRs and stored in team drives for transparency institution-wide. Processes for meaningful discourse and data-informed planning, informed by faculty input, are being adopted for continuous improvement at the course, program, and institutional level. In particular, the move towards institution-wide transparency is a significant change in campus culture, reflecting the commitment of the College to improve.

#### **1.b. Chancellor's Advisory Council (CAC) Actions**

The three strategies under the purview of the Chancellor's Advisory Council (CAC) were institution-wide initiatives. The Chancellor proposed changes to the Comprehensive Program Review (CPR), Annual Report of Program Data (ARPD), and resource allocation processes. These proposals were discussed and vetted thoroughly by the members of CAC.

1. Comprehensive Program Review (CPR) (spring 2019): The CPR cycle was changed from a three-year to a five-year cycle. All programs shall complete a comprehensive program assessment every five years to align with the five-year course SLO assessment cycle and the course SLO assessments. The CAC voted to approve these and other changes to Policy 5.202, Review of Established Programs ([CR24 - CAC Minutes](#)) on October 8, 2019.
2. Annual Report of Program Data (ARPD) (fall 2019): The ARPD is a UHCC system report and thus cannot be customized for our campus. To accomplish our strategy of better aligning assessment results to program improvement and resource allocation, a new process and tool were created ([CR25 - CI + ARPD](#)) (See paragraph on Program Outcomes Assessment through the ARPD, page 19).
3. Resource Allocation Process (fall 2019): The College's Budget Committee was reconfigured to include two representatives from each AGO and two members from CAC. The committee proposed a revised resource allocation process ([CR26 - Budget Committee Minutes](#)) ([CR27 - Budget Committee Minutes](#)), which was implemented in December 2019. (Description of the changes to the process is on page 23.)

## **2. Continuous Improvement + Course Learning Report (CI + CLR)**

The Course Learning Reports (CLRs) ([CR21 - CI + CLR](#)) contain all the learning outcomes for each course, the schedule for when each outcome is to be assessed, the assessment methods used, the expected levels of achievement, the results of the assessment, the resources needed and next steps. CLRs also provide mapping of each course SLO to Program Learning Outcomes, General Education Outcomes, and Institutional Outcomes. The CI + CLR Google sheet allows for previous assessment data and next steps to be documented and tracked at the course level for review in future cycles, thereby ensuring that faculty close the loop on course assessments. The CI + CLR also allows faculty to document any discussions about resources that would improve student learning. This information contributes to the CI + ARPD and informs resource allocation decisions at the program and institutional level through the resource allocation process (see page 23).

To ensure transparency, collaboration and accountability, the newly revised Course Learning Reports (CLRs) were created as Google Sheets and stored in department folders within a shared drive called Course Learning Assessment Team Drives (known to department chairs as the PAPAYA shared drive, Providing Assistance Preparing All Your Assessment). The information is widely accessible, which encourages collaboration within and across programs and disciplines.

To account for the course learning assessments that were completed during the transition from Taskstream, the institutional assessment coordinator worked with the course coordinators and department chairs to download the course assessments previously stored in Taskstream. The



course assessment reports were stored in the CLR Department folder in the team drive for easy access.

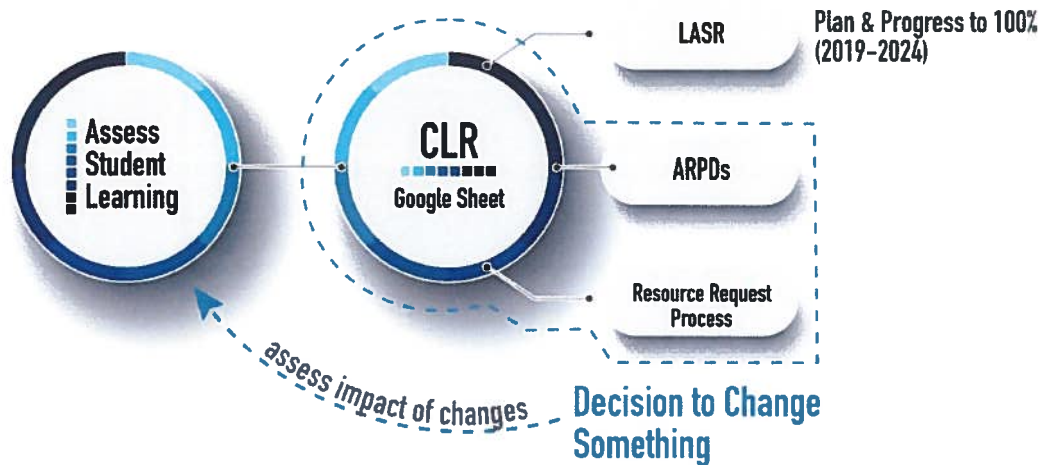


Figure 5. Kapi‘olani Community College Assessment of Student Learning.

#### *Learning Assessment Schedule and Report (LASR)*

Each department chair utilizes the Learning Assessment Schedule and Report (LASR) ([CR22 - LASR](#)) to plan and track the progress of course-level assessments in each department or program. LASRs provide a clear view of the schedule for yearly assessment of at least 20 percent of the courses or SLOs, and how that leads to 100 percent of the SLOs being assessed by the end of the five-year assessment cycle (fall 2019 to spring 2024).

In summer 2019, the accreditation work group, which included the chair of the SLOA Committee, the department chairs, and the deans reviewed the new CLR and LASRs and discussed other assessment-related topics such as mapping of courses to program, general education, and institutional learning outcomes ([CR28 - CLR minutes](#)) in preparation for campus-wide implementation in fall 2019. During fall convocation, the new CLR were presented to the faculty. During the deans’ and department chairs’ meetings, right after convocation, faculty were given the opportunity to use the new CLR and encouraged to have conversations on their assessment activities with colleagues. On September 17, 2019, members of the Academic Affairs Council reviewed the processes ([CR29 - AAC minutes](#)). CLR that were completed in the fall were uploaded to the CLR department folder by January 10, 2020.

### **3. Continuous Improvement + Annual Report of Program Data (CI + ARPD)**

Annually, the University of Hawai‘i (UH) Community College System requires each community college to submit an Annual Report of Program Data (ARPD) for academic programs, academic

support services such as library and tutoring, and student services. The ARPD is posted on a UH Community College website ([CR30 - ARPD](#)). To facilitate the process, the UH Community College System provides an evaluation of overall program health based on key performance indicators of demand, efficiency, effectiveness, distance education, performance measures and, for Career and Technical Education programs, Perkins outcomes data. Individual programs input the results of course learning outcomes assessment to assess program learning outcomes for program improvement. On a separate tab, each program provides a report reflecting on the data and identifying action steps, resource implications and effectiveness in addressing the indicators and in improving program learning outcomes.

On April 15, 2019, in a meeting with the accreditation work group, the interim vice chancellor for academic affairs and the three academic deans agreed to review all the ARPDs completed by units under their supervision to extract the action plans, resource implications and, most importantly, course outcomes assessments leading to program improvement.

The Dean of Hospitality, Business, Legal and Technology worked with his department chairs, the institutional assessment coordinator, and the Office for Institutional Effectiveness to create a template to collect information for analysis in one place. The template was created, discussed, and subsequently, revised to mirror the rest of the forms that track continuous improvement at the College. The CI + ARPD ([CR25 - CI + ARPD](#)) was uploaded and is accessible on the Continuous Improvement webpage.

ARPDs for academic year 2018-2019 were due to the UH Community College System at the end of fall 2019, after which the CI + ARPD process began with the program administrators completing the “Plan” section of the template to ensure adjustments were made to improve the programs in 2019-2020. The “Plan” section asks which program learning outcomes (PLO) will be assessed, the expected level of achievement for the PLO, how the PLO will be assessed, and which courses aligned with the PLO will be assessed. During the year, the “Execute”, “Analyze” and “Reflect” sections of the CI + ARPD form will be completed.

In spring 2020, the vice chancellors and deans reviewed the data in the CI + ARPD form and discussed resource needs for each program, which is an integral part of the resource allocation process. At a campus-wide meeting on February 20, 2020, the vice chancellors and deans will report on their priorities for resources based on ARPD data (see resource allocation process on page 23). The final review of the ARPDs will culminate with the overall synthesis in fall 2020 as the next ARPD cycle begins. Each vice chancellor and dean will be able to analyze data collected and note the themes that are emerging to inform the decision-making process. The impact of these changes is documented in the subsequent CI + ARPD reports.

The annual CI + ARPD document and process ensure the documentation of changes made based on a number of data points, including assessment of course learning outcomes. The analysis of the results of learning outcomes assessments will identify needed improvements to programs and inform academic planning for the institution as well as identify the resources needed to implement the action items in the plan.

#### **4. Institutional Learning Outcomes Assessment**

In spring 2016 the College's General Education Board, the entity that predated the current Faculty Senate General Education Committee, and key faculty members began a dialogue about the essential learning outcomes for all students, regardless of length of program or certificate. These discussions culminated in the revising of the two College's Institutional Learning Outcomes (ILOs) to four outcomes, adapted from the Association of American Colleges and Universities' (AAC&U) Liberal Education and America's Promise (LEAP) Essential Learning Outcomes.

In summer 2019, the College was awarded a grant to participate in the AAC&U Strengthening Guided Pathways and Career Success by *Ensuring Students are Learning* project. Over the next 18 months, a core team of one administrator and four faculty will:

1. develop an action plan related to implementing a teaching, learning, and assessment framework;
2. provide an inventory of existing practices and data sources for assessing student proficiency of learning outcomes;
3. gather baseline data on identified learning outcomes associated with guided pathways, including equity data related to goals for student achievement;
4. identify where project-based learning and applied learning occur within the guided pathways curriculum and create a baseline for assessing the quality of those learning experiences; and
5. utilize both direct (i.e. AAC&U VALUE rubrics) and indirect forms of assessment to assess the efficacy of the teaching, learning, and assessment framework.

The team is assessing one of the College's Institutional Learning Outcomes (ILOs):

Within professional, civic, and personal contexts, and in the pursuit of their current individual learning goals, Kapi'olani Community College students are able to use critical and creative thinking and reasoning.

To date, faculty across several concentration areas (e.g., psychology, education, engineering, computer sciences) have committed to being part of this pilot project. As the core team implements and refines the steps in their action plan to analyze and document the results of the ILO assessment ([CR - 31 Action Plan](#)), the ultimate goal is to create an assessment process that

the College adopts for the continuous planning, data collection, analysis, and reflection of all ILOs.

## **5. Next Steps in Student Learning Outcomes Assessment**

### **5.a. The Faculty Senate Student Learning Outcomes and Assessment (SLOA) Committee**

The Faculty Senate Student Learning Outcomes and Assessment (SLOA) Committee is comprised of faculty from departments, student support services, and institutional support services. The SLOA Committee's mission is to support faculty in their efforts to continuously improve student learning through sound assessment principles, processes and practices. In addition to completing tasks assigned by Faculty Senate, members increase their knowledge and practice of student learning assessment through their service on the committee. The Committee also fosters cross-discipline discussions about student learning assessment.

The SLOA Committee is currently working on projects and recommendations to enhance faculty understanding of student learning assessment and create more opportunities for cross-discipline discussions on student learning that is informed by course assessment data. As part of the College's continuous improvement, this committee will also regularly review the policies and the tools used for assessment documentation and reporting (CI + CLR) to ensure student learning assessment informs decisions at the course, program, and institutional level.

In spring 2020, the SLOA Committee will finalize plans for *A'o* (teaching/learning) Day to exchange teaching and counseling best practices and lead to regularly scheduled cross-discipline conversations about assessment. In these celebrations of successful approaches to increasing student success, faculty will experience the practices in the role of a student and commit to implementing at least one of the practices to determine if the new practice increased student success. This professional development activity creates the opportunity for the SLOA committee members and the institutional assessment coordinator to advise faculty on assessment strategies and facilitate cross-discipline assessment discussions.

### **5.b. Faculty-Driven Assessment Project**

Faculty from multiple disciplines will collaborate to create an *'Āina*-based Assessment Framework in spring 2020 to enhance student learning through place-based pedagogy. The framework will include a rubric to assess the connection between the ILO of demonstrating “an active awareness of the Hawaiian Islands and the rich diversity of its peoples, in particular the values and history of the indigenous culture” and the campus commitment to professional development in *'āina*-based indigenous education.

## C. Resource Allocation Process

### **Planning and Assessment Integration with Resource Allocation (PAIR)**

The PAIR process, already in place for five years, is a multilayered review of the budget and requests for resources based on data from SSPs and ARPDs. Campus stakeholders identify needed resources in several ways: in the CI + CLR, which includes course learning outcomes assessment data; in the CI + ARPD, which includes program learning outcomes assessment data; and in the CI + SSP, which includes action plans aligned with the student success pathway. Requests are submitted in an Allocation Request Form ([CR32 - ARE](#)), which goes through various levels of review and prioritization.

Based on review of the prior process, several key changes have been made to the resource request and allocation process to ensure that the allocation of resources is explicitly tied to data analysis leading to program improvement and to emphasize internal dialogue and prioritization prior to broader communication through campus-wide presentations ([CR33 - ARPD to PAIR Process](#)).

1. **Change in prioritization procedures.** The prioritizing of requests at the department or unit level has been made more transparent and inclusive. Faculty and staff submit requests for resources based on SSP and ARPD data to the department chair and unit heads. If there are multiple requests, members of the department or unit discuss and prioritize the requests, whereas previously the department chair/unit head prioritized the list as an individual. Deans and supervisors discuss and prioritize requests from the multiple departments or units alongside their respective department chairs and unit heads, whereas previously the deans and supervisors completed this prioritization alone. Finally, the deans and vice chancellors discuss and prioritize the combined requests together, no longer individually for their own units. This process ensures that decision-making is collaborative, inclusive, and transparent and ties the request for resources with program assessments based on the ARPD and SSP data and analysis.

The enhanced collaborative dialogue continues at the campus level. Once the requests for resources have been submitted, each Authorized Governance Organization (AGO) ranks the requests using the Resource Prioritization Rubric, ([CR34 - Resource Prioritization Rubric](#)), adapted from San Diego City College, with additional measures specific to each AGO. Subsequently, the Budget Committee, which includes two representatives from each AGO and two representatives from Chancellor's Advisory Committee (CAC), ranks the requests using the Resource Prioritization Rubric. The AGO process ensures that each constituent group on campus has a voice. Conversely, the Budget Committee evaluates the requests from an institutional perspective. After discussing and ranking the requests, the Budget Committee makes recommendations to the CAC, where they are discussed,

voted on, and a recommendation is submitted to the Chancellor for her review and approval. The Chancellor informs the campus of her final decision in a memo before the end of the spring semester.

2. **Change in presentation format.** Instead of a Town Hall meeting where individual requesters make a case for a resource need in front of the Authorized Governance Organizations (AGOs), the chancellor, vice chancellors, and deans will present the prioritized list of resource requests at a campus-wide meeting on February 20, 2020, to show how these requests address program improvements informing institutional plans and initiatives.
3. **Change in Ranking Procedure.** Authorized Governance Organizations and the Budget Committee, who each rank the resource requests, will use a resource prioritization rubric to determine which resource needs are the most essential to addressing program or institutional goals.
4. **Change in reporting procedure.** After resources are allocated, the department that receives the funding is required to report on the effectiveness of the funding to improve the program or service.

This process ensures full campus participation. The department and units vet and discuss resource requests with deans and vice chancellors. The students, faculty, staff, and Native Hawaiians are represented through their respective AGOs. These discussions culminate with a vote through the CAC, giving each group represented earlier in the process one more review. If the Chancellor approves an allocation of resources, funding for the request is provided the subsequent fall. At the end of the year, the recipient of the funding is required to report on the results of the funding based on data. If the Chancellor disapproves an allocation of resources, she is required to provide a justification for her decision in a memo to the CAC.

The College will review and assess the effectiveness of these changes in the allocation process at the end of the resource allocation cycle in Summer 2020.

### III. Summary

To ensure that the College “regularly evaluates its policies and practices across all areas of the institution, instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission (I.B.7),” the College developed a series of processes for continuous improvement. What started as surveys and reports was integrated into the already established Student Success Pathway plans. The new CI + SSP form includes a section to assess the results of interventions for program or institutional improvement. Most importantly, the assessment results are utilized to inform subsequent planning on the program and institutional levels.

To ensure that the College “analyzes and documents the results of learning outcomes assessment across all disciplines and programs” (I.B.2, I.B.5), the CI + CLR forms were revised and re-established. The LASR was also revised for departments to track their progress towards 100 percent assessment of all student learning outcomes within five years. The newly adopted policies and processes ensure student learning assessment data inform decisions at the program and institutional level through program changes and resource requests (CI+ARPD and PAIR).

The Planning and Assessment Integration with Resource Allocation (PAIR) process was revised to tie more closely to data-informed assessments of programs through the CI + ARPD and the CI + SSP. The PAIR process informs institutional decisions regarding resources and utilizes information from the CI + ARPDs, which include assessment data at the program level as well as assessment data on student learning at the course level as reported in the CI + CLRs. This integration of CLR data into the ARPD and subsequently into the PAIR process creates a connection between the student learning assessment data, the program assessment data, and resource allocations. The next steps and resources are documented and can be re-assessed the following cycle.

Finally, College’s policies and institutional plans follow a five-year cycle of review and assessment, and governance organizations and advisory councils now review and assess goals on an annual cycle. To ensure that the continuous improvement process utilizes findings to inform next steps and closes the loop, the College has embedded the elements within the CI + CLR, the CI + ARPD, and the PAIR processes. All of these assessment cycles and their results are monitored, tracked and available institution-wide on the College’s websites.

The College’s CI + CLR, LASR, CI + ARPD, and PAIR forms include enhanced processes for transparency and collaborative dialogue, which contributes to the communication of assessment results across the institution and ensures that “the institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of

its strengths and weaknesses...” (I.B.8)

Both recommendations charge the College with utilizing evaluation and assessment findings to inform plans for improvement related to leadership roles; governance and decision-making policies, procedures, and processes (IV.A.7); and institutional programs and processes (I.B.4). The Integrated Planning for Student Success (IPSS) Model reinforces this practice of accountability in data-informed decision-making and the value of continuous improvement being embedded within all of the College’s planning processes and driving campus culture.



## **IV. The Future of Continuous Improvement at Kapi‘olani CC**

### **A. Applying Integrated Planning to Continuous Improvement**

Although the accreditation work group and stakeholders began a journey that they thought entailed addressing two separate recommendations, in the end, the journey took an unexpected and organic path that led to a much richer, holistic, and encompassing opportunity to truly improve in the important work that we do as a College and how we do it. As a living framework, the Integrated Planning for Student Success Model, driven by our vision and mission, embodies a college culture of continual reflection, assessment, purposeful decision-making, and growth focused on student success. The central tenets of this model require and encourage community, trust, transparency, and collective capacity.

Moving the different components and processes of the College in a unified direction to improve in what we do has required a shared and common vision. Just as a true focus on student success takes the collective efforts of a campus, the changes already made toward improvement have truly required the culture and mindset change of the entire “village”/community. With the aim of continuous improvement, the new processes and practices that have been put into place will themselves be evaluated and assessed for effectiveness by the Office for Institutional Effectiveness starting in spring 2020.

As a college community and as a college *for* the community that is focused on student success, we look forward to continually reflecting, evolving, and improving as we *kūlia i ka nu‘u*...strive for the highest.

### **B. Budgetary Considerations**

The processes and tools to sustain continuous improvement and the Integrated Planning for Student Success Model have been established at an opportune time as the College faces a need to review the effectiveness and efficiency of all its programs and institutional processes in light of current budgetary considerations.

Tuition revenue accounts for approximately 50 percent of the College’s operational budget. Due to declining enrollment over the past several years and the concomitant decline in tuition revenue, the budget has been stretched, compelling the College to reduce spending in operational areas. However, in fiscal year 2020, more substantive interventions were needed to balance the budget. In August 2019, the administration made substantial cuts in spending by eliminating temporary positions and reducing student employees. Courses were required to be 66.67 percent full or they were canceled, unless the course was required to fulfill a certificate or degree requirement. Reducing classes reduced adjunct faculty costs.

At the spring 2020 convocation, the Chancellor announced that there were no immediate plans for any reduction in positions; however, positions that become vacant would only be filled if deemed essential to the College. The focus was on moving toward a more efficient College. A disappearing task force was created to offer options on a process for restructuring the College. These options will be presented at the CAC meeting on February 13, 2020. The campus will be afforded many opportunities to participate in the process with the goal of eliminating redundancies, where possible, and streamlining our program offerings.

To guide the restructuring process, the College will initiate campus-wide discussions on institutional pillars ([CR35 - Institutional Pillars](#)) in spring 2020. The process will involve systematically and collaboratively re-examining the College's vision and mission as strategic themes or "pillars of excellence." The pillars will apply to every part of the organization and define what major strategic thrusts/directions the College will pursue to achieve its vision and mission. Pillars will also guide institutional decisions, planning, and resource allocation priorities and will inform the development of our 2021-2026 Strategic Plan.

The Integrated Planning for Student Success Model allows us to move forward, "grounded in inclusivity, transparency and accountability."

## **C. Institution-wide Learning Assessment**

### **1. General Education Outcomes**

New general education outcomes will be created by the Faculty Senate General Education Committee to be implemented across all programs by fall 2024, to align with the new five-year reporting cycle of course SLO assessments. The general education outcomes will be approved by the Faculty Senate by fall 2022 to provide the time for a curriculum review process to be in place to map course and program outcomes to the new general education outcomes and update program learning outcomes.

### **2. Institutional Learning Outcomes**

As part of the Association of American Colleges and Universities (AAC&U) Strengthening Guided Pathways and Career Success by *Ensuring Students are Learning* project ([CR31 - Action Plan](#)), in fall 2020, the core team will present to the Chancellor's Advisory Council (CAC) a clear and coherent assessment process for the continuous planning, data collection, analysis and reflection of the College's Institutional Learning Outcomes (ILOs). The CAC representatives will share the process with their members to provide campus-wide feedback. The process will be refined and finalized for approval and adoption in spring 2021.

