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

BOARD OF REGENTS COMMITTEE ON STUDENT SUCCESS

Members: Regents Tochiki (Chair), Haning (Vice-Chair), Faumuina, Loo, and Wilson

Date: Thursday, May 1, 2025

Time: 10:30 a.m.

Place: University of Hawai'i at Mānoa
 Bachman Hall
 1st Floor Conference Room 106A/B
 2444 Dole Street
 Honolulu, Hawai'i 96822

See the Board of Regents website to access the live broadcast of the meeting and related updates: www.hawaii.edu/bor

ORDER OF THE DAY

I. Call Meeting to Order

II. Public Comment Period for Agenda Items:

All communications from the Public to the Board of Regents is welcomed and distributed to all regents. To enable the Board to conduct its business, public comments at meetings may only be provided on agenda items noted below. Individuals who are unable to provide testimony at this time will be allowed an opportunity to testify when specific agenda items are called.

All written testimony on agenda items received will be distributed to the board. Written testimony may be submitted via the board's website through the testimony link provided on the Meeting Agendas, Minutes and Materials page. Testimony may also be submitted via email at bor.testimony@hawaii.edu, U.S. mail at 2444 Dole Street, Bachman 103, Honolulu, HI 96822, or facsimile at (808) 956-5156.

Those wishing to provide oral testimony virtually may register [here](#). Individuals wishing to orally testify virtually are requested to register no later than 7:00 a.m. on the day of the meeting in order to be accommodated. Registration for in-person oral testimony on agenda items will also be provided at the meeting location 15 minutes prior to the meeting and closed at the posted meeting time. It is highly recommended that written testimony be submitted in addition to registering to provide oral testimony. Oral testimony will be limited to three (3) minutes per testifier.

This is a remote meeting by interactive conference technology under Section 92-3.7, Hawai'i Revised Statutes (HRS). Therefore, the meeting will continue notwithstanding loss of audiovisual communication with remote testifiers or loss of the public broadcast of the meeting.

If you need an auxiliary aid/service or other accommodation due to a disability, contact the Board Office at (808) 956-8213 or bor@hawaii.edu as soon as possible. Requests made as early as possible have a greater likelihood of being fulfilled. Upon request, this notice is available in alternate/accessible formats.

All written testimony submitted are public documents. Therefore, any testimony that is submitted orally 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.

III. Agenda Items

A. Update on General Education

B. Workload Assignment Report

1. Overview of the Process, Reporting and Policies

a. UH System Policies

2. Definitions (Based on Legacy Classifications)

a. System – Headcount for Tenured/Tenure-Track by Faculty Type

b. Instructional Faculty with Complete Workload Assignments

i. University of Hawai'i at Mānoa

ii. University of Hawai'i at Hilo

iii. University of Hawai'i at West O'ahu

iv. University of Hawai'i Community Colleges

C. Small Programs and Program Review Report

1. Program Review Update

2. Programs with a Small Number of Graduates

3. Analysis of Findings

4. Overview: Examples of Actions Taken to Address Small Programs

D. Committee Annual Review

IV. Adjournment

Item III.A.

Update on General Education

**NO MATERIALS
ORAL REPORT**



Faculty Work Assignment: Annual Report ***Data from Fall 2021 to Spring 2024 Semesters***

BOR Committee on Student Success
May 1, 2025

Debora Halbert, Vice President for Academic Strategy

Michael Bruno, Provost, UH Mānoa

Bonnie Irwin, Chancellor, UH Hilo

Maenette Benham, Chancellor, UH West O'ahu

Della Teraoka, Interim Vice President, UH Community Colleges

Overview of the Process, Reporting, and Policies

I. Report Overview

Background

This is the fifth year of development of the Workload Report, which provides the Board of Regents (BOR) a snapshot into the faculty work assignment across the three UH universities and the collective seven campuses of the UH Community Colleges (UHCC). This report will continue to use the legacy classifications with the new classifications being added to the 2026 report .

The Institutional Research, Analysis and Planning Office (IRAPO) collects data through the work assignment template (WAT). *This report is not designed for job evaluation.* Work performance is handled through contract renewal, tenure and promotion review, and periodic review processes.

Goals

This report aims to 1) improve our ability to generate timely and accurate reports of faculty work assignments, 2) create a mechanism to assist campus leadership to more easily track and manage faculty work assignments, and 3) provide aggregated information and trend data annually to the Board of Regents.

How It's Organized

Workload assignments are grouped according to **Teaching, Research, and Service**. **Teaching** includes classroom and individual instruction. **Research** covers creative, scholarly and investigative activities as defined by each unit. **Service** comprises administrative responsibilities, professional activities for the governance of the department or campus or for the discipline of the faculty member. The **Other** category captures faculty with authorized leave/sabbatical during the fall and/or spring semesters or those whose employment began or ended mid-academic year.

UH System Policies

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Board of Regents Policies ([RP 9.214](#)) and Executive Policies ([EP 9.214](#)) describe the work assignments for faculty, clarifying the use and criteria for determining instructional and non-instructional equivalencies.

Highlights from RP 9.214

III(A): The primary responsibilities of most University faculty are teaching, research, specialized educational service, and community service. These responsibilities are not treated equally and will differ by the unit and the position to which the faculty has been appointed.

III(D): Work/teaching/credit hour assignment equivalencies ("Equivalencies") (inclusive of both instructional and non-instructional duties) will be established to represent faculty work aligned with research, specialized educational services, and community service requirements suitable for each campus's mission and purpose.

III(J): The Equivalencies for every unit shall be publicly posted online and readily available directly from a single point on each campus website.

Equivalencies:

Are used as a mechanism for quantifying the range of work faculty complete, i.e., faculty professional duties and responsibilities of teaching outside traditional instructional classes, research, and service (RP 9.214 [III(D)])

Highlights from EP 9.214

III(A)(2): Because faculty work encompasses a range of responsibilities beyond teaching, including research/scholarly or creative projects, specialized educational services, professional development, and service to the department, campus, and community, Equivalencies will be used to clarify the work assignment.

III(A)(2b): Equivalencies for other modes of instruction, including but not limited to directed readings, thesis and dissertation supervision, labs, clinical practice, and other individualized instruction shall be developed according to the process in RP 9.214. These Equivalencies will be based on an appropriate measure of instructional and engagement activity (e.g., contact hours, number of students supervised, course type, etc.).

III(A)(2c): Equivalencies may include research, creative works and functions that may result in a reduction of teaching duties at UH Mānoa, UH Hilo, and UH West O'ahu. These circumstances should be documented, and a list of potential research and creative works activities shall be developed according to the process in RP 9.214. When grants are received and a reduction in teaching assignment is requested, grant funding, if available, should be used to buy out teaching duties and responsibilities.

II. Definitions (Based on Legacy Classifications)

Instructional Faculty

Faculty members whose primary duties are instruction of credit-bearing courses. They may perform a variety of teaching, research and service duties in support of the University's mission.

Non-Instructional Faculty

Faculty members whose primary duties are non-instructional. They may perform a variety of research and service duties in support of the University's mission, but may also include instruction of credit-bearing courses as part of their regular work assignment. Classifications include Extension Agents, Librarians, Coordinators, Counselors, Researchers, Specialists.

Excluded (N/A)

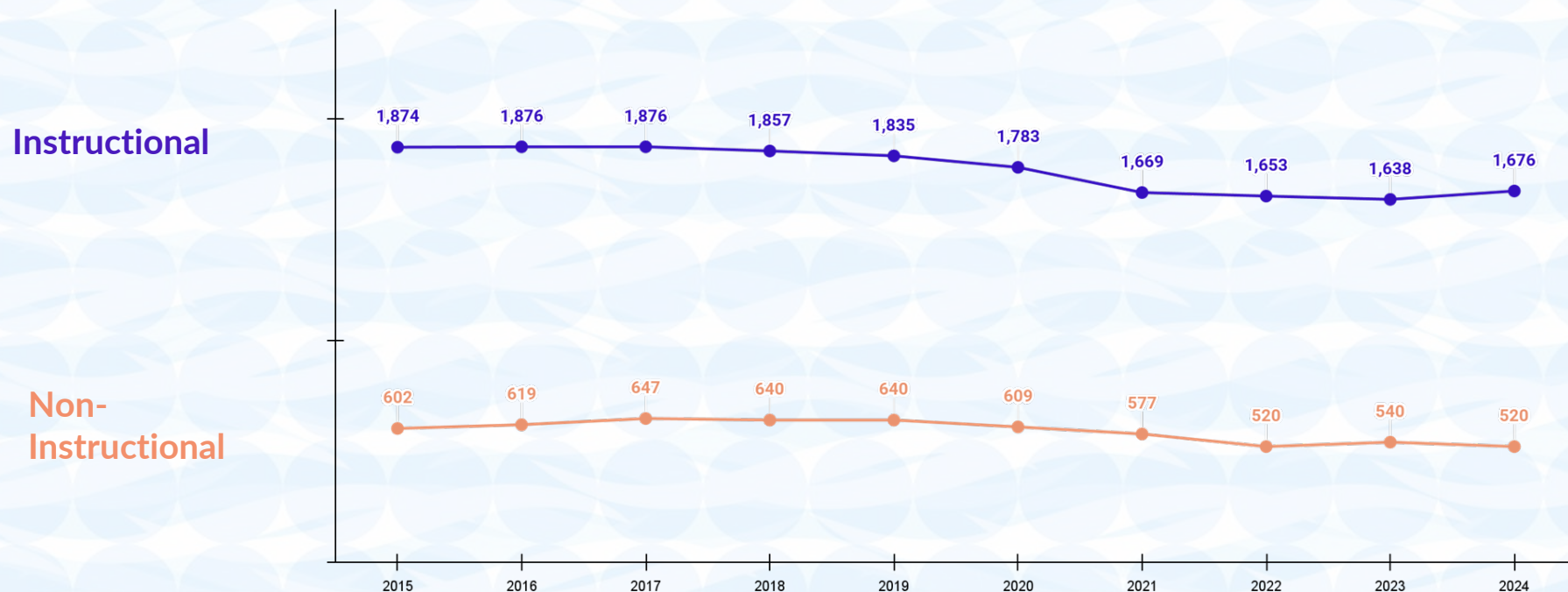
Faculty members excluded from the report are those who had at least one semester of sabbatical or took leave resulting in reduced credit assignments; new hires who would not be able to complete regular work assignments due to the timing of their hire; or those who are no longer employed. Credit equivalencies excluded from the report include sabbatical, releases, and buyouts.

Tenure Status

Most of the faculty members of rank 3 or above (i.e., Professors, Associate Professors, and Assistant Professors) fall into Tenured /Tenure-Track category. Examples of Non-Tenure-Track / Other include visiting faculty, non-renewed probationary faculty, or faculty not eligible for tenure. Work assignments may differ across campuses for faculty with the same tenure status.

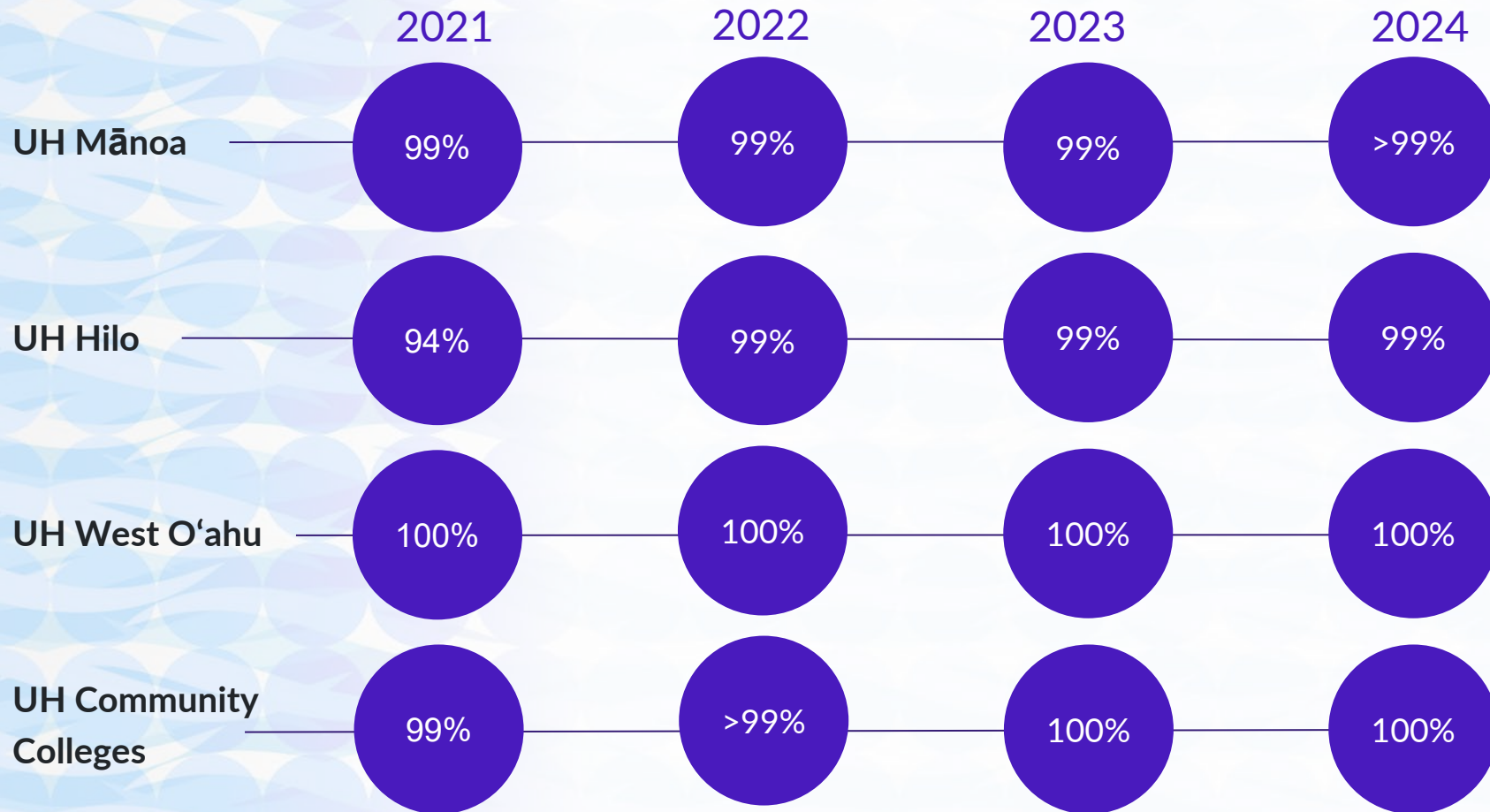


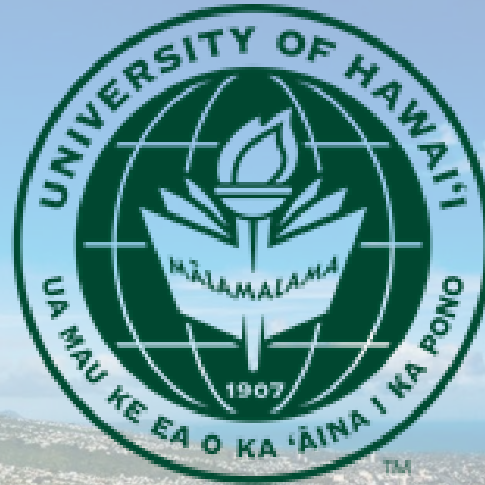
The chart below presents a 10-year longitudinal view of the tenured/tenure-track faculty positions. Over the past decade, there has been an 11% and 14% overall decrease in instructional and non-instructional faculty. In 2024, instructional faculty experienced 2% increase compared to last year, while non-instructional faculty faced a decrease of about 4%.



Instructional Faculty with Complete Workload Assignments

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MĀNOA



Since UH Mānoa (UHM) is a research intensive (R1) institution, instructional faculty members' time is also assigned to research and service. For example, an instructional faculty member may be assigned to teach 15 credit hours and also assigned the equivalent of 9 credit hours for a combination of research and service.

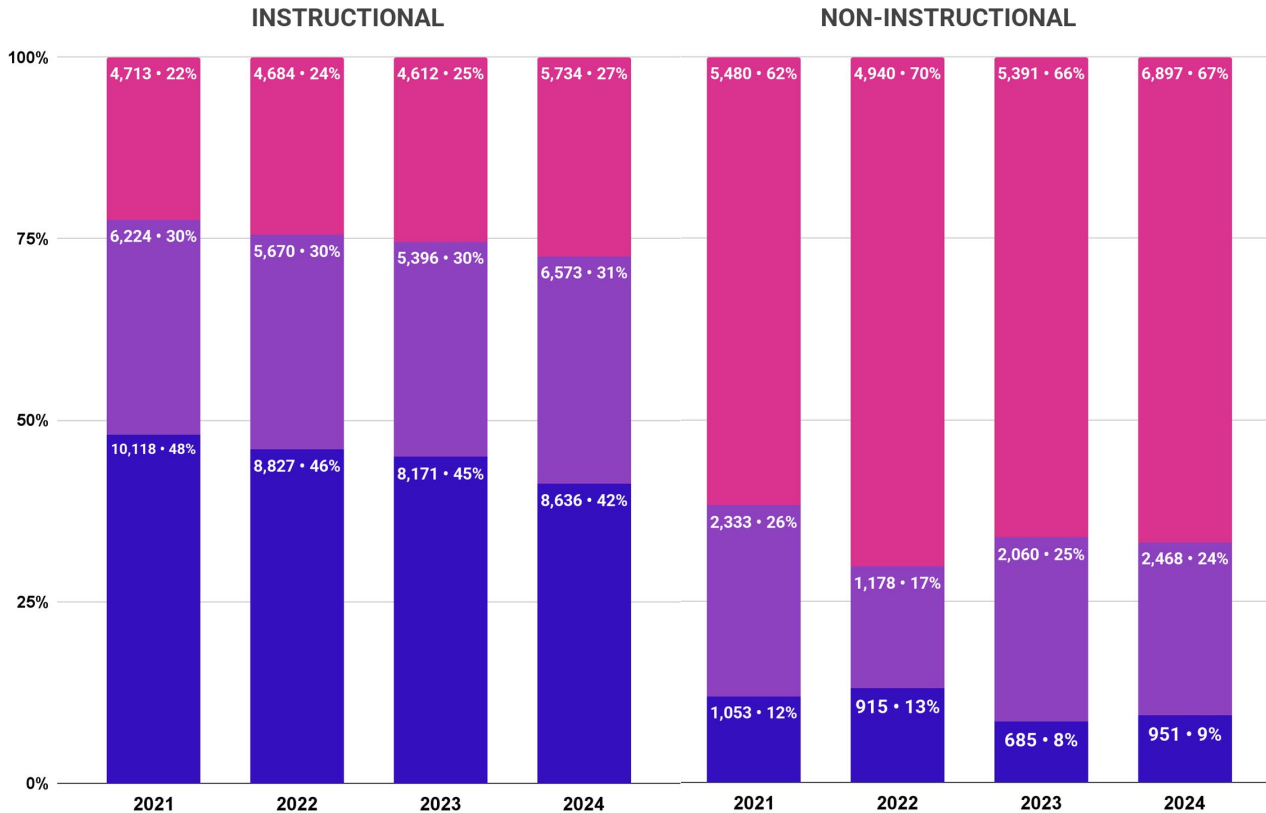
Non-instructional faculty such as librarians, specialists, researchers and agricultural extension agents are generally assigned their workload in their areas of specialization. Many also teach credit-bearing courses, and all are assigned service.



UH Mānoa • Credit Equivalency Distribution • Tenured/Tenure-Track

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- Assigned Professional Duties and Service
- Research
- Teaching



Teaching equivalencies continue to be shifted to non-tenure line faculty including lecturers, as a result of Mānoa's overall reduction in tenure-line positions during this timeframe. Increased teaching by temporary faculty is necessary to serve the enrollment increases. Because the overall service work required to operate the University is distributed among a reduced number of tenure-line faculty, the proportion of workload assigned to teaching decreased a small amount while the service assignments increased slightly. Research assignments remained unchanged.

Note that overall instructional assignments went up by 465 teaching equivalencies in 2024, roughly 155 courses.



UH Mānoa • Credit Equivalency Distribution • Tenured/Tenure-Track¹⁵

INSTRUCTIONAL (By College/School/Division¹)

	Total Faculty Count ²	TEACHING		RESEARCH		SERVICE	
		TE ³	% of TE Within Division ⁴	TE	% of TE Within Division	TE	% of TE Within Division
ACADEMIC	824	8,606	42%	6,463	31%	5,707	27%
College of Arts, Languages & Letters	188	2,048	47%	1,014	22%	1,404	31%
College of Education	67	699	44%	366	22%	567	34%
College of Engineering	57	653	41%	685	42%	280	17%
College of Natural Science	89	919	43%	702	32%	548	25%
College of Social Sciences	128	1,240	42%	1,033	33%	778	25%
College of Tropical Agriculture and Human Resources ⁵	44	383	35%	441	38%	317	27%
Hawai'iinuiākea School of Hawaiian Knowledge	16	218	56%	89	22%	90	22%
Richardson School of Law	24	261	46%	144	25%	171	29%
School of Architecture	15	262	59%	84	18%	107	23%
School of Medicine	44	496	37%	457	32%	435	31%
School of Nursing	11	96	31%	132	40%	96	29%
School of Ocean & Earth Science & Technology	66	503	31%	612	37%	529	32%
School of Social Work and Public Health	24	274	48%	196	33%	113	19%
Shidler College of Business	58	554	42%	508	38%	272	20%
NON-ACADEMIC	10	30	19%	110	65%	27	16%
Cancer Center	2	10	32%	22	68%		
Provost/OVPAE, UH Manoa	2	20	34%	13	21%	27	45%
Water Resources Research Center	6			75	100%		
Grand Total	827	8,636	42%	6,573	31%	5,734	27%

1/ According to RP9.214 (III.E), UH System is required to report the work assignment of tenured and tenure-track faculty by college/school/division.

2/ Total Faculty Count: Total of faculty members in the college/school/division.

3/ Teaching Equivalencies: Total work/teaching/credit hour assignment equivalencies counted toward the Teaching, Research, or Service.

4/ Percentage of Teaching Equivalencies (TE) across Teaching, Research, and Service within the college/school/division.

5/ This name was used in the former data collection period. It was changed to College of Tropical Agriculture and Human Resilience effective October 2024.



UNIVERSITY of HAWAI'I® HILO



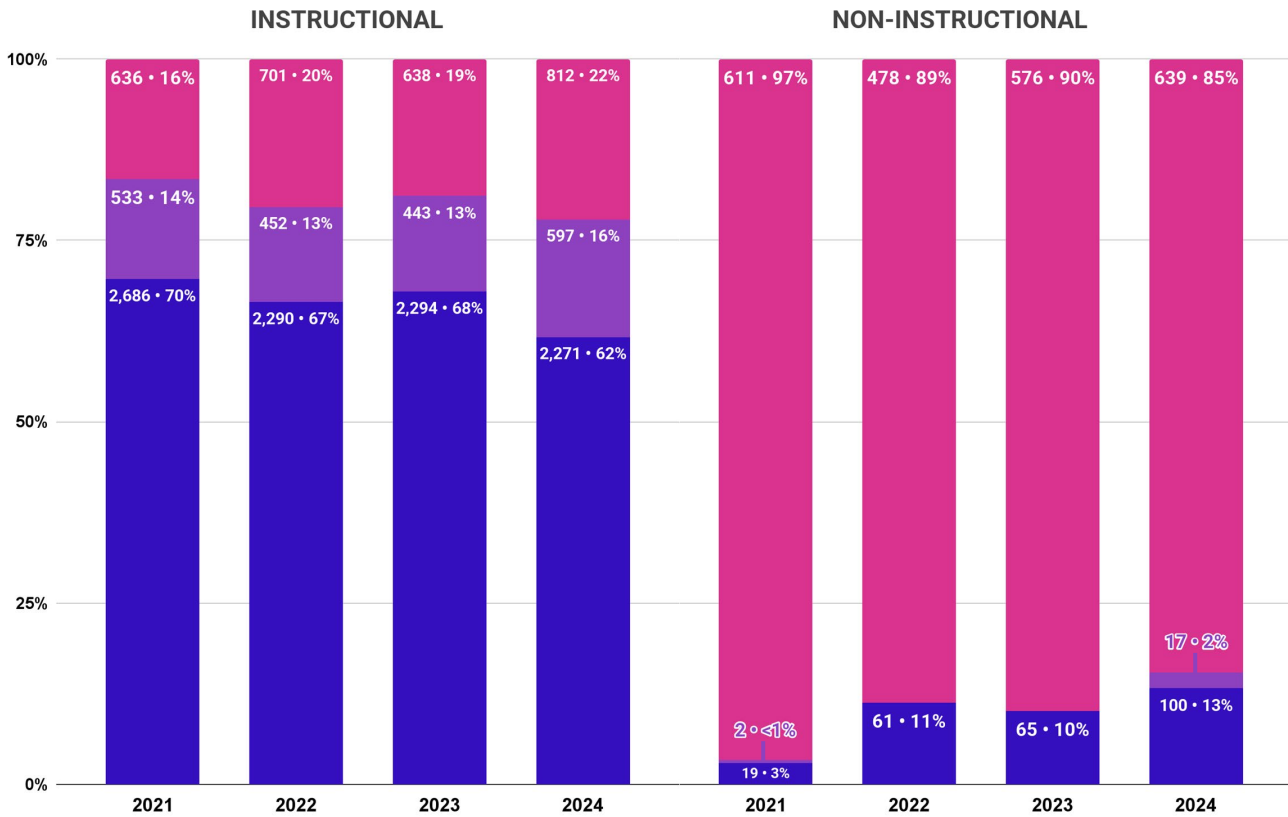
From Teaching and Workload Assignments and Equivalencies:

The standard teaching assignment for full-time instructional faculty at UH Hilo is 24 credits per year (CBA III.F). Tenure-track faculty typically teach 18 credit hours per year and are typically granted 6 credit equivalencies per academic year to conduct research and service.



UH Hilo • Credit Equivalency Distribution • Tenured/Tenure-Track

- Assigned Professional Duties and Service
- Research
- Teaching



For tenured/tenure-track instructional faculty, teaching responsibilities dipped in 2024 reflecting an increase in research duties and the conversion of two college dean positions to faculty directors. Tenured/tenure-track, non-instructional faculty focused on service during the same time period.



INSTRUCTIONAL
(By College/School/Division¹)

	Total Faculty Count ²	TEACHING		RESEARCH		SERVICE	
		TE ³	% of TE Within Division ⁴	TE	% of TE Within Division	TE	% of TE Within Division
ACADEMIC	141	2,271	62%	597	16%	812	22%
College Of Agriculture, Forestry, And Natural Resource Management	6	77	57%	26	18%	35	25%
College of Arts and Sciences	61	996	67%	210	13%	307	20%
College of Business and Economics	7	96	58%	26	15%	47	27%
College of Natural and Health Sciences	39	568	61%	149	15%	231	24%
Daniel K. Inouye College of Pharmacy	16	356	64%	107	19%	99	17%
Ka Haka 'Ula o Ke'elikōlani	12	178	52%	79	22%	93	26%
Grand Total	141	2271	62%	597	16%	812	22%

1/ According to RP9.214 (III.E), UH System is required to report the work assignment of tenured and tenure-track faculty by college/school/division.

2/ Total Faculty Count: Total of faculty members in the college/school/division.

3/ Teaching Equivalencies: Total work/teaching/credit hour assignment equivalencies counted toward the Teaching, Research, or Service.

4/ Percentage of Teaching Equivalencies (TE) across Teaching, Research, and Service within the college/school/division.



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WEST O'AHU



From UH West O'ahu (UHWO) Workload:

The standard teaching assignment for full-time instructional faculty at UH West O'ahu is 24 credits per year (CBA III.F). Each tenured and tenure-track faculty member is typically assigned 3 credits of release time per semester for scholarship and service.



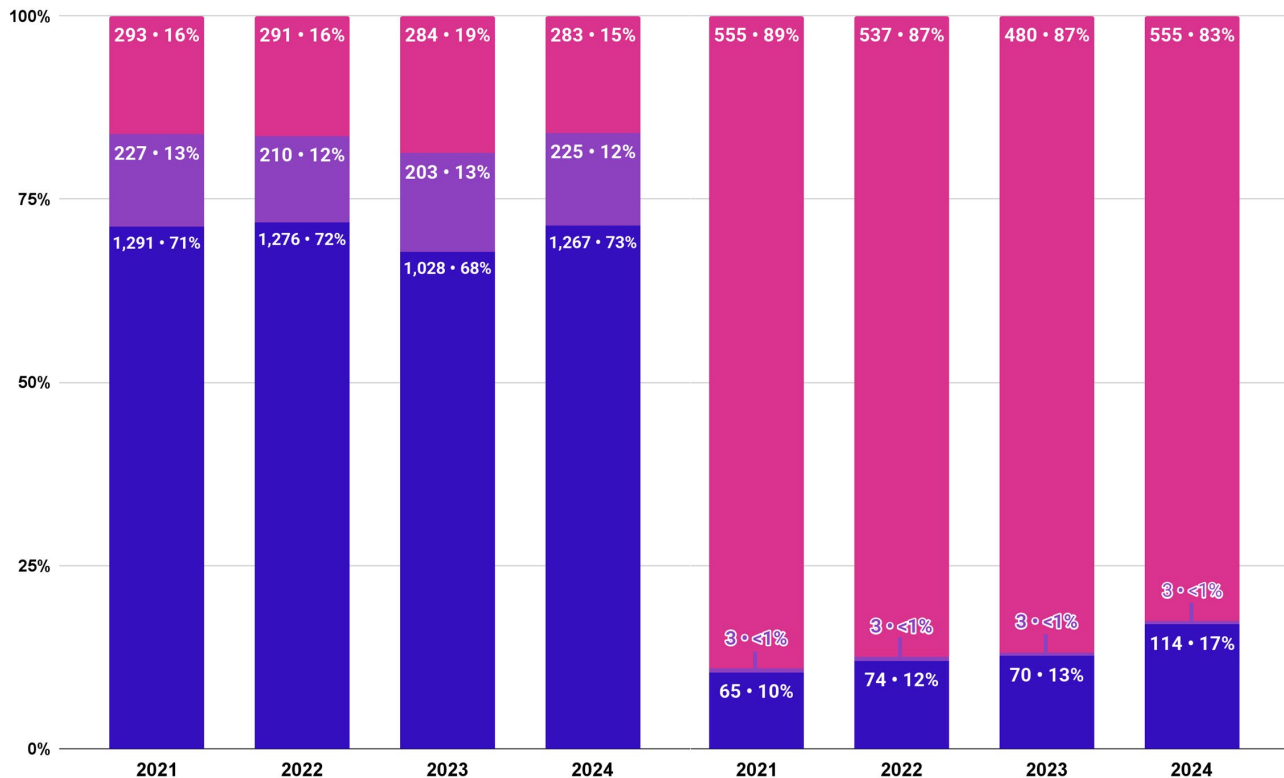
UHWO • Credit Equivalency Distribution • Tenured/Tenure-Track

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- Assigned Professional Duties and Service
- Research
- Teaching

INSTRUCTIONAL

NON-INSTRUCTIONAL



Tenured/tenure-track instructional faculty saw a slight increase in teaching responsibilities while continuing to maintain a consistent proportion of dedicated time to engaged scholarship/community outreach and a slight increase in service responsibilities. Tenured/tenure-track, non-instructional faculty remained heavily student service-oriented while also dedicating a small proportion to teaching.



UHWO • Credit Equivalency Distribution • Tenured/Tenure-Track 23

INSTRUCTIONAL (By College/School/Division¹)

	Total Faculty Count ²	TEACHING		RESEARCH		SERVICE	
		TE ³	% of TE Within Division ⁴	TE	% of TE Within Division	TE	% of TE Within Division
ACADEMIC	74	1,264	74%	222	12%	262	14%
Academy for Creative Media	2	39	78%	6	11%	6	11%
Business Administration	13	249	78%	39	11%	39	11%
Education	10	186	76%	30	12%	30	12%
Humanities	16	248	73%	48	13%	52	14%
Mathematics, Natural and Health Sciences	13	212	71%	39	12%	54	17%
Public Administration	5	96	78%	15	11%	15	11%
Social Sciences	15	234	68%	45	13%	66	19%
NON-ACADEMIC	1	3	12%	3	11%	21	77%
Academic Support	1	3	12%	3	11%	21	77%
Grand Total	75	1267	73%	225	12%	283	15%

1/ According to RP9.214 (III.E), UH System is required to report the work assignment of tenured and tenure-track faculty by college/school/division.

2/ Total Faculty Count: Total of faculty members in the college/school/division.

3/ Teaching Equivalencies: Total work/teaching/credit hour assignment equivalencies counted toward the Teaching, Research, or Service.

4/ Percentage of Teaching Equivalencies (TE) across Teaching, Research, and Service within the college/school/division.



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COMMUNITY COLLEGES



UHCC Policy 9.237 establishes the standard teaching assignment for full-time instructional faculty as 27 Teaching Equivalencies (TEs). The policy:

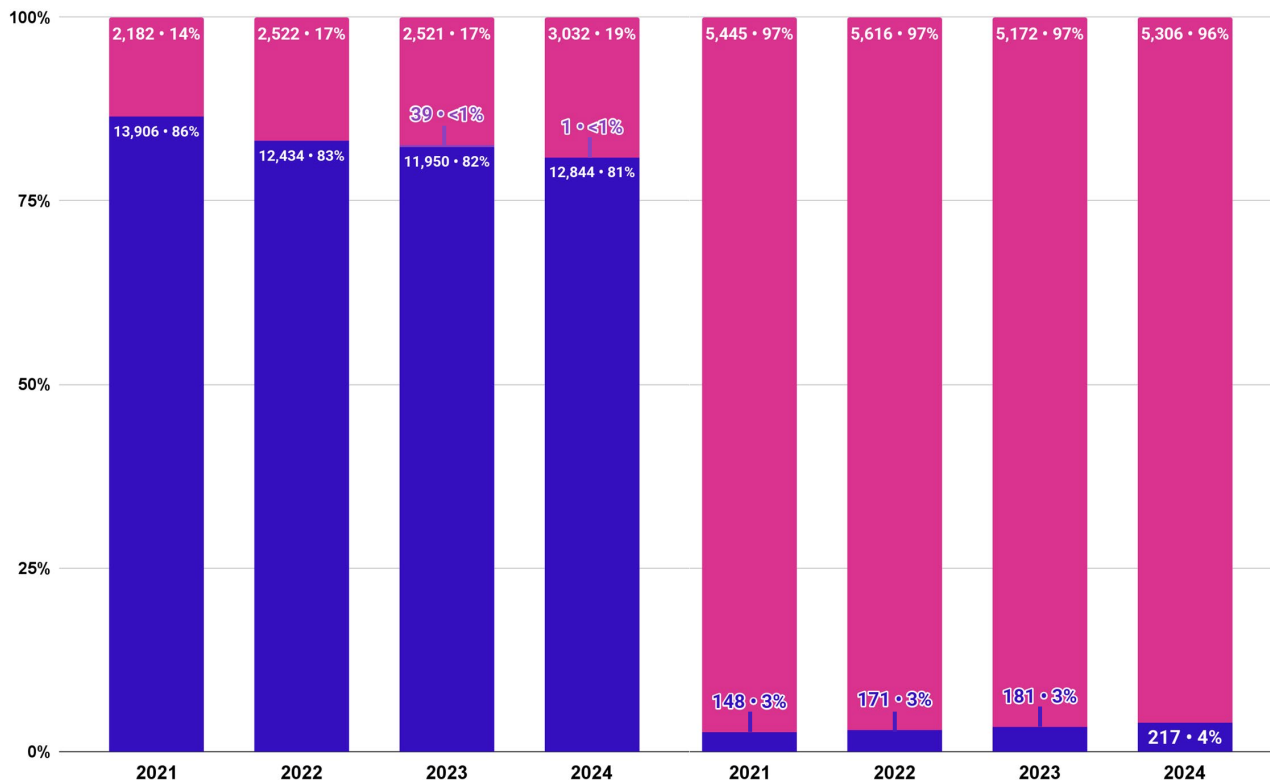
- Defines Common Teaching Equivalencies for each type of class (by schedule type).
- Establishes responsibilities for implementation of the policy.
- Describes common non-instructional activities that are assigned Teaching Equivalencies (based on UH Professional Assembly [UHPA] contract).



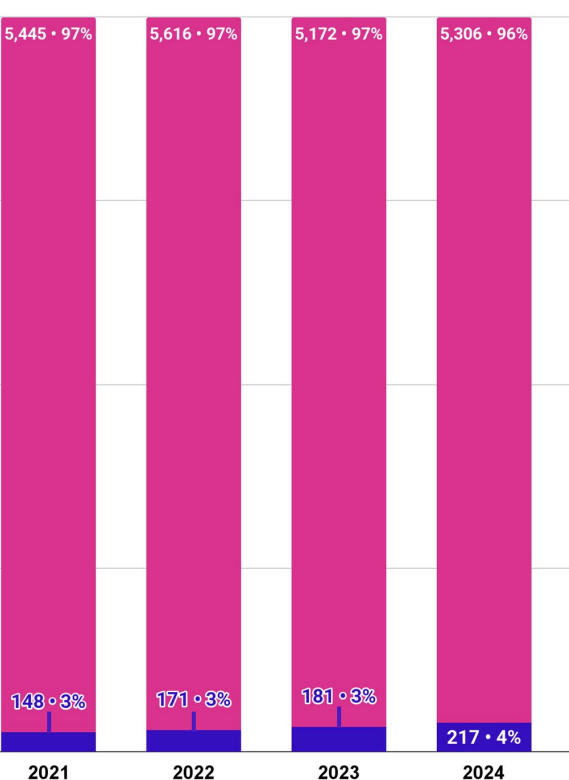
UHCC • Credit Equivalency Distribution • Tenured/Tenure-Track²⁶

- Assigned Professional Duties and Service
- Research
- Teaching

INSTRUCTIONAL



NON-INSTRUCTIONAL



From 2021 to 2023, for **tenure-track instructional faculty**, both teaching activities and service remained proportionally consistent. For their **tenure-track, non-instructional** peers, service comprised 97% of workload equivalencies every year.



UHCC • Credit Equivalency Distribution • Tenured/Tenure-Track 27

INSTRUCTIONAL (By College/School/Division¹)

	Total Faculty Count ²	TEACHING		RESEARCH		SERVICE	
		TE ³	% of TE Within Division ⁴	TE	% of TE Within Division	TE	% of TE Within Division
ACADEMIC	521	12,691	82%	1 < 1%		2,788	18%
General & Pre-Professional Instruction	346	8,354	84%	1 < 1%		1,685	16%
Career & Technical Education	175	4337	80%			1103	20%
NON-ACADEMIC	12	153	39%			244	61%
Deans Office	6	127	73%			47	27%
Honolulu CC	2	14	20%			58	80%
Kapiolani CC	1	5	14%			31	86%
Public Service	1					36	100%
Theater	1	7	17%			36	83%
Windward CC	1					36	100%
Grand Total	533	12844	81%	1 < 1%		3032	19%

1/ According to RP9.214 (III.E), UH System is required to report the work assignment of tenured and tenure-track faculty by college/school/division.

2/ Total Faculty Count: Total of faculty members in the college/school/division.

3/ Teaching Equivalencies: Total work/teaching/credit hour assignment equivalencies counted toward the Teaching, Research, or Service.

4/ Percentage of Teaching Equivalencies (TE) across Teaching, Research, and Service within the college/school/division.

Going Forward

Summer 2025

Gather feedback from WAT Stakeholders on improving the process for the 2024-2025 collection period.

October 2025

The 2024-2025 data collection period starts in mid-October. Workload assignment data will include employment records with new faculty classification which took effect in August 2024.

March 2026

Collaborate with campuses to prepare a summary report and present to BOR meeting in March, 2026

UNIVERSITY OF HAWAI'I

Programs with a Small Number of Graduates and Program Reviews Report 2024-2025

Each year the University of Hawai'i System (UH) provides the Board of Regents (BOR) with two reports required by BOR policy related to the evaluation of academic programs, both required under [RP 5.201, Instructional Programs](#). One of those reports is the review of programs with a small number of graduates and the other is an overview of program reviews conducted at each campus during the current academic year. These reports demonstrate two of the primary practices through which UH campus leadership, in collaboration with faculty, continuously evaluates the effectiveness of their academic programs to determine which programs warrant further attention or reconsideration.

Program size, as measured by the number of graduates, is the sole metric under [EP 5.229, Programs with Low Number of Degrees Conferred](#) that dictates which programs are flagged for inclusion in this annual report. At the same time, the members of the [Council of Chief Academic Officers \(CCAO\)](#), while attentive to the letter of the “law” (or policy) in question, tend to make decisions about the future of a program based on a more complete understanding of “program health.” To be sure, graduate counts are a critical data point, but, as illustrated in the campus templates that comprise the 67-page appendix to this report, chief academic officers also consider a range of factors such as program enrollments, class fill rates, admissions data, and the longer-term trends of all of these data points. There are situations in which large programs are gradually shrinking in size and therefore display detectable signs of trouble prior to appearing in this report. There are also programs that, while robust in terms of enrollment and graduate counts, are not particularly cost-efficient. Conversely, there are certain programs that, while not producing large numbers of graduates, either (a) significantly align with the System and/or campus missions, (b) maintain strong cost effectiveness, (c) meet critical statewide or island-specific workforce needs, (d) fulfill key aspects of the general education curriculum, and/or (e) provide critical support for one or more high-enrolled programs. As can be seen in Appendix A, which contains recommendations and a list of actions taken at the campus level for every single small program across the entire UH System, there are typically sound justifications for continuing these programs. Conversely, there are indeed cases in which the campus makes the difficult decision to terminate a program.

I. Review of Programs with a Small Number of Graduates

Each year campuses must review their programs with low numbers of graduates as directed by [EP 5.229](#) and determine how best to ensure these programs support the larger UH mission and program outcomes. Per that policy, this annual practice flags the undergraduate degree and certificate of achievement programs with a 3-year average of fewer than ten (10) graduates and graduate programs with a 5-year average of three (3) or fewer graduates for review by the respective campuses. The focus on programs with low numbers of graduates is designed to help

campuses identify which programs are at risk so that campus leadership can determine whether these programs should be continued, and—if so—what changes might be required to revitalize the program to make the credential more appealing and relevant. This report, with its accompanying appendix, also provides the Board and UH Officers with a broader sense of program health trends across the ten-campus system.

Each campus is asked to review and provide a recommendation for programmatic next steps from one of the following options:

- 1) Continuing the program
- 2) Establishing targets that need to be met for continuation of the program
- 3) Merging with another program
- 4) Stopping out the program
- 5) Terminating the program

The full data set for the programs with a small number of graduates FY 2024 report is posted on the Institutional Research, Analysis and Planning Office (IRAPO) website and can be accessed via this link: (<https://data.hawaii.edu/#/reports/smallprograms>). (Access to the report requires signing in with a UH ID.) For the UH Community Colleges (UHCCs), the report does not track Certificates of Competence (CO) or Academic Subject Certificates (ASC), but rather records enrollment and graduate counts for the more credit-intensive Certificates of Achievement (CA) as well as the UHCC associate's degree programs.

The 67-page Appendix A that accompanies this report contains a detailed chronicle of each campus' critical evaluation of its small programs, including the identification of specific action steps needed to improve or rectify the situation. Such efforts typically feature cooperation and creative problem-solving among faculty, program chairs, deans, and chief academic officers, while sometimes also including discussions with industry partners. One of many examples of a program that remains vital despite its "small" stature is the Mobile Intensive Care Technician AS degree at Kapi'olani Community College, as it is the only accredited paramedic training program for the entire State of Hawai'i. The program already partners with UH Maui College and Hawai'i Community College to provide paramedic training and has also experimented with cohort models and asynchronous online blended learning in an effort to address statewide need. Although the ideal objective is to implement the changes required to make every program viable, there are instances in which the stop-out or termination of a struggling program is ultimately necessary. While a stop-out means that a program is no longer admitting students, a termination indicates that, in addition to this, the program has been removed from the official UH list of degrees and certificates, thereby ceasing to exist.

This year's Report on Programs with a Small Number of Graduates features thirteen (13) programs that have already implemented stop-outs or will soon be doing so. Seven (7) of these thirteen (13) have also been flagged for termination. Although stop-outs do not always result in terminations, all program terminations should be preceded by a stop-out of admissions so that students already enrolled in a program have an opportunity to earn their credential before

that program is completely shut down. Aside from existing as a prelude to an impending termination, stop-outs may be imposed in order to reconfigure a struggling program, either through curricular reform, new faculty hires, the pursuit of extramural funding or another innovation.

Table 1. Stop-outs and Terminations of Small Programs Covered in the AY 24-25 Report

Campus	Program	Action/Purpose	Timeframe
UH Hilo	Gender & Women's Studies (BA)	Termination	Effective Fall 2024
UH Hilo	Hawaiian Language and Literature (MA)	Termination	Effective Fall 2024
UH Hilo	Pharmaceutical Sciences (PhD)	Stop-out with plans to terminate	Termination planned for Fall 2025
UH Mānoa	Engineering Science (BS)	Stop-out with plans to terminate	Being prepared
UH Mānoa	Nursing (PhD)	Stop-out to revise curriculum	In effect AY 2020-2025
UH Mānoa	Social Welfare (PhD)	Stop-out to optimize cohort management	Current
Hawai'i CC	Electronics Technology (CA, AAS)	Stop-out due to loss of sole faculty member	Initiated
Hawai'i CC	Practical Nursing (CA)	Stop-out to recruit faculty and relaunch	Current
Honolulu CC	Auto Body Repair & Painting (CA, AAS)	Termination	Effective Spring 2025
Honolulu CC	Communication Arts (AAS, AS)	Stop-out for program reconfiguration	Current
Kaua'i CC	Culinary Arts (AAS)	Stop-out for program reconfiguration	AY 23-24
Leeward CC	Television Production (CA, AS)	Stop-out with plans to terminate	Stop-out current; termination planned for Fall 2025

Campus	Program	Action/Purpose	Timeframe
UH Hilo	Gender & Women's Studies (BA)	Termination	Effective Fall 2024
UH Maui College	Fashion Technology (CA, AAS)	Stop-out with plans to terminate	Termination planned after last set of students graduate this spring.

The next portion of the report highlights changes to programs in the following two categories:

- 1) Programs that were removed from the report this academic year
- 2) Programs new to the report this academic year

Table 2 shows programs with low numbers of graduates that made positive gains during the past academic year, increasing their graduate counts above the required threshold. These are our success stories! For example, the AS in Creative Media at UH Maui College has grown steadily from an average of just 3.7 graduates from FY19-FY21 to an average of 11.7 graduates from FY22-FY24, meaning that it has officially shed its small program status. The appendix from last year's report indicates that measures such as curricular revisions, new marketing approaches, and the improvement of lab spaces appear to have paid dividends. Sometimes today's small program is tomorrow's success story.

Table 2: Programs Removed from the Small Programs List

Campus	Program
UH Mānoa	BS KRS, Health & Physical Education BS Tropical Agriculture & Environment MEd Early Childhood Education MA History MLA Landscape Architecture PhD Civil Engineering PhD Geography
UH Hilo	MEd Education
Hawai'i CC	AAS Automotive Technology
Honolulu CC	CA, AAS Diesel Mechanics AAS, AS Carpentry Technology
Kauai CC	AAS, AS Accounting AS Business
UH Maui College	AS Creative Media

While some programs “graduated” from the small programs list, others were added to the list, as captured in Table 3. Programs new to the list are currently undergoing campus-level evaluation in accordance with executive policy to develop a strategy to improve recruitment, enrollment, and persistence to graduation. In many cases, programs are partnering with local industry to reevaluate the content and structure of their programs to ensure continued need and relevance, as can be seen, for example, in Kapi’olani Community College’s recent efforts to reestablish its Accounting Advisory Committee. Other times, programs are partnering with local high schools to strengthen program awareness and recruitment pipelines through early college offerings or participation in community-based activities such as the Maui Police Department’s Teen Academy and Crime Scene Investigation (CSI) Camp. In yet other cases, small programs have secured extramural funding, either through grants or philanthropic interests, to support students and reenergize their program. For example, while not one of the “new” small programs included in the list below, UH Mānoa’s Music program reported obtaining a \$3.5 million endowment gift in support of Ethnomusicology and largely conditioned on the continuation of its PhD program.

Table 3: Programs Added to the Programs with a Small Number of Graduates Report

Campus	Program
UH Mānoa	BA Philosophy BA, BS Microbiology MS Food Science MS Animal Sciences PhD Nursing PhD Oceanography PhD Sociology PhD Theater & Dance
UH Hilo	BA Mathematics
Hawai’i CC	CA Accounting CA Culinary Arts
Honolulu CC	CA, AAS Electrical Installation & Maintenance Technician
Kapi’olani CC	CA Dental Assisting AS Accounting
UH Maui College	AAS, AS Accounting AS Dental Hygiene AA Hawaiian Studies AAS Hospitality and Tourism

II. Program Review Report AY 2024-2025

Executive Policy on Program Review ([EP 5.202](#)) requires that each program complete a comprehensive review a minimum of every seven (7) years for four-year campuses and every five (5) years for two-year campuses. Procedures for the review process have been established at each campus, and each campus has a website where completed reviews are archived. The policy requires that “a list of program reviews completed is submitted to the BOR annually,” a mandate fulfilled through this report.

A. Program Review Resources

Table 4 includes information on where to find the program reviews and campus/program responses. A list of program reviews by campus is included as well.

Table 4: Campus Location of Program Reviews.

Campus	Review Process
Mānoa	Five-year review process with self-study, external review, and final reporting. Colleges are reviewed on a rotating review schedule including all departments. https://manoa.hawaii.edu/ovpae/program-approval-review/
West O’ahu	Seven-year review process with self-study, external review, and final reporting. Programs are reviewed on a rotating review schedule. https://westoahu.hawaii.edu/programreview/
Hilo	Five to seven-year review process with self-study, external review, and final reporting. Departments are reviewed on a rotating schedule. https://hilo.hawaii.edu/blog/accreditation/about/program-reviews/
UHCCs	Comprehensive review every five years in alignment with UHCC EP 5.202. Each UHCC campus also conducts an annual reporting process via an Annual Review of Program Data (ARPD). https://uhcc.hawaii.edu/varpd/ https://uhcc.hawaii.edu/ovpcc/resources/policies/uhcc-policy-5-202.php

B. List of Programs Reviewed in AY 2024-2025

Program Review is an iterative process that typically involves multiple phases of evaluation (e.g., self-study, external review) and can sometimes spill across multiple academic years. Here we list the forty-five (45) academic programs across UH that underwent at least one phase of program review during the 2024-2025 academic year. Those programs that were on the Programs with a Small Number of Graduates Report are indicated in bold type. It is anticipated that campuses addressed the small program issue during the review process and the recommendation to continue the program is based upon this review.

University of Hawai‘i at Mānoa	Degree/Certificate
Social Welfare, School of Social Work & Public Health	PhD

University of Hawai'i - West O'ahu	Degree/Certificate
Applied Science	BA

University of Hawai'i Hilo	Degree/Certificate
Administration Justice	BA
Astronomy	BS
Computer Science	BS
Kinesiology & Exercise Sciences	BA
Marine Science	BA, BS
Philosophy	BA
Physics	BA

UH Maui College	Degree/Certificate
Accounting	AAS
Applied Business Information Technology	BAS
Automotive Technology	AAS

Hawai'i Community College	Degree/Certificate
Agriculture	AAS
Automotive Mechanics Technology	AAS
Diesel Mechanics Technology	AAS
Early Childhood Education	AS
Culinary Arts (East and West Hawai'i)	AAS

Honolulu Community College	Degree/Certificate
Aeronautics Maintenance Technology	AS
Music & Entertainment Learning Experience	AS

Kapi'olani Community College	Degree/Certificate
Accounting	AS, CA, CO
Culinary Arts	AS, APC, CA, CO
Dental Assisting	CA
Emergency Medical Technician	CO
Hawaiian Studies	AA
Hospitality and Tourism	AS, APC

Kapi'olani Community College	Degree/Certificate
Information Technology	AS, APC, CA, CO
Liberal Arts	AA
Medical Assisting	AS, CA
Medical Laboratory Technician	AS
Mobile Intensive Care Technician	AS
Natural Sciences	AS
New Media Arts	AS
Nursing (Practical Nursing)	AS
Occupational Therapy Assistant	AS
Paralegal	AS, CA
Phlebotomy (continuing ed)	CO
Physical Therapy Assistant	AS
Radiologic Technician	AS
Respiratory Care Technician	AS

Kaua'i Community College	Degree/Certificate
Nursing (Registered Nurse)	AS

Leeward Community College	Degree/Certificate
Developmental English	AA, AS, AAS
Developmental Math	AA, AS, AAS
Digital Media	AS
Substance Use Disorders Counseling	CO
Sustainable Agriculture	AS

Windward Community College: No comprehensive program reviews were scheduled for AY 2024-2025. Academic programs completed the Annual Review of Program Data (ARPD).

Program review, as established under [EP 5.202, Review of Established Programs](#), “is designed to reveal strengths and challenges, and ensure program effectiveness with respect to the discipline, university policy, and external accreditation standards.” The policy requires campuses to generate a consistent set of thirteen (13) “quantitative indicators” for each program under review, and these data points feature retention rates, average student time to degree, budget allocation per SSH (student semester hour) generated, and SSH per full-time equivalent faculty position. The inclusion of these data points enables administrators to objectively evaluate and compare the performance and efficiency of programs across a wide range of areas and disciplines. In addition to this, each program review contains a narrative self-

study that addresses students' achievement of stated learning outcomes, among other elements. Many program reviews also feature the independent evaluation of an external reviewer. In the end, campus leaders must determine (a) whether each program is meeting its own stated objectives and, per the executive policy, (b) "whether these objectives are still relevant in relation to the campus, unit and university missions." If the program fails to meet these standards, the Chancellor/Provost may implement a stop-out as a prelude to program termination. On the other hand, when a program demonstrates success and growth, campus leaders may choose to augment it with additional resources.

Finally, while not required under UH Executive Policy, the UH Community College [Annual Review of Program Data \(ARPD\)](#) warrants mention and praise in this report. As the name suggests, this is a data-driven review of programs that occurs on an *annual* basis, complementing the mandatory comprehensive review of established programs that UHCCs conduct every five years and designed to assess overall "program health." Metrics include cost per SSH (student semester hour), class fill rates, and transfers out to UH four-year campuses, among numerous other quantitative indicators. The results are updated annually on a public-facing [ARPD dashboard](#) that allows users to filter the data by campus and program. The dashboard now even features a "Workforce" tab that displays actual average earnings data for recent graduate cohorts.

III. Conclusion:

The University of Hawai'i has policies and practices in place to ensure the continuous evaluation of its academic programs, including an added layer of scrutiny for programs with a small number of graduates. At a time when the national landscape of higher education grapples with demographic decline and decreasing public faith in the value of a college education, these processes are arguably more important than ever. Institutions and university systems will need to be flexible—willing and able to adapt their programs and their curricula at a relatively quick pace—so that the education and credentials they offer meet the demands of a rapidly evolving economy that will experience an even deeper transformation through the rise of artificial intelligence. Now in the third year of a six-year Strategic Plan, UH needs its campus and System leaders to provide faculty with actionable and relevant direction in support of the UH mission and the objectives established in that Strategic Plan. This approach entails the recognition that UH cannot be all things to all people. It will be crucial for UH to develop programmatic tactics that allow it to leverage its resources across multiple campuses, such as the UH System's cross-campus course sharing initiative and the "hub and spoke" model of academic programming being deployed at the UH Community Colleges.

The University will thus continue to engage in a collaborative approach to academic planning in the years ahead, guided by the mission and objectives of the Strategic Plan and focused on addressing current and emerging workforce needs in a rapidly evolving economy. UH is partnering with industry leaders in key sectors such as education, healthcare, agriculture, and information technology to assure that its degrees and certificates position UH graduates to secure gainful employment while contributing to the larger community. UH must also meet the

shifting needs and expectations of prospective students, which will necessitate the expansion of micro-credential offerings and other short-term forms of academic recognition that enable working adults and other non-traditional learners to upskill and reskill without becoming full-time college students. Flexibility and adaptability in academic programming will remain essential in the years ahead.

UH MĀNOA
Small Programs Report for the Board of Regents

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
College of Arts, Letters and Languages			
American Studies (BA)	Continue to monitor. Underwent program review in Spring 2022. Continuation of program. Next Program review scheduled Spring 2028.	The program initiated training of GAs to teach AMST 111, increasing major visibility among lower-division students. It is partnering with WGSS and History on double major program sheets. The Undergraduate Chair recruits in introductory classes while faculty inform CALL advisors about the programs. The department will contact admissions personnel about how they might support recruitment efforts in local high schools and community colleges.	American Studies is an interdisciplinary field that explores the intersections of American histories, institutions, politics, and cultures in transnational context. Unique in the US in its specialization in relations among the US, Asia, and the Pacific Islands, it aligns with the mission of UHM and provides opportunities for community engagement as well as essential training in critical thinking, writing skills, and research methods. The difficulty in attracting majors stems from 1) incoming students' unfamiliarity with the field; 2) the STAR system, which directs students to select a major upon arrival at UHM; 3) a sharp decline in faculty numbers; and 4) the absence of UHM-sponsored opportunities for current faculty to connect directly with prospective students in high school and community colleges. With an average class size of 27 and extremely positive course evaluations, classes count toward General Education requirements and provide knowledge and skills critical to a functioning democracy.
American Studies (MA)	Continue to monitor. Underwent program review in Spring 2022. Continuation of program. Next Program review scheduled Spring 2028.	The UH Foundation is working actively with to find additional donors to support graduate students. The department has expanded its Outreach College summer course offerings to create a fund that it uses to supplement funding for the strongest MA and Ph.D. students. It is also steering some performance funds toward MA students' research and conference travel, and has constructed an alumni	American Studies at UHM is unique among AMST MA programs in the US in its transnational emphasis on Asia, the Pacific Islands, and Hawai'i. The broad, interdisciplinary education that it provides in US and Pacific histories and cultures as well as in critical thinking and research attracts strong students from a variety of majors. Fall 2024 saw a larger enrollment compared to previous years and a higher graduation count is expected next

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
		page on its website, highlighting MA recipients' career paths.	year. The low matriculation rates are a direct reflection of lack of funding. MA students without funding often find it difficult to complete the program. We are eager to expand the MA program and to find new ways to support the MA program as we do our strong Ph.D. program. Most of our MA recipients go on to work in teaching, museums, government, non-profits, and the arts in Hawai'i.
Art History (MA)	Continue to monitor. Underwent program review in Spring 2022. Continuation of program. Next Program review scheduled Spring 2028.	A curriculum restructuring has been submitted for the Art History MA and is currently under review. The new curriculum reduces the length of degree from 3 to 2 years. This proposal was specifically designed to address low student numbers. With the restructuring and decrease in time to degree, the department believes student numbers will increase. Recruitment efforts will also be increased to attract students to the newly restructured degree path.	This is the only Asia/Pacific focused art history graduate program in the country. It is a low-cost, high-value program to the university; most courses are joint graduate/undergraduate courses at the 400 level, and much graduate training takes place in 699/700 overload courses. MA grads also support the teaching of core undergrad courses ART 175/176, which would be impracticable (given reduced faculty numbers) in the absence of GA support. Completion rates in this program are very high and we anticipate most, if not all, will complete the degree.
Asian Studies (BA)	Continue to monitor. Underwent program review in Spring 2022. Continuation of program. Next Program review scheduled Spring 2028.	The department developed three new combined BA+MA pathway programs (two within the department and one with IPLLL). It will continue to design new lower-division courses, including a foundations writing course, and offer co-curricular activities that emphasize professional development and issues of interest to students.	The program is instrumental in fulfilling the University's Asia/Pacific focus. Courses attract students from across campus and have robust enrollments with high SSH. Departments from across campus rely on Asian Studies courses for electives. The department is actively seeking ways to turn these high SSH numbers into majors. These degree-boosting might see the small program removed from the list next year, as it is very close to the threshold.
History (PhD)	Continue to monitor. Underwent program review in Spring 2022. Continuation of program. Next	For AY 2024-25, CALL allocated one additional TA to History for an initial four-year term (potentially renewable), thereby increasing the number of PhD	History offers the only PhD program in History in the state. Students choose among concentrations in twelve different geographic and thematic fields, among

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
	Program review scheduled Spring 2028.	<p>students we can assist enroute to degree.</p> <p>Since AY23-24, the department has offset UH's comparatively low GAship compensation by expanding grant support for research and conference travel and utilizing performance funds for short-term research assistantships with faculty.</p> <p>HIST is collaborating with AMST to cross-list two graduate seminars. This change, effective S26, will facilitate more robust enrollments for HIST and assist AMST with timely completion of curricular requirements.</p> <p>Ongoing grad recruitment efforts include online admissions info sessions, updates to application FAQs on the department website, and dynamic social media showcasing graduate research and activities.</p>	<p>them the history of 19th and 20th century Hawai'i — the only PhD program to do so in North America. The department's PhD, M.A. and B.A. graduates constitute the majority of history instructors in the UH community colleges and in secondary schools statewide.</p> <p>Programmatic reforms put into effect in AY22-23 are yielding their intended effect of increased retention, enrollment, and PhD completion. Between Fall 2019 and Fall 2024, History PhD enrollment increased by 54% (from 22 to 34).</p> <p>Applications for admission to the PhD program are likewise up 250% for Fall 2025. Nonetheless, particularly for students from outside of Hawai'i, the rate of matriculation relative to admission is increasingly constrained by UH's comparatively low GAship compensation. This in turn affects graduate seminar enrollments and year-over-year PhD graduation rates.</p>
Music (PhD)	Underwent program review in Spring 2022. Continuation of program. Next Program review scheduled for Spring 2028. National re-accreditation by the National Association of Schools of Music (NASM) was finalized in 2023 following an extensive two-year accreditation review process, during which the size and curriculum of the PhD were not questioned by NASM.	Ethnomusicology track has been reopened as of last year, with support of a \$3.5 million endowed gift, which was conditioned in large part on a continuing PhD program. It will take several years to fully repopulate, but we have already accepted several new PhD students. In addition, recruitment efforts for all tracks have been stepped up, primarily through the use of several additional GA positions. In addition to a new GA position allocated by CALL to help with a new course for first-year students, we have initiated 6 additional self-funded GA positions that are supported by music UHF funds. This will allow us to recruit	Influx of new Ethnomusicology students is expected to raise overall program enrollment over the course of the next few years, and since more than 50% of course work is shared by all tracks in the program, average class size should increase. Graduation rate should also increase as these students work their way through the program.

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
		many more students than we otherwise would have.	
Pacific Islands Studies (BA)	Continue to monitor and support. Underwent program review in Spring 2022. Continuation of program. Next Program review scheduled Spring 2028.	Two new permanent faculty hires are developing exciting new courses addressing critical unit, college, and university needs; a new 100 level university-serving course in Poetics and Politics of Climate Change in Oceania has received SUST designation and will likely receive HAP (Hawaiian, Asian, and Pacific) designation, making it a highly desirable course in the coming years and creating a new pathway in the major; a new PACS minor was approved in current AY further anchoring opportunities for sustainable program growth. A new BAM between Ethnic Studies and the PACS MA is also being explored.	The PACS BA program has continued to see steady growth post-pandemic. Between Fall 2022 and Fall 2024, BA enrollment doubled (from 9 to 19). Ongoing recruitment and curriculum improvements aimed at further increasing enrollment, both for the BA major and the new minor, are supported by two new permanent faculty with significant environmental and sustainability expertise. A \$1.25 million Mellon Foundation grant advancing Environmental Humanities and Environmental Justice teaching and learning includes grant lines for professional development and other opportunities for BA students further anchoring departmental offerings and growth opportunities. Continuing program development and BA growth, both in support of unit mission and goals and with respect to significant CALL and UHM strategic goals, remains a program focus.
Philosophy (BA)	Continue to monitor and support	In the meantime, the program strengthened PHIL courses (317, 318, 319) with a law component to attract more students planning to get into law. We also added a new course (PHIL 324: Philosophy of Disability) to appeal to students preparing for careers in medical and educational professions. This year, a new interdisciplinary Health Humanities minor will be introduced, which includes 6 PHIL courses. The program also submitted a timely new course proposal for Artificial Intelligence Ethics. Finally,	PHIL major numbers substantially from Fall 2023 to Fall 2024. The program therefore expects the next 3-year average of graduates to surpass the required threshold once more.

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
		two its courses will have an Honors counterpart in Fall 2025. The program expects these measures to attract more majors.	
Philosophy (MA)	Continue to monitor and support.	Recruitment is hampered by a lack of funding. For this coming fall, the program offered admission to 12 MA students. Four of those have accepted while others are pending.	Currently, 4 of the 9 MA students are TAs in other departments or graders in large PHIL courses. If this trend continues, PHIL may be able to attract more MAs to its program.
Philosophy (PhD)	Continue to monitor and support.	PHIL has significantly increased admissions into its PhD program, between 2020 and 2024. Because of its national and international reputation, the program attracts students even without funding for all of them. PHIL worked hard to increase summer courses and enrollments, which is providing funds to support Gas.	The UHM Department of Philosophy is unique, both nationally and internationally, offering PhDs in Western and comparative philosophy (Buddhist, Chinese, Indian, Islamic, and Japanese); and maintaining a very strong placement record.
Religion (Asian) (degree name changed to “Religious Traditions of Asia and the Pacific”) (MA)	Continue to monitor. Underwent program review in Spring 2022. Continuation of program. Next Program review scheduled Spring 2028.	In 2020, the program revised its MA program, which launched in Fall 2022. Since then, enrollments have doubled. Among the current five MA students, three are graduating in Spring 2025 and the other two in Fall.	The latest round of admissions applications was robust. The only limitations are how many new graduate students the program can fund with GA positions and how many tenure-track faculty members can serve as faculty advisors. The program urgently needs new positions.
Theater & Dance (PhD)	Continue to monitor. Underwent program review in Spring 2022. Continuation of program. Next Program review scheduled Spring 2028.	New PhD concentrations were approved and implemented last year: Hawaiian and Indigenous