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Office of the Chancellor

UNIVERSITY OF HAWAII
BOARD OF REGENTS

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August 19, 2013

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MEMORANDUM

TO: Chuck Gee
Chair, Academic Affairs Committee
Board of Regents, University of Hawai'i

VIA: David Lassner
Interim President *David Lassner*

VIA: Donald Straney
Chancellor, University of Hawai'i at Hilo *Donald D. Straney*

FROM: Matt Platz
Vice Chancellor-Academic Affairs, University of Hawai'i at Hilo *Matt Platz*

SUBJECT: Change of status from "Provisional" to "Established" for the Master Of Arts In
Indigenous Language And Culture Education at the University of Hawai'i at Hilo Ka
Haka 'Ula O Ke'elikōlani College of Hawaiian Language

SPECIFIC ACTION REQUESTED

It is requested that the University of Hawai'i Board of Regents approve the change of status from "provisional" to "established" for the Master of Arts in Indigenous Language and Culture Education at the University of Hawai'i at Hilo Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language. In addition to the summary of the program below, please find attached a self-study of the program for your review.

Approval of the Master of Arts in Indigenous Language and Culture Education

☐ New Program Proposal
☒ Provisional to Established

RECOMMENDED EFFECTIVE DATE

Upon Board approval

BACKGROUND

The Master of Arts in Indigenous Language and Culture Education (MA ILCE) program is administered by Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language at the University of Hawai'i at Hilo. It is a 31 semester hour program. The program admitted its first cohort of students in Fall 2007 and produced its first 2 graduates in Spring 2008 followed by 9 graduates in Spring

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2010, and 4 graduates in Spring 2012. As of May 2012, 15 students have graduated from MA ILCE.

Ka Haka 'Ula O Ke'elikōlani has grown extremely rapidly during the past few years within the context of historical budgeting in the University of Hawai'i system. One of the outcomes of the College's rapid growth and limited resources was that the completion of the MAILCE permanent status proposal was delayed.

Highlights of the MA ILCE program are further described in the program self-study, include:

- The MA ILCE provides direct service to communities throughout Hawai'i by preparing teachers, researchers and culture resource specialists in a high need area of education in Hawai'i's schools. (p. 5)
- The MA ILCE was approved in 2011 by WASC as a distance learning program in order to provide access to students in multiple locations within Hawai'i, as well as to national and international partner universities. Six of the program's courses are offered as distance education (via HITS and Polycom), with the remainder offered in a face-to-face environment during the summer session. (p. 5)
- The MA ILCE positively impacts Hawai'i's workforce-97% of the Kahuawaiola program completers are licensed teachers and 100% of the ILCE graduates are employed in Hawai'i's schools on five islands. (p. 5)
- MA ILCE graduates are eligible to earn substantially higher annual salaries than newly hired teachers who have not completed a state-approved teacher education program. (p. 6)

Significance/Contribution of this degree:

The Master of Arts in Indigenous Language and Culture Education (MA ILCE) is a core program of Ka Haka 'Ula o Ke'elikōlani College of Hawaiian Language; specifically designed and implemented to fulfill the College's mission by addressing the need for highly effective and qualified Hawaiian language and culture educators. As such, the MA ILCE degree directly supports the UH-Hilo and UH system strategic plans, as well as the Hawai'i Papa O Ke Ao system-wide initiative. Offered as a distance learning program, the MA ILCE makes a positive impact and essential contribution throughout Hawai'i as it provides access to students on all islands, as well as connects our students with indigenous educators both nationally and internationally.

For the past three decades, Hawaiian language immersion education, from preschool through graduate levels (P-20), has been developed as a primary vehicle for achieving the revitalization of Hawaiian language and traditional culture. In order to adequately resource existing and future Hawaiian language and culture educational programs, including Hawaiian language immersion programs, the MA ILCE prepares its students for initial teacher certification, as well as for applied academic research within Hawaiian and indigenous culture-based education. The MA ILCE is unique in that it is the only masters degree program that is taught through the medium of the Hawaiian language upon a Hawaiian pedagogy foundation.

Cost and resource allocation/reallocation implications:

The MA ILCE has long been a part of the priority focus of the College on community outreach in P-20 education through Hawaiian and other indigenous languages. The staffing and funding priorities of the College have focused on this program and those feeding into it since the establishment of the

College. There is therefore no need to reallocate funds within the College to this program. The existence of the College's P-12 laboratory school program taught entirely through Hawaiian is a unique resource that exists beyond those normally available for MA programs in education.

Demand projections:

Since its establishment in 1983, Hawaiian language immersion education has created a demand for teachers who are qualified to teach a wide range of academic subjects using the Hawaiian language. This is a high need area for Hawai'i's schools and the demand is projected to continue to grow. The 11 'Aha Pūnana Leo preschools, the 21 DOE Hawaiian language immersion schools, the 10 Hawaiian immersion and culture-based public charter schools, and the three Kamehameha School campuses are in need of qualified teachers who have a Hawaiian culture-based foundation. The numbers of students in all of these educational programs have steadily increased over the past two decades and are expected to continue to increase as many Hawaiian schools are expanding to offering multiple classes at each grade level. With the increase in student enrollment, the need for additional Hawaiian immersion teachers also increases.

Accreditation impact (if any):

The establishment of permanent status for this program will have a positive impact on accreditation, an area where the College is already quite strong. It is essential that every piece of the overall P-20 program have permanent status as the College moves forward. As the national and international leader in seamless P-20 education through indigenous languages, the entire P-20 programs of the College received the first US accreditation from WINHEC (World Indigenous Nations Higher Education Consortium) in 2009 for ten years. In 2010, the Hawai'i Teacher Standards Board granted the full seven-year accreditation to its Kahuawaiola Indigenous Teacher Education program. Furthermore, this year (2013) the model P-12 laboratory school, where much of the training of MA ILCE students occurs, received the maximum six-year accreditation from WASC (Western Association of Schools and Colleges). Universities preparing teachers for indigenous communities and accrediting entities look to the College for leadership in developing best practices that can be incorporated into unique standards for distinctive indigenous language-based teacher preparation.

Examples (2-3) of similar models from peer institutions:

Similar to the MA ILCE degree, peer institutions have developed models to specifically meet their unique indigenous community needs and aspirations. Currently, there are no other peer graduate level programs that explicitly focus on a professional indigenous teacher education track which are also taught through the indigenous target language. Several indigenous teacher education programs provide initial teacher certification through the indigenous language, perspectives, epistemology and pedagogy, however, the focus for graduate level education in those programs is on a much broader scope of study and are not specific to indigenous teacher education. The following are two examples of similar Master degree models:

MODEL ONE: UNIVERSITY OF ALASKA FAIRBANKS

College of Liberal Arts, Center for Cross-Cultural Studies <www.uaf.edu/cxcs/

Graduate program – M.A. in Cross-Cultural Studies

The cross-cultural studies M.A. degree program emphasizes indigenous knowledge systems. The program is designed to provide graduate students from various fields of interest an opportunity to pursue in-depth study of the role and contributions of indigenous knowledge in the contemporary world. Students are expected to demonstrate the ability to work effectively with indigenous people in their studies.

Minimum Requirements for Degree: 36 credits

Core courses:

- CCS F601–Documenting Indigenous Knowledge (3 credits)
- CCS F608–Indigenous Knowledge Systems (3 credits)
- CCS F612–Traditional Ecological Knowledge (3 credits)
- CCS/ED F690–Seminar in Cross-Cultural Studies (3 credits)
- CCS F698–Field Study/Elder Apprenticeship (6 credits)

At least one of the following cross-cultural studies specialization courses:

- ANS/ED F461–Native Ways of Knowing (3 credits)
- CCS/ED F610–Education and Cultural Processes (3 credits)
- RD F425–Cultural Impact Analysis (3 credits)

A minimum of 15 credits of approved electives to provide specialization depth.

MODEL2: UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education <<http://www.ccfi.educ.ubc.ca/programs.php>>

Graduate program – M.A. in Cross-Faculty Inquiry in Education or M.Ed in Cross-Faculty Inquiry in Education

Minimum Requirements for Degrees:

M.A– 30 credits/M.Ed– 33 credits

Core courses:

- CCFI 501–Living Inquiry in Learning Communities (3 credits)
- CCFI 502–Theorizing Knowing in Education (3 credits)
- EDUC 500 Research Methodology in Education (3 credits)

Research Methods Courses (3 credits)

- CCFI 590– Graduating Project (3 credits/M.Ed)
- CCFI 599–Masters Thesis (6 credits/MA)

Approved Electives (18 M.Ed/12 MA credits)

Similar programs at other UH campuses (if there is duplication, why is this program necessary):

Currently, UH Hilo’s MA ILCE is the only master's degree program in Hawai‘i that prepares students exclusively for Hawaiian language immersion education; there is no duplication with existing UH programs. While a special track within UH Mānoa’s College of Education MED program Ho’okulāiwi trains students to work in Native Hawaiian communities, Hawaiian language immersion education is not their main mission, as courses are taught with an emphasis on indigenous education through the medium of English. By contrast, the MA ILCE is taught primarily through the medium of Hawaiian and is built upon Hawaiian pedagogy to ensure that teachers are highly qualified both in Hawaiian culture-based pedagogy and in the language of instruction.

Statement from campus administration of new program’s strategic value within the UH priorities:

UH Hilo is proud to be home to Ka Haka ‘Ula o Ke‘elikōlani College of Hawaiian Language which is recognized as the U.S. leader in indigenous language revitalization. The college is mandated by state law (Act 315) to implement its language and culture programs, as well as to outreach to other indigenous people on a national and international basis. The mission of the MA ILCE degree program is to prepare language and culture educators as reflective educators that will promote the further development of indigenous/Hawaiian culture-based education. MA ILCE is a key priority of the UH Hilo campus, and one that perfectly exemplifies our mission as a place based, applied learning university that serves the people of Hawai‘i, the Pacific region and the world.

ACTION RECOMMENDED

It is recommended that the University of Hawai'i Board of Regents approve the change of status from "provisional" to "established" for the Master of Arts in Indigenous Language and Culture Education program at UH Hilo.

Approval of the Master of Arts in Indigenous Language and Culture Education

 New Program Proposal

 X Provisional to Established

Attachment – Master of Arts in Indigenous Language and Culture Education (MA ILCE), A Self-study to Move from Provisional to Established Status

cc Darolyn Lendio, Acting Executive Administrator and Secretary of the Board
 Linda Johnsrud, Executive Vice President for Academic Affairs/Provost

**Master of Arts in Indigenous Language and Culture Education
Ka Haka ‘Ula o Ke‘elikōlani College of Hawaiian Language
University of Hawai‘i at Hilo**

A SELF-STUDY TO MOVE FROM PROVISIONAL TO ESTABLISHED STATUS

Ka Haka ‘Ula o Ke‘elikōlani College of Hawaiian Language (KHUOK) is recognized as the U.S. leader in indigenous language revitalization and is mandated by state law (Act 315) to implement its language and culture programs, as well as outreach to other indigenous people on a national and international basis. The primary mission of KHUOK is the revitalization of Hawaiian language and traditional culture. Hawaiian language immersion education, from preschool through graduate levels (P-20), is the primary vehicle for achieving this mission. The Master of Arts in Indigenous Language and Culture Education (MA ILCE) is a core program of KHUOK and is specifically designed and implemented to fulfill the College’s mission by addressing the need for highly effective and qualified Hawaiian language and culture educators. The MA ILCE includes preparation for initial teacher certification, as well as applied academic research knowledge and skills to prepare teachers who will innovate and improve Hawaiian language education.

1. IS THE PROGRAM ORGANIZED TO MEET ITS OBJECTIVES?

Program Mission Statement and Program Objectives

The mission of the MA ILCE is to prepare language and culture educators as reflective educators to promote the further development of indigenous/Hawaiian culture-based education. The program is designed to enable language and culture education practitioners, such as teachers, administrators, and culture resource specialists, to improve Hawaiian education by learning to conduct and apply indigenous educational research. Currently, UH Hilo’s MA ILCE is the only MA program in Hawai‘i that trains exclusively for Hawaiian language immersion education. While a special track within UH Mānoa’s College of Education MEDt program Ho‘okulāiwi trains students, however immersion education is not their main mission, as courses are taught with an emphasis on indigenous education through the medium of English. By contrast, the MA ILCE is taught primarily through the medium of Hawaiian and is built upon Hawaiian pedagogy to ensure that teachers are highly qualified both in Hawaiian culture-based pedagogy and in the language of instruction. Directly benefitting Hawai‘i’s P-20 educational programs, MA ILCE program objectives are:

- To expand students’ ability to design and conduct applied research;
- To expand students’ application of their own research;
- To expand students’ ability to access and interpret research done by others in the field of indigenous education;
- To broaden the students’ understanding of indigenous culture and educational issues through national and international links.

Program Description

The MA ILCE was approved by the Board of Regents on October 22, 2004 to offer both the non-thesis track (Plan B), which it has offered since its inception in 2007, and a thesis track (Plan A),

which has been postponed until sufficient faculty resources become available. The thesis track, when offered, will open the program to language and culture education practitioners of other indigenous languages who are non-Hawaiian language-speaking students focusing on non-Hawaiian indigenous educational contexts, as well as Hawaiian speakers who want to do in-depth research on Hawaiian contexts.

The MA ILCE adheres to UH-Hilo's graduate admissions policies. The priority application deadline is February 1 for admission to the following Fall semester. After February 1, applications are accepted on a space-available basis. The UH-Hilo Admissions Office receives all applications and supporting documents and maintains the applications through final notification. Applications that meet initial requirements are forwarded to the college's admissions committee for a comprehensive review and consideration for admission into the program.

Admission to the Plan B, non-thesis track of the MA ILCE program requires a high level of Hawaiian language fluency and thus limits the number of qualified applicants. Admission requirements have been recently modified to allow licensed teachers who have completed a teacher preparation program other than KHUOK's Kahuawaiola program to enter. It is anticipated that these modifications will increase the pool of eligible applicants. Specific criteria for admission (with modifications underscored) to the Plan B, non-thesis track program are as follows:

1. A Bachelor's degree from an accredited college or university with a minimum 3.0 grade point average in an approved field of study, e.g., Indigenous Studies, Ethnic Studies, Education, Languages (including English);
2. Three letters of recommendation, at least one of which must focus on the applicant's background in the Hawaiian language and culture and service to the Hawaiian community;
3. Grade point average of 3.0 or better in the last 60 credits of coursework taken (including coursework taken after the bachelor's degree).
4. 30 credits of study in Hawaiian language or a program approved combination of Hawaiian language and a metropolitan language, Anthropology or Linguistics, with no grade lower than a "B" and a 3.0 average;
5. 9 credits of study in the Hawaiian culture or a program approved combination of Hawaiian culture and related social science courses such as Anthropology and Sociology, with no grade lower than a "B" and a 3.0 average;
6. Teaching experience, either paid or volunteer;
7. Interview, either in person or by telephone;
8. Graduate Record Exam (GRE) passing scores;
9. In the case of second language speakers of English, passing scores on the TOEFL as determined by the college or other evidence of English fluency;
10. Prior completion of the Kahuawaiola Indigenous Teacher Education Program or prior completion of any other teacher education program accredited in the State of Hawai'i and successful completion of HAW 490 Base-level Fluency exam for Hawaiian Medium Education. *

11. Additionally, students are requested to submit a personal statement that addresses their educational philosophy and goals, as well as a research topic of interest.

** For those who have completed a different teacher education program accredited by the State of Hawai'i, achievement of high level scores on the Kahuawaiola teaching performance evaluation, to be administered by the MA ILCE program faculty.*

The MA ILCE program enrolls students in a cohort model; new cohorts currently begin every two years until demand and resources make it possible to start a new cohort every year. There are two phases of this 31 credit program:

- Phase 1 is comprised of 19 of the 37 credits (nine courses) earned in of the Kahuawaiola Indigenous Teacher Education program (KWO).
- Phase 2 is comprised of 12 credits (four courses). The four Phase 2 courses are currently offered one per semester over two years to accommodate students' work schedules, as most are employed full-time in Hawaiian language immersion teaching positions and others are employed as Hawaiian language teachers in private schools and college-level programs.

A full cycle for Phase 1 (KWO) and Phase 2 (MA courses) consists of seven semesters of coursework. A minimum grade of 3.0 is required in all courses.

Table 1. MA ILCE Timeline for Coursework (31 Credits)

Phase 1: 19 credits (KWO)		
Summer	13 credits	Indigenous Medium Education Courses
Fall	3 credits	Clinical Practicum Seminar
Spring	3 credits	Clinical Practicum Seminar
(Completion of Teaching Practicum)		
Phase 2: 12 credits (MA Courses)		
Fall	3 credits	Multilingual Societies or Linguistics
Spring	3 credits	Research Methods & Applied Research
Fall	3 credits	Multilingual Societies or Linguistics
Spring	3 credits	Research Methods & Applied Research

Phase 1: 19 credits (KWO)

Indigenous Medium Education Courses (13 credits):

- KED 620 Foundations for Hawaiian Medium Education (3)
- KED 621 Language Arts in Hawaiian Medium Education (2)
- KED 623 Social Studies in Hawaiian Medium Education (2)
- KED 625 Physical Education Hawaiian Medium Education (1)
- KED 626 Science in Hawaiian Medium Education (2)
- KED 627 Math in Hawaiian Medium Education (2)
- KED 628 Arts in Hawaiian Medium Education (1)

Clinical Practicum Seminars (6 credits):

- KED 642 Hawaiian Medium Field Experience I Seminar (3)
- KED 644 Hawaiian Medium Field Experience II Seminar (3)

Completion of Teaching Practicum:

- KED 641 & KED 643 Hawaiian Medium Field Experience I & II
OR waived for approved equivalent

Phase 2: 12 credits (MA Courses)

Research Methods & Applied Research (6 credits):

- KED 630 Research Methods in Indigenous Education (3)
- KED 693 Applied Research in Indigenous Education (3)

Multilingual Societies or Linguistics (6 credits of the following):

- KED 662 Cultivating Native Well-being in Education (3)
- KED 660 Indigenous Culture-based Education (3)
- KED 661 Curriculum Development in Maui Ola-based Schools (3)
- HAW 632 Teaching Hawaiian as a Second Language (3)

The MA ILCE received Western Association of Schools and Colleges (WASC) substantive change approval in November 2011 as a distance education program. Access is provided to students in multiple locations throughout Hawai'i via Hawai'i Interactive Television System (HITS), Polycom videoconferencing systems, and the Laulima and Moenahā online course instruction and management systems. Utilizing a blended learning environment, 13 credits are taught as face-to-face during the on-site summer session and 18 credits are offered as distance education courses.

As a distance education program, the MA ILCE also fosters collaboration among indigenous programs beyond Hawai'i. Indigenous education is a progressive field within a growing cultural revitalization movement in Hawai'i and elsewhere, advancing an applied research agenda is crucial in promoting its continued development. The quality of MA ILCE courses attracts unique partnerships with doctoral education programs in much larger national and international universities. The two Multilingual Societies courses feature seminar discussions and presentations shared by the MA ILCE students and the graduate students of partnering universities, including the University of Arizona (UA), the University of British Columbia, the University of Alaska at Fairbanks (UAF), Diné College in Arizona and the Te Whare Wānanga o Awanuiārangi, New Zealand.

The MA ILCE has graduated three consecutive cohorts totaling 15 students during the past 5 years. The program admitted its first cohort of three students in Fall 2007 and produced its first graduates (2 students) in Spring 2008. A second cohort (including one continuing and eight new students) enrolled in Fall 2008 and graduated in Spring 2010. A third cohort of five students was admitted in Fall 2010 and graduated four students in Spring 2012. A fourth cohort of six students began in Fall 2012 and is scheduled to graduate in Spring 2014. Employment prospects are excellent for those who graduate with the MA ILCE degree. As provided in Table 2, all MA ILCE graduates are employed as teachers in Hawai'i.

Table 2. Employment of MA ILCE Graduates (Fall 2012)

Graduates	School Where Employed	Island
8	Ke Kula 'o Nāwahīokalani'ōpu'u	Hawai'i
2	Ka 'Umeke Kā'eo HLI Public Charter School	Hawai'i
1	Hina i ka Mālama Moloka'i High School	Moloka'i
1	Kawaikini Public Charter School	Kaua'i
1	Pūnana Leo o Maui	Maui
2	Non-immersion schools	O'ahu & Moloka'i

As provided in Table 3, successful completion of a teacher education program (Phase 1) from an accredited, state-approved teacher education program (SATEP) and attaining a Master's degree (Phase 2) from an accredited institution of higher education is recognized by the Hawai'i Department of Education and entitles newly hired teachers a substantially higher entry level salary than those with only a Bachelor's degree- an annual difference of over \$13,600!

Table 3: Teacher Salary Schedule

**Entry Level for Newly Hired Teachers to the Hawai'i Department of Education
Effective School Year 2012-2013**

All salary steps are updated in accordance with HRS 302A-627 and newly negotiated contracts.

Years of Teaching Experience Prior to DOE	Class II Bachelor's	Class III Bachelor's + 30 or Master's	Class VII PhD or EdD
No SATEP* Step 1	\$32,222	\$34,799	
SATEP** Step 5 (0-6 yrs)	\$42,509	\$45,909	\$54,741

* No SATEP: Teachers who have not completed a state-approved teacher education program (SATEP).

** SATEP: Teachers who have completed a state-approved teacher education program (SATEP).

Attaining a Master's degree also qualifies graduates for positions in the University of Hawai'i system to expand its indigenous education base and resources. Growth of the Hawaiian immersion education schooling has created a strong demand for teachers who are qualified to teach a wide range of academic subjects using the Hawaiian language. This is a high need area for Hawai'i's schools and the demand is projected to continue to grow. As important as the demand for teachers certified in indigenous education is the need for teachers who can innovate in indigenous education based on the foundation knowledge and skills that the MA ILCE program provides. In the last two decades, both the 'Aha Pūnana Leo preschools and the Department of Education Papahana Kaiapuni Hawai'i (Hawaiian Language Immersion Program) grades K-12 schools have expanded tremendously. The DOE Hawaiian language immersion schools opened in 1987 with a total of 34 students in only 2 classes on 2 islands. Over the next twelve years, the program expanded to 21 sites on 5 islands, with a total of 1,804 students. The consistent compilation of enrollment data for P-12 Hawaiian immersion programs by the UH Hilo Hale Kuamo'o Center began in 1999, therefore the following chart provides numbers of students enrolled, as well as teachers employed for 1999-2012.

Table 4. Hawaiian Language Immersion Schools

Year	# of Students	# of Teachers
1999-2000	1,804	123
2000-2001	1,759	120
2001-2002	1,595	108
2002-2003	1,484	106
2003-2004	1,645	129
2004-2005	1,725	129
2005-2006	1,723	136
2006-2007	1,762	126
2007-2008	1,811	126
2008-2009	1,877	136
2009-2010	1,987	138
2010-2011	2,059	130
2011-2012	2,144	136

The decrease in enrollment between 1999 and 2003 in Hawaiian Language Immersion schools may be attributed to the establishment of 10 Hawaiian culture-based public charter schools and the opening of new Kamehameha School campuses on Maui and Hawai'i islands. These new schools are also in need of qualified teachers. There has been a steady increase in the number of K-12 Hawaiian immersion students over the past nine years and the numbers are expected to continue to increase as many Hawaiian immersion schools are now offering two classes at each grade level instead of just one. With the increase in student enrollment, the need for additional Hawaiian immersion teachers also increases.

2. IS THE PROGRAM MEETING ITS LEARNING OBJECTIVES FOR ITS STUDENTS?

Student evaluation is conducted during and upon completion of each of the courses throughout the MA ILCE program. As a capstone project for Phase 1, students provide a professional portfolio that includes evidence of their developing reflective educational praxis and articulates their own educational philosophy. This portfolio project spans the two semesters of clinical practicum and is designed for students to demonstrate reflection, inquiry and critical analysis concerning cultural and professional educational goals. An equivalent evaluation of cultural and professional knowledge, skills, and dispositions is to be conducted during the admission process for students who complete a SATEP other than Kahuawaiola.

There is a fully developed system of assessment supporting student learning and success, with results of ongoing assessment a topic of discussion at monthly faculty meetings in order to translate data into continuous improvement of pedagogy and course content. Student progress is regularly documented and assessed through multiple measures. Particularly, rubrics have been developed to clearly define targeted criteria, as well as to promote dialogue and reflection, for all assignments, presentations and projects. Discussion, development and presentation of action research are a major focus of skills that are scaffolded throughout the program.

Illustrating the use of rubrics as a formative assessment of student progress is the mid-semester presentation of students' action research projects. Students are provided with the targeted criteria for presentation content, use of multi-media technology and delivery. The instructor rates the presentation using a task-specific rubric and provides extensive written feedback. Additionally, oral and narrative feedback is also provided by classmates, as well as by the instructors and students of partnering universities. Overall ratings for the six October 2012 presentations ranged from 93-96 points (out of a possible score of 100), with a median score of 93.5. While all criteria were met by all students, there were specific areas within the project content itself that needed further clarification and elaboration. This valuable feedback from a variety of peers and instructors provides critical support for continuing the research.

Tracking of course effectiveness is conducted in monthly meetings where faculty discuss student progress, effectiveness of instructional techniques, assignments, and the curriculum. The MA ILCE Program assessment is organized around three programmatic features, namely its program development, implementation, and data collection and analysis. These three features are supported by specific goals that work together to support its students in meeting the program

learning outcomes and professional standards. The program assessment was designed to support evidence-based practices grounded in systematic inquiry and incorporate processes that:

- guide instruction, including curricular development and implementation;
- provide feedback to students and faculty; and
- document program implementation and improvement.

Assessment is a coordinated effort between the individual faculty members who are responsible for the collection, analysis and review of data from their specific course assignments, presentations and projects. All information and data received is analyzed and reviewed collectively by program faculty as a primary means to inform program improvements. An example of the use of assessment results is the analysis of challenges students were having with the final papers for the applied research courses. Faculty designed a comprehensive outline and accompanying guidebook specifying and scaffolding the instruction and practice of research, writing and presentation skills. Additionally, articulation with undergraduate KHUOK faculty who teach writing intensive courses provided the impetus for focusing on writing and research skills.

In addition to the four program objectives stated on page 2, six student learning outcomes guide curricular development and implementation, as well as assessment of student progress. The students have ample opportunities and experiences to develop, practice and demonstrate progress of each of these outcomes.

1. Apply pedagogy appropriate to maui ola (Hawaiian)/indigenous language medium and culture-based education.
2. Articulate a rationale for culture-based pedagogy and dispositions within P-12 classrooms.
3. Communicate effectively in both academic and indigenous community environments.
4. Access, analyze and reflect on indigenous knowledge, practices, literature and research findings.
5. Design and conduct culturally appropriate, rigorous and ethical research that is responsive to issues inherent in indigenous language medium and culture-based education.
6. Analyze global trends and perspectives that affect the implementation of indigenous language and culture education.

To illustrate how well the MA ILCE program is meeting its goal of preparing innovative teachers for Hawaiian education, two measures are presented: employment in language immersion schools (Table 2, p. 5) and a student survey about the program (Table 5, p. 9).

All 15 graduates of the MA ILCE program are employed as teachers, 13 of the 15 are in Hawaiian language immersion schools. We expect the current and future cohorts to also be employed as teachers.

During the final year, all students in the second cohort (2008-2010) and third cohort (2010-2012) were asked to complete a survey form rating the program objectives and learning outcomes,

quality of instructors, and the overall program. The results show that students are satisfied with the program and feel that it is meeting its desired objectives. The majority (62%) of the students “strongly agreed” that they were satisfied with the instructors and that the program is meeting its objectives. The remaining 38% “agreed” with those statements. The students also provided comments through an open-ended question regarding applicability of their knowledge, skills and experiences gained from the MA ILCE program. These comments (with English translations provided in italics) provide additional insights regarding the usefulness and value gained from the program. The survey responses are summarized in Table 5, followed by student comments.

Table 5. Responses to MA ILCE Exit Survey, 2010 & 2012 (N=13)

The M.A. ILCE program in Indigenous Language and Culture Education	Strongly Agree	Agree	Disagree	Strongly Disagree
Obj A: expanded/is expanding my ability to conduct applied research	46% (6)	54% (7)	0	0
Obj B: expanded/is expanding my use of research to directly benefit Hawai‘i’s school children, i.e., my own students and school community	62% (8)	38% (5)	0	0
Obj C: expanded/is expanding my ability to access and interpret research done for the benefit of Hawai‘i’s school children	54% (7)	46% (6)	0	0
Obj D: created/is creating national and international links allowing me to better understand indigenous cultural and educational issues	54% (7)	46% (6)	0	0
Outcome 1: provided/is providing me with the knowledge and skills to apply pedagogy appropriate to maui ola/indigenous language medium and culture-based education	54% (7)	46% (6)	0	0
Outcome 2: provided/is providing me with the knowledge and skills to articulate the rationale for culture-based/indigenous pedagogy and dispositions with P-12 classrooms	46% (6)	54% (7)	0	0
Outcome 3: provided/is providing me with the knowledge and skills to communicate effectively in both academic and indigenous community environments	54% (7)	46% (6)	0	0
Outcome 4: provided/is providing me with the knowledge and skills to access, analyze, and reflect on indigenous knowledge, practices, literature and research findings	46% (6)	54% (7)	0	0
Outcome 5: provided/is providing me with the knowledge and skills to design and conduct culturally appropriate, rigorous and ethical research that is responsive to issues inherent in indigenous language medium and culture-based education	46% (6)	54% (7)	0	0
Outcome 6: provided/is providing me with the knowledge and skills to analyze global trends and perspectives that affect the implementation of indigenous language and culture education	54% (7)	46% (6)	0	0
Overall, I am satisfied with the quality of the instructors in the program.	62% (8)	38% (5)	0	0
Overall, I am satisfied with what I gained/am gaining from the program.	62% (8)	38% (5)	0	0

"I apply the skills that focus on indigenous knowledge systems and place-based education to my everyday curriculum, as well as for research purposes."

"This MA program has helped me gain a better understanding of other indigenous cultures throughout the world as well as how to strengthen our own education institutions as native Hawaiians."

"I am currently using the knowledge, skills, and experiences gained in this program with my students on a daily basis, from curriculum planning to developing enriching experiences for both my students and their families. I am also using the research strategies to improve my teaching."

"I have been able to apply the knowledge, skills, and experiences gained from the MA program in my classroom instruction, such as preparing for classes and doing an experimental teaching for a part of my research project for the program."

"I intend to apply everything I gain from this program when I have the opportunity to return to the classroom as a teacher. I can, however, apply some of this knowledge to the work I am currently doing."

"By using my own cultural knowledge as a foundation and building upon that, all the different aspects of the MA program to better myself as an indigenous educator in a Hawaiian language immersion educational system."

"I apply it [knowledge, skills, and experiences] as a kindergarten teacher in a Hawaiian medium education school."

"As a preschool teacher, the program has helped me gain research skills needed for my project. My project is directly focused on my students who are in Hawaiian immersion."

"I will apply my new gained knowledge in my classroom educating Hawaiian language speakers as well as their families. It will advance my knowledge about my indigenous culture to share with my Hawaiian community and especially my family."

"When speaking of Hawai'i's school children, I want to also recognize children who are being home-schooled. Because my children are home-schooled, we have started a cultural-based supplemental program for other home-schooled students and this program has expanded my knowledge and skills (Outcome 1) to be able to better head this program."

I loko nō o ka mālama 'ia o ka papa ma ka 'ōlelo Hawai'i a me ka 'ōlelo Pelekānia, 'a'ole nō au i mana'o ua lawa ko'u mākaukau ma ka wehewehe ma ka 'ōlelo Pelekānia no ka'u i a'o ai me ko waho po'e noi'i. Nui ko'u kānalua.

Maika'i ke mālama 'ia he 'ano a'o'ao 'ana no ke 'ano e mālama ai i nā 'ano kūkākūkā like 'ole me ko waho kānaka. *[Although the classes are conducted in both Hawaiian and English, I really don't think that my English proficiency is sufficient to discuss my work with researchers outside of Hawai'i. I am very doubtful. It would be good to have guided practice to prepare for various types of discussions with others.]*

Maika'i paha ke komo 'ana ma nā papa kauwela ma ka ho'omaka 'ana i ka papahana MA-ILCE i mea e a'o ai mākou i nā mākau noi'i/kālailai. *[Perhaps enrolling in classes during the summer would help to move the MA-ILCE program along so we could learn research and analysis skills.]*

Hiki ke 'oi a'e ka mōakāka ma waena o nā kumu no ke 'ano o ka pepa. I kekahi kau, ua 'oko'a mai kekahi kau a'e. No laila i pono nui ai ka ho'oponopono nui loa 'ana i ka pepa. Ma kahi o ka wehewehe wale 'ana nō i nā koina pepa, he maika'i ke kālailai koke i kā kekahi moho pepa mai ka ho'omaka a 'a'ole e kali a i ke kau hope loa. Ia'u, ua waiwai loa ia nānā 'ana. *[The requirements for papers could be more consistent among faculty, as it was different from one semester to the next, which made for numerous revisions. In place of describing the requirements, it would be good to have feedback on the early drafts and not wait until the last semester. To me, that would be very valuable.]*

Mahalo nui au i nā kumu. Ua kāko'o piha, kōkua nui a ho'oulu mau iā mākou, nā moho. *[I am very appreciative of the faculty. We were well supported, with lots of assistance provided to us.]*

Narrative evaluations were solicited from the teaching practicum mentors of each of the nine students in the second cohort. P-12 school partners participate in the design, delivery and evaluation determine successful completion of the KWO program's teaching practicum (Hawaiian Medium Field Experience I & II). Many serve on the program's standing and ad-hoc committees, including the student selection and P-12 curriculum committees. Mentors open up their classrooms to students and are relied upon to assess and evaluate the student's progress during the teaching practicum (approximately 1,200 hours over two semesters). Representative excerpts from mentor comments (with English translations provided in italics) are presented below.

"Ua holomua nui 'o [student] ma nā 'ano a pau. Ikaika 'o ia ma ka 'ao'ao o ke Kumu Honua Mauli Ola a ma ka 'ao'ao o ke ka'akālai a'o. Hiki ke 'ike, aloha nui nā haumāna iā ia. E lilo ana 'o ia i kumu helu 'ekahi!" *(The [student] has made tremendous progress in all areas. She has a strong cultural and pedagogical foundation. It is evident that the students have great affection for her. She is becoming a first rate teacher!)*

"Nā māhele a [student] i holomua ai ka ho'oka'a'ike makua, ke a'o haumāna, ka 'oiā'i'o a he paipai wale nō ia i ka ho'ā'o i loko nō o ka pa'akikī, ka mākaukau ōlelo Hawai'i, ka ho'okani pila." *(The areas that [student] has progressed in*

communicating with parents, dealing effectively with challenges, instructing students, Hawaiian language proficiency, and playing musical instruments.)

"Ua mākaukau anei 'o [student] no ke a'o ho'okahi 'ana ma ka papa? 'O ia nō! Pēlā nō kāna hana a he kumu ho'ohālike 'o ia no nā kumu 'ē a'e. Ua 'ike wau i ka pi'i 'ana o ka hoihoi o kekahi o nā kumu 'ē a'e i ke a'o heluhelu 'ana ma muli o kāna hana, a ua 'ike nō ho'i wau i ka holomua o nā keiki i hiki 'ole ke heluhelu ma mua, a i kēia manawa, ke pi'i nei ka mākaukau heluhelu a me ka hoihoi i ka heluhelu 'ana." *(Is [student] prepared to teach? Indeed! He is prepared and is a model teacher for the others. I have seen the increased interest of the other teacher in teaching reading because of his modeling, and I have also seen the students' reading skills and interest in reading increase.)*

3. ARE PROGRAM RESOURCES ADEQUATE?

KHUOK anticipates completion of its new building by Summer 2013; this will provide new space and equipment for the MA ILCE and other college programs. As previously stated, the MA ILCE is an approved distance education program by WASC because it serves students who live on other islands and it occasionally offers courses or parts of courses by professors at universities beyond Hawai'i. The existing Hawai'i Interactive Television System and PolyCom equipment located at UHH and University Centers on other islands provide adequate support for the program. The UH Hilo library provides sufficient array of services for both on-campus and distance students. Faculty resources are adequate to cover the current and projected needs of the existing non-thesis track program.

As mentioned, the KWO program and MA ILCE program courses are largely taught by five core 11-month faculty members: Kawai'ae'a, Alencastre, Housman, Iokepa-Guerrero, Kamanā; all are specialists in Hawaiian medium education. Two faculty members (Alencastre and Kawai'ae'a) teach full-time in both programs and the others teach part-time. Housman is assigned primarily to the college's Hale Kuamo'o Hawaiian Language Center as director and P.I. for federal grants; Iokepa-Guerrero and Kamanā are assigned primarily to the college's laboratory school program, Iokepa-Guerrero as coordinator of pre-schools and Kamanā as coordinator of K-12 schools.

The KWO program requires 37 course credits per year: 13 Summer credits, 12 Fall credits and 12 Spring credits. The MA ILCE program Phase 2 requires 6 credits per year: 3 Fall credits and 3 Spring credits, over a two year period. This is a total of 43 course credits taught by the five core 11-month faculty within each academic year for both programs. College faculty assigned to other college programs (e.g., the Ph.D., the M.A. in Hawaiian Language and Literature, the College's laboratory school program, and the B.A. in Hawaiian Studies) assist with the teaching both the MA ILCE and the KWO programs when necessary.

4. IS THE PROGRAM EFFICIENT?

An important gauge of program efficiency is the program's graduation rate. As mentioned, the MA ILCE has graduated three consecutive cohorts totaling 15 students over 5 years. Every

student of the first and second cohorts graduated. Four of the five students in the third cohort graduated in May 2012. Please note, when analyzing the number of majors each Fall semester, in Spring 2008, two of the three majors graduated and the third student joined the new cohort of 8 students in Fall 2008 and 2009. There was a slight drop in 2010 enrollment to just 5 majors and slight increase Fall 2012 to 6 majors in the current cohort. This fluctuation may be related to teaching experience admission requirement where potential candidates choose to lengthen the teaching experience prior to applying to this program. In opening the pool of applicants to teachers who completed other teacher education programs accredited by the State of Hawai'i, we expect enrollment to gradually increase over the upcoming years.

Table 6. Program Data: MA ILCE Phase 2 (Fall 2007-2012)

MA ILCE	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
1. Headcount Enrollment - Phase 2	3	10	9	5	5	6
2. Annual SSH - Phase 2 (AY F/Sp/Sum)	9	57	54	30	27	36
3. FTE course enrollment - Phase 2 (SSH divided by 24 for GR; AY, not semester)	0.4	2.4	2.3	1.9	1.2	1.5
4. Number classes offered - Phase 2, AY	1	2	2	2	2	2
5. Avg class size (Total enrollment by # classes, AY)	3	9.5	9	5	4.5	6
6. FTE faculty - Phase 2	0.25	0.50	0.50	0.50	0.50	0.50
SH TAUGHT	3	6	6	6	6	6
7. Student-faculty ratio (FTE course enrollment divided by FTE faculty)	1.6	4.8	4.6	3.8	2.4	3
8. Number degrees earned - Fiscal Year	0	0	2	9	0	4
9. Program Cost/SSH - Phase 2	1,668	1,476	992	1,284	1,519	1,260
10. Campus Expenditure/SSH - Phase 2	574	721	770	711	774	774

Discussion of the Cost/Revenue Templates

An analysis of the program's revenue and cost was conducted in collaboration with UH-Hilo's Office of Institutional Research (IRO). The Appendix 1 templates present results for years 2007-2012. Appendix 2 is a description of the method by which the numbers were derived provided by the Research Analyst. In addition to the data from 2007-2012, the analysis contains projected figures for the years 2012-2015.

As described earlier, the MA ILCE Phase 1 is comprised of courses completed during the KWO program. Specifically, 19 credits of 37 total credits completed in the KWO program and the completion of the remaining 18 credits is required for graduation from the MA ILCE program. Because of the overlap between the two programs, the cost/revenue information has been presented in Appendix 1 in two templates, ILCE-MA Phase 1 & 2 combined and ILCE-MA Phase 2.

In general, ILCE-MA Phase 1 & 2 combined produced a net in revenue (line J) in recent two years and in projected two years. The figures for 2009-2010 reflect a gap year in which no students were admitted in the fall, they enrolled in initial courses offered in the summer. The ILCE-MA Phase 2 template reflects a net cost (line J) in all four years however it projects net revenue with expected increase in enrollment. The shared faculty resources sustains both programs because the core faculty teach both Phase I (KWO) and Phase II courses. The table below reflects net cost/revenue for the 2 recent years (2010-2012), the current year (2012-2013), and the 2 year projection (2013-2015) of each phase.

Table 7. Net Cost of MA ILCE for 2010-2015

Net Cost (Revenue)	2010-11	2011-12	2012-13	2013-14	2014-15
Phase 2	9,154	11,352	7,572	6,744	(4,272)
Phase 1	13,008	6,301	34,897	(21,821)	(69,413)

In both Appendix 1 templates, the instructional cost per SSH for the MA ILCE (line K) is compared to the figures for the UH Mānoa Languages Division graduate program (line O). Table 8 reflects that data. The instructional cost for the MA ILCE Phase 1 & 2 combined is considerably less with the exception of initial academic year 2007-2008. Similarly, the instructional cost of the MA ILCE Phase 2 is considerably less with the exception of the initial two academic years 2007-2009.

Table 8. Instruction Cost Comparison per SSH for 2007-2012

Net Cost (Revenue)	2007-08	2008-09	2009-10	2010-11	2011-12
Phase 2	1,338	1,029	527	844	1037
Phase 1 & 2 Combined	1,545	599	543	452	453
UHM Language Div (Grad)	804	926	1,123	1,058	960

5. EVIDENCE OF PROGRAM QUALITY

As an integral part of the college's mission to revitalize the Hawaiian language and to support such efforts among other indigenous languages, the quality of the MA ILCE program and its students are continuously monitored and systematically assessed. The needs of the MA ILCE are balanced with those of other college units to ensure that all units can continue to support the college mission.

The ongoing quality of the MA ILCE is documented here by providing a list of students' papers, by describing the qualifications of the core faculty who teach in the program, and by describing external evaluations.

Student Research

Within the required Phase 2 MA ILCE courses, students conduct research that focus on educational issues and topics in need of attention, development, or reform. This type of school-level, classroom-based research done by education practitioners is extremely important for the Hawaiian immersion program that is now over twenty years old. Students explore, design and conduct action research intended to have practical applications, with new findings potentially informing and validating current and future practices. Students may choose to explore different aspects of the same topic through several courses and are encouraged to do so by their teachers. They write up their research in a final paper for the last of the four courses.

Both graduates of the first cohort are elementary classroom teachers at the college's Hawaiian immersion demonstration site laboratory school, Ke Kula 'o Nāwahiokalani'ōpu'u. Early in Phase 2 of the program, they identified curricular issues that were of interest and conducted coordinated research on aspects of Hawaiian language literacy, i.e. reading fluency and essay writing, in their various courses. This research directly applied to their elementary school classroom. In addition to submitting their papers for their individual courses, they also shared their findings through a presentation for the university and Hawaiian immersion community. The titles of their final papers are given below.

1. Kananinohea Maka'imoku, *He aupuni palapala ko 'u: Ka Ho 'oikaika 'Ana I Ke Kākau Pepa Ma O Nā Ki 'ikuhi* [Mine is a Literate Nation: Improving Essay Writing Through the Use of Visual Tools] (2009)
2. Brandi Masaoka, *Ka Hakalama: He Ka 'akālai A 'o Ku 'una No Ka Heluhelu Walewaha Ma Ka Pae Ho 'omaka* [Hakalama: A Traditional Strategy to Increase Reading Fluency in Emergent Readers] (2009)

Graduates of the second cohort are also Hawaiian immersion teachers. Their research was also directly related to the educational settings of their respective schools, covering such areas as: the application of Native Hawaiian traditions to classroom management; differences in academic needs for first and second language speakers of Hawaiian in the classroom; the use of elementary study of a third language to increase meta-linguistic skills applicable to improved literacy outcomes in all languages, and family involvement and development. The titles of their final papers are given below.

3. Michelle 'Apana, *Ka Papahana Ho 'ona 'auao Makua: Ho 'oikaika I Ka Mauli Ola Hawai'i O Nā Mākua* [A Parent Education Program: Strengthening the Mauli Ola Hawai'i of Parents] (2010)
4. Johnalynn Franco, *Primary Mathematics: He Papa Ha 'awina Makemakika Kūpono no nā Haumāna Kaiapuni Hawai'i* [Primary Mathematics: The Appropriateness of a Math Curriculum for Hawaiian Immersion Students] (2010)

5. Samuel Gaison, *Ho'okele Lawena Hawai'i Keiki ma ka Papa Mālaa'o ma Ke Kula Kaiapuni 'o Nāwahīokalani'ōpu'u* [Hawaiian Classroom Management in a Kindergarten Class at Ke Kula 'o Nāwahīokalani'ōpu'u] (2010)
6. Puamana Paikai, *Ola Nā Iwi: Ka Ho'oikaika Lanakila Haumāna ma o ka Ho'oulu i ke Alu Like o ka 'Ohana a me ke Kula* [The Bones Live: Increasing the Success of Students Through Cooperation Between Families and School] (2010)
7. Kaleimaile Robia, *Ka Papahana Makemakika Pūnana Leo: Ka Helu a me ka 'Ike Huahelu* [The Pūnana Leo Mathematics Curriculum: Counting and Number Recognition] (2010)
8. Gandharva Ross, *He Kālailai 'Epekema Hawai'i* [A Hawaiian Science Exploration] (2010)
9. Johanna Tolentino-Perry, *"I Maika'i ke Kalo i ka 'Ohā," ka Hānai Hawai'i 'Ana: Ka 'akālaia'o Hānai Ku'una Keiki* 'The Quality of the Taro Is Judged by the Young Fruit It Produces': Raising Children With Hawaiian Values] (2010)
10. Kimiko Tomita, *Ka Ho'oikaika 'Ana i ka Mākau Pilina'ōlelo Hawai'i ma o ka Huakina: He Kālele ma ANA/'ANA* [Strengthening Hawaiian Grammar As Taught Through the Huakina: Focusing on ANA/'ANA] (2010)

The graduates of the third cohort conducted research related to the educational settings of their schools, covering such topics as: the development and assessment of a Maui Ola-centered pedagogy, teaching mathematics through the application of traditional canoe sailing, acquiring language skills through songs, and using technology in the development of language acquisition. The titles of their final papers are given below.

11. Bryson Kainoa Embernate, *Nānā i ke Kumu: Ka Ho'oulu a me ke Ana 'ana i ka mākaukau Kālai'ike Maui Ola o ka Haumāna Kula Maui Ola* [Look to the Source: The Development and Assessment of a Maui Ola-Centered Pedagogy for Students in Hawaiian Culture-based Institutions]
12. Henani Enos, *E Poho ka Pe'a: Ke A'o 'ana i ka Makemakika ma o ka Ho'okele Wa'a a Kilo Hōkū* [Let the Sail be Filled: Teaching Mathematics through Traditional Sailing and Wayfinding]
13. Kilia Purdy-Avelino, *Puana 'ia ke Mele: Ka Ho'oulu 'Ōlelo ma o ke Mele* [Let the Song be Sung: Enhancing Language through Music]
14. Mich'lae Uluhani Wai'ale'ale, *Ua Lehulehu a Manomano ka 'Ikena a ka Hawai'i: He Huliau ka 'Enehana no ka Ho'oholomua 'ana i ka 'Ōlelo*

Hawai'i [Great and Numerous is the knowledge of Hawaiians: Technology is a Pivotal Change to Move the Hawaiian Language Forward]

Faculty Qualifications

The core faculty members are highly qualified with extensive academic and professional experience in the field of Hawaiian medium education in P-20 public and private school settings, including both classroom and administrative levels, as well as in the areas of program assessment, curriculum development and professional development. The following faculty list provides the names and qualifications of the faculty who have taught the program courses over the duration of its provisional status. Faculty are usually assigned to also teach other courses in the college, as well as to administrative duties. Affiliate faculty have been included for two courses, KED 660 and KED 662, that are taught through mutual collaboration with partnership higher institutions at no additional cost to the University.

Dr. Keiki Kawai'ae'a joined the college faculty in 1992. In 2007, she was hired in a tenure-track assistant professor position. Tenure and promotion to Associate Professor was approved effective Fall 2012. Previously, she was a Hawaiian immersion teacher at a program on Maui island and has the distinction of being the first Hawaiian immersion teacher on Maui. She attended the University of Hawai'i at Mānoa for both her undergraduate and graduate degrees earning a Bachelor degree in Hawaiian Studies (1978) and a Master of Education degree (1985). Dr. Kawai'ae'a recently received her Ph.D. from Union Institute and University. She is the founding coordinator of the Kahuawaiola program. Dr. Kawai'ae'a was the previous director of Hale Kuamo'o Hawaiian Language Center, one of two major divisions of the college (1995-2008). During that time, she provided the leadership for curriculum development, in-service teacher training, and technology coordination and served as principal investigator for numerous grant awards. She has received almost \$10.3 million in extramural research funding since 2000. Her research and leadership has focused on Moenahā, a culture-based instructional method and curriculum design toolkit based on Hawaiian pedagogy for learning, teaching and assessment. She has been instrumental in the development of the Nā Honua Maui Ola Cultural Guidelines and Pathways endorsed by over seventy schools and educational organizations. Ms. Kawai'ae'a has been honored with numerous awards, including the distinguished National Indian Education Association Educator of the Year Award (2011), UH-Hilo Chancellor's Award: Koichi and Taniyo Taniguchi Award for Excellence and Innovation (2011), Ipu Kā'eo Award (2006), the Who's Who Historical Society (2002), the International Who's Who of Professional Educators (2002), the International Who's Who of Professionals, and the Ke Kukui Mālamalama Hawaiian Educator of the Year (1999).

Makalapua Alencastre joined the college faculty in 2002 as Director of Programs at Ke Kula 'o Kamakau Laboratory Public Charter School, a P-12 Hawaiian immersion charter school on O'ahu. In 2005, she became the Associate Program Coordinator of Kahuawaiola. In 2007, she was hired in a tenure-track assistant professor position. She attended the University of Hawai'i at Mānoa for both her undergraduate and graduate degrees earning a Bachelor degree in Liberal Studies-Hawaiian (1977), a professional diploma in secondary language education (1979), and a Master of Arts in English as a Second Language (1991). Ms. Alencastre is currently a doctoral candidate in the Professional Educational Practice program at the University of Hawai'i at Mānoa, with anticipated completion in 2014. Ms. Alencastre has over thirty years of classroom

and administrative experience having taught at the elementary, secondary, and university levels, serving as administrator of O‘ahu’s five Pūnana Leo preschool programs and Ke Kula ‘o Kamakau. Ms. Alencastre has produced numerous Hawaiian language curriculum and resources, including the production of video-documentaries of native speaker elders. As coordinator of Kahuawaiola, she assists with overall program coordination and implementation of the teacher education program. She was responsible for writing the recent unit and program self-study reports for state accreditation of the Kahuawaiola program. Ms. Alencastre is currently serving as coordinator for the MA ILCE program.

Alohalani Housman joined the Kahuawaiola program faculty in 2002 as a Literacy Curriculum and Teacher Training Coordinator and Field Experience Supervisor. In 2005, she was hired in a tenure-track assistant professor position. Tenure and promotion to Associate Professor was approved effective Fall 2011. She attended the University of Hawai‘i at Hilo, for both her undergraduate and graduate degrees earning a Bachelor degree in Hawaiian Studies (2000) and a Master of Education degree (2003). She also holds a Bachelor of Science degree in Elementary Education from Brigham Young University-Hawai‘i (1982) and is currently seeking her doctoral degree in the Hawaiian and Indigenous Language and Culture Revitalization. Ms. Housman was a Hawaiian immersion teacher at programs on O‘ahu and Hawai‘i for 20 years and has the distinction of being the first Hawaiian immersion teacher on O‘ahu. She has received numerous honors, including the Native Hawaiian Education Association Educator of the Year Award (2008), the State of Hawai‘i Senate Award for Hawaiian Language Immersion Education (1999), the ‘Ahahui ‘Ōlelo Hawai‘i Achievement for Hawaiian Language Education (1993), the University of Hawai‘i at Mānoa Education Award for Excellence in Teaching (1992), the Leeward District Teacher of the Year Award for Excellence in Teaching (1992), and the Leeward District Achievement Award for the Hawaiian Studies Program (1986). Ms. Housman has 15 publications and has received over \$4 million in extramural research funding since 2003. As principal investigator, project coordinator, and teacher trainer, her research supports the development of early childhood literacy curriculum that is used in Hawaiian language immersion schools statewide. In 2008, Ms. Housman was named as director of Hale Kuamo‘o Hawaiian Language Center, one of two major divisions of the college.

Dr. Noelani Iokepa-Guerrero joined the college faculty in 2008 as an assistant professor and is assigned Laboratory Schools program of the college, serving as coordinator of Hawaiian Medium Laboratory Pre-schools. She received the Ed.D. in Educational Leadership from the University of Southern California (2004). She has a Master of Education degree from Chaminade University (1998) and two Bachelor degrees, one in Hawaiian Studies and one in Hawaiian Language (1995), both from the University of Hawai‘i at Mānoa. Previously, Dr. Iokepa-Guerrero was employed with the ‘Aha Pūnana Leo as head teacher, teacher coordinator, and program coordinator and director (1992-2008).

Dr. Kauanoe Kamanā was hired as an assistant professor of Hawaiian Studies at UH-Hilo in 1980. Tenure and promotion to Associate Professor was approved effective Fall 1991. She has a B.A. in Hawaiian Studies and an M.A. in Linguistics from UH-Mānoa. She holds a teaching certificate from the University of Hawai‘i at Mānoa. Her Ph.D. is in Hawaiian and Indigenous Language and Culture Revitalization from UH-Hilo. Her dissertation focuses on the application of traditional Hawaiian "ho‘oponopono" to the operation of the P-12 laboratory school program

of Ka ‘Ula O Ke‘elikōlani. Dr. Kamanā has taught a wide variety of Hawaiian language and culture courses for the undergraduate and graduate programs of the College. She has also administered the Hale Kuamo‘o Hawaiian Language Center, and most recently the Laboratory School program of the College, serving currently as coordinator of Hawaiian Medium Laboratory Schools. She has also taught at the preschool, elementary, middle school, and high school levels in Hawaiian immersion education and at the preschool, middle school and high school levels in English medium education.

Table 9. Other KHUOK Faculty Assisting with MA ILCE Program, Phase 1

Faculty Member Name	Degree, Field, & University	Faculty Rank	Scholarship
Silva, K.	Ph.D. in Ethnomusicology, U of Washington	Professor	<i>Research and Publication:</i> Hawaiian music, performing arts, and ethnomusicology, Culture-based education
Wilson, W.	Ph.D. in Linguistics, UH Mānoa	Professor	<i>Research and Publication:</i> Hawaiian language and linguistics, Indigenous language planning and revitalization
Kimura, L.	Ph.D. in Hawaiian and Indigenous Language and Culture Revitalization UH Hilo	Assistant Professor	<i>Research and Publication:</i> Hawaiian lexicon, Ethnolinguistics, Hawaiian culture

Table 10. Affiliate Faculty from Non-Hawai‘i Universities Assisting the MA ILCE Program, Phase 2

Faculty Member Name	Degree, Field, & University	Faculty Rank	Scholarship
Barnhardt, Ray	Ph.D. in Anthropology and Educational Administration U of Oregon	Professor	<i>Research and Publication:</i> Indigenous knowledge, Native perspectives on education and community, sustainability, leadership
Galla, Candace	Ph.D. in Language, Reading and Culture U of Arizona	Assistant Professor	<i>Research and Publication:</i> Indigenous language education and revitalization, multi-media technology, Native American linguistics
Gilmore, Perry	Ph.D. in Language, Culture, and Education U of Pennsylvania	Professor	<i>Research and Publication:</i> Language ideologies, Indigenous epistemologies, ethnographic perspectives, Anthropology and education
Leonard, Beth	Ph.D. in Alaska Native and Cultural Studies U of Alaska	Associate Professor	<i>Research and Publication:</i> Language, indigenous studies, Indigenous education, teacher preparation

McLaughlin, Daniel	Ph.D. in Education U of New Mexico	Professor	<i>Research and Publication:</i> Language, teacher education, English as a second language, Indigenous education
Nicholas, Sheila	Ph.D. in American Indian Studies U of Arizona	Professor	<i>Research and Publication:</i> Language revitalization, Anthropology of education, Indigenous epistemology and education
Smith, Graham	Ph.D., D.Litt. (Hon. Causa) U of Auckland	Distinguished Professor	<i>Research and Publication:</i> Education, Social Anthropology, cultural and policy studies, Māori and Indigenous education
Taniwha, Rosina	Ph.D. candidate Te Whare Wānanga o Awanuiāraangi	Senior Lecturer	<i>Research and Publication:</i> Educational research and development, Māori studies, teacher education, education and learning
Wyman, Leisy	Ph.D. in Language, Literacy and Policy Stanford University	Professor	<i>Research and Publication:</i> Educational linguistics, bilingualism/biliteracy language assessment, anthropology of education

Table 9 above summarizes the qualifications and research interests of additional KHUOK faculty who assist, as needed, in teaching within the MA ILCE program. Table 10 presents the qualifications and research interests of faculty from partnering universities who collaborate in teaching.

External Recognition

The MA ILCE received external accreditation through the Hawai‘i State Approval of Teacher Education (SATE) process for Phase 1 (Kahuawaiola teacher certification component), as well as overall accreditation of Ka Haka ‘Ula O Ke‘elikōlani through the World Indigenous Nations Higher Education Consortium (WINHEC). In 2009, the State of Hawai‘i and WINHEC in a precedent setting joint accreditation, accredited KHUOK for both the indigenous teacher education program and the overall college. The state accreditation from the Hawai‘i Teacher Standards Board was approved in November 2009 for a seven-year period (2009-2016). The WINHEC accreditation represents the first accreditation of a university in the United States, with Ka Haka ‘Ula joining indigenous universities in New Zealand and Europe in its WINHEC accreditation status.

Another indication of the quality of the MA ILCE is the interest that it has drawn on a national and international level. Fulltime faculty of the program have presented information on college programs in more than 100 conferences at the state, national, and international level over the past five years, and have produced numerous publications, including monographs and articles in peer-reviewed journals. The partnering of doctoral programs in education at much larger national and international universities with the MA ILCE demonstrates the value of the program to those outside Hawai‘i as well as to those within the state.

6. ARE PROGRAM OUTCOMES COMPATIBLE WITH THE OBJECTIVES?

As mentioned, the program has graduated 15 of 16 program majors; 12 of which are employed with Hawaiian immersion education schools. All graduates have demonstrated the ability to:

- conduct applied research in their classes;
- use of their own research to directly benefit Hawai'i's school children;
- access and interpret research done by others in the field of indigenous education for the benefit of Hawai'i's school children;
- create national and international links to better understand indigenous culture and education issues.

While application of new learnings is evident in the praxis of our graduates, it is premature to measure the impact the graduates will ultimately have in promoting the further development of indigenous culture-based education. This will require long-term, in-depth research into the effect of changes that the graduates make in their teaching, as a result of their learning and research.

However, comments quoted earlier from exit surveys (pp. 8-10) and their mentors (p.10) strongly indicate that graduates are making changes to improve their teaching. Other indications that outcomes are compatible with objectives are the continued employment of MA ILCE graduates in language immersion schools, indicated in Table 2 (p. 7) and the teaching- and student-centered studies completed by students in their capstone coursework and reported on pages 14-15.

7. ARE PROGRAM OBJECTIVES STILL APPROPRIATE FUNCTIONS OF THE COLLEGE AND UNIVERSITY?

The MA ILCE is clearly an appropriate function of UH-Hilo and is in many ways a signature program for the University and the University of Hawai'i system at large.

The purpose of the MA ILCE—to prepare educators who will promote the further development of indigenous culture-based education—is central to the primary mission of Ka Haka 'Ula O Ke'elikōlani, the revitalization of Hawaiian language and traditional culture. The college was mandated by the state legislature in 1997 in Act 315, following a report authorized by the UH Board of Regents. Among the functions of the college, as described in that Act and report, were the production of teachers for Hawaiian language medium schools and graduate level education in Hawaiian.

Hawaiian culture and language are also central concerns of University of Hawai'i system. There are numerous references to both areas in the long-range plans of the University of Hawai'i system and the University of Hawai'i at Hilo produced over the past two decades. The current system strategic plan approved by the UH Board of Regents specifies its commitment to Native Hawaiians and its increased support for the study of Hawaiian language, culture, and history as a priority area of the University system. The MA ILCE is nested within the core mission, goals and objectives of the University of Hawai'i system, especially Goal 3, Objective 2, relating to the indigenous heritage of Hawai'i, and Goal 2, Objective 2, relating to service to the community through strengthening preschool through high school education (Goal 2, Objective 2).

In 2008, the Board of Regents recommitted to the existing strategic plan extending it to 2015 and added strategic outcomes and performance measures the first of which is “Native Hawaiian Educational Attainment” by supporting the access and success of Native Hawaiians. While open to students of all backgrounds, to date thirteen (81%) of MA ILCE students have been of Hawaiian ancestry, three (19%) are non-Hawaiians. Furthermore, the Hawaiian medium/immersion schools that are the target institutions of the MA ILCE have the highest percentage of Native Hawaiian student enrollment in the state in both their standard school and charter school models.

The MA ILCE is also closely tied to the vision and mission of UH Hilo, as expressed in its Hawaiian/English bilingual 2011-2015 Strategic Plan, recently approved by the Board of Regents. That new plan calls for UH-Hilo to become known as a “Hawaiian University” and gives unique attention to Hawaiian language and culture (Priority Actions 4.1., 4.3., Supporting Actions 4.4., 5.5.); the impact of UH-Hilo on P-12 education (Priority Action 5.1.), “Applied learning and research” under faculty “mentorship” as in the research component of the MA ILCE (Priority Actions 1.1., 1.2., 2.2.) and the development of national and international partnerships and exchanges (4.2., 5.6.).

The high language skill entrance requirements of first Kahuawaiola and then the MA ILCE provide an incentive for undergraduate students to develop high fluency in Hawaiian, thus increasing the pool of individuals highly fluent in Hawaiian language and culture for the state. As Hawai‘i’s tourist-oriented economy is highly dependent on maintaining its indigenous identity, these outcomes serve a broader economic need. On a more concrete level, high teacher fluency in Hawaiian language and culture can be directly related to positive academic outcomes among children in Hawai‘i public schools taught from a Hawaiian language and/or culture base.

In 2012, a third plan called Hawai‘i Papa O Ke Ao was completed by a system-wide UH committee focusing specially on the system goal of the University of Hawai‘i becoming “the model indigenous-serving institution of the state and nation”. The MA ILCE fits all aspects of that plan, including those relating to supporting Native Hawaiian students, faculty and administrators, as well as focusing on the community and the preservation of Hawaiian language and culture.

Appendix 1. Cost/Revenue Templates for the MA ILCE

ILCE-MA Phase 1

ILCE-MA Phase 2

Appendix 2. Internal Memo from Brendan Hennessey

Academic Program Cost and Revenues Template: Provisional to Established

ENTER VALUES IN HIGHLIGHTED CELLS ONLY
CAMPUS/Program

ENTER ACADEMIC YEAR (i.e., 2004-05)
Students & SSH

A Headcount enrollment (Fall)
B Annual SSH

Direct and Incremental Program Costs Without Fringe

- C Incremental Cost without Fringe
 - C1 Number (FTE) of FT Faculty/Lecturers
 - C2 Number (FTE) of PT Lecturers
- D Other Personnel Costs
- E Unique Program Costs
- F Total Direct and Incremental Costs

Revenue

- G Tuition
 - Tuition rate per credit
- H Other
- I Total Revenue

J Net Cost (Revenue)

Program Cost per SSH With Fringe

- K Instructional Cost with Fringe/SSH
 - K1 Total Salary FT Faculty/Lecturers
 - K2 Cost Including Fringe of K1
 - K3 Total Salary PT Lecturers
 - K4 Cost Including Fringe of K3
- L Support Cost/SSH
 - Non-Instructional Exp/SSH
 - System-wide Support/SSH
 - Organized Research/SSH
- M Total Program Cost/SSH
- N Total Campus Expenditure/SSH

Instruction Cost with Fringe per SSH

- K Instructional Cost/SSH
- O Comparable Cost/SSH
- Program used for comparison

Reviewed by campus VC for Administrative Affairs: _____ (date)

Instructions

Please include an explanation of this template in your narrative

A Headcount Enrollment Headcount enrollment of students each Fall semester (transfer at UH) (UAWW m hawau ed: mans/militae sen

ILCE-MA Phase 1									
Provisional Years (adjust as needed to show all provisional years)									
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17

0	5	0	5	7	6	13	17
91	132	60	204	221	132	270	366

\$ 114,903	\$ 83,890	\$ 45,837	\$ 78,288	\$ 83,209	\$ 83,209	\$ 83,209	\$ 83,209
1.46	1.00	0.54	1.00	1.00	1.00	1.00	1.00
0.08							
\$ 114,903	\$ 83,890	\$ 45,837	\$ 78,288	\$ 83,209	\$ 83,209	\$ 83,209	\$ 83,209

\$ 21,476	\$ 34,848	\$ 17,520	\$ 65,280	\$ 76,908	\$ 48,312	\$ 105,030	\$ 152,622
236	264	292	320	348	366	389	417
\$ 21,476	\$ 34,848	\$ 17,520	\$ 65,280	\$ 76,908	\$ 48,312	\$ 105,030	\$ 152,622

93,427	49,042	26,317	13,008	6,301	34,887	21,821	-69,413
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\$ 1,697	\$ 858	\$ 1,031	\$ 518	\$ 508	\$ 851	\$ 418	\$ 307
\$ 112,743	\$ 83,890	\$ 45,837	\$ 78,288	\$ 83,209	\$ 83,209	\$ 83,209	\$ 83,209
\$ 152,203	\$ 113,252	\$ 61,880	\$ 105,688	\$ 112,332	\$ 112,332	\$ 112,332	\$ 112,332
\$ 2,160							
\$ 2,268							
\$ 330	\$ 447	\$ 465	\$ 440	\$ 482	\$ 482	\$ 482	\$ 482
\$ 290	\$ 399	\$ 416	\$ 398	\$ 437	\$ 437	\$ 437	\$ 437
\$ 40	\$ 48	\$ 49	\$ 42	\$ 45	\$ 45	\$ 45	\$ 45
\$ 2,027	\$ 1,305	\$ 1,486	\$ 958	\$ 990	\$ 1,333	\$ 898	\$ 789
\$ 574	\$ 721	\$ 770	\$ 711	\$ 774	\$ 774	\$ 774	\$ 774

\$ 1,697	\$ 858	\$ 1,031	\$ 518	\$ 508	\$ 851	\$ 418	\$ 307
\$ 804	\$ 926	\$ 1,123	\$ 1,056	\$ 960	\$ 851	\$ 418	\$ 307
UHM Languages Division (grad)							

Reviewed by campus VC for Administrative Affairs: *Anna Sano* 4/26/13

Instructions

Please include an explanation of this template in your narrative.

- A Headcount Enrollment Headcount enrollment of majors each Fall semester. Located at url: <http://www.iro.hawaii.edu/maps/mtitles.asp>
- B Annual SSH Course Registration Report located at <http://www.iro.hawaii.edu/maps/mtitles.asp>. Add the SSH for the Fall and Spring reports to obtain the annual SSH. This is at SSH (taught by the program, including to non-majors).

C Instructional Cost without Fringe (automated calculation). Direct salary cost for all faculty and lecturers teaching in the program. *Formula for column D: =IF(OR(D32<>"", D34<>"")) D32+D34."

C1 Number of full time faculty and lecturers who are > 5 FTE

C2 Number of part time lecturers who are < 5 FTE

D Other Personnel Cost. Salary cost (part or full time) for personnel supporting the program (APT, clerical lab support, advisor, etc.). This includes personnel providing necessary support for the program who may not be directly employed by the program and may include partial FTEs. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.

E Unique Program Cost. Costs specific to the program for equipment, supplies, insurance, etc. For provisional years, this would be actual cost. For established years, this would be projected costs using amortization for equipment and add 4% per year for inflation thereafter.

F Total Direct and Incremental Cost: C + D + E. *Formula for column D: =IF(OR(D13<"", D16<>0, D17<>0)) SUM(D13, D16, D17)."

G Tuition. Annual SSH X resident tuition rate/credit. *Formula for column D: =IF(D10>0, D10*D22)."

H Other. Other sources of revenue including grants, program fees, etc. This should not include in-kind contributions unless the services or goods contributed are recorded in the financial records of the campus and included in Direct and Incremental Costs in this template.

I Total Revenue: G + H. *Formula for column D: =IF(OR(D21<"", D23<>0)) SUM(D21, D23)."

J Net Cost: F - I. This is the net incremental cost of the program to the campus. A negative number here represents net revenue (i.e. revenue in excess of cost). If there is a net cost, please explain how this cost will be funded. *Formula for column D: =IF(AND(D18<>"", D24<>"")) D18-24."

K Instructional Costs with Fringe/SSH (K2 + K4) / B. *Formula for column D: =IF(D10<>"") (SUM(D33, D35)/D10)."

K1 Salaries without Fringe of Full Time Faculty and Lecturers who are > 5 FTE based on FTE directly related to the program. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.

K2 K1 X 1.35. *Formula for column D: =IF(D32<"", D32*1.35).

K3 Salaries without Fringe for Lecturers who are < 5 FTE based on FTE directly related to the program. Add negotiated collective bargaining increases and 4% per year for inflation thereafter.

K4 K3 X 1.05. *Formula for column D: =IF(D34<"", D34*1.05).

L Support Cost/SSH. The campus' non instructional expenditure/ssh + systemwide support - organized research (UHM only) as provided by UH Expenditure Report (<http://www.hawaii.edu/budget/expend.html>).

*Formula for column D: =IF(OR(D37>0, D38>0, D39>0)) D37+D38-D39."

For example, from the 2005-06 UH Expenditure Report, the support expenditure/ssh per campus is:

UHM \$382.00 + \$60.00 = \$442.00 for organized research = \$330

UHH \$278 + \$40 = \$318

UHWO \$179.00 + \$32 = \$211

Haw CC \$111.00 + \$33 = \$144

Hon CC \$168.00 + \$38 = \$206

Kap CC \$114.00 + \$30 = \$144

Kau CC \$346.00 + \$68 = \$414

Lee CC \$112.00 + \$28 = \$140

Mani CC \$175.00 + \$39 = \$214

Win CC \$257.00 + \$44 = \$301

M Total Program Cost/SSH: K + L. *Formula for column D: =IF(OR(D31<"", D36<>"")) D31+D36."

N Total Campus Expenditure/SSH. Taken from UH Expenditures Report. For example, for 2005-2006: UHM = \$799,112 (organized research) = \$687, UHH = \$528, UHWO = \$429, HawCC = \$329, HonCC = \$375.

KapCC = \$300, KauCC = \$677, LeeCC = \$279, Mani CC = \$385, WinCC = \$442.

O Comparable Program/Division Instructional Cost/SSH. Taken from UH Expenditures Report (<http://www.iro.hawaii.edu/uhsupport/>) or campus data, as available. Please note in the space provided, the program used for the comparison.

Academic Program Cost and Revenues Template: Provisional to Established

ENTER VALUES IN HIGHLIGHTED CELLS ONLY
CAMPUS/Program

ILCE-MA Phase 2		Provisional Years (adjust as needed to show all provisional years)									
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
ENTER ACADEMIC YEAR (i.e., 2004-05)		2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Students & SSH											
A. Headcount enrollment (Fall)		3	10	9	5	5	6	6	6	6	6
B. Annual SSH		9	57	54	30	27	36	38	38	38	38

Direct and Incremental Program Costs Without Fringe

C. Instructional Cost without Fringe											
C1 Number (FTE) of FT Faculty/Lecturers											
C2 Number (FTE) of PT Lecturers											
D. Other Personnel Costs											
E. Unique Program Costs											
F. Total Direct and Incremental Costs											

Revenue

G. Tuition											
H. Other											
I. Total Revenue											

J. Net Cost (Revenue)

--	--	--	--	--	--	--	--	--	--	--	--

Program Cost per SSH With Fringe

K. Instructional Cost with Fringe/SSH											
K1 Total Salary FT Faculty/Lecturers											
K2 Cost Including Fringe of K1											
K3 Total Salary PT Lecturers											
K4 Cost Including Fringe of K3											
L. Support Cost/SSH											
Non-Instructional Exp/SSH											
System-wide Support/SSH											
Organized Research/SSH											
M. Total Program Cost/SSH											
N. Total Campus Expenditure/SSH											

Instruction Cost with Fringe per SSH

K. Instructional Cost/SSH											
O. Comparable Cost/SSH											
Program used for comparison											

Reviewed by campus VC for Administrative Affairs:

[Signature] (date) 4/26/13

Instructions:

Please include an explanation of this template in your narrative

A. Headcount Enrollment: Headcount enrollment of students each Fall semester. If not available, enter "not available".

Reviewed by campus VC for Administrative Affairs: *[Signature]* Date: *4/26/13*

Instructions
Please include an explanation of this template in your narrative

A Headcount Enrollment Headcount enrollment of majors each Fall semester Located at url: <http://www.iro.hawaii.edu/maps/initiatives.asp>

B Annual SSH Course Registration Report located at <http://www.iro.hawaii.edu/maps/initiatives.asp> Add the SSH for the Fall and Spring reports to obtain the annual SSH This is all SSH taught by the program, including to non-majors

C Instructional Cost without Fringe (automated calculation) Direct salary cost for all faculty and lecturers teaching in the program *Formula for column D = IF(OR(D32<>"", D34<>""), D32+D34, "")

D Other Personnel Cost Salary cost (part or full time) for personnel supporting the program (APT, clerical lab support, advisor, etc.) This includes personnel providing necessary support for the program who may not be directly employed by the program and may include partial FTEs Add negotiated collective bargaining increases and 4% per year for inflation thereafter

E Unique Program Cost Costs specific to the program for equipment, supplies, insurance, etc. For provisional years this would be actual cost For established years this would be projected costs using amortization for equipment and add 4% per year for inflation thereafter

F Total Direct and Incremental Cost C + D + E *Formula for column D = IF(OR(D13<"", D16<>0, D17<>0), SUM(D13, D16, D17), "")

G Tuition Annual SSH X resident tuition rate/credit *Formula for column D = IF(D10>0, D10*D22, "")

H Other Other sources of revenue including grants, program fees, etc. This should not include in-kind contributions unless the services or goods contributed are recorded in the financial records of the campus and included in Direct and Incremental Costs in this template

I Total Revenue G + H *Formula for column D = IF(OR(D21<>"", D23<>0), SUM(D21, D23), "")

J Net Cost F - I This is the net incremental cost of the program to the campus A negative number here represents net revenue (i.e. revenue in excess of cost) If there is a net cost please explain how this cost will be funded *Formula for column D = IF(AND(D18<"", D24<>"", D18>24), D18-24, "")

K Instructional Costs with Fringe/SSH (K2 + K4) / B *Formula for column D = IF(D10<>"", (SUM(D33, D35)/D10), "")

K1 Salaries without Fringe of Full Time Faculty and Lecturers who are > 5 FTE based on FTE directly related to the program Add negotiated collective bargaining increases and 4% per year for inflation thereafter

K2 K1 X 1.35 *Formula for column D = IF(D32<"", D32*1.35)

K3 Salaries without Fringe for Lecturers who are < 5 FTE based on FTE directly related to the program Add negotiated collective bargaining increases and 4% per year for inflation thereafter

K4 K3 X 1.05 *Formula for column D = IF(D34<"", D34*1.05)

L Support Cost/SSH The campus' non instructional expenditure/ssh + systemwide support - organized research (UHM only) as provided by UH Expenditure Report (<http://www.hawaii.edu/budget/expend.html>)

*Formula for column D = IF(OR(D37>0, D38>0, D39>0), D37+D38-D39, "")

For example, from the 2005-06 UH Expenditure Report, the support expenditure/ssh per campus is:

UHM	\$382 00 + \$60 = \$112 for organized research = \$330
UHH	\$278 + \$40 = \$318
UHWO	\$179 00 + \$32 = \$211
Haw CC	\$111 00 + \$33 = \$144
Hon CC	\$168 00 + \$38 = \$206
Kap CC	\$114 00 + \$30 = \$144
Kau CC	\$348 00 + \$68 = \$414
Lee CC	\$112 00 + \$28 = \$140
Maui CC	\$175 00 + \$39 = \$214
Wm CC	\$257 00 + \$44 = \$301

M Total Program Cost/SSH K + L *Formula for column D = IF(OR(D31<"", D36<>"", D36<>0), D31+D36, "")

N Total Campus Expenditure/SSH Taken from UH Expenditures Report For example, for 2005-2006 UHM = \$799-112 (organized research) = \$687 UHH = \$528 UHWO = \$429 HawCC = \$329 HonCC = \$375 KapCC = \$300 KauCC = \$677 LeeCC = \$279 Maui CC = \$385 WmCC = \$442

O Comparable Program/Division Instructional Cost/SSH Taken from UH Expenditures Report (<http://www.iro.hawaii.edu/uhexpnd/>) or campus data as available Please note in the space provided, the program used for the comparison

APPENDIX 2

Internal Memo

To: Dr. Linda Johnsrud,
UH, Vice President for Academic Planning and Policy

From: Brendan Hennessey & Mason Kuo
UH Hilo Office of Institutional Research

Marcia Sakai
UH Hilo, Vice Chancellor Administrative Affairs

RE: Methodology for Instructional Cost/Revenue Calculations

Date: 04/26/2013

Aloha,

In regards to the Cost Revenue Spreadsheet for the UH Hilo MA degree in Indigenous Language & Culture Education current "Provisional to Established" program status change request to the Board Of Regents:

Method for Instructional Cost Calculations (Row by Row):

The following explanation applies to the years between 2007 and 2011. An explanation of the figures for the projected years of 2011 to 2014, particularly in regards to the annual SSH and instructional costs (without fringe), is provided in the main narrative document on p. 12-13.

A: The headcounts of all graduate students were obtained from UHAPPS_IROFZ_IRO_BASE for fall semesters only.

B: The SSH numbers between Summer 2007 and Spring 2011 were obtained from the schedule source UHAPPS_IROFZ_SOCAD using the specific catalog identified courses (for the Indigenous Language & Culture Education MA) for fall, spring and summer semesters. SSH here is not the Major's SSH alone as would be taken from IRO_BASE, but all SSH among the catalog required courses. Because curriculum is shared between the MA ILCE and the post baccalaureate teaching certificate program, two separate cost revenue templates have been prepared: one for reflecting operational data of (9) courses required in common, and a separate template for representing the 6 courses unique to the MA-ILCE program.

C: Program instructional cost without fringe is determined by:

1. identifying per academic year all FT or PT faculty persons assigned to teach any of the program-required or elective courses
2. obtaining identified faculty member's employee type and monthly (PT) or annual (FT) salary from system managed secure HR data sources (PSEMPL & PSQEMPL) by academic year.
3. adding the faculty member's semester hours taught towards the "program" distinct from total semester hours taught at the undergraduate level or even in other subject codes—

then summing Instructor Semester Hrs Taught toward the program each academic year and dividing by 24 to determine academic year FT or PT faculty FTE for C1 & C2..

4. determining the "workload unit cost" by taking the instructor annual salary and dividing it by 24...reflecting the contractual 24 instructional/research units a faculty member is contractually expected to fulfill.
5. summing the individual faculty's semester hrs taught toward the program multiplied by the respective faculty member's "workload unit cost" for each provisional academic year.
6. delivering multiple layers (3) detailing all costing analysis elements to department chair or responsible party for joint review, and reconciling assignments and associated costs appropriately and consensually, and revising the total cost calculations accordingly.

D: Other personnel costs (excluding PT fac):
None

E: Unique program costs:
None

F: Autosum of rows K1 and K3: The formula for this calculation is embedded in the template.

G: Resident tuition rate for graduate students

H: Any departmental/program revenues generated other than tuition.

I: Autosum of rows G and H: The formula for this calculation is embedded in the template.

K, K2, K4: Autocalcs using K1 and K2: The formula for this calculation is embedded in the template.

K1, K2: Sums for FT faculty total salary and PT salary; method explained in item C above.

L: Autosum of system wide and non-instructional support costs per SSH (from footnoted system campus expenditures reporting)

N: Autocalc of cost per SSH

M: Total campus expenditures per SSH (from footnoted system campus expenditures reporting)

We are thankful for the opportunity to account for the methods and rationale that have guided completing the cost/revenue sheet for the Indigenous Language & Culture Education (ILCE) MA degree program.

Sincerely,

Brendan Hennessey
UH Hilo Office of Institutional Research

Dr. Marcia Sakai
Vice Chancellor Administrative Affairs