## **D. Building the 2021-2026 Strategic Plan**

The College's current Strategic Plan is being implemented and assessed through the Student Success Pathway. The College is committed to using the student success pathway model as a framework for annual performance review and assessment of strategic plan performance. This implementation and evaluation strategy will continue with the 2021-2026 strategic plan, to be developed starting summer 2020.

### College Response Evidence

- CR1 - [AGO Meeting Minutes, 12.10.2018](#)
- CR2 - [AGO Meeting Minutes, 1.29.2019](#)
- CR3 - [AGO Meeting Minutes, 2.26.2019](#)
- CR4 - ['Aha Kalāualani Internal Survey](#)
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- CR32 - [Revised Allocation Request Form \(ARE\)](#)
- CR33 - [ARPD to PAIR Process \(Flowchart\)](#)
- CR34 - [Resource Prioritization Rubric](#)
- CR35 - [Institutional Pillars](#)

## V. Appendices

### Appendix A: Timeline of Major Events

While innumerable meetings and discussions are ongoing at every level, the following list represents accreditation milestones or events where updates on progress were relayed in public forums:

▣ **December 3, 2019 | Accreditation Updates to Chancellor’s Advisory Council**

Updates on our accreditation journey and future plans were presented and discussed.  
[Presentation Slides](#)

▣ **October 8, 2019 | Accreditation Updates to Chancellor’s Advisory Council**

Updates on progress thus far and next steps were presented for ACCJC Recommendations 1 & 2.  
[Presentation Slides](#)

▣ **October 2, 2019 | Cross-Collaborative Session w/ AGOs, Council, Plans**

AGO and Council leaders and campus plan administrators met to share goals and plans for the year, to identify potential collaborative opportunities, and to discuss ways these kinds of meaningful conversations can happen in the future.  
[Notes](#)

▣ **September 17, 2019 | Updates to Academic Advisory Council**

The timeline and process for assessment planning at the course (CI + CLR) and program (CI + ARPD) levels was presented to Vice Chancellors, Deans and Department Chairs at AAC.

▣ **August 23, 2019 | Planning Session for AGOs, Councils and Plans**

AGO and Council presidents and chairs met, along with administrators of plans for an introduction to the new Continuous Improvement for Student Success Pathway Plans (CI + SSP) procedures, timeline, forms and dashboard.  
[Info Sheet](#)

▣ **August 21, 2019 | Accreditation Update at Campus Convocation**

Updates on progress thus far and next steps were presented for ACCJC Recommendations 1 & 2.  
Presentation Slides [Recommendation 1](#)

▣ **August 15, 2019 | Accreditation Update to Chancellor’s Advisory Council**

Updates on progress thus far and next steps were presented for ACCJC Recommendations 1 & 2.  
Presentation Slides [Recommendation 1](#)

▣ **June-August, 2019 | Integrated Planning for Student Success Model & Implications**

A new integrated planning model was developed. This development is not specifically in response to ACCJC recommendations, but has implications for Recs 1&2. This new approach is intended to foster:

- *inclusivity* by breaking down silos and unifying the campus

- *transparency and ownership in decision-making*, which will lead to increased trust and higher morale
- *accountability* by creating a culture of sharing data, making decisions based on data, and closing the loop to understand the impact of our decisions.

It will also focus and prioritize what's important while moving forward and allow us agility to adapt to changing campus needs.

In alignment with this new integrated planning model, the CI + SSP, CI + CLR, and CI + ARPD processes, forms and dashboards were developed to ensure continuous improvement and data-informed decision-making with a focus on student success across all levels of the institution as well as clear and transparent communication.

▢ **June 25, 2019 | Accreditation Update to Chancellor's Advisory Council**

Updates on progress thus far and next steps were presented for ACCJC Recommendations 1 & 2. Presentation Slides [Recommendation 1](#)

▢ **June 4 & 12, 2019 | Leadership Sessions on Assessment**

Two two-hour sessions were held with deans and department chairs focusing on assessment at Kapi'olani, including information on the new [Course Learning Report \(CLR\)](#) and how it will assist in mapping curriculum and inform the [Learning Assessment Schedule and Report \(LASR\)](#). Notes [June 12 Summer Fun Session on CLRs and LASRs](#)

▢ **April 29 – May 3, 2019 | ACCJC Partners in Excellence Conference**

Twelve individuals from Kapi'olani CC attended the ACCJC conference to engage with ACCJC leadership and attendees from member institutions. Notes were collaboratively generated by attendees throughout the conference on Recommendation 1 and 2 as well as other key takeaways, and participants debriefed after returning to campus to identify strategies for implementation at Kapi'olani CC.

Notes [ACCJC Conference Takeaways](#)

Seven individuals from our campus facilitated or presented sessions at the conference:

- Faculty Forum – Sally Pestana, co-facilitator  
[Kapi'olani CC's Distance Ed Moonshot: Preparing Students, Faculty and our Institution for the Future](#) – Jamie Sickel, Helen Torigoe, Kristie Malterre
- [An Ideal Student-Centric Approach to Assessment](#) – Donald Westover
- [Sink, Burn, Blown Away, Dislocated: Mobilizing the Western Region for the Future \(on Earth\)](#) – Robert Franco, Krista Hiser, Joseph Fullerton (San Mateo County CC)

▢ **April 23, 2019 | Town Hall Meeting**

A campus-wide town hall meeting will be held to discuss the progress and next steps on ACCJC Recommendations 1 & 2.

Presentation Materials [Recommendation 1](#) | [Recommendation 2](#)

▢ **April 2, 2019 | ACCJC Issues Kapi'olani CC Certificate of Accreditation**

[Letter from ACCJC](#) | [Certificate of Accreditation](#)

▢ **March 13, 2019 | Launch of [Accreditation Updates Webpage](#)**

This webpage was created and published in response to the identified need for clear and transparent communication about accreditation progress.

▣ **March 2, 2019 | Faculty Senate Approval of Action Requests (Rec 2)**

[Action Requests 1819016 – 1819019](#) support our ability to consistently analyze and report learning outcomes assessment that ties to program improvement.

▣ **Feb 25, 2019 | Launch of Continuous Improvement Webpage (Rec 1)**

The [Continuous Improvement Webpage](#) outlines our approach to meaningful evaluation and goal setting. Processes and timelines are provided for authorized governance organizations (AGOs), Councils, and Plans. This site will serve to increase transparency around the mission and role of these entities as well as how data informs their decisions and actions.

▣ **Feb 13, 2019 | Town Hall Meeting**

A campus-wide town hall meeting was held to discuss the ACCJC decision letter and next steps. [Presentation Slides Recommendation 1](#) | [Recommendation 2](#)  
[Video \(1 hr\)](#)

- Faculty & staff requested a webpage to communicate and catalog relevant plans and actions (this webpage was developed in response to this request)

▣ **Feb 12, 2019 | CPR Cycle Aligned with Five-Year SLO Assessments**

CAC endorsed the amendments to Policy K5.202 Review of Established Programs to change the Comprehensive Program Review (CPR) cycle to a five-year cycle to align with course SLO assessments. [CAC Meeting Minutes with Amendments \(Appendix B\)](#)

▣ **Feb 1, 2019 | Formation of Accreditation Work Group Committee**

[Accreditation Work Group Charter](#)

Members (selected based on experience with accreditation, assessment and/or evaluation or direct involvement in addressing recommendations):

- Lynn Hamada, Former ISER Writer
- Kristie Malterre, Former ISER Writer
- Veronica Ogata, Former ISER Writer
- Sheryl Shook, SLOA Committee Co-Chair
- Jamie Sickel, CELTT
- David Uedoi, SLOA Committee Chair
- Kara Plamann Wagoner, OFIE
- Joanne Whitaker, ALO

▣ **January 25, 2019 | ACCJC Decision Regarding Accreditation Status**

Accreditation reaffirmed for 18 months, requiring a Follow-Up report and visit from a peer review team.

## Appendix B: Evolution of Continuous Improvement (CI)

	Original CI	Revised CI
Overview	The initial Continuous Improvement model was written with a focus on the evaluation of institutional plans and governance and decision-making policies, procedures, and processes, the communication of those findings, and their use in decision-making processes.	This updated approach aligns with the Integrated Planning Model for Student Success and broadens the scope of continuous improvement, data-informed decision-making, and transparent communication to all stakeholders in the College by plugging in to the Student Success Pathway Plans (SSP), Course Learning Reports (CLR), and Annual Review of Program Data (ARPD).
Webpage	Original <a href="#">CI Webpage</a>	Revised CI Webpage
Scope	AGOs, Councils, Plans	AGOs, Councils, Plans, Units, Departments, Programs, Courses, Policies
Tools: Evaluation & Decision-Making	CI sheet	CI + SSP sheet CI + ARPD* CI + CLR sheet**
Tools: Communication	<a href="#">CI report</a> (see webpage for data) <a href="#">CI dashboard</a> (evolved before use)	<a href="#">CI + SSP dashboard</a> <a href="#">CI + ARPD dashboard</a> (synthesis) <a href="#">UHCC ARPD website</a> *Institution-wide access to unit data via password-protected webpage **Institution-wide access via team drive
Process Timelines	Staggered timelines: 9-month: AGOs, Councils 12-month: Plans	Unified timelines by process: CI + SSP: Annual cycle Outlined in CI + SSP  CI + CLR: 5-yr cycle (20% per year) Outlined in LASRs  CI + ARPD: Annual <a href="#">Rollout and Timeline</a>  Policies: (See timeline on webpage)



## Appendix C: Glossary of Acronyms

Acronym	Definition
AGOs	Authorized Governance Organizations: Faculty Senate, Student Congress, Staff Council and 'Aha Kalāualani
ARF	Allocation Request Form
ARPD	Annual Report of Program Data
CAC	Chancellor's Advisory Council, the College's most representative standing council advising the Chancellor. This council is composed of members of the Executive Leadership Team (ELT), department chairs, unit heads, Chairs/President of authorized governance organizations, and other key personnel. The CAC advises the Chancellor on policy and planning and other matters and serves as a communication channel for the Chancellor and the College.
CAAC	Counseling and Academic Advising Council, composed of counselors embedded in the Student Affairs and in the departments under Academic Affairs.
CI	Continuous Improvement
CI + ARPD	Continuous Improvement + Annual Report of Program Data spreadsheet
CI + CLRs	Continuous Improvement + Course Learning Reports (form)
CI + SSP	Continuous Improvement + Student Success Plans (form)
ELT	Executive Leadership Team composed of the Chancellor, Vice Chancellors, Deans and Executive Assistant to the Chancellor.
CPR	Comprehensive Program Review (five-year review)

ILO	Institutional Learning Outcome
ISER	Institutional Self Evaluation Report
LASR	Learning Assessment Schedule and Report. Used primarily by department chairs to track the progress of course SLO assessments in departments.
OCET	Office of Continuing Education and Training
OFIE	Office of Institutional Effectiveness. This office supports collegewide strategic planning, research on institutional and program effectiveness.
PAPAYA	Providing Assistance Preparing All Your Assessment, course learning assessment shared team drive
PAIR	Planning and Assessment Integration with Resource Allocation process
PLO	Program Learning Outcome
SALT	Student Affairs Leadership Team composed of program heads, admissions, financial aid, registrar and graduation and records.
SAO	Service Area Outcome
SLO	Student Learning Outcome
SSP	Student Success Pathway Plans
UH	University of Hawai'i
UHCC	University of Hawai'i Community Colleges

VCAA	Vice Chancellor for Academic Affairs
VCAS	Vice Chancellor for Administrative Services
VCSA	Vice Chancellor for Student Affairs

## Appendix D: Policy Review Schedule

Policy No.	Policy Name	Date Created/ Revised	Date Review
KOP 1.111	Planning and Assessment Integration with Resource Allocation	March 14, 2014; January 31, 2017	January 31, 2022
KOP 1.112	Participation in College Decision-Making Processes	March 19, 2014	March 19, 2019
K 1.100	Policy on the Policy Development Process	September 26, 2017	September 26, 2022
K 1.201	Shared Governance Policy	April 3, 2018	April 3, 2023
K 4.200	Institutional Mission	Revised March 23, 2017	March 23, 2022
K 5.201	Curriculum Review Guidelines and Timeline	June 23, 2015	June 23, 2020
K 5.202	Review of Established Programs	Spring 2012; Spring 2013; June 23, 2015; October 8, 2019	October 8, 2024
K 9.104	Lecturer Evaluation Process	April 28, 2014	April 28, 2019
K 9.203	Faculty Five-Year Review Procedures	June 24, 2014; June 23, 2015; August 8, 2018	August 8, 2023
K 9.495	Vacancy Procedure	May 3, 2018	May 3, 2023

## Appendix E: Evidence

### Report Preparation Evidence

- RP1 - [CAC Agenda, 11.12.2019](#)
- RP2 - [ELT Minutes, 8.5.2019](#)
- RP3 - [CAC Minutes, 8.15.2019](#)
- RP4 - [List of AGOs and Councils with description of their roles](#)

### College Response Evidence

- CR1 - [AGO Meeting Minutes, 12.10.2018](#)
- CR2 - [AGO Meeting Minutes, 1.29.2019](#)
- CR3 - [AGO Meeting Minutes, 2.26.2019](#)
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- CR35 - [Institutional Pillars](#)



UNIVERSITY of HAWAII\*  
**LEEWARD**  
 COMMUNITY COLLEGE

UNIVERSITY OF HAWAII  
 BOARD OF REGENTS

Office of the Chancellor

20 FEB -4 18:48

RECEIVED

January 29, 2020

**MEMORANDUM**


20 FEB -3 14:34

TO: Benjamin A. Kudo  
 Chair, Board of Regents

UNIVERSITY OF HAWAII  
 PRESIDENT'S OFFICE

Ernest Wilson, Jr.  
 Chair, BOR Committee on Academic and Student Affairs

VIA: David Lassner   
 President

VIA: Erika Lacro   
 Vice President for Community Colleges

FROM: Carlos Peñaloza   
 Chancellor

SUBJECT: LEEWARD COMMUNITY COLLEGE ACCREDITATION FOLLOW-UP  
 REPORT TO THE ACCREDITING COMMISSION FOR COMMUNITY  
 AND JUNIOR COLLEGES

PURPOSE:

Leeward CC has prepared an Accreditation Follow-Up Report as required by the ACCJC in conjunction with its reaffirmation of the College's Accreditation by the Western Association of Schools and Colleges (WASC).

BACKGROUND:

Leeward CC submitted the Institutional Self Evaluation Report (ISER) to the ACCJC Commission in August, 2018. The ACCJC peer review team visited the campus from October 15-18, 2018.

On January 25, 2019, the ACCJC sent Leeward CC a letter reaffirming accreditation for seven years and required a Follow-Up Report, due no later than March 2, 2020.

96-045 Ala `Ike  
 Pearl City, Hawai'i 96782-3393  
 Telephone: (808) 455-0215  
 Fax: (808) 455-0641

An Equal Opportunity/Affirmative Action Institution

Benjamin A. Kudo  
Ernest Wilson, Jr.  
January 29, 2020  
Page 2

The ACCJC identified six commendations, in which the Commission recognized exemplary performance for Leeward CC.

The ACCJC also determined that Leeward CC must demonstrate compliance with standards, as identified in one compliance requirement, which has been addressed in the attached Follow-Up Report. This report will be submitted to the ACCJC, as required.

**Attachment**

1. Leeward Follow-Up Report to the ACCJC dated March 2, 2020

c: Executive Administrator and Secretary of the Board, Kendra Oishi





## **Leeward Community College**

Follow-Up Report, March 2020

# **Follow-Up Report**

Submitted by:

Leeward Community College  
96-045 Ala 'Ike  
Pearl City, Hawai'i 96782

Submitted to:

Accrediting Commission for Community and Junior Colleges,  
Western Association of Schools and Colleges

March 2, 2020

## **Certification of the Follow-Up Report Governing Board**

To: Accrediting Commission for Community & Junior Colleges  
Western Association of Schools & Colleges

From: Carlos Peñaloza  
Chancellor, Leeward Community College  
96-045 Ala 'Ike  
Pearl City, HI 96782

We certify that we read the final 2020 Follow-Up Report and that we were involved in the reporting process.

Signed:

---

Benjamin Kudo  
Chair, University of Hawai'i Board of Regents

Date

---

Ernest Wilson, Jr.  
Chair, Board of Regents Committee on Academic and Student Affairs

Date

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## Statement on Report Preparation

### Background

The Accrediting Commission for the Community and Junior Colleges (ACCJC) reaffirmed the accreditation of Leeward Community College (Leeward CC) on January 25, 2019, with a requirement that the College submit a *Follow-Up Report* by March 2, 2020 ([RP1-Letter](#)).

The letter identified the single compliance recommendation that was to be addressed in the Follow-Up Report as follows:

### Standard I.B.7 (Recommendation 1):

*In order to meet the standard, the College should establish a clear cycle to regularly evaluate and update its policies and procedures.*

### Preparation of the Report

The preparation of the *Leeward CC 2020 Follow-Up Report* was headed by the College's Accreditation Liaison Officer (ALO), P. Jayne Bopp and Vice Chancellor for Academic Affairs, Della Teraoka, under the guidance of the chancellor.

On January 1, 2019, the College appointed P. Jayne Bopp as the ALO. The previous ALO, Della Teraoka, worked with Bopp through the development of the report. At the time of the January 2019 letter, the chancellor was Suzette Robinson. Chancellor Robinson retired on June 30, 2019, and the Board of Regents appointed Chancellor Carlos Peñaloza. Both chancellors were involved in the preparation of the report.

During the year, Bopp and Teraoka worked with the Authorized Governance Bodies (AGs) to review and revise all of the Leeward policies that were not current. Bopp and Teraoka met monthly to ensure progress was being made. The *Follow-Up Report* was compiled and shared with administration and campus governance leaders in January 2020. The final draft was posted online for campus wide review in February 2020.

Contributors to the report preparation included:

1. Chancellor
2. Vice Chancellor for Academic Affairs
3. Accreditation Liaison Officer
4. Coordinator, Office of Planning, Policy, and Assessment
5. Faculty Senate Chair
6. Campus Council Chair
7. Pūko'a no nā 'Ewa Council Chair
8. Associated Students of University of Hawai'i – Leeward CC President
9. Curriculum Committee Chair

## Response to College Recommendation 1 (Compliance)

In order to meet the standard, the College should establish a clear cycle to regularly evaluate and update its policies and procedures (I.B.7).

### Leeward Community College Response

**Standard I.B.7.** *The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.*

Leeward Community College began the process of reviewing and revising, as necessary, its policies before the peer evaluation team visit in October 2018. Unfortunately, the Office of Planning, Policy, and Assessment (OPPA), the unit charged with maintaining institutional policies, was understaffed and unable to have all policies reviewed in a timely manner. One policy, *L5.200 Policy on Course and Program Prerequisites*, had not been reviewed since 1992. *L1.201, Policy on Shared Governance*, had been under review but was not updated at the time of the evaluation team visit. The College recognized the need to create an institutional calendar of review and used this opportunity as a means to engage the Authorized Governance Bodies (AGs) in the process.

In October 2018, the Faculty Senate took an active role in moving policies through the review process ([CR1-Email](#)). With their assistance, a major revision of *L1.201, Policy on Shared Governance* was undertaken. In addition, *L1.101, Policy on Policy Development and Review*, was revised to incorporate changes in *L1.201, Policy on Shared Governance* to make for a more inclusive campus engagement process.

In November 2018, a key position was filled with the hiring of the Coordinator for the Office of Planning, Policy, and Assessment (OPPA). The Coordinator of OPPA has the responsibility of managing the process for policy review and revision. OPPA has created a shared drive with all of the policies and also developed a spreadsheet with the list of policies and their review dates.

During 2019, the following policies were reviewed and revised, as necessary:

- *L1.101, Policy on Policy Development and Review*
- *L1.201, Policy on Shared Governance*
- *L4.201 Policy on Institutional Mission*
- *L5.190 Policy on Administrative Disenrollment for Failed Prerequisites*
- *L5.202 Policy on Program Review*
- *L7.210 Unsatisfactory Academic Progress Policy*
- *L10.201 Facilities Use Guidelines and Procedures*
- *L10.901 Policy on Designation of Electrical Vehicle Parking Stalls*

Only two Leeward policies were rescinded or replaced: *L5.200 Policy on Course and Program Prerequisites* was rescinded and the Leeward Student Conduct Code was replaced with a new systemwide conduct code, *EP7.208 UH Systemwide Student Conduct Code*, that was approved by all ten University of Hawaii campuses.

OPPA is responsible for tracking and managing policies to ensure they are reviewed as per the schedule. OPPA is also working closely with Faculty Senate to ensure the process for reviewing and revising policies is clear and well-communicated.

### Policy Schedule

Policy Number	Policy Title	Effective Date	Review Date
L1.101	Policy on Policy Development and Review	12/23/2019	12/23/2024
L1.201	Policy on Shared Governance	12/24/2019	12/24/2024
L1.202	Policy of Nondiscrimination and Affirmative Action	8/1/2017	8/1/2022
L4.201	Policy on Institutional Mission	3/27/2019	3/27/2024
L5.190	Policy on Administrative Disenrollment for Failed Prerequisites	3/27/2019	3/27/2024
L5.200	Policy on Course and Program Prerequisites	12/24/2019	Rescinded
L5.201	Policy on Curriculum Review and Revision	3/22/2017	3/22/2022
L5.202	Policy on Program Review	3/27/2019	3/27/2024
L5.210	Policy on Assessment	3/1/2018	3/1/2023
EP7.208	UH Systemwide Student Conduct Code	3/1/2019	3/1/2021
L7.210	Unsatisfactory Academic Progress Policy	3/27/2019	3/27/2024
L10.201	Facilities Use Guidelines and Procedures	12/24/2019	12/24/2024
L10.501	Policy on the Designation of Electrical Vehicle Parking Stalls	12/24/2019	12/24/2024
L10.901	Facilities Access Control Policy and Procedures	4/10/2017	4/10/2022
L11.102	Animals on Campus Policy	3/6/2017	3/6/2022

All current policies can be found on the Leeward CC Policies website ([CR2-website](#)).

### Conclusion

The College has met the compliance recommendation and meets Standard IB7.

Leeward Community College completed a full review of all Leeward policies and revised as needed. As a result of that review, the College created a Policy Schedule to ensure that all policies will be reviewed at least once every five years.

## Appendix A – Evidence

<a href="#"><u>RP1-Letter</u></a>	Action Letter from Accrediting Commission for Community and Junior Colleges
<a href="#"><u>CR1-Email</u></a>	Email from Faculty Senate Chair on Planned Review Process, Dated 10/31/2018
<a href="#"><u>CR2-website</u></a>	Leeward CC Policies website



UNIVERSITY OF HAWAII  
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20 JAN 31 P12:07

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'20 JAN 31 A11:50

UNIVERSITY OF HAWAII  
PRESIDENT'S OFFICE

**DRAFT**  
**2020-2026 Academic Program Master**  
**Plan**  
**University of Hawai'i System**

February 2020

## Executive Summary

Academic planning means planning for a future where students will be employed in jobs that may not yet exist. Given the pace of innovation and technological change, the underlying question for higher education and future academic planning is how we can prepare students for a fast-changing future where the most important abilities they will need include adaptability, flexibility, critical thinking, problem solving, and the capacity to learn new skills. With such a future in mind, the UH System must be able to adapt to social, political, and economic changes as it designs and implements academic programs, while providing core academic knowledge that serves as the basis for students to have the ability to adapt to the future. While job pathways are instrumental to filling state needs, it is perhaps as critical that higher education creates the conditions to develop the thought leaders of tomorrow – those people who may need the time and space to explore important ideas that expand their understanding of an increasingly complex world.

The system's multi-year academic plan is designed proactively to align academic offerings to create an environment where students learn, knowledge is created, concepts are designed, and professional practices are taught, all grounded in the civic education necessary to create an informed citizenry, and with focused attention to creating a sustainable future.

The University of Hawai'i System Academic Master Plan identifies current and future academic programs the ten campuses comprising the UH System will provide to address current and long-term educational needs and challenges of the state. It has a multi-year perspective, covering the years 2019-2024, so that the academic plans can be aligned with planning for enrollment, facilities, and budget. The Academic Master Plan is a key component of the Integrated Academic and Facilities Planning process and will be updated annually. The [Integrated Academic and Facilities Plan \(2015\)](#)<sup>1</sup> identifies the system goals and guiding principles for managing academic programs across the ten campuses to avoid unnecessary duplication and offer the programming best suited for each campus.

The system's multi-year academic plan is designed proactively to align academic offerings to create an environment where students learn, knowledge is created, concepts are designed, and professional practices are taught, all grounded in the civic education necessary to create an informed citizenry, and with focused attention to creating a sustainable future. The UH System offices provide the scaffolding upon which campus-level academic planning occurs while ensuring that campus plans are shared system-wide to steward resources granted to UH. Specific academic programs are developed and delivered by each campus after System and Board review. As new academic programs are developed and others terminated, the UH System helps balance the wide range of programs offered across the campuses in order to meet state and regional needs.

A multi-year Academic Program Master Plan is intended to be a dynamic document that will be updated regularly as campus units develop programming that responds to the emerging societal

<sup>1</sup> Integrated Academic and Facilities Plan: [http://www.hawaii.edu/offices/aa/IAFP\\_BOR\\_Approved\\_April17.pdf](http://www.hawaii.edu/offices/aa/IAFP_BOR_Approved_April17.pdf)

issues. While priorities may change, outlining the academic programs under consideration in the near future allows the University as a whole to adapt strategically to state and workforce needs as well as develop the visionary leadership necessary to shape future state needs. Our Academic Master Plan also creates a framework for informed planning for future enrollment, facilities, and budgetary needs for the University as a whole.

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# 2020-2026 Academic Program Master Plan

## University of Hawai‘i System

*The University of Hawai‘i (UH) is the sole provider of public higher education in the State of Hawai‘i and embraces the mission of land grant institutions across the country.... It has an extraordinarily wide scope of responsibilities ranging from educating every resident of Hawai‘i, regardless of preparation, to developing professionals in medicine, law, education and engineering. UH provides the intellectual capacity to address Hawai‘i’s challenges and opportunities and stimulates the economy through its research and scholarship. UH as a whole cannot ignore any part of its mission, from traditional education of 18-year-olds to technical workforce development and developing new economic sectors that create jobs that are relevant and meet the needs of the current market.*

*University of Hawai‘i Regents Policy 4.201  
Mission and Purpose of the University*

### System Overview

Academic programs are planned and delivered by faculty on specific campuses. The UH System plays a role in these campus activities by coordinating the planning process, serving to communicate program actions to the Board of Regents, initiating sector-specific conversations around programs and state needs, as well as facilitating the Hawai‘i Graduation Initiative and other efforts to improve student success across the system.

UH System maintains an annually updated [summary information of programs](#) offered on each campus along with the [Master List of Curricula Offered](#) for each campus.<sup>2</sup> While there are 10 campuses in the UH System, not all students access academic programs on a physical campus. Increasingly students take courses and pursue degrees online through [UH online](#).<sup>3</sup> We anticipate more students taking online courses as we build out our programming in the future. We support our remote students engaged in distance learning via our [University Centers and Learning Centers](#).<sup>4</sup> These Centers provide support for distance students earning degrees across the state.

Each 4-year campus in the UH System offers a different educational experience for students, ranging from the small college experience of UH Hilo or UH West O‘ahu to the reasearch-intensive graduate and undergraduate experience of UH Mānoa. The seven community colleges throughout the state offer a wide range of programming while providing geographically based

<sup>2</sup> Summary Information of Programs: <http://www.hawaii.edu/degrees-and-programs/> and Master List of Curricula Offered: <http://www.hawaii.edu/iro/maps/Cuuhf18.pdf>.

<sup>3</sup> UH Online: <http://www.uhonline.hawaii.edu/>

<sup>4</sup> University Centers and Learning Centers: <https://www.hawaii.edu/campuses/learning-centers/>

and affordable access to educational opportunities. Each campus is dedicated to student academic success, ease of transfer between campuses, and facilitating timely graduation.

The System-level offices promote a cohesive and collaborative environment for planning programs and for achieving the university's mission across all of the campuses. The UH System helps coordinate general education requirements across campuses and facilitates articulation agreements to improve residents' access to a range of academic programs irrespective of geography. UH System offices facilitate cross-campus conversations about the evolving curriculum, provide data

- High Demand Occupations for Career Explorer Templates**
1. Automotive
  2. Business
  3. Culinary, Hospitality, Tourism
  4. Cybersecurity
  5. Education and Teaching
  6. Engineering
  7. Finance
  8. HVAC
  9. Information Technology
  10. Medical Support
  11. Nursing

regarding workforce needs and student interests, as well as convene sector-specific meetings to encourage dialogue between Hawai'i industries and campus programs. For example, recent interest regarding statewide health care needs and the future of academic programs in this area were expressed at initial meetings with Health Care Association of Hawai'i. An example of how these conversations translate into student programming can be found in Figure 1, which provides an example of a sector-specific alignment of state needs and campus programming.<sup>5</sup>

Also, students can utilize UH System's [Career Explorer](#) website to determine the pathways best aligned with possible future careers.<sup>6</sup>

<sup>5</sup> Career Interest Templates:  
[http://uhcc.hawaii.edu/career\\_explorer/downloads/CareerInterestTemplates\\_All\\_Version1.0\\_2019-03-28.pdf](http://uhcc.hawaii.edu/career_explorer/downloads/CareerInterestTemplates_All_Version1.0_2019-03-28.pdf)  
<sup>6</sup> [https://uhcc.hawaii.edu/career\\_explorer/lifestyle2/pathways.php](https://uhcc.hawaii.edu/career_explorer/lifestyle2/pathways.php)

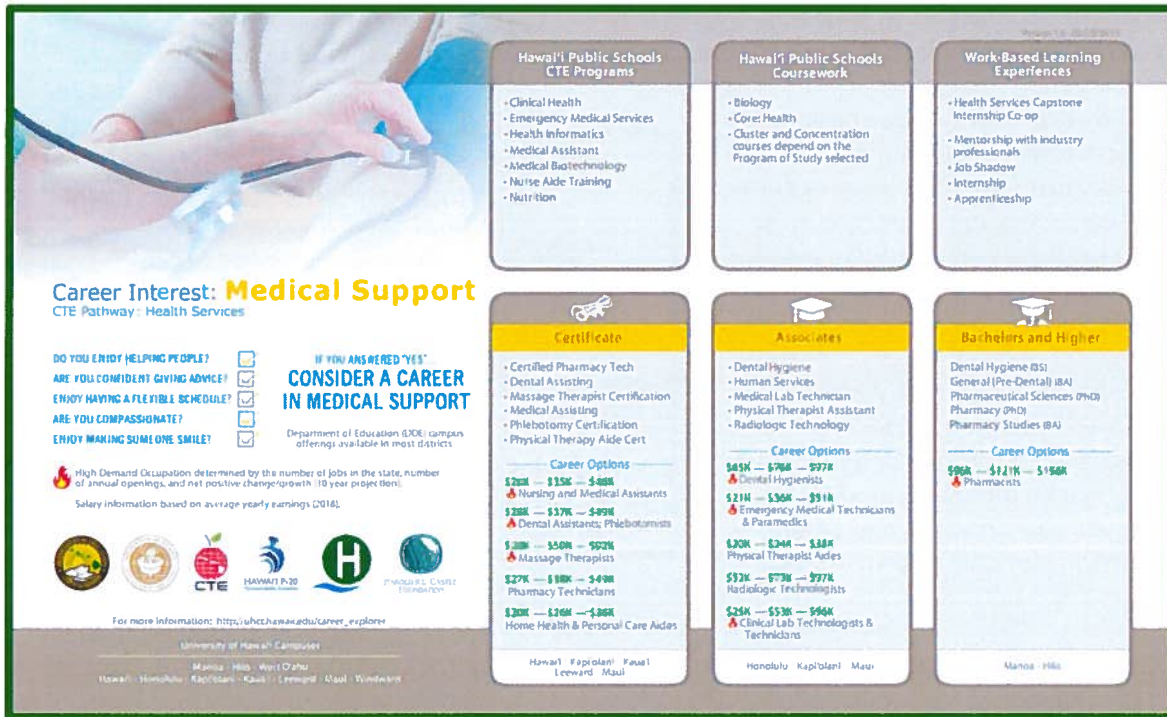


Figure 1: Example of System-wide intersection between campus offerings and state need.

Another example of a sector-specific initiative is the “Be a Hero: Be a Teacher” initiative. In 2018-2019, the UH System supported the “[Be a Hero: Be a Teacher](#)” campaign in collaboration with Hawai‘i News Now and the Hawai‘i Department of Education as part of our efforts to encourage interested individuals to choose teaching as a career path.<sup>7</sup> We extended this campaign into the 2019-2020 academic year as well as embarked upon programmatic conversations about how to adapt our existing education programs to emerging state needs.

The UH System continues to support the Hawai‘i Graduation Initiative (HGI) and the State’s [55x25 goal](#) of attaining 55% of the Hawai‘i working adult population with a two or four year degree by the year 2025.<sup>8</sup> Utilizing data-driven metrics of success along with thematic programming to focus on the larger goal of an informed and educated citizenry we continue to seek to meet the 2025 goal.

In 2019-2020, the Hawai‘i Graduation Initiative had four priority areas: First Year Success, Online Education, Transfer, and Returning Adults. These four themes were used to focus the work of campuses on targeted areas for improvement. For example, during 2019-2020 each campus committed to working to:

1. Ensure that students would complete Math and English in the first year;

<sup>7</sup> Be a Hero, Be a Teacher: [https://www.youtube.com/watch?v=n8N5rj\\_ZXdY](https://www.youtube.com/watch?v=n8N5rj_ZXdY)

<sup>8</sup> 55x 25: <http://www.55by25.org/>



2. Encourage students who have stopped attending to return. Campuses have designed a new and innovative pilot in online education delivered in five-week consecutive courses for these returning students;
3. Increase the number of students who transfer from UHCC campuses to UH 4-year campuses by better aligning degree pathways;
4. Develop innovative online degree programs to better meet student needs, beginning with an online accelerated Associate of Arts degree program whose inaugural cohort began in Fall 2019.

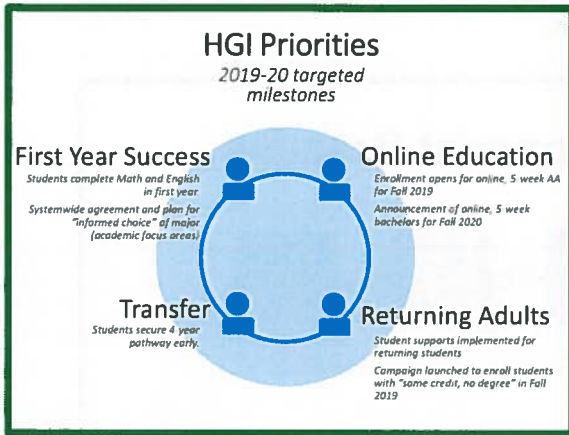


Figure 2: HGI Priorities

We will continue to target these areas over the next several years while continuing to work to enhance enrollment, retention, and student success in general.

### Campus and System Review Process

Figure 3 details the types of credentials to recognize completion of specific levels of learning offered by the University of Hawai'i System.

### Review of New Academic Programs

Using its own mission and curricular goals, each campus deliberates about new program

Degree	Authorized by	UHCC	UHM	UHH	UHWO
Certificate of Competence	Chancellor	X			
Certificate of Achievement	Board or Chancellor*	X			
Associate in Arts	Board	X			
Associate in Science	Board	X			
Associate in Applied Science	Board	X			
Advanced Professional Certificate	Board	X			
Academic Subject Certificate	Board or Chancellor*	X	X	X	X
Baccalaureate	Board		X	X	X
Masters	Board		X	X	
PhD	Board		X	X	
Professional Doctorate	Board		X	X	

Figure 3: University of Hawai'i System Credentials

\* Chancellor may approve if the certificate consists of courses within a Board-approved degree program.

proposals and does so in the context of resource constraints and system priorities. The campus Chancellor may approve some new programs, such as Certificates of Competence however,

the Board of Regents must approve most new degree programs. These proposals come to the UH Officers and Council of Chief Academic Officers (CCAO) for review as a brief introductory Authorization to Plan (ATP) document. After review, the formal campus planning process requires the campus to develop a program proposal that undergoes review by the department, college, and campus administration. Upon approval by the campus Chancellor or Provost, the proposal is reviewed by CCAO and the President before coming to the Board of Regents for approval as a provisional program. After a provisional program has been offered for 1.5 times the expected time to degree (e.g., six years for a baccalaureate degree), the program is reviewed and submitted to CCAO, the President, and the Board for approval as a permanent program. Figure 4 summarizes this process in graphical form.

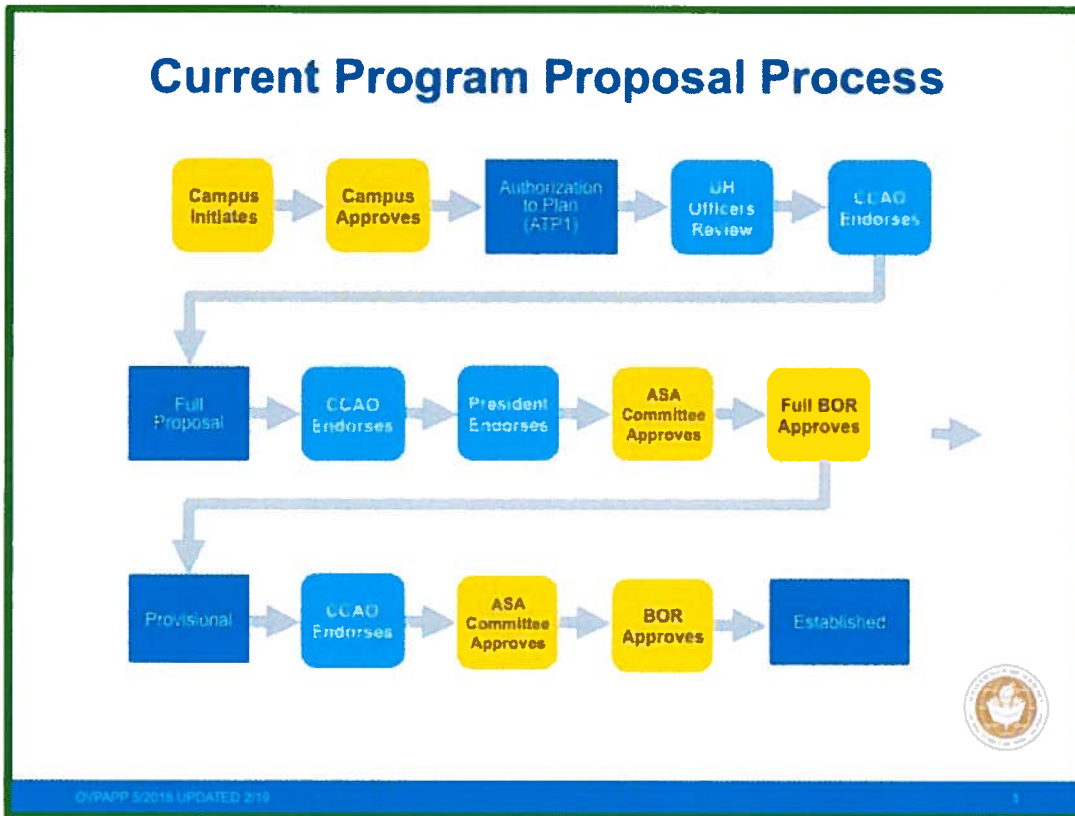


Figure 4: Program Proposal Process

### Meeting Critical State Needs for New Programs

While faculty on campuses are the engines of innovative programming, the UH System can and does seek to identify critical state needs to inform the priorities of curriculum development. The UH system is embarking upon a 3<sup>rd</sup>

### Future Critical State Needs

- \* Teachers
- \* Health Care Professionals
- \* Sustainability-related expertise
- \* Computer science and data science expertise
- \* Cybersecurity
- \* Engineering
- \* Materials Sciences
- \* Strategic planning and futures oriented thinkers

Decade planning process that will help determine future programs through the next decade. In the context of the 3<sup>rd</sup> Decade work, we believe that identifying areas of key economic growth that can set priorities for future programmatic growth is necessary.

Even before the 3<sup>rd</sup> Decade project is completed, UH System anticipates additional program needs in areas of education, health, sustainability, computer science, cybersecurity, engineering, materials sciences, and additional online educational options.

Our educational offerings are robust, but beyond developing new programming to meet state demands for K-12 teachers we also must work on fine tuning what we already have in place. As we look forward, there are state needs for additional early childhood educators, school

#### **Fine Tuning Existing Teacher Program Pathways**

- Create pathways from high school teacher education academies to Associate of Science in Teaching or Bachelor of Education degrees
- Offer AST degrees statewide, including through online delivery
- Articulate statewide pathways from AST to BEd in Education, including through online delivery
- Strengthen post baccalaureate programs for Bachelor's degree holders to earn licensure as teachers
- Develop programs to meet the needs of adult and returning students seeking to achieve licensure.

counselors, high school STEM teachers, special education professionals, language immersion schoolteachers, as well as behavioral specialists and those dedicated to teaching in rural areas. In terms of specific programming on the near-term horizon, we will investigate developing a Bachelors of Education for students living on the neighbor islands, perhaps encouraging more distance education opportunities. We will also look to develop a BS in School Counseling and a Post Baccalaureate in Secondary

Education to supplement the existing Post Baccalaureate Certificate in Secondary Education. We recognize that there is a need to enhance access to online options to prepare future teachers and that we must scrutinize the possible barriers students face in achieving their goals regarding teacher education, including communication of our degree options and paths, online opportunities, and course availability.

We believe we can and should be the place to understand responses to climate change within the context of island nation environments, including online options that could be accessed from other countries throughout the Pacific. As an interdisciplinary concern, future careers focused on sustainability are needed in numerous areas including management, conflict resolution, and environmental policy, and GIS mapping, but also hydrology, watershed science, wildlife ecology, and more.

UH is working with the Health Care Association of Hawai'i to identify health professions where UH either does not offer programs or does not graduate enough professionals into the workforce. This work will inform campuses on where they should focus on developing new programs to meet these needs going forward.

In some cases we have existing programs in place that can be adapted, expanded, and enhanced to meet state needs. In other cases, new programs will need to be developed. There are numerous internships and practical experiences available, however we can develop better system-wide coordination of these opportunities. Additional online options as well as pathways from the two to four year campuses remain a priority. Increasingly, students seek online options that fit their busy work and family lives, something especially true for older students returning to complete a degree. Furthermore, given the remote nature of many parts of our Island state, access to online courses opens opportunities to Hawaii residents who would otherwise have difficulty attending college.

The campuses already have in place processes to support the incubation of new programs. The University of Hawai'i at Mānoa, for example, has used their

Interdisciplinary Studies can create flexible degrees drawing on already available expertise.

Interdisciplinary Studies degrees tap into expertise in existing disciplines to formulate degree programs designed for individual interests. As

an example of looking towards innovative curriculum, UH Mānoa's Interdisciplinary Studies program has recently developed a sustainability curriculum with multiple pathways including (1) environmental policy and management, (2) food energy, and water systems, (3) globalization and sustainable development, (4) sustainable island ecosystems, and (5) environmental justice and ethics. Interdisciplinary Studies acts as an incubator for new programming and it can be anticipated that one or more of these new pathways may become a new degree. There are also new interdisciplinary possibilities that interconnect art, architecture, and engineering around the subject of design.

The recently approved Engineering Science degree at UHM is another example of building flexibility and innovation into program development. The Engineering Science degree allows for courses to be developed and adapted as emerging issues in engineering shape future educational needs. In some cases, these degrees can then transition into new stand alone programs. Creating certificates is another method for testing interest in a specified area prior to building out an entire program. At UH West O'ahu, the flexibility of offering concentrations within the larger majors creates room for innovation and change. As new ideas for important programs emerge, in many cases they evolve out of already existing concentrations or interdisciplinary programs. UH System needs to utilize its existing resources to be responsive to state needs and to make sure programs we ultimately make significant investments in have a market and will meet state needs.

**Sample of Training Needs for Sustainability Jobs  
Hui 'Aina Momona Employer/Employee Survey (11/16)**

- \* Nonprofit management
- \* Conflict Resolution & Mediation
- \* Social Media and Website Development
- \* Hydrology
- \* Natural Hazard Management
- \* Watershed Science
- \* Wildlife Ecology
- \* Hawaiian Language
- \* Environmental Policymaking
- \* Data management and analysis
- \* GIS & Mapping

At UH Community Colleges, continuing education programs (non-degree programs) offer opportunity to respond quickly to new, short-term or cyclical workforce demands and community needs. Continuing education is an incubator to stand up training or certificate programs, which may further be developed into degree programs. UH Community Colleges are also able to recognize select continuing education courses or programs as “prior learning” which may apply toward a degree through an articulation agreement or assessment of the educational and/or work experience as it applies to student learning outcomes.

### **System Multi-Year Plan**

Over the multi-year period of this Academic Master Plan, the UH System will continue to focus on areas identified in the [UH Strategic Directions 2015-2021](#) to shape our future planning.<sup>9</sup> New [online tools](#) exist to assist Hawai‘i college and high school students explore career options, map academic pathways to particular careers, and identify the current jobs available for those who earn those degrees.<sup>10</sup>

Pending the outcome of the 3<sup>rd</sup> Decade work, the following are priority areas where we will work with campuses to develop programs:

- \* Expand access to teacher preparation programs.
- \* Initiate new programs leading to careers in medical support.
- \* Develop programming in areas of sustainability, computer science, cybersecurity, engineering, and materials sciences.
- \* Pacific-wide climate change and island nations curricular development.
- \* Enhance clarity of internship and practicums for students system-wide.
- \* Increase interdisciplinary studies incubation of new curriculum.

### **Structure of the Academic Master Plan**

What follows are the Academic Master Plans for each of the four units of the University of Hawai‘i System: UH Mānoa, UH Hilo, UH West O‘ahu and the UH Community College system. The four plans follow a similar format. They begin with an overview of current academic programs, the academic strengths of each unit and recent program changes over the past five years. The Plans next outline the units’ six-year academic goals to provide context for the next section, which contains their plan for program changes for the coming year, additional plans in progress for changes for years two and three, and their best current estimate of additional programs they are considering, which may result in proposals during years four through six. Finally, the units indicate their assessment of what impacts this year’s proposals may have on facilities, enrollment or budget needs.

Figure 5, below, provides a concise summary of new programs in the planning stages over the next six years. Please note that these new programs represent campus plans and have not gone through any review. Instead, they are designed to provide a snapshot of what campuses are planning moving forward.

<sup>9</sup> UH Strategic Directions 2015-2021: <http://blog.hawaii.edu/strategicdirections/>

<sup>10</sup> UH Online Tools for Career Exploration: [http://uhcc.hawaii.edu/college\\_career/index.php](http://uhcc.hawaii.edu/college_career/index.php)

Campus	New ATPs to Officers AY 19/20	Possible ATPs Under Discussion AY 20/21 AY 21/22
University of Hawai'i at Mānoa	BA Public Policy BEd Special Education Doctor of Physical Therapy MA Women's Studies	BS/PM Data Science Bachelor of Architecture (BArch) BA/MA Criminology and Criminal Justice BFA in Acting BFA in Creative Media MEd in School Counseling MFA in Indigenous Filmmaking MS/PhD in Biochemistry
University of Hawai'i at Hilo	BS Data Science BA Asian Studies/Languages (program consolidation)	BS Fisheries and Wildlife
University of Hawai'i at West O'ahu	BS Cybersecurity	MS School Counseling & Guidance
University of Hawai'i Community Colleges	AS/CA Entrepreneurship (KapCC)	AS Substance Abuse Counseling (Hawai'i CC) CA in Residential Electrical Installation and Maintenance (Hawai'i CC) CA in Commercial & Industrial Electrical Installation and Maintenance (Hawaii CC) Data Analytics (Honolulu CC) Sustainability (Honolulu CC) CA Restaurant Management (KapCC) Community Paramedicine (KapCC) CA Pastry Arts (Kaua'i CC) AS Public Health (Kaua'i CC) AA Administration of Justice (Kaua'i CC)

Figure 5: Summary of New Programs in Planning

## Unit Academic Program Master Plans

# University of Hawai‘i at Mānoa

*UH Mānoa is a doctoral/research university with selective admissions. It offers baccalaureate, master’s, and doctoral degrees in an array of liberal arts and professional fields, and carries out organized research activities.*

*Board of Regents Policy 4.201*

## **Executive Summary:**

As a land, sea and space grant university, the University of Hawai‘i at Mānoa is the flagship campus of Hawai‘i’s system of higher education. It is an internationally recognized and globally competitive research university that complements its educational activities with a fundamental mission of innovation, knowledge generation, and discovery that improves human life and wellbeing. UH Mānoa focuses on programs of excellence that emphasize Hawai‘i’s many strengths and advantages of location, population, and geography. As a Carnegie R1 Doctoral University with very high research activity, UH Mānoa inspires, nurtures and educates tomorrow’s leaders while addressing the most challenging problems of our time.

UH Mānoa’s research and scholarly activity attract substantial extramural funding to the state, foster the development of new businesses, and generate high paying jobs. The research enterprise is itself a significant employer and brings unique insights to major local and global challenges and opportunities. UH Mānoa attracts internationally competitive research-intensive faculty who draw the best students. The research and scholarship mission should continue to grow in areas of excellence and emphasis, including areas of strategic importance to Hawai‘i (*Integrated Academic & Facilities Master Plan*).

## **Overview of Current Academic Programs**

### **A. Existing Academic Programs**

UH Mānoa offers 103 bachelor’s degrees, 91 master’s degrees, 54 research doctorates, and five professional doctorates, including professional degrees in architecture, medicine, and law. Of these, sixty programs are professionally accredited. The campus offers 29 undergraduate certificates, 3 post-baccalaureate certificates, and 40 graduate certificates.

### **B. Current programmatic strengths**

Consistent with its location in the most diverse community and environment in the world, UH Mānoa is a globally recognized center of learning and research with a kuleana to serve the people of Hawai‘i and our neighbors in the Pacific and Asia. The Carnegie Foundation classifies UH Mānoa as a Research 1 institution with “very high” research activity, and the National Science Foundation ranks UH Mānoa among the top 30 public universities in federal research expenditures for engineering and science. UH Mānoa has widely recognized strengths in tropical agriculture, tropical medicine, oceanography, astronomy, marine biology, engineering,



volcanology, microbiology, comparative philosophy, comparative religion, Hawaiian studies, linguistics and endangered languages, Asian studies, Pacific Island studies, and public health.

### C. Recent program changes

Over the last five years, the campus focused on increasing the number of STEM-related programs to attract competitive students and to respond to the needs of the state. Towards this end, new undergraduate degrees were approved in Astronomy, Astrophysics, Biochemistry, Construction Engineering, Dietetics, Engineering Science (Biomedical Engineering and Aerospace Engineering), Environmental Design, Molecular Cell Biology, Public Health and Second Language Studies.

Over the same period, UH Mānoa developed professional master's degrees in Asian International Affairs, Environmental Management, Finance, Information Systems, Landscape Architecture, and Marketing Management. The Landscape Architectural Accreditation Board granted initial accreditation to the Master of Landscape Architecture in 2018.

Over the same period, UH Mānoa developed professional master's degrees in Asian International Affairs, Environmental Management, Finance, Information Systems, Landscape Architecture, and Marketing Management. The Landscape Architectural Accreditation Board granted initial accreditation to the Master of Landscape Architecture in 2018.

UH Mānoa has the infrastructure to be innovative in the development and delivery of new degree programs through the Interdisciplinary Studies (IS) Program, which was recently reconfigured under new leadership. Through the Interdisciplinary Studies Program, UH Mānoa incubated a number of successful programs, including the BA in Creative Media, and the Bachelor of Environmental Design. In Spring 2020, the campus launched the Sustainability BA program, which is a collaboration between the new Institute for Sustainability and Resilience and the IS program. Programs under development in IS include major equivalents in Data Science, Health Sciences (a collaboration between JABSOM, Public Health, Nutrition, Social Sciences), and Design.

The campus regularly reviews its offerings to ensure that programs remain innovative, consistent with changes in the discipline, and responsive to workforce needs. Toward this end, the campus stopped-out admission to the following programs in preparation for program termination: PhD in Biomedical Sciences, BS in Ethnobotany, Master of Geosciences for Professionals, BS in Plant and Environmental Protection Sciences, Doctor of Public Health (DrPH), the MS in Biological Engineering, and the BA/BS in Zoology.

In an effort to address programs with low enrollment, the campus recently consolidated the six graduate degrees in East Asian Languages and Literature into a single master's degree and PhD program, and merged the undergraduate programs in Tropical Plant & Soil Sciences and Plant & Environmental Protection Sciences into a single BS in Tropical Agriculture and the Environment.

The BS in Computer Engineering was approved for established status. The program has exceeded program outcomes with 120 majors (as of Fall 2018). The program earned ABET accreditation in 2016. The EdD in Professional Educational Practice was approved for established status. The program has exceeded program outcomes with regular cohorts of 25 students (as of summer 2018), and 53 graduates. In 2018, the program received the Program of the Year Award from the Carnegie Project on the Education Doctorate.

Admission has been stopped out to the following programs in preparation for program termination: PhD in Biomedical Sciences, BS in Ethnobotany, Master of Geosciences for Professionals, BS in Plant and Environmental Protection Sciences, Doctor of Public Health (DrPH), the MS in Biological Engineering, and the BA/BS in Zoology. The BS in Zoology has been terminated.

### **Six-Year Academic Goals**

After seven years of decline, enrollment increased in Fall 2018 to 17,170 students. Fall 2019 enrollment dropped slightly to 17,490. The campus has a goal to increase enrollment to 20,000 over time. Meeting this goal will require a holistic approach to recruitment and retention, changes in the campus organizational structure to better align resources, and the development of programs that are responsive to student demand and state need.

The campus developed a flexible and evolving recruitment plan with four interconnected strategies designed to reach its optimal capacity of 20,000 students:

1. Increase the prospective student pool through a partnership with EAB (formerly the Education Advisory Board).
2. Implement predictive models for financial aid optimization, leverage scholarship dollars, maintain competitive tuition, and lower loan indebtedness. The BOR-approved freeze in tuition is expected to lead to higher enrollment in the near future.
3. Maintain a consistent and fresh look and brand for UH Mānoa, improve perceptions by deliberately placing positive news stories about the university, and establish a relevant social media presence.
4. Actively recruit local, Native Hawaiian, Filipino, underrepresented groups, UHCC Transfers, Non-resident, WUE, International, Military, and returning adult students to improve the academic profile.

Enrollment growth will also require a holistic approach to retention and student success. The UH Mānoa Learning Assistant Program is an excellent example of our efforts in this area. A Learning Assistant (LA) is an undergraduate student who facilitates discussion and engagement in class by working in small groups to guide students toward understanding through active participation. Each week, LAs meet with their faculty instructors to plan for the course, analyze student assessment data, and participate in a pedagogy seminar to reflect on their teaching and learning.

The UH Mānoa Learning Assistant Program was first piloted in Fall 2017, initially to address the need for active learning as we transitioned our General Education program to include a course in

quantitative reasoning. In the first semester of the pilot, LAs were assigned to selected sections of math courses, while remaining sections maintained the original configuration to serve as a control group. At the end of the semester, data showed lower failure rates and higher grades for students in sections facilitated by LAs than in sections in the control group.

The pilot was extended in Spring 2018, adding sections of courses in Math, Chemistry, and Physics. The results from the Spring pilot mirrored the results from the Fall pilot, with improved outcomes for Mānoa students in sections facilitated by LAs. We found that LAs lower the rate of failing and dropping, and at the same time increase the rates of students receiving a grade of “A+”. In addition to addressing concerns of retention and passing, this is evidence that the LA-supported course also provides a better environment for our best students. Instructors noted that the LAs helped them to “reach each student and provide them with daily feedback,” which contributed to improved outcomes. LAs in turn noted that the experience and pedagogy work helped them to grow both as learners and as instructors, with several indicating an interest in becoming secondary education teachers as a result. The program currently reaches 2,000 students per semester. The pilots were funded in part with Performance Funds.

We are in the process of expanding the LA Program to target courses that have traditionally held high failure rates, and incorporating active learning to modernize curricula and pedagogy. We are regularly assessing the outcomes of the LA Program, including impacts on success and retention rates, student learning and attitudes, and impacts on LAs themselves. Through coordination with the College of Education on the pedagogy course, we are also supporting the recruitment of future STEM teachers. We anticipate that the LA program not only will help improve student performance in our introductory courses, but also by extension will improve retention rates for our first and second-year students.

The major campus reorganization currently underway is designed to reflect our priorities and to create the conditions that will stimulate and support student, faculty, and school and college success. Phase one of the reorganization, approved by the BOR in March 2019, established the President as the chief executive officer of the campus, and established the Provost as chief academic officer over Academic Affairs, Research, and Student Affairs. Phase two of the reorganization further aligns our priorities by establishing Vice Provosts in the areas of Educational Excellence, Enrollment Management, Research, Scholarship & Graduate Education, and Student Success. Approval of phase two is essential to position the campus to meet enrollment goals and to provide the holistic approach to student success needed to improve retention and graduation rates.

UH Mānoa is becoming more efficient in the delivery of its programs and in leveraging resources across units. Towards this end, several mergers and reorganizations are in progress, including the merger of the Shidler College of Business with the School of Travel Industry Management, and the merger of the College of Arts & Humanities, the College of Languages, Literatures, & Linguistics and the School of Pacific & Asian Studies. The merger of these units provides exciting opportunities for faculty to collaborate and to teach across disciplines, which will help to modernize curricula and to infuse our strength in Pacific and Asian area studies across more courses and programs. Within the College of Natural Sciences, the departments of Biology, Botany, and Microbiology are in the process of merging into one unit, which helps the

college to address course redundancies, increase the availability of popular courses, and increase competitiveness for federal funding. Through these multiple mergers, the campus will increase opportunities for faculty to collaborate and teach across disciplines in ways that strengthen programs and maximize resources.

Attracting excellent undergraduate students to our graduate programs has been a priority as well, as overall master's degree enrollment has declined over the last 10 years. UH Mānoa approved several combined degree pathways to encourage competitive undergraduate students to begin graduate-level coursework in the senior year (and count up to 9 credits of those courses towards the undergraduate degree). The pathways are designed so that students can complete both the bachelor's and master's degree within 5 years. Pathway programs are now approved in Civil Engineering, Computer Engineering, Computer Science, Economics, Electrical Engineering, Ethnic Studies/Educational Foundations, Ethnic Studies/Educational Administration, Global Environmental Science/Urban & Regional Planning, Global Environmental Science/Public Health, Mechanical Engineering, Psychology/Educational Psychology, Second Language Studies and Travel Industry Management.

Online degree completion programs are designed to attract working adults who left college before earning a degree. UH Mānoa increased the number of online degree completion programs over the last five years with the addition of online bachelor's degrees in Economics, Sociology, Psychology, and Women's Studies. The campus has joined the UH System pilot of 5-week terms for online degree programs. The professionally accredited Bachelor of Social Work degree will be offered online through the innovative 5-week terms, with its first cohort beginning in Fall 2019.

## **Planned Actions 2020-2026**

### A. New programs to be proposed in 2019-2020 (ATP approved by Officers)

The BA in Public Policy will enable students to enter the workforce with the skills, knowledge, and readiness to meet the international and global demands of policy work, planning, and organizational leadership. The proposed program will include a robust internship requirement for field-based engagements that facilitate career growth and service to the public and community. The degree is a collaboration between the Public Policy Center, the Department of Public Administration and the Department of Urban and Regional Planning in the College of Social Sciences. It will leverage faculty and curricula across the units, and encourages cross-disciplinary study. Once approved, the program will serve as a gateway to the professionally accredited master's programs in Urban & Regional Planning and Public Administration, as combined degree pathways to recruit motivated undergraduates are developed.

The BEd in Special Education will have two tracks: (a) Mild/Moderate Disabilities – Secondary Education, and (b) Severe Disabilities/Autism – PreK – 12. This degree will provide an undergraduate special education teacher licensure program for two specialty areas that are not currently available at the undergraduate level in the UH System. (Note: a dual B.Ed. in Elementary Education & Special Education [mild/moderate disabilities] is currently available at UHM.) Further, it will establish a high-quality undergraduate special education program that

meets the Personnel Standards of the Council for Exceptional Children (CEC) and the Council of Chief State School Officer's (CCSSO) Interstate Teacher Assessment and Support Consortium (InTASC); and assist the State of Hawai'i in addressing the severe and persistent shortage of special education teachers by providing a new entry point for prospective teachers to obtain licensure. This program will be delivered statewide to allow students on Oahu as well as the neighbor islands to participate.

The Doctor of Physical Therapy (DPT) will provide a three-year course of study resulting in the ability of graduates to practice as physical therapists. Physical Therapy (PT) is a dynamic, allied health profession that addresses issues of mobility, injury and its prevention, chronic pain, and restoration to promote optimal physical function. The program will include coursework as well as clinical work delivered by licensed PTs. It will address the high demand for PTs locally and nationally, and will be offered statewide. The program will seek professional accreditation through the Commission on Accreditation in Physical Therapy Education (CAPTE).

The MA in Women's Studies will address student demand for an advanced degree program in this area. Currently, if students wish to pursue an advanced degree in Women's Studies, they complete the graduate certificate in Advanced Women's Studies, while finishing their degree in another field with a focus on feminist or gender studies. While pursuing an MA in Women's studies, students will be academically and professionally trained in issues and theories in the field. Graduates will then have the necessary credentials to be competitive in the job market for professions that specifically demand expertise and knowledge in women's, gender, and sexuality issues. This degree will be offered in both traditional and online formats.

#### **B. Provisional programs to be proposed for permanent status in 2019-2020**

The campus plans to submit the following programs for established status in the next academic year:

- BA/BS in Biochemistry. The programs have exceeded program outcomes with 143 majors (as of Fall 2018). Several students have been the recipients of prestigious awards for research and scholarship.
- BA in Astronomy and BS in Astrophysics. The programs are meeting the proposed outcomes, with 52 majors (as of Fall 2018). Several students have been the recipients of prestigious awards for research and scholarship.
- Bachelor of Environmental Design (BEnvD). The program exceeded the proposed outcomes with 205 majors (as of Fall 2018).
- BA in Public Health. The program has exceeded program outcomes with 145 majors (as of Fall 2018). The Council on Education for Public Health accredited the BA in Public Health in 2015.

- MS/PhD in Marine Biology. The program has exceeded program outcomes with 67 students enrolled (as of Fall 2018). Several students have been the recipients of prestigious awards for research and scholarship.

#### C. Programs to be phased out or merged or modified

The campus will terminate the following degree programs during the 2019-20 academic year: the BA/BS in Zoology, the BS in Ethnobotany, and the Doctor of Public Health (DrPH).

Admission was stopped out to the four graduate programs in East Asian Languages and Literature (discussed above) as a result of the program mergers. The following programs are also no longer admitting students: the PhD in Biomedical Sciences, the Master of Geophysics for Professionals, and the MS in Biological Engineering.

#### D. Programs due for proposals in years 2-3 (Fall 2020-Spring 2022)

The following proposals are scheduled for submission by spring 2022:

The BA in Marine Biology will provide students with the opportunity to pair marine biology with other interests that prepare them for careers after graduation. As examples, a BA in Marine Biology could prepare students for (1) the growing field of science communication, by combining a solid background in marine biology with courses and writing, communication, journalism, graphic design, and/or art; (2) K-12 education, either formal or informal (e.g. outdoor education); or (3) marine environmental policy and management, including coral reef restoration, place-based marine management strategies, and sustainable aquaculture or tourism. The current BS in Marine Biology has a strong enrollment (334 as of Fall 2018). It is anticipated that the BA will attract new students to the College as the curriculum will allow room for students to double major and to pursue concurrent degrees in other fields. If undergraduate enrollment follows the pattern of enrollment in Biology, the department could support 180 new students. If enrollment grows beyond 180, new sections will be added to maintain the quality and experiential emphasis of these courses. The increase in tuition and lab fees will offset direct costs of additional lab sections, and the College of Natural Sciences is committed to supporting this increase in demand through a reallocation of resources, space, and hiring, if needed.

The BA and MA in Criminology and Criminal Justice will help satisfy the unmet demand across the state for trained and well-rounded critical thinkers with the skills and knowledge to work effectively and efficiently in the area of policing, corrections, and crime policy. Graduates of this program will have the technical training central to justice administration, as well as the critical thinking skills necessary to lead the state as it strives to create a more effective and equitable criminal justice system. Specifically, graduates will be prepared for operational positions in law enforcement, corrections, and public safety (including police officers probation officers, special agents, and correctional officers).

The M.Ed. in School Counseling will consist of 48-60 credits of graduate level courses which can be completed in 2 to 2 1/2 years. The program will be designed to prepare students with knowledge and techniques in counseling and guidance; knowledge of research and development

in the counseling field; skills in applying, conducting, and evaluating counseling and guidance programs; an understanding of ethical practices in counseling and guidance through demonstration, research, program development, faculty consultation, and in-service education; while increasing their multicultural awareness, knowledge, and skills, especially as applied to counseling practice. Graduates of the School Counseling program will be trained to provide expert, specialized assistance to individuals with problems and concerns arising from everyday life. The program will stress the facilitation of human development, rational thinking and planning, problem solving, decision-making, and stress management in practical situations.

#### E. Possible programmatic initiatives in years 4-6 (Fall 2022 – Spring 2024)

The following degree programs are under consideration:

- Bachelor of Architecture (BArch)
- BFA in Acting
- BFA in Creative Media and MFA in Indigenous Filmmaking
- BS and Professional Master's degree in Data Science
- MS/PhD in Biochemistry

#### F. Summary of impacts of this year's proposals on facilities, enrollment, and budget

UH Mānoa is internationally known for its strengths in marine biology, and the proposed BA in Marine Biology will likely increase overall enrollment in the College of Natural Sciences. The campus is preparing for this projected increase through the aforementioned merger of the life sciences departments to leverage resources and is prepared to make internal reallocations to further support the program.

Construction of the Life Sciences Building (LSB) is also underway. The state-of-the-art facility will house teaching and research laboratories, laboratory support spaces and office spaces for the biology, microbiology and botany departments. LSB will directly support faculty research and student learning in both the undergraduate and graduate programs in Marine Biology, and will free up space on campus for use by other recently approved STEM programs including Biochemistry, Astronomy and Astrophysics.

As discussed, we are also focused on student success. With a \$700,000 state appropriation, planning has begun to convert Sinclair Library into a state-of-the-art student success center. We are pleased that the State legislature approved the \$41 million funding request by UH and Governor Ige for the center. Once completed, Sinclair Library will be a modern, inviting, and efficient space that will provide a comprehensive environment to study individually, collaborate in groups, receive advising and tutoring, and find information on transferring to the university.

# University of Hawai‘i at Hilo

*University of Hawai‘i at Hilo is a comprehensive, primarily baccalaureate institution with a regional mission, offering baccalaureate degrees in the liberal arts, agriculture, nursing, and business, as well as select masters and doctoral degrees.*

*Board of Regents Policy 4.201*

## **Executive Summary:**

UH Hilo offers a portfolio of distinguished undergraduate programs, complemented by select graduate and professional degrees that seek to improve the quality of life of the people of Hawai‘i Island and state. UH Hilo’s signal strengths are hands-on experiential learning, low student/faculty ratio, diverse student body, a faculty active in research who encourage student participation in their investigations, service to the community, and, perhaps most importantly, the “aloha spirit” that epitomizes UH Hilo’s student-centered approach. In addition, Hawai‘i Island’s natural and cultural environment serves as a learning laboratory; the university also offers unusually rich opportunities for intercultural exchange--as we are located in the most ethnically diverse county in the US and attract students from around the world.

## **Campus Mission Statement:**

The purpose of our university ‘*ohana* (family) is to challenge students to reach their highest level of academic achievement by inspiring learning, discovery and creativity inside and outside the classroom. Our *kuleana* (responsibility) is to improve the quality of life of the people of Hawai‘i, the Pacific region and the world. (<https://hilo.hawaii.edu/catalog/mission>).

## **Overview of Current Academic Programs**

### **A. Existing Academic Programs**

University of Hawai‘i at Hilo is categorized in the Carnegie Classification as a university with balanced arts & sciences/professional programs, with selected graduate programs. The campus has six colleges offering 39 bachelor’s degree programs, eight master’s degree programs, two doctoral degree programs, two professional practice degree programs and 44 certificates.

### **B. Current programmatic strengths**

Programs at UH Hilo highlight strengths in the following areas:

- Natural Environment of Hawai‘i Island: Marine Science, Geology, Geography and Environmental Science, Biology and Tropical Conservation Biology and Environmental Science.
- Culture and Language of Hawai‘i: Programs such as Hawaiian Studies, with Ka Haka ‘Ula o Ke‘elikōlani



- Leader in Hawaiian and Indigenous Language Revitalization, Anthropology and Heritage Management, and Filipino and Japanese Studies: All focus on the unique cultures and languages that make up Hawai‘i.
- Island-wide Workforce Needs: AACSB accredited program producing well trained business administration graduates.
- Social and Educational Needs: Strong programs to train local teachers and Clinical Mental Health Counselors for State of Hawai‘i Licensure. Undergraduate programs in Sociology, Psychology and Administration of Justice also contribute to the social and educational needs of Hawai‘i Island.
- Rural Health Focused Programs: UH Hilo offers programs that focus on the rural health needs of the state including our Bachelor and Doctoral Nursing programs, Kinesiology and Exercise Sciences’ Health Promotion track and the College of Pharmacy.

#### C. Recent program changes

The BS in Aeronautical Sciences was approved by the BOR in the Spring of 2019 and will begin in Fall 2019. In the last few years, UH Hilo has developed a MA in Heritage Management and a BA in Gender and Women’s Studies, both of which are slated to move from provisional to established status within the next two years. Hilo stopped out its Environmental Studies BA until possible termination in Fall 2020 (but will retain its BS program).

#### **Six-Year Academic Goals**

During the next three years, UH Hilo anticipates submitting an authorization to plan a BS in Data Science to start in 2020. The Data Science degree will be multidisciplinary involving faculty across multiple departments including business, natural sciences, and social sciences. This degree addresses the increasing need for graduates to have skills in data science for both government and private sector employment.

A BA in Asian Studies and Languages to start in 2020 is also under consideration. The Asian Studies and Languages degree would replace the Japanese Studies degree and combine UH Hilo’s current Asia related offerings into a Bachelor’s Degree with options for students to focus in Chinese Studies, Japanese Studies, Japanese Language, and Filipino/Spanish Studies. Both social and economic relationships with Asia will continue to grow in importance for Hawai‘i and the United States. This degree would expand the offerings available to students from Japanese language and culture to a broader spectrum of Asian languages and cultures.

Finally, a BS in Fisheries and Wildlife will be submitted as an ATP in 2021, with an anticipated start in 2022. The Fisheries and Wildlife degree is an interdisciplinary degree that brings together Agriculture, Aquaculture, Environmental Biology, and Marine Science. There is a current workforce need on Hawai‘i Island and throughout the state for well-trained fishery and wildlife

managers at both the state and federal level. Aquaculture provides a complementary alternative to and a potential replacement that could help reduce pressure on natural fisheries.

At this time, UH Hilo does not anticipate any new programming beyond these immediate goals.

### **Planned Actions 2020-2026**

#### A. New programs to be proposed in 2019-2020 (ATP approved by Officers)

**ATP for Data Science B.S. degree:** A total of four new tenure-track faculty have been hired with data science expertise using NSF EPSCoR funding across 4 different departments. Two new Cyber-Canoe teaching facilities have been built using ACM funding over the past three years that will support data science courses. We expect the Data Science degree to enroll 5-10 new students per year and also provide an additional 5-10 students double majoring in Data Science and Computer Science, Mathematics, STEM, or Business. Currently there is no Data Science B.S. degree in the system, but both UH Mānoa and UH West O‘ahu are working on adding capacity for this discipline. Data Science is a skill set that is useful for many disciplines and needs to be taught broadly across the system.

**ATP for Asian Studies and Languages B.A. degree:** UH Hilo plans to propose a new Asian Studies and Languages Bachelor of Arts degree that will help to address low graduation numbers in the existing Japanese Studies B.A. The existing degree will be folded into part of this new degree and there will be added capacity with tracks in Filipino/Spanish Studies and Chinese Studies.

#### B. Provisional programs to be proposed for permanent status in 2019-2020

**MS in Heritage Management:** The Heritage Management master’s program continues to produce high quality graduates who lead efforts to preserve heritage in the state. It fills a clear need to produce individuals who are well-trained in the specific issues of Oceanic heritage. The program continues to meet the unit’s academic priorities and has responded appropriately to House Resolution No. 130 of the 24th Legislature (2008). In addition, we are currently working with the DLNR State Historic Preservation Department to locate and build a new facility on campus, which should greatly increase the demand for this degree. We anticipate the provisional to established proposal to be presented in Spring 2020.

#### C. Programs to be phased out or merged or modified

If the Asian Studies and Languages B.A. degree is approved, Japanese Studies will be merged with it and the Japanese Studies B.A. will be phased out.

#### D. Programs due for proposals in years 2-3 (Fall 2020-Spring 2022)

BS in Fisheries and Wildlife (anticipated ATP 2021; anticipated start 2022)

E. Possible programmatic initiatives to plan in years 4-6 (Fall 2022 – Spring 2024)

None presently in planning.

E. Summary of impacts of this year's proposals on facilities, enrollment and budget

**Data Science B.S. degree:** Four faculty members with Data Science background have been hired recently into colleges across UH Hilo and will all collaborate and teach within this program. UH Hilo currently has facilities that support the creation of this program including two Cyber-Canoes and sufficient tech and computing support.

**Asian Studies and Languages B.A. degree:** This degree will have no impact on facilities and operating budgets, it will leverage existing resources and utilize faculty who are currently in the Department of Languages and other departments. If approved, the existing Japanese Studies B.A. will be folded in as a track, further consolidating the use of resources for this program.

# University of Hawai‘i – West O‘ahu

*University of Hawai‘i West O‘ahu is a four-year baccalaureate institution founded in the liberal arts, serving professional, career-related, and applied fields, based on state and regional needs, and providing access through partnerships and distance delivery.*

*Board of Regents Policy 4.201*

## **Executive Summary:**

UH West O‘ahu (UHWO) has a community-based regional mission and provides baccalaureate degrees to students who live and work in the region and to those who choose to access its distinctive programs on campus or via distance learning. It has a primarily instructional mission with a professionally active faculty engaged with the community.

As the youngest baccalaureate campus, UHWO has the opportunity to evolve in unique ways. It has developed a special applied focus critical to Hawai‘i that is a strong, recognized and distinctive component within the UH System. UHWO has a number of degree programs and concentrations that emphasize practical applications, including very efficient applied baccalaureate degree pathways for community college transfer students.

As the baccalaureate campus with the highest percentage of distance and online courses and programs, and the highest percentage of part-time students, UHWO has the opportunity to recruit and support “non-traditional” students on all islands and throughout the Pacific Rim. West O‘ahu can more readily pioneer new models of education and more actively target older and part-time students.

## **Campus Mission Statement**

The University embraces Native Hawaiian culture and traditions, while promoting student success in an environment where students of all backgrounds are supported. Our campus fosters excellence in teaching, learning, and service to the community.<sup>11</sup>

## **Overview of Current Academic Programs**

### **A. Existing Academic Programs**

UHWO is categorized as a baccalaureate college offering instruction in diverse fields in the Carnegie Classification. It offers a distinct and accessible student-centered education that focuses on the 21<sup>st</sup> Century learner.

The focus of UHWO’s programs is to provide students with applied degrees that serve important community and workforce needs. UHWO offers four different degree possibilities – BA, BEd, BAS, and the BS. A total of 43 concentrations are offered within the bachelor’s degree portfolio.

<sup>11</sup> About UH West O‘ahu: <https://westoahu.hawaii.edu/about/>

Four of the degree programs are offered online as well as in person. Several degree programs are designed to serve the needs of community college transfer students. The online degree offerings are attractive to non-traditional students including working adults and neighbor island residents. To further meet the 21<sup>st</sup> Century needs of our current and future students, UHWO may extend its offerings to select applied graduate programs as described in the IAFP.<sup>12</sup>

#### B. Current programmatic strengths

Our institution offers a variety of baccalaureate degree paths that provide opportunities for people residing in West O‘ahu and beyond to develop promising and fiscally sustainable careers within a rapidly evolving and increasingly global economy. At the same time, our robust distance education program enables us to serve neighbor island residents as well as full-time working adults. Many of the college’s signature degree programs reside in the applied and technical fields as we strive to respond to the needs of local employers.

The combination of UHWO’s streamlined organizational structure and interdisciplinary major-with-concentration degree configuration provides the school with a unique level of flexibility and cost-efficiency. The institution maintains a long-standing commitment to working with the UH Community Colleges to generate articulation agreements that provide varied baccalaureate options to students who have completed their associate degrees. This includes “3+1” degree pathways in the fields of Culinary Management and Respiratory Care, created in partnership with Kapi‘olani Community College. UHWO also functions as a feeder for the graduate degree programs available at UH Mānoa, our research university partner. More recently, the development of an Early College Program has allowed UHWO to construct vertically aligned degree pathways that facilitate a more seamless transition to college for local high school students. Finally, as a Native Hawaiian-Serving Institution, UHWO strives to provide a culturally engaging environment to a student body that reflects the diversity of West O‘ahu.

#### C. Recent program changes

The Board of Regents approved two new degree programs in 2019—a Bachelor of Science in Natural Sciences and a Bachelor of Arts in Creative Media—which launched in Fall 2019. This increased the number of baccalaureate programs offered by the campus from six to eight. These additional degree offerings correspond to the creation of two new academic units, the Academy for Creative Media – West O‘ahu and the Division of Mathematics, Natural, and Health Sciences, formally approved by President Lassner in January 2019.

The changes are part of a larger campus shift in focus towards the cultivation of STEM education. The opening of a new Administration/Health Sciences Building, available for classes as of January 2019, has greatly enhanced the institution’s physical capacity to deliver STEM and health science programs. In addition to the aforementioned B.S. in Natural Sciences degree, the campus offers a Bachelor of Applied Science degree that the BOR approved for conversion from provisional to established status in June 2017. As of Fall 2019, UHWO offers concentrations in Health Information Management, Health Professions, and Hawaiian and Indigenous Health and

<sup>12</sup> Integrated Academic and Facilities Plan: [http://www.hawaii.edu/offices/aa/IAFP\\_BOR\\_Approved\\_April17.pdf](http://www.hawaii.edu/offices/aa/IAFP_BOR_Approved_April17.pdf)

Healing under its Bachelor of Applied Science degree. This follows the successful launch of a BAS concentration in Information Security and Assurance (Cybersecurity).

UHWO reviews its degree and certificate programs to evaluate the effectiveness of those programs. Those quality review efforts resulted in the termination of the Certificate in Interdisciplinary Environmental Science in 2015 and the stopping out of the Applied Track of the BA in Social Sciences and the Certificate in Democratic Principles and Social Justice, which were stopped out in 2017 and 2018, respectively.

### **Six-Year Academic Goals**

After several consecutive years of double-digit student enrollment increases (Fall 2008-Fall 2015) and the 2012 opening of its new facilities in Kapolei, UHWO has seen its enrollment level off in recent years. The campus path forward is a combination of returning to historic roots and initiating targeted transformation. UHWO's academic priorities are squarely focused on responding to evolving community and workforce needs, which requires the establishment of competitive degree programs, creative partnerships with high schools that provide pathways that focus on college and career readiness.

UHWO will strengthen its long-standing focus on partnerships with the UH Community Colleges through articulation agreements that create pathways from associate's degrees into its new Bachelor of Arts in Creative Media and Bachelor of Science in Natural Sciences degree programs. The campus will also continue to expand its capacity to offer coursework as well as new degree and certificate programs via its distance learning mode. It will continue to expand its Early College Program, retaining its recent focus on the establishment of vertically aligned pathways that will facilitate students' eventual matriculation into specific UHWO degree programs.

UHWO will propose the Bachelor of Science in Cybersecurity in the Fall of 2019—which builds upon the success of the campus Information Security & Assurance concentration under the Bachelor of Applied Science degree. Unlike UHWO's B.A.S. degree, the proposed B.S. would constitute a federally-recognized STEM degree. The proposed Cybersecurity program would meet the needs of local employers at Department of Defense sites, the National Security Agency facility in Kunia, and the Federal Bureau of Investigation regional headquarters in Kalaeloa.

In addition, in academic year 2019-2020, UHWO will propose a Certificate in Labor Studies: Labor Relations Specialist. UHWO's Labor Studies Certificate will target full-time working professionals through evening, weekend, and online course offerings in an effort to serve “non-traditional” and part-time students on all islands. The curriculum will prepare graduates for employment in unions, labor-related government agencies, community organizations, and public service.

A Bachelor of Arts in Hawaiian and Pacific Studies—to be proposed in academic year 2021--will allow UHWO to fulfill its mission as a Native Hawaiian-Serving Institution, both broadening and deepening its reach into the indigenous communities of the Leeward Coast. The

number of Nānākuli/Wai‘anae residents (96792 zip code) attending UHWO has more than doubled over the past five years, rising from 157 students in Fall 2013 to 337 students in Fall 2018. The campus currently offers a concentration in Hawaiian-Pacific Studies (HPST) under its BA in Humanities.

The proposed Bachelor of Fine Arts (BFA) degree in Music and Creative Writing—to also be proposed in 2021—would be designed for students seeking to pursue careers in creative content for emerging media (e.g., digital platforms, business marketing, film, and so on) and would stress the cultivation of applied skills in the realms of technology and production. The BFA would address state workforce needs by creating a local talent pool of technically proficient and professionally oriented artists with a grounding in Hawai‘i and Oceania-based cultural content and practices.

The planned launch of a Health Science concentration under our nascent BS in Natural Sciences will allow us to assess the market with our community partners for an independent BA or BS in Health Science, which—if established—would respond to Hawai‘i career needs as well as complement the programs at both UHM and UHH, and UH System Uhealthy initiatives. Additionally, we are still open to housing the BS in Dental Hygiene. This does require us to add to our campus land plan a state-of-the-art 21st century clinical center that could house both the dental hygiene as well as other allied health clinics (e.g., OT, respiratory, etc.).

We are examining recent demographics that projects a precipitous drop in 18-year olds to begin in 2026 (see Forbes, 12-13-2018). Therefore, as we gradually grow and stabilize our undergraduate enrollment through strategically selected certificate and degree initiatives that address specific career and workforce needs we will begin to meet the career needs of many professionals seeking career advancement with graduate certificates and degrees. In accordance with the UH Regent’s approved IAFP, UHWO can provide selected applied graduated programs. Our analysis of who we serve coupled with the career needs of our region and Pacific Rim supports our initial three (3) proposed applied graduate degrees. A Master’s degree program in Teaching, Learning, and Curriculum, for example—with a proposal date of 2021—would allow the University System to meet educators where they work and live, by serving current school teachers employed at Hawai‘i D.O.E. schools. (In fact, the three largest high schools in the State are located in UH West O‘ahu’s service region—Campbell, Waipahu, and Mililani.) This professional graduate program will encompass multiple pathways including initial and advanced licensure and non-licensure pathways.

Similarly, while a very tentative discussion at this time because it requires a change in executive policy to allow UHWO to offer graduate degrees, the campus would like to propose an Applied Master in Business Administration (MBA) degree—projected to be proposed for 2022—which the campus would deliver through a combination of evening, weekend, and online courses. The intent of such a program is to meet the workforce needs of local employers as well as the scheduling demands of prospective students. Such a program would have the added benefit of allowing the campus to maximize the operational efficiency of its physical plant by expanding the daily operations of its classrooms beyond the standard work week. In terms of pedagogy, the program’s emphasis on “applied learning” will feature cohorts engaged in case-based teaching methods that will enable Applied MBA students to enhance their skills in leadership, data

analysis, and cross-functional problem solving skills. This, in turn, will enable employers to develop “homegrown” industry leaders from within their own ranks.

The proposed Master’s in Counseling Psychology program will be designed to provide students with a strong foundation in multicultural and client centered counseling. Students will be afforded the opportunity to specialize in one of two tracks: School Counseling or Mental Health Counseling. The School Counseling track will prepare students to work as counselors in public or private school settings. Coursework in this area will emphasize counseling theory and practice, a thorough understanding of child development, and student assessment and evaluation. The Mental Health Counseling track will provide students with the knowledge and skills necessary to assist children, adolescents and adults in better understanding themselves, and more easily adapt to difficult life situations.

The job outlook for School and Mental Health Counseling is overwhelmingly positive, with a national average growth range of over 20% in the next decade, and a 5% growth rate in Hawai`i by 2028. The community that UHWO serves, which includes, but is not limited to our State of Hawai`i Department of Education schools, private and public sector partners, and students have expressed a strong desire for a Master’s in Counseling Psychology program at UHWO. Currently, opportunities to pursue training in this area are limited to what is being offered by Hawai`i’s private universities. These programs are often costly, and located primarily in central O’ahu. In addition to affording Hawai`i students with an unparalleled educational opportunity, the goals of the program seamlessly align with the IAFP and West O’ahu’s Strategic Plan to support the needs and workforce development of our region, and to make higher education more accessible to all members of the community.

### **Planned Actions 2020-2026**

#### **A. New programs to be proposed in 2019-2020 (ATP approved by Officers)**

UH West O’ahu plans to expand its emerging STEM focus by preparing an ATP to the Officers calling for the creation of a Bachelor of Science in Cyber Operations, as described above in greater detail. This federally recognized STEM degree program will build upon the early success of the campus’ Information Security & Assurance concentration.

West O’ahu is also planning to submit an ATP to the UH Officers for the creation of a Certificate in Labor Studies. As a credit-bearing program offered directly through the Center for Labor Education & Research (CLEAR), Labor Studies will be the first Labor Resources program in the state, and will equip graduates for work in unions, labor-related governmental agencies, community organizations, and public service.

#### **B. Provisional programs to be proposed for permanent status in 2019-2020**

BS in Cybersecurity (ATP 2019; projected start 2020)



C. Programs to be phased out or merged or modified

None

D. Programs due for proposals in years 2-3 (Fall 2020-Spring 2022)

- MS in Counseling Psych
- MS in Teaching, Learning, and Curriculum (anticipated ATP 2021; projected start 2022)

E. Possible programmatic initiatives to plan in years 4-6 (Fall 2022 – Spring 2024)

- Applied MBA (anticipated ATP 2022; projected start 2023)
- BA in Hawaiian and Pacific Island Studies (anticipated ATP 2021; Projected start 2022)
- BFA in Music and Creative Writing (anticipated ATP 2021; Projected start 2022)
- BA or BS in Health Science (anticipated ATP 2022; projected start 2023)
- BA in Dental Hygiene (anticipated ATP 2022; projected start 2023)

F. Summary of impacts of this year's proposals on facilities, enrollment and budget

**Certificate in Labor Studies:** No additional resources will be required as courses will be taught by CLEAR faculty labor education specialists. However, CLEAR has included a request for an archivist/instructional designer in the UHWO Institutional Development Plan to assist with digitizing content and labor education modules for dissemination to the labor community as well as Hawai'i Public Schools.

**Bachelor of Science in Cybersecurity:** The growth of the Information Security & Assurance (ISA) concentration (under the Bachelor of Applied Science degree) indicates there should be increased enrollment from students pursuing the proposed degree. Staffing for the degree program is largely in place through the hiring of three tenure-track faculty members over the past five years who possess direct experience in the career field. However, due to the anticipated growth of the program with both degree and professional development students, the programs has submitted a request for an additional faculty member.

## University of Hawai‘i Community Colleges

*The University of Hawai‘i Community Colleges are open-door, low-tuition institutions. Community colleges offer two-year college transfer and general education programs, two and four-year career and technical education programs; semiprofessional, career and technical, and continuing education programs, and such other educational programs and services appropriate to community colleges.*

*Board of Regents 4.201*

### **Executive Summary:**

UHCCs serve the educational needs in our communities statewide with a mission to serve adult learners irrespective of prior educational experiences. Courses and credential programs prepare students for transfer to bachelor’s degrees or for the workforce directly upon completion either for initial or continuing employment. Continuing education programs often meet workforce needs through short term education and training valued by employers but that does not result in a degree.

University of Hawai‘i Community Colleges also offer paraprofessional, continuing education programs, and other relevant educational programs and services designed to meet community-identified needs. Recently UHCCs have provided college courses for an increasing number of high school students with the aim of encouraging students who may not have otherwise enrolled in college to develop skills and confidence to enroll after high school graduation.

### **A. Existing Academic Programs**

The UH Community Colleges offer educational and training opportunities for any interested student. Each campus offers a range of degree programs and certificates to meet the workforce needs of the state and to prepare students for their next steps, whether this is into the employment sector directly or to continue their education at a baccalaureate campuses. From accounting to zoology, the UHCCs offer important training and educational opportunities in communities statewide.

BOR-approved credit-based degree and certificate programs:

Hawai‘i Community College offers 19 certificate programs and 25 degree programs.  
Honolulu Community College offers 20 certificate programs and 26 degree programs.  
Kapi‘olani Community College offers 14 certificate programs and 20 degree programs.  
Kaua‘i Community College offers 20 certificate programs and 14 degree programs.  
Leeward Community College offers 13 certificate programs and 15 degree programs.  
UH Maui College offers 15 certificate programs and 24 degree programs.  
Windward Community College offers 2 certificate programs and 4 degree programs.

In addition to the Board-approved Associates degree programs and Certificates of Achievement, UHCC campuses also award Certificates of Competence in Career and Technical Education

areas. These Chancellor-approved Certificates are awarded upon completion of courses that develops competencies needed for an employable set of skills recognized by business and industry; these certificates are between 4 and 24 credit hours or, through UHCCs' continuing education programs, based on equivalent hours of instruction (not for credit toward a college degree or credit awarded through articulation agreements). UHCC academic programs are reviewed and reported annually.<sup>13</sup>

UHCCs also partners with industry and employers to offer training. These training programs address industry needs and include apprenticeship programs including Boilermakers, Bricklayer-Masons, Carpenters, Cement Finishers, Drywall, Acoustic and Lather Installers, Electricians/Wireperson, Glaziers, Iron Workers, HVAC, Plumbers, and Painters. Additionally, apprenticeship opportunities with Pearl Harbor Naval Shipyard prepares apprentices for 27 trade occupations. Apprenticeship programs are also available in non-trade disciplines including Healthcare, Hospitality, Culinary, and Information Technology.

UHCCs partner with many government agencies including the Department of Public Service's inmate education units, Department of Human Services, and Department of Labor and Industrial Relations (DLIR). UHCCs are approved training providers of the Hawai'i DLIR Employment Training Fund allowing students to receive funding and assistance for their education in non-credit workforce training and credit-based Career and Technical Education programs.

#### B. Current programmatic strengths

Each campus offers different programmatic strengths.

The uniqueness of the Hawai'i Community College experience is focused on four complementary elements that frame the learning climate: community work-based learning, using and learning technology, perpetuation of Hawaiian culture, and caring for the environment. In the spirit of E 'Imi Pono (seeking excellence), Kauhale unites all components of Hawai'i Community College into an "academic village without walls" for the overall success of learners, and the learners' communities and their families.

Honolulu Community College is the oldest community college in Hawai'i with a strong liberal arts program, enabling students to seamlessly transfer to a four-year university, plus over 20 career and technical education programs in a wide-range of fields, including unique educational partnerships with state-registered apprenticeship programs. Honolulu CC is committed to providing the academic and student support to assist students as they progress through their respective courses and programs, and to facilitate the important work of campus faculty and staff. The college will acknowledge, promote, and maintain a multicultural environment where gender diversity and other aspects of personal identity are appreciated and respected.

Kapi'olani Community College provides higher education opportunities in pursuit of academic, career, and lifelong learning goals to the diverse communities of Hawai'i. Committed to student success through engagement, learning, and achievement, Kapi'olani Community College offers high quality certificates and associate degrees, and transfer pathways that prepare indigenous,

<sup>13</sup> [uhcc.hawaii.edu/varpd](http://uhcc.hawaii.edu/varpd)

local, national, and international students for their productive futures. Kapi'olani Community College offers successful health programs (in the most recent results from external examinations, all health programs but one had 100% first-time pass rate on licensure); a strong transfer, robust, dynamic STEM program, and an award-winning culinary program, among others. Kapi'olani Community College has institutionalized a high-impact practice for student engagement with Undergraduate Research Experience (URE) across the disciplines.

Kaua'i Community College preserves the unique history and culture of Kaua'i and serves as a kahua that inspires, engages, and empowers learners and educators to enrich our community and our world. The programs offered by Kaua'i Community College help the institution deliver on its unique mission statement and evolve through close collaboration with, and support from, the community it serves. Small programs and classes offer enhanced engagement and make available more personal, comprehensive support services for its students. And through its programs, the college demonstrates its commitment to both innovation and sustainability ensuring conscientious island and global citizens.

Leeward Community College nurtures and inspires students to attain their educational goals, providing top quality, comprehensive educational opportunities in liberal arts and career and technical education. Leeward creates both an engaging environment for academic learning as well as a thriving center of cultural life for the community, with a special commitment to Native Hawaiians. As the first community college in Hawai'i participating in the Interstate Passport program, the college offers robust transfer opportunities for its students. The College is a leader in Hawai'i's Early College initiatives, and continues to pursue innovative approaches to student success including online 5-week courses and wide use of textbook costing \$0 in courses.

UH Maui College inspires students to develop knowledge and skills in pursuit of academic, career, and personal goals in a supportive educational environment that emphasizes community engagement, lifelong learning, sustainable living, Native Hawaiian culture, and global understanding. UH Maui College prepares students to respond to emerging challenges in their lives, communities, and the world through compassion, leadership, problem-solving, and innovation.

Windward Community College is a proudly Native Hawaiian-serving Institution with robust four-year transfer-focused course and program offerings. Additionally, a select number of Career and Technical Education (CTE) programs draw students from across the state for training in fields which are not duplicated elsewhere in Hawai'i: Agripharmatech, Sustainable Agriculture, Veterinary Assisting and Technology. WCC's unique distance-delivered CTE offerings led to the distinction of being the first UHCC to graduate a cohort of its students from a neighbor island.

### C. Recent program changes

System-wide Programs: A significant program change in the last five years is that UHCCs have established programs as a consortium. These programs have been developed collaboratively and leverage resources of the multiple campuses to provide students with greater opportunities:

- **AS in Creative Media** is a collaborative effort with Hawaii, Honolulu, Kauai and Maui campuses. The BOR approved provisional status for the new academic program on June 2, 2016.
- **AA in Hawaiian Studies** for all seven community colleges was granted established status by the BOR on June 1, 2017.
- **AS in Natural Science** is now approved at all seven community colleges with BOR's March 28, 2019 approval of the program for the remaining five of the community colleges in the system. ASNS addresses the state-wide commitment to enhancing STEM education and has resulted in a dramatic increase in community college students earning STEM degrees directly from UHCCs or transferring to a UH 4-year campus to subsequently earn a STEM degree; from 490 STEM degrees in 2009 to 1,376 in 2018 earned by current or former community college students. Hawai'i students now have the unprecedented opportunity to earn a STEM credential on any of the ten UH campuses.

Also, UHCCs collaborated to develop the Accelerated AA Online program; the first cohort began in Fall 2019 and new cohorts will begin each fall and spring term. The Accelerated AA Online program is a Leeward degree offered to students statewide and the program's accelerated 5-week online courses are being provided by multiple campuses. UHCCs have also collaborated to make select accelerated 5-week online courses available to students returning to UH to complete their degrees and who are interested in online classes exclusively.

There has also been a significant change in UHCCs remedial and developmental education programs. Over the last five years, UHCCs have redesigned math and English so that, within their first year, more new students will complete math and English required for their degree. UHCCs have changed curriculum and pre-requisite requirements, provided supplemental instructional support, and revised placement policies and advising services to support this milestone that provides students with momentum toward their educational goals and reduces time and expense while continuing to provide strong foundational skills for success. Completion of the "gateway" classes have increased significantly among comparison cohorts: 14% to 35% for math and from 37% to 53% for English.

Hawai'i Community College has retired its **Medical Office Assistant** program in Fall 2017 and **Optics Technology** program in fall 2018, both were Certificates of Competence. Initiated effective Fall 2018 was the Global Studies (ASC-LBRT-GLS), Academic Subject Certificate. In June 2016, Hawai'i CC Chancellor approved **AA in Liberal Arts Concentrations in Administration of Justice, Art, History, Psychology, and Sociology**, These Concentrations became effective Fall 2017 and were designed to be a pathway into UH-Hilo. The **AS in Fire Science** program began offering EMT certification allowing students to take the National Registry of Emergency Medical Technicians test for certification and will be working toward further EMT training to enable students to have state licensure.

Honolulu Community College has stopped out its **Small Vessel Repair** program as it considers turning it into a non-credit program. The provisional **Associate in Science and Certificate of Achievement in Construction Management (CMGT)** was terminated effective spring 2017.

Kapi'olani Community College has stopped-out the **AS in Marketing and the related certificates** and the stand-alone **Certificate of Achievement Biotechnician** has been terminated.

Kaua'i Community College terminated the **Auto Body Repair and Painting** program in 2019 and has stopped out **Business Technology, Plant Biology and Tropical Agriculture, and Sustainable Science Management** programs. Kaua'i was recently authorized to plan for a new degree in **Building Construction Technology**, and its **Business** program was granted established status. Through the substantive change inquiry process, the **Certificate of Achievement for Medical Assisting** was approved by ACCJC for hybrid delivery to UH Maui College/Maui (a grant-funded initiative).

Leeward Community College created the **Advanced Professional Certificate (APC) in Special Education Mild/Moderate PK-12** effective Fall 2017 to provide an alternative track to certification for **Special Education** teachers in the DOE. Another new program, **AS in Integrated Industrial Technology**, was approved as a provisional program by the Board of Regents in November 2016 for offering in Fall 2017. The established **AA in Teaching** was re-designated as an established **AS in Teaching** effective Fall 2019. The **Plant Biology and Tropical Agriculture** program was approved on April 16, 2014 and has been granted a two-year extension of its provisional status.

UH Maui College has had its **Bachelor of Applied Science (BAS) in Applied Business and Information Technology (ABIT)** approved by WASC for statewide delivery.

UH Maui College has used assessment data to guide the decision to eliminate a **community dental clinic**, reduce the size of the **nursing** program by 50 percent, eliminate a **dental assisting program**, and to stop out its **Auto Body Repair and Maintenance** program. During this time the college has gained established status for BAS degrees in **Sustainable Science Management, Applied Business and Information Technology, and Engineering Technology**. Moreover, the college was granted established status for its **AS in Early Childhood Education and AS in Natural Science**.

Windward Community College stopped out and subsequently terminated its programs in **turfgrass management and subtropical urban tree care**. Physical and human resources were rededicated to new **Sustainable Agriculture** curriculum which will better prepare graduates to adapt to the shifting demands of the contemporary agriculture industry. The **CA in Veterinary Assisting** was approved by the ACCJC for delivery to Maui and Hawai'i islands. The **AS in Veterinary Technology** was granted established status by the BOR and then became WCC's first program to earn professional accreditation with distinction.

## **Six-Year Academic Goals**

### **A. Academic priorities**

UHCCs continue to evolve its academic programs to achieve its mission. This includes providing open door access to postsecondary education and training in every community. UHCCs continue to outreach to underserved student populations and to provide supports even

for those who have financial or academic challenges. UHCCs also embrace its mission to develop the workforce of the state and communities, and academic goals are informed by current and projected workforce needs.

The Annual Review of Program Data (ARPD) provides information about workforce demand, enrollment and productivity for each instructional program at each UHCC campus. Faculty and staff review of quantitative and qualitative data, including SLO assessments, to validate achievements and identify areas for program improvement and growth. The ARPD process informs campus's academic priorities.

UHCC system office facilitates academic planning to leverage knowledge and resources. In some cases, a "consortium" approach to offering programs optimizes resources to serve our students and state. Over the next six years, UHCC campuses anticipate a consortium approach to increase types of programs which are offered fully online in order to provide students more flexibility; these programs target working adults and those who live in rural or remote locations.

Hawai'i Community College is changing the name of its **Architectural, Engineering, and CAD Technologies (AEC)** program to **Architectural, Engineering, and Construction Technologies (AEC)**, effective Fall 2019. Also effective Fall 2019, the **Kahu Kuuna** track (AAS-HWST) will be retired since **Hawai'i Life Styles** has transitioned from AAS to AA degree. In the next three years to meet the island's future workforce needs, Hawai'i Community College plans to develop an **AS in Substance Abuse Counseling** (there is currently a CO in Substance Abuse Counseling), a **CO in Animal Farming** and another in **Aquaponics**, as well as new **CAs in Residential Electrical Installation & Maintenance and Commercial and Industrial Electrical Installation & Maintenance**. New certificates in **Sustainability and STEM-Hawaiian Studies** are also in progress. To create a better path to transfer, the **AAS in Marketing** and **AAS in Electronics Technology** we will request converting from the AAS to AS. The **Nursing Program** created a LPN to ASN Bridge program, effective summer 2019 for those who have LPN licenses and worked as LPNs for a minimum of one year. Upon successful completion of the bridge course, students qualify to enter the second year of the ASN program. Hawai'i Community College is also considering development of programs on **Sustainable Agriculture and Renewable Energy**. Hawai'i Community College is working with Department of Education partners to address shortages of licensed and highly qualified teachers on Hawai'i Island, and is exploring partnerships that will provide on island opportunities for an **AS in Teaching** and a Bachelors degree leading to teacher licensure on island.

Honolulu Community College is exploring the redesign of its **Communication Arts** degree program to include modifications to the program name, as well as developing interdisciplinary courses to expose students to the fundamental skills needed for entry-level career opportunities. There will be a refocusing on the "Flex AA" as a framework for supporting returning and working adults. The college will also be exploring a new concept and reimagining of the **Construction Academy** and the **Autobody Repair and Painting** program to merge with the **Automotive Technology** program to improve enrollment. Discussions have started about credentials for **Data Analytics** and for **Sustainability**.

Kapi'olani Community College will be bringing forward two degrees to move from provisional to established status in Fall of 2019. The first is the **APC in Hospitality Management**. The second is the **APC in Culinary Management**. The Council of Chief Academic Officers (CCAOs) approved Authorization to Plan (ATP) a new **AS and CA in Entrepreneurship** in 2019 which will replace Marketing programs. Kapi'olani Community College will be developing a new **CA in Pastry Arts** and another in **Restaurant Management** that will be seeking ATPs in the next academic year. Kapi'olani Community College is discussing terminating the **AS in Educational Paraprofessional** degree in the 2019-2020 academic year and replacing it with the **AS in Second Language Teaching**. We are also looking at terminating the **AS and CA in Marketing** in the next three years. The **Second Language Teaching (SLT)** program will be redesigned to offer an AS degree. Discussions have started about a credential for **Community Paramedicine** and for the expansion of the Culinary Institute of the Pacific Innovation Center.

Kaua'i Community College is reducing its number of low-enrolled associate degrees by merging three AAS programs: **Carpentry Technology, Electrical Installation and Maintenance Technology, and Facilities Engineering Technology**, into a single AAS program titled **Building Construction Technology**. Kaua'i will focus its efforts on enhancing its current programs of study by providing additional hybrid, online, compressed, and early college classes. Kaua'i plans to add additional pathways in health fields, such as a clinically-focused **AS in Medical Assisting** and **AS and certificates in Public Health** and is preparing to plan for **AS in Administration of Justice**. We are also exploring distance education offerings for the **Business and Liberal Arts** programs. In addition, the College will be strengthening transfer pathways and support, particularly with UH West O'ahu. The campus will continue exploring more innovations with neighbor island institution partnerships and distance education

Leeward Community College will be converting its **AAS in Automotive Technology** to an AS degree. The College will also bring its **APC in Special Education, Mild/Moderate PK-12** program forward for established status in 2019-20. Lastly, there are plans underway to either merge or redesign its low enrolled **AS in Television Production** program. Leeward Community College will be looking at redesigning or merging its **Business Technology** program to improve enrollment. The College will also be reviewing the possibility of adding specializations to some of the Career and Technical programs. The College is also considering expanding its teacher preparation programs to Neighbor Islands through the University Centers in order to meet the need for licensed and highly qualified teachers, particularly those who are "home grown."

UH Maui College recently participated in a symposium of Health Care providers which identified a need to support students who have an **AS RN** from Maui to continue to a baccalaureate degree, and Maui will submit an Authorization to Plan to convert its **AS RN** program into a **BS in Nursing** as requested by local employers. The College is also involved with a similar effort with Maui County schools to address the need for qualified teachers. Additionally, Maui will continue offering a nurse aide program to meet the void of nurse aides in Maui county. The **Engineer Technology (ENGT)** degrees are being developed for statewide delivery partnering with both UH Hilo and Hawai'i Community College toward meeting workforce needs for Hawai'i Island. Via a Perkins funded partnership, Maui is offering Kaua'i Community College's **CA in Medical Assisting** on Maui.



Windward Community College will focus its efforts on enhancing its current programs of study. The ASNS faculty have committed to becoming the state's first fully online **STEM Associate's** degree by 2020-21. Windward is also researching an alternative model for its already successful **AS in Veterinary Technology**. This proposed cohort would be built in a "low residency" format with most instruction delivered online, clinicals completed on the student's home island, and periodic intensive laboratory/didactic instruction on the WCC campus.

#### **Planned Actions 2020-2026**

##### A. New programs to be proposed in 2019-2020 (ATP approved by Officers)

Kapi'olani Community College – In 2019, ATP was approved for an **AS and CA in Entrepreneurship**.

Kaua'i Community College is seeking ATP for an Associate of Science (AS) degree for its **Medical Assisting (MA)** program which currently terminates with a Certificate of Achievement (CA). Demand for expansion of the program has been indicated by program graduates who have earned their CA and would like to continue their educational training through a part-time program leading to an AS degree which is a preferred qualification by employers nationally and provides opportunities for expanded roles in care coordination and office management. Additionally, Kaua'i will be bringing forward the merged AAS in **Building Construction Technology**.

##### B. Provisional programs to be proposed for permanent status in 2019-2020

Kapi'olani Community College will be bringing forward two degrees to move from provisional to established status. The first is their **Advanced Professional Certificate in Hospitality Management** that was just reviewed by the Board in May. The second is the **APC in Culinary Management**.

Kaua'i Community College will be presenting its **Creative Media** program for permanent status evaluation.

Leeward Community College will be bringing forward the **Advanced Professional Certificate in Special Education Mild/Moderate PK-12** for conversion from provisional to established status. This program provides an alternative certification track for DOE teachers working in Special Education. In its first year, the program conferred 27 certificates. It is a high demand program meeting the needs of the community.

UH Maui College will be presenting its **AS in Creative Media** program for permanent status evaluation in Fall 2020.

##### C. Programs to be phased out or merged or modified

Hawai'i Community College is reviewing small programs and conducting strategic planning to improve enrollment, retention, and completion.

Honolulu Community College is continuing the discussion on modifying or phasing out the **Small Vessel repair** program as well as the **Esthetician Certificate of Achievement**. Discussions have started about merging the **Autobody Repair and Painting** with the **Automotive Technology** program. Also, all small programs will be reviewed to increase efficiency.

Kapi'olani Community College is reviewing the **Community Health Worker CO** for stop out and termination.

Kaua'i Community College is reducing its number of low-enrolled associate degrees by merging three AAS programs: **Carpentry Technology, Electrical Installation and Maintenance Technology, and Facilities Engineering Technology**, into a single AAS program titled **Building Construction Technology**.

Leeward Community College has plans underway to merge or redesign its low enrolled **AS in Television Production**.

UH Maui College stopped out its **Auto Body Repair and Maintenance** program in Fall 2019.

Windward Community College is considering modifications of **AS Veterinary Technology** and **AS Natural Sciences** for low residency (ASVT) and fully online formats (ASNS).

#### D. Programs due for proposals in years 2-3 (Fall 2020-Spring 2022)

Hawai'i Community College plans to submit proposals for an **AS in Substance Abuse Counseling**, an **AA in Teaching**, which will meet job demands on Hawai'i Island. A **CO in Animal Farming** and another in **Aquaponics**, as well as new **CA degrees in Residential Electrical Installation & Maintenance and Commercial and Industrial Electrical Installation & Maintenance** is planned.

Kapi'olani Community College will be developing a new **CA in Pastry Arts** and another in **Restaurant Management** that will be seeking ATPs in the next academic year. The Culinary Institute of the Pacific will add a restaurant and may explore expansion of the Innovation Center in Culinology and Food product development.

Kaua'i Community College has no anticipated resource or facilities impacts to deliver the **AS in Medical Assisting** degree program, as lecturers from the current pool may be utilized.

Leeward Community College plans to submit proposals to convert provisional to established programs in **AS in Integrated Industrial Technology** and **AS in Plant Biology and Tropical Agriculture**. Both programs are considering a name change to better reflect current workforce needs. The College will also be converting its **AAS in Automotive Tech** to an AS degree.

E. Possible programmatic initiatives to plan in years 4-6 (Fall 2022 – Spring 2024)

Hawai'i Community College is expanding its videoconferencing classroom capabilities to meet the need for island-wide education at Palamanui and our satellite sites. Hawai'i is ramping up online course development and training to allow us to offer the **AA in Hawaiian Studies** degree entirely online and to increase enrollment overall.

Honolulu Community College is considering expansion of the apprenticeship program, military population, and creative thinking around meeting workforce needs with short term programs.

Kapi'olani Community College is discussing alternative modes of delivery for targeted populations such as returning adults and incumbent workers, exploring other fields for the apprenticeship program, and continuing current initiatives for offering online degrees and certificates and accelerated programs.

Kaua'i Community College serves approximately 78% part-time students; however most programs and services are designed for the traditional, full-time student. With the part-time student becoming the norm, programs and services need to evolve and innovate around this changing trend. Lower enrollment trends also means that the campus will continue exploring innovations with neighbor island institution partnerships and distance education.

Leeward Community College will be looking at redesigning or merging its **Business Technology** program to improve enrollment. The College will also be reviewing the possibility of adding specializations to some of the CTE programs.

UH Maui College continues to work with local health care providers and school districts to determine the best way to meet the demand for BSN nurses and Department of Education Teachers. Maui will also continue to offer short term non-credit training to address local workforce needs.

Windward Community College will continue developing its online cohorts.

F. Summary of impacts of this year's proposals on facilities, enrollment and budget

All campuses plan to increase distance learning options for students, providing more classes online and offering full programs online. This requires additional investment in training of faculty and staff in new instructional technologies, curriculum development in the new formats, adoption of new instructional technologies, and coordination of programs where courses are offered via the consortium of campuses (e.g., Accelerated AA Online program which is a Leeward degree offered to students statewide and with courses being provided by multiple campuses).

Hawai'i Community College's plans for more distance education courses requires enhanced videoconferencing capabilities.

Kapi'olani Community College has multiple renovations are underway, funded in part by Title III federal monies.

Leeward Community College is continuing to expand facilities in the Wai'anae Moku Education Center in order to offer more program offerings at this location in support of the high percentage of Native Hawaiians. Leeward will explore expanding its teacher education programs to all islands to address persistent teacher shortages; this expansion will require additional staffing and program funds including travel.

Windward Community College's modernization of instructional and scientific teaching spaces is supported by extramural grants.

# Appendix A: Academic Programs Approved by the Board of Regents

## University of Hawai‘i at Mānoa

College/Department/Division and Degree Program	Approved Degrees	Provisional Programs	Program Review Date	Current Academic Actions 2019-2020	Future Plans 20/21-21/22 (Have not yet been reviewed through the ATP process).	Future Plans 22/23-25/26 (Have not yet been reviewed through the ATP process).
<b>College of Undergraduate Education</b>						
Interdisciplinary Studies	BA		2023			
<b>College of Arts and Humanities</b>					College in process of merging with LLL and SPAS.	
American Studies	BA, MA, PhD		2021			
Art and Art History	BA, BFA, MA, MFA		2021			
Communicology	BA, MA		2021			
Creative Media	BA		2021		BFA in Creative Media and MFA in Indigenous Filmmaking under consideration (tentative ATP by 2020-21).	
History	BA, MA, PhD		2021			
Music	BA, BMus, MA, MMus, PhD		2022*			
Philosophy	BA, MA, PhD		2021			
Religion	BA		2021			
Religion (Asian)	MA		2021			
Theatre and Dance	BA, BFA, MA, MFA, PhD		2021		BFA in Acting under development (ATP expected by 2020).	PhD in Performance Studies under consideration.
<b>College of Languages, Linguistics and Literature</b>					College in process of merging with Arts & Humanities and SPAS.	
Chinese	BA		2021			
Classics	BA		2021			
East Asian Languages & Lit	MA, PhD		2021	The six graduate programs (CHN, JPN, KOR) merged into a single MA & single PhD.		
English	BA, MA, PhD		2021			
French	BA, MA		2021			
German	BA		2021			
Japanese	BA		2021			
Korean	BA		2021			
Linguistics	MA, PhD		2021			

\*Program will undergo professional accreditation review (per review schedule of accrediting body).

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College/Department/Division and Degree Program	Approved Degrees	Provisional Programs	Program Review Date	Current Academic Actions 2019-2020	Future Plans 20/21-21/22 (Have not yet been reviewed through the ATP process).	Future Plans 22/23-25/26 (Have not yet been reviewed through the ATP process).
Philippine Language and Literature	BA		2021			
Russian	BA		2021			
Second Language Studies	BA, MA, PhD		2021			
Spanish	BA, MA		2021			
<b>College of Natural Sciences</b>					BS in Data Science; Professional MS in Data Science (tentative ATP by 2021).	
Astronomy	BA, MS, PhD	Provisional until 2019. Extension until Fall 2021.	2020	To BOR in 2020/21.		
Astrophysics	BS	Provisional until 2019 Extension until Fall 2021.	2020	To BOR in 2020/21.		
Biochemistry	BA, BS	Provisional until 2019.	2020	To BOR in 2019/20.		
Biology	BA, BS		2020		MS, PhD in Biochemistry (tentative ATP 2021).	
Botany	BA, BS, MS, PhD		2020		Merger of life sciences depts. underway (Biology, Botany, and Microbiology). Graduate programs may be reorganized.	
Chemistry	BA, BS, MS, PhD		2020			
Communication & Information Sciences (joint w/ Shidler & Soc. Sci.)	PhD		2020			
Computer Science	BS, MS, PhD		2025			
Ethnobotany	BS	Stopped out for termination.	2020			
Information and Computer Sciences	BA		2025			
Library and Information Science	MLISc		2022			

**\*Program will undergo professional accreditation review (per review schedule of accrediting body).**

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## University of Hawai‘i at Mānoa

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Marine Biology (graduate programs joint with SOEST)	BS, MS, PhD	MS/PhD: Provisional until 2019 (under SOEST review).	2020	MS/PHD to BOR in 2020.	BA in Marine Biology proposal due in 2020.	
Mathematics	BA, BS, MA, PhD		2020			
Microbiology	BA, BS, MS, PhD		2020		Merger of life sciences depts. underway (Bio, Bot, and Microbiology). Graduate programs may be reorganized.	
Molecular Cell Biology	BS	Provisional until 2019. Extended until April 2020.	2020	To BOR in 2019/20.		
Physics	BA, BS, MS, PhD		2020			
Zoology	BA, BS, MS, PhD		2020	BA Stop-out extended to Spring 2021, BS terminated.	Merger of life sciences depts. underway (Bio, Bot., and Microbiology). Graduate programs may be reorganized.	
<b>College of Social Sciences</b>						BA/MA in Social Sciences under consideration.
Anthropology	BA, MA, PhD		2021			
Communication/Journalism	BA, MA		2021			
Communication & Information Sciences (joint w/ CNS, Shidler & Social Sciences)	PhD		2020			
Economics	BA, MA, PhD		2021			
Ethnic Studies	BA		2021			MA in Ethnic Studies under consideration.
Geography	BA, MA, PhD		2021			
Political Science	BA, MA, PhD		2021			
Psychology	BA, BS, MA, PhD		2021			
Public Administration	MPA		2021	BA in Public Policy, proposal to BOR in 2020.		

\*Program will undergo professional accreditation review (per review schedule of accrediting body).

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### University of Hawai‘i at Mānoa

College/Department/Division and Degree Program	Approved Degrees	Provisional Programs	Program Review Date	Current Academic Actions 2019-2020	Future Plans 20/21-21/22 (Have not yet been reviewed through the ATP process).	Future Plans 22/23-25/26 (Have not yet been reviewed through the ATP process).
Sociology	BA, MA, PhD		2021		BA/MA in Criminology/Crim. Justice (ATP tentative 2020).	
Urban and Regional Planning	MURP, PhD		2020 (MURP*), 2021 (PhD)			
Women's Studies	BA		2021	MA in Women's Studies (ATP 2020).		
<b>Hawai‘inuiākea School of Hawaiian Knowledge</b>						PhD in Hawaiian Knowledge and professional master's degree under consideration.
Hawaiian	BA, MA		2023			
Hawaiian Studies	BA, MA		2023			
<b>School of Pacific and Asian Studies</b>					College in process of merging with Arts & Humanities and LLL.	
Asian International Affairs	MAIA	Provisional until 2023.	2021			
Asian Studies	BA, MA		2021			
Pacific Islands Studies	BA, MA	BA provisional until 2019. Extended through August 2021.	2021		To BOR in 2021.	
<b>School of Ocean and Earth Science and Technology</b>						
Atmospheric Sciences	BS, MS, PhD		2023			
Earth Sciences	BA		2023			
Environmental Earth Sciences	BS		2023			
Earth & Planetary Sciences	MS, PHD		2023			
Geoscience for Professionals	MGEO	Stopped out for possible termination	2023			
Global Environmental Science	BS		2023			
Marine Biology (joint w/ Natural Sciences)	(MS), (PhD)	Provisional until 2019.	2020	To BOR in 2019/20.		

\*Program will undergo professional accreditation review (per review schedule of accrediting body).



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## University of Hawai‘i at Mānoa

College/Department/Division and Degree Program	Approved Degrees	Provisional Programs	Program Review Date	Current Academic Actions 2019-2020	Future Plans 20/21-21/22 (Have not yet been reviewed through the ATP process).	Future Plans 22/23-25/26 (Have not yet been reviewed through the ATP process).
Ocean & Resources Engineering	MS, PhD		2023 (PhD), 2021 (MS*)			BS in Ocean & Resources Engineering under consideration.
Oceanography	MS, PhD		2023			
<b>Shidler College of Business</b>					College to merge with School of Travel Industry Management.	
Accounting	BBA, MAcc		2020*			
Business Administration	MBA, PhD		2020*			
Communication & Information Sciences (joint w/ Natural Sciences)	(PhD)		2020*			
Entrepreneurship	BBA		2020*			
Finance	BBA, MS	MS provisional until 2023.	2020*			
General Business	BBA		2020*			
Human Resource Management	BBA, MHRM		2020*			
International Business	BBA		2020*			
Management	BBA		2020*			
Management Information Systems	BBA, MS (information systems)	MS provisional until 2023.	2020*			
Marketing	BBA, MS (marketing management)	MS provisional until 2023.	2020*			
<b>School of Travel Industry Management</b>					School to merge with Shidler College of Business.	
Travel Industry Management	BS, MS		2021 (BS*) 2022 (MS)			
<b>College of Education</b>				ATP BEd Special Education.	MEd in School Counseling.	
Athletic Training	MS		2020*		Doctor of Physical Therapy under consideration (tentative ATP by 2020).	
Curriculum Studies	MEd		2021*			
Early Childhood Education	MEd		2021*			
Education	PhD		2021*			

\*Program will undergo professional accreditation review (per review schedule of accrediting body).

# Appendix A: Academic Programs Approved by the Board of Regents

## University of Hawai‘i at Mānoa

College/Department/Division and Degree Program	Approved Degrees	Provisional Programs	Program Review Date	Current Academic Actions 2019-2020	Future Plans 20/21-21/22 (Have not yet been reviewed through the ATP process).	Future Plans 22/23-25/26 (Have not yet been reviewed through the ATP process).
Education (Teaching)	MEdT		2021*			
Educational Administration	MEd		2021*			
Educational Foundations	MEd		2021*			
Educational Psychology	MEd, Phd		2021*			
Elementary Education	BEd		2021*			
Kinesiology and Rehabilitation Science	BS, MS		2021*			
Learning Design and Technology	MEd, Phd	Provisional until 2020.	2021*	To BOR in 2020.		
Professional Educational Practice	EdD		2021*			
Secondary Education	BEd		2021*			
Special Education	MEd		2021*			
<b>College of Engineering</b>						
Civil Engineering	BS, MS, PhD		2020 (PhD, MS), 2021 (BS*)			
Computer Engineering	BS		2021*			
Construction Engineering	BS	Provisional until 2024.	2021* (due in 2024)			
Electrical Engineering	BS, MS, PhD		2020 (PhD, MS), 2021 (BS*)			
Engineering Science	BS	Provisional until 2024.	2021* (due in 2024)			
Mechanical Engineering	BS, MS, PhD		2020 (PhD, MS), 2021 (BS*)			
<b>College of Tropical Agriculture and Human Resources</b>						
Animal Sciences	BS, MS		2020			
Biological Engineering	BS, MS		2020 (MS), 2021 (BS*)	MS stopped out for termination.		
Dietetics	BS	Provisional until 2023.				
Entomology	MS, PHD		2020			
Environmental Management	MEM		2020			

\*Program will undergo professional accreditation review (per review schedule of accrediting body).

# Appendix A: Academic Programs Approved by the Board of Regents

## University of Hawai‘i at Mānoa

College/Department/Division and Degree Program	Approved Degrees	Provisional Programs	Program Review Date	Current Academic Actions 2019-2020	Future Plans 20/21-21/22 (Have not yet been reviewed through the ATP process).	Future Plans 22/23-25/26 (Have not yet been reviewed through the ATP process).
Fashion Design and Merchandising	BS		2020			
Food Science	MS		2020			
Food Science & Human Nutrition	BS		2020			
Human Development and Family Studies	BS		2020			MS in Human Development under consideration.
Molecular Biosciences and Bioengineering	MS, PHD		2020			
Molecular Biosciences and Biotechnology	BS		2020			
Natural Resources & Environmental Management	BS,MS, PHD		2020			
Nutrition	PHD		2020			
Nutritional Sciences	MS	Provisional until 2022.	2020			
Plant and Environmental Protection Sciences	BS		2020	Stopped Out for termination.		
Tropical Agriculture and the Environment	BS		2020			
Tropical Plant and Soil Sciences	MS, PhD		2020			
Tropical Plant Pathology	PhD, MS		2020			
<b>School of Architecture</b>						
Architecture	DArch		2026*		Bachelor of Architecture under consideration (tentative ATP in 2021).	
Landscape Architecture	MLA	Provisional until 2021.	Successful accreditation candidacy visit in 2019. Review schedule TBD.			
Environmental Design	BEnvD	Provisional until 2019.	2020	To BOR in 2020 (after review).		
<b>William S. Richardson School of Law</b>						
Law	JD, LLM		2023*			
Juridical Science	SJD	Provisional until 2021.	2023			

\*Program will undergo professional accreditation review (per review schedule of accrediting body).

## Appendix A: Academic Programs Approved by the Board of Regents

### University of Hawai‘i at Mānoa

College/Department/Division and Degree Program	Approved Degrees	Provisional Programs	Program Review Date	Current Academic Actions 2019-2020	Future Plans 20/21-21/22 (Have not yet been reviewed through the ATP process).	Future Plans 22/23-25/26 (Have not yet been reviewed through the ATP process).
<b>John A. Burns School of Medicine</b>						Undergraduate degree in the health sciences in collaboration with UH West O'ahu under consideration.
Biomedical Sciences	PhD		2021	Admission stopped out.		
Biomedical Sciences (Tropical Medicine)	MS, PhD		2021			
Cell and Molecular Biology	MS, PhD		2021			
Clinical & Translational Research	MS		2021			
Communication Sciences and Disorders	MS		2020*			
Developmental and Reproductive Biology	MS, PhD		2021			
Epidemiology	PhD		2022*			
Medical Technology	BS		2022*			
Medicine	MD		2025			
<b>School of Nursing and Dental Hygiene</b>						
Dental Hygiene	BS		2022*			
Nursing	BS, MS, PhD		2020 (MS, BS*), 2021 (PhD)			
Nursing Practice	DNP		2029			
<b>Myron B. Thompson School of Social Work</b>						
Public Health	BA, MS, MPH, DrPH, PhD	BA provisional until 2019.	2022*	BA to BOR in 2019. Admission stopped out to the DrPH.		
Social Work	BSW, MSW		2026*			
Social Welfare	PhD		2024			

\*Program will undergo professional accreditation review (per review schedule of accrediting body).

Appendix A: Academic Programs Approved by the Board of Regents  
University of Hawai‘i at Hilo

College/Department/Division and Degree Program	Approved Degrees	Provisional Programs	Program Review Date	Current Academic Actions 2019-2020	Future Plans 20/21-21/22 (Have not yet been reviewed through the ATP process).	Future Plans 22/23-25/26 (Have not yet been reviewed through the ATP process).
<b>College of Agriculture, Forestry and Natural Resource Management</b>					BS in Fisheries and Aquaculture (anticipated ATP 2021; anticipated start 2022) Co-with CNHS.	
Aeronautical Sciences (est. Jan 2020)	BS	Fall 2024	2024			
Agriculture	BS		2020			
<b>College of Arts and Sciences</b>						
<b>Humanities Division</b>						
Art	BA		2021			
Communication	BA		2019			
English	BA		2021			
Japanese Studies	BA		2020			
Performing Arts	BA		2020			
Philosophy	BA		2018			
<b>Social Sciences Division</b>						
Administration of Justice	BA		2020			
Anthropology	BA		2020			
Counseling Psychology	MA		2018			
Education	MEd		2021			
Teaching	MA		2021			
Environmental Science	BS		2020			
Environmental Studies*	BA		Stopped out		Stopped out (Fall 2016-Spring 2020).	
Gender and Women's Studies	BA	Provisional approved 2015. Extended to Fall 2020.	2020		Provisional to established proposal due to BOR 2020.	
Geography	BA		2020			
Heritage Management	MA	Extension approved 12/6/18 to Fall 2020.	2020			
History	BA		2022			
Kinesiology and Exercise Sciences	BA		2019			
Political Science	BA		2020			
Psychology	BA		2018			
Sociology	BA		2021			
Liberal Studies	BA		2020			

## Appendix A: Academic Programs Approved by the Board of Regents University of Hawai‘i at Hilo

College/Department/Division and Degree Program	Approved Degrees	Provisional Programs	Program Review Date	Current Academic Actions 2019-2020	Future Plans 20/21-21/22 (Have not yet been reviewed through the ATP process).	Future Plans 22/23-25/26 (Have not yet been reviewed through the ATP process).
<b>College of Natural and Health Sciences</b>					BS in Data Science (anticipated ATP 2019; anticipated start 2020).	
						BS in Fisheries and Aquaculture (anticipated ATP 2021; anticipated start 2022) Co- with CAFNRM.
Astronomy	BS		2021			
Biology	BA, BS		2017			
Chemistry	BS		2020			
Computer Science	BS		2021			
Geology	BA, BS		2021			
Marine Science	BA, BS		2021			
Mathematics	BA		2017			
Natural Science	BA		2020			
Physics	BA		2021			
Tropical Conservation Biology & Environ Science	MS		2018			
<b>School of Nursing</b>						
Nursing	BS		2018			
Nursing Practice	DNP		2019			
<b>College of Business and Economics</b>						
Accounting	BBA		2020			
Business Administration	BBA		2020			
Economics*	BA		Stopped out		Stopped out (Fall 2017-Spring 2021).	
<b>College of Pharmacy</b>						
Clinical Psychopharmacology*	MS	Stopped out	Stopped out		Stopped out (Fall 2017-Spring 2019).	
Pharmacy	PharmD		2025			
Pharmacy Studies	BA	Fall 2016; extensions approved to Fall 2019.	2019			
Pharmaceutical Studies	PhD	Fall 2017; extensions approved to Fall 2019.	2019			

# Appendix A: Academic Programs Approved by the Board of Regents

## University of Hawai‘i at Hilo

College/Department/Division and Degree Program	Approved Degrees	Provisional Programs	Program Review Date	Current Academic Actions 2019-2020	Future Plans 20/21-21/22 (Have not yet been reviewed through the ATP process).	Future Plans 22/23-25/26 (Have not yet been reviewed through the ATP process).
<b>Ka Haka ‘Ula O Ke‘elikolani</b>						
Hawn & Indigenous Lang & Culture Revitalization	PhD		2020			
Indigenous Language and Culture Education	MA		2020			
Hawaiian Language and Literature	MA		2018			
Hawaiian Studies	BA		2019			
Linguistics	BA		2018			

# Appendix A: Academic Programs Approved by the Board of Regents

## University of Hawai‘i West O‘ahu

College/Department/Division and Degree Program	Approved Degrees	Provisional Programs	Program Review Date	Current Academic Actions 2019-2020	Future Plans 20/21-21/22 (Have not yet been reviewed through the ATP process).	Future Plans 22/23-25/26 (Have not yet been reviewed through the ATP process).
Education	BEd	Middle Level and Secondary Concentrations are provisional; The BEd degree is established.	2020		MS in Curriculum & Instruction (ATP anticipated 2021, effective 2022).	
Humanities	BA		2019	BA in Hawaiian-Pacific Islands Studies (ATP anticipated 2019-20, planned effective 2020).		
					BFA (Concentrations in Music and Creative Writing, ATP anticipated 2020, planned effective 2021).	
				BS in Cybersecurity (ATP anticipated Fall 2019, planned effective 2020).		
Business Administration	BA		2022		Applied MBA (ATP anticipated 2022).	
Applied Science	BAS		2023			
Public Administration	BA		2019			
Social Sciences	BA		2018			Master's in Applied Forensic Anthropology (ATP anticipated 2023, planned effective 2024).
Creative Media	BA	Provisional until 2025.				
Mathematics, Natural, and Health Sciences	BS in Natural Sciences	Provisional until 2025.				Bachelor's in Health Science (ATP anticipated 2022, planned effective 2023).
						BA in Transdisciplinary Studies (ATP anticipated 2022, planned effective 2023).



# Appendix A: Academic Programs Approved by the Board of Regents

## Hawai'i Community College

College/Department/Division and Degree Program	Approved Degrees	Provisional Programs	Program Review Date	Current Academic Actions 2019-2020	Future Plans 20/21-21/22 (Have not yet been reviewed through the ATP process).	Future Plans 2022-2026 (Have not yet been reviewed through the ATP process).
<b>Gen and Pre-Professional Ed</b>						
<b>Liberal Arts and Public Services</b>						
Liberal Arts	AA		2019			
Environmental Studies	ASC					
Humanities						
Creative Media	AS	Provisional until 2019.	2021			
Hawaiian Studies	AA		2019			
<b>Math and Natural Science</b>						
Natural Science	AS		2019			
Tropical Forest Ecosystem & Agroforestry Management	AS, CA		2020			
<b>Social Sciences</b>						
Substance Abuse Counseling	CO				AS in Substance Abuse Counseling (APT anticipated 2020.)	
Human Services	CO					
Administration of Justice	AS		2020			
Early Childhood Education	AS, CA		2020			
Fire Science	AS, CA		2021			
<b>Career and Technical Education</b>						
<b>Applied Technical Education</b>						
<b>Construction</b>						
Agriculture	AAS, CA		2019			Sustainable Ag program (in discussion).
Architectural, Engineering & CAD Tech	AAS, CA		2021			Renewable Energy program (still in discussion stage).
Carpentry	AAS, CA		2020			
Electrical Installation & Maintenance Technology	AAS, CA		2019		CA Residential Area and Commercial & Industrial (in planning).	
<b>Transportation</b>						
Auto Body Repair and Painting	AAS, CA		2020			

## Appendix A: Academic Programs Approved by the Board of Regents

### Hawai'i Community College

College/Department/Division and Degree Program	Approved Degrees	Provisional Programs	Program Review Date	Current Academic Actions 2019-2020	Future Plans 20/21-21/22 (Have not yet been reviewed through the ATP process).	Future Plans 2022-2026 (Have not yet been reviewed through the ATP process).
Automotive Mechanics Technology	AAS, CA		2019			
Diesel Mechanics Technology	AAS, CA		2021			
Electronics Technology	AAS, CA		2019	AAS temporarily stopped out (one year) as curriculum is revised.	Change to AS in Electronics to Process Control, Telecommunication & Electronics.	
Machine, Welding & Industrial Mechanics Technologies	AAS, CA		2019			
Business Education & Technology						
Accounting	AAS, CA		2020			
Business Technology	AAS, CA		2019			
Digital Media Arts	AAS, CA		2019			
Information Technology	AS, CA		2021			
Marketing	AAS, CA		2021	Change to AS in Marketing Management.		
Hospitality						
Culinary Arts	AAS, CA		2019			
Hospitality and Tourism	AAS, CA		2020			
Nursing and Allied Health						
Nursing	AS		2021	Curriculum revision for ASN (Fall 2019).		
Practical Nursing	CA		2019	Curriculum revision for PN (Fall 2019).		

## Appendix A: Academic Programs Approved by the Board of Regents Honolulu Community College

College/Department/Division and Degree Program	Approved Degrees	Provisional Programs	Program Review Date	Current Academic Actions 2018-2019	Future Plans 2019-2022 (Have not yet been reviewed through the ATP process).	Future Plans 2022-2025 (Have not yet been reviewed through the ATP process).
<b>Gen and Pre-Professional Ed</b>						
Hawaiian Studies	AA		2022			
Liberal Arts	AA		2022			
Natural Science	AS					
<b>Transportation &amp; Trades (TECH I)</b>						
Aeronautics Maintenance Technology	AS, CA		2019			
Applied Trades	AAS, CA		2022			
Architectural, Engineering & CAD Tech	AS, CA		2022			
Auto Body Repair and Painting	AAS, CA		2018			Possibility of folding this low-enrolled into the AMT program.
Automotive Tech / Auto Mechanics Tech	AAS, CA		2020			
Carpentry Technology	AAS, CA		2022			
Diesel Mechanics Technology	AAS, CA		2018			
Electrical Installation & Maintenance Tech	AAS, CA		2021			
Fire and Environmental Emergency Response	AAS, CA		2021			
Occupational & Environmental Safety Mgt	AS, CA		2020			
Refrigeration & Air Conditioning Tech	AAS, CA		2022			
Sheet Metal & Plastics Technology	AAS, CA		2021			
Small Vessel Fabrication and Repair	AAS, CA		2019		Currently stopped-out; exploring the possibility of turning curriculum into a noncredit program.	
Welding Technology	AAS, CA		2020			
<b>Communication &amp; Services (TECH II)</b>						
Administration of Justice	AAS		2020			
Early Childhood Education	AS, CA		2018			
Human Services	AAS, CA		2018			
Communication Arts	AS		2022			Exploring the possibility of creating a certificate.
Computing, Electronics & Networking Tech	AS, APC, CA		2022			

## Appendix A: Academic Programs Approved by the Board of Regents Honolulu Community College

<b>College/Department/Division and Degree Program</b>	<b>Approved Degrees</b>	<b>Provisional Programs</b>	<b>Program Review Date</b>	<b>Current Academic Actions 2018-2019</b>	<b>Future Plans 2019-2022 (Have not yet been reviewed through the ATP process).</b>	<b>Future Plans 2022-2025 (Have not yet been reviewed through the ATP process).</b>
Cosmetology	AAS, CA		2021			
Fashion Technology	AAS, CA		2021			
Music and Entertain Learning Experience	AS		2019			
<b>Career &amp; Technical Education, Other</b>						
Interdisciplinary Program	ATS					ATS has never been awarded.

# Appendix A: Academic Programs Approved by the Board of Regents

## Kapi'olani Community College

College/Department/Division and Degree Program	Approved Degrees	Provisional Programs	Program Review Date	Current Academic Actions 2018-2019	Future Plans 2019-2022 (Have not yet been reviewed through the ATP process).	Future Plans 2022-2025 (Have not yet been reviewed through the ATP process).
<b>Gen and Pre-Professional Ed</b>						
Hawaiian Studies	AA		2019			
Liberal Arts	AA		2019			
Natural Science	AS, CA, CA Biotechnician		2019			
<b>Career and Technical Education</b>						
Business Education						
				AS and CA in Entrepreneurship ATP approved Spring 2019, provisional status request 2020.		
Accounting	AS, CA		2019			
Information Technology	AS, APC, CA		2019			
Marketing	AS, CA		2019		Plan to stop-out and terminate.	
Hospitality and Tourism						
Hospitality Operations Management	APC, AS, CA	Provisional until 2018. Extension until 2019.	2019			
Travel & Tourism Operations Management	AS, CA		2019			
Food Services						
				CA in Pastry Arts (2019-20).		
				CA in Restaurant Management (2019-20).		
Culinary Arts	AS, CA		2019			
Culinary Management	APC	Provisional until 2016. Extension until 2019.	2019	Request for extension of APC to Spring 2020.		
Health Services						
					Community Paramedicine (2019-20).	
Dental Assisting	CA		2019			
Medical Assisting	AS, CA		2019			
Medical Laboratory Technician	AS		2019			
Mobile Intensive Care Tech	AS, CA		2019			

**Appendix A: Academic Programs Approved by the Board of Regents  
Kapi‘olani Community College**

<b>College/Department/Division and Degree Program</b>	<b>Approved Degrees</b>	<b>Provisional Programs</b>	<b>Program Review Date</b>	<b>Current Academic Actions 2018-2019</b>	<b>Future Plans 2019-2022 (Have not yet been reviewed through the ATP process).</b>	<b>Future Plans 2022-2025 (Have not yet been reviewed through the ATP process).</b>
Nursing: Associate Degree	AS		2019			
Nursing: Practical Nursing	CA		2019			
Occupational Therapy Assistant	AS		2019			
Physical Therapist Assistant	AS		2019			
Radiologic Technologist	AS		2019			
Respiratory Care Practitioner	AS		2019			
Public Services						
Educational Paraprofessional	AS		2019	Terminate 2019-20		
Paralegal	AS, CA		2019			
Second Language Teaching					AS Second Language Teaching – change degree title from AS ED Paraprofessional with concentration in SLT to AS SLT. Terminate AS Educational Paraprofessional.	
Trades and Technology						
New Media Arts	AS		2019			
Career & Technical Education, Other						
Interdisciplinary Program	ATS		2019			

# Appendix A: Academic Programs Approved by the Board of Regents

## Kaua'i Community College

College/Department/Division and Degree Program	Approved Degrees	Provisional Programs	Program Review Date	Current Academic Actions 2018-2019	Future Plans 2019-2022 (Have not yet been reviewed through the ATP process).	Future Plans 2022-2025 (Have not yet been reviewed through the ATP process).
<b>General and Pre-Professional Education</b>						
Creative Media	AS	Provisional until Fall 2018	2022	Provisional to established (anticipated 2020).		
Hawaiian Studies	AA		2020			
Liberal Arts	AA		2020			
Natural Science	AS		2024			
<b>Career and Technical Education</b>						
<b>Business Education</b>						
Accounting	AAS, CA		2023			
Business	AS, CA		2024			
Business Technology	AAS, CA		2023	Stopped out (Aug 2018 - July 2020).		
Hospitality and Tourism	AAS, CA		2021			
Sustainable Science Management	CA	Stop out in 2018-19 - July 2020	Provisional until Spring 2017.	Stopped out (2018-19 – July 2020).		
<b>Food Services</b>						
Culinary Arts	AAS, CA		2024			
<b>Health Services</b>						
Medical Assisting	CA			AS in Medical Assisting (ATP anticipated in 2019-20).		
Nursing: Associate Degree	AS		2025		AS and CA in Public Health (ATP targeted for 2021).	
Nursing: Practical Nursing	CA		2025			
<b>Public Services</b>						
Early Childhood Education	AS, CA		2020			
<b>Trades and Technology</b>						
Automotive Tech / Auto Mechanics Tech	AAS, CA					
Building Construction Technologies	AAS			AAS in Building Technologies (ATP anticipated 2020).		
Carpentry Technology	AAS, CA		2024		Merge these two	

**Appendix A: Academic Programs Approved by the Board of Regents  
Kaua'i Community College**

<b>College/Department/Division and Degree Program</b>	<b>Approved Degrees</b>	<b>Provisional Programs</b>	<b>Program Review Date</b>	<b>Current Academic Actions 2018-2019</b>	<b>Future Plans 2019-2022 (Have not yet been reviewed through the ATP process).</b>	<b>Future Plans 2022-2025 (Have not yet been reviewed through the ATP process).</b>
Electrical Installation & Maintenance Tech	AAS, CA		2024		AAS programs into a single AAS program called Building Construction Technologies.	
Electronics Technology	AS, CA		2023			
Plant Biology and Tropical Agriculture	AS, CA	Provisional until Fall 2018.	2018	Stopped out (2018-19 – July 2020).		
Career & Technical Education						
Other					AS, CA in Administration of Justice (ATP targeted for 2021).	
					AS, CA in Public Health.	



# Appendix A: Academic Programs Approved by the Board of Regents

## Leeward Community College

College/Department/Division and Degree Program	Approved Degrees	Provisional Programs	Program Review Date	Current Academic Actions 2018-2019	Future Plans 2019-2022 (Have not yet been reviewed through the ATP process).	Future Plans 2022-2025 (Have not yet been reviewed through the ATP process).
<b>General and Pre-Professional Education</b>						
Hawaiian Studies	AA		2022			
Liberal Arts	AA		2021			
Natural Science	AS		2020			
Special Education PK-12	APC	Provisional until Fall 2019		Provisional to established (Fall 2020).		
Teaching	AS		2020		Considering the creation of a new Certificate of Achievement in Teaching (2021-2022).	
<b>Career and Technical Education</b>						
Accounting	AS, CA		2021			
Automotive Tech / Auto Mechanics Tech	AAS, CA		2021	Conversion to AS Automotive Technology (2019-2020).		
Business Technology	AS, CA		2021			
Culinary Arts	AS, CA		2021			
Digital Media Production	AS, CA		2019			
Health Information Technology	AS, CA		2020			
Information & Computer Science	AS, CA		2019			
Integrated Industrial Technology	AS, CA	Provisional until Fall 2020.			Provisional to established (Anticipated Fall 2020. May request extension).	
Management	AS, CA		2021			
Plant Biology and Tropical Agriculture	AS, CA	Provisional status extended until Spring 2021.	2019		Provisional to established (anticipated Spring 2021. Possible program name change from Plant Biology & Tropical Agriculture to Sustainable Agriculture).	
Substance Abuse Counseling	CO (BOR approved)		2019			

**Appendix A: Academic Programs Approved by the Board of Regents  
Leeward Community College**

<b>College/Department/Division and Degree Program</b>	<b>Approved Degrees</b>	<b>Provisional Programs</b>	<b>Program Review Date</b>	<b>Current Academic Actions 2018-2019</b>	<b>Future Plans 2019-2022 (Have not yet been reviewed through the ATP process).</b>	<b>Future Plans 2022-2025 (Have not yet been reviewed through the ATP process).</b>
Television Production	AS, CA		2019		Stop out AS and CA in TV Production (Last cohort Fall 2019); plan to incorporate program as specialization in AS in Digital Medial Production (Fall 2020).	

# Appendix A: Academic Programs Approved by the Board of Regents

## University of Hawai‘i Maui College

College/Department/Division and Degree Program	Approved Degrees	Provisional Programs	Program Review Date	Current Academic Actions 2018-2019	Future Plans 2019-2022 (Have not yet been reviewed through the ATP process).	Future Plans 2022-2025 (Have not yet been reviewed through the ATP process).
<b>Gen and Pre-Professional Ed</b>						
<b>Humanities Department</b>						
Hawaiian Studies	AA		2020			
Liberal Arts	AA		2020			
Natural Science	AS		2019			
<b>Career and Technical Education</b>						
<b>Allied Health Department</b>						
Dental Hygiene	AS		2020			
Nursing	AS, CA		2021			Considering how to address county need for nurse aides and BS in Nursing.
<b>Business and Hospitality Department</b>						
Accounting	AAS, CA		2019			
Applied Business and Information Technology	BAS		2021			
Business Administration (formerly Business Careers)	AAS, CA		2019			
Business Technology	AAS, CA		2022			
Culinary Arts	AAS, CA		2022			
Hospitality and Tourism	AAS, CA		2022			
<b>Career and Technical Education/Vocational Technology Department</b>						
Auto Body Repair and Maintenance	AAS, CA		2019		Considering stopping out the Auto Body Repair and Maintenance program due to low enrollment and graduation rates.	
Automotive Technology	AAS, CA		2019			
Construction Technology	AAS, CA		2022			
Fashion Technology	AAS, CA		2019			
<b>Science, Engineering, Technology and Math Department</b>						
Agriculture and Natural Resources	AAS, CA		2021			

## Appendix A: Academic Programs Approved by the Board of Regents

### University of Hawai‘i Maui College

College/Department/Division and Degree Program	Approved Degrees	Provisional Programs	Program Review Date	Current Academic Actions 2018-2019	Future Plans 2019-2022 (Have not yet been reviewed through the ATP process).	Future Plans 2022-2025 (Have not yet been reviewed through the ATP process).
Creative Media	AS	Provisional until 2018.	2020		Provisional to established (Anticipated Fall 2020).	
Electronic & Computer Engineer Technology	AS, CA		2021 (AS)			
Engineering Technology	BAS	Provisional	2021			
Sustainable Science Management	BAS		2020			
Social Science Department						
						Maui College continues to pursue partnerships and alternatives to address teacher shortages in the county.
Administration of Justice	AAS, CA		2020			
Early Childhood Education	AS, CA		2021			
Human Services	AS, CA		2022			
Career and Technical Education, Other						
Interdisciplinary Program	ATS					

Appendix A: Academic Programs Approved by the Board of Regents  
**Windward Community College**

College/Department/Division and Degree Program	Approved Degrees	Provisional Programs	Program Review Date	Current Academic Actions 2018-2019	Future Plans 2019-2022 (Have not yet been reviewed through the ATP process).	Future Plans 2022-2025 (Have not yet been reviewed through the ATP process).
<b>Gen and Pre-Professional Ed</b>						
Hawaiian Studies	AA		2020			
Liberal Arts	AA		2022			
Natural Science	AS		2020			
<b>Career and Technical Education</b>						
Health Services						
Veterinary Assisting / Technology	AS, CA		2020			
Trades and Technology						
Agripharmatech	CA		2020			

## Appendix B: Program Review Schedule for Campuses

Campus	Link to Program Review Information
University of Hawai‘i at Mānoa	<a href="https://manoa.hawaii.edu/ovcaa/program_review/">https://manoa.hawaii.edu/ovcaa/program_review/</a>
University of Hawai‘i Hilo	<a href="https://hilo.hawaii.edu/uhh/vcaa/ProgramReview.php">https://hilo.hawaii.edu/uhh/vcaa/ProgramReview.php</a>
University of Hawai‘i West O‘ahu	<a href="https://westoahu.hawaii.edu/programreview/">https://westoahu.hawaii.edu/programreview/</a>
Hawai‘i Community College	<a href="http://hawaii.hawaii.edu/files/program-unit-review/">http://hawaii.hawaii.edu/files/program-unit-review/</a>
Honolulu Community College	<a href="https://www.honolulu.hawaii.edu/ppir">https://www.honolulu.hawaii.edu/ppir</a>
Kapi‘olani Community College	<a href="http://ofie.kapiolani.hawaii.edu/program-review/">http://ofie.kapiolani.hawaii.edu/program-review/</a>
Kaua‘i Community College	<a href="https://www.kauai.hawaii.edu/program-review-apru-cpr">https://www.kauai.hawaii.edu/program-review-apru-cpr</a>
Leeward Community College	<a href="https://www.leeward.hawaii.edu/planning-reports">https://www.leeward.hawaii.edu/planning-reports</a>
University of Hawai‘i Maui College	<a href="http://maui.hawaii.edu/program-review/">http://maui.hawaii.edu/program-review/</a>
Windward Community College	<a href="https://windward.hawaii.edu/ir/Program%20review/ProgramReviewOptions.php">https://windward.hawaii.edu/ir/Program%20review/ProgramReviewOptions.php</a>

# Draft Academic Program Master Plan

Donald O. Straney

Vice President for Academic Planning and Policy

February 6, 2020 Academic and Student Affairs Committee

# Integrated Academic and Facilities Planning (2017)

Systemwide guiding principles and priorities

Mission statement for each major unit

- Implications for enrollment, facilities and academic

Update program approval and review process

Systemwide collaboration

- Distance learning
- Academic planning and sector convenings
- Enrollment management
- Facilities planning

Institutional implementation

- Multi-year budget planning, annual operating budgets, 6 year CIP plans and academic program plans.



# Implementing the IAFP

Revising policies on planning (RP Chapter 4)

Developing 6-year rolling plans

- CIP Facilities Plan
- Enrollment Plan
- Academic Program Master Plan
- Operating budget plan

Revising related policies

# 6-year Capital Improvement Projects Plan

Executive summary

Systemwide overview

Systemwide 6-year vision

Systemwide 6-year plan

Unit Plans, connecting facilities with budget and programs

- Unit description
- Strategic plan
- 6-year vision
- 6-year plan
- Related initiatives

# 6-year Academic Program Master Plan

Executive summary

Systemwide overview

Program review process

Meeting critical state needs

System multi-year plan

Unit Plans, connecting programs with budget and facilities

- Executive summary
- Mission statement and overview of programs
- 6-year academic goals
- 6-year planned program actions

# System-level Planning Guidelines

## Hawaii Graduation Initiative Goals

- 15 is full time
- First year success
- Transfer
- Online offerings
- Serving new populations

Meeting state needs (3<sup>rd</sup> Decade)

Consultative and coordinated program planning

Delivering programs as a system

# System-level Program Priorities

Expand access to teacher preparation programs

Develop programs in

- medical support careers
- sustainability and climate change
- data and computer science
- cybersecurity
- engineering
- materials science

Expand internship and practicum opportunities

Use interdisciplinary approaches to incubate new curricula

# Fine Tuning Teacher Program Pathways

- Create pathways from high school teacher education academies to Associate of Science in Teaching or Bachelor of Education degrees
- Offer AST degrees statewide, including through online delivery
- Articulate statewide pathways from AST to BEd in Education, including through online delivery
- Strengthen post baccalaureate programs for Bachelor's degree holders to earn licensure as teachers
- Develop programs to meet the needs of adult and returning students seeking to achieve licensure

# Programs in the Planning Pipeline

Campus	New ATPs to Officers AY 19/20	Possible ATPs Under Discussion AY 20/21 AY 21/22
University of Hawai'i at Mānoa	BA Public Policy BEd Special Education MA Women's Studies	BS/PM Data Science Bachelor of Architecture (BArch) Doctor of Physical Therapy BEd in Hawaiian Immersion BEd in School Counseling BA/MA Criminal Justice
University of Hawai'i at Hilo	BS Data Science BA Asian Studies/Languages (program consolidation)	BS Fisheries and Wildlife
University of Hawai'i at West O'ahu	BS Cybersecurity	MS School Counseling & Guidance
University of Hawai'i Community Colleges	AS/CA Entrepreneurship (KapCC)	AS Substance Abuse Counseling (Hawai'i CC) CA in Residential Electrical Installation and Maintenance (Hawai'i CC) CA in Commercial & Industrial Electrical Installation and Maintenance (Hawaii CC) CA Pastry Arts (Honolulu CC) CA Restaurant Management (KapCC) AS Public Health (Kaua'i CC) AA Administration of Justice (Kaua'i CC)

# Unit Planning Format

College/Department/Division and Degree Program	Approved Degrees	Provisional Programs	Program Review Date	Current Academic Actions 2019-2020	Future Plans 2020/21-2021/22 (Have not yet been reviewed through the ATP process).	Future Plans 2022/2023-2025/26 (Have not yet been reviewed through the ATP process).
College of Arts and Humanities					College in process of merging with LLL and SPAS	
American Studies	BA, MA, PhD		2021			
Art and Art History			2021			
Communicology	BA, MA		2021			
Creative Media	BA		2021		BFA in Creative Media and MFA in Indigenous Filmmaking under consideration (tentative ATP by 2020-21)	
History	BA, MA, PhD		2021			
Music	BA, BMus, MA, MMus, PhD		2022*			
Philosophy	BA, MA, PhD		2021			
Religion	BA		2021			
Religion (Asian)	MA		2021			
Theatre and Dance	BA, BFA, MA, MFA, PhD		2021		BFA in Acting under development (ATP expected by 2020)	PhD in Performance Studies under consideration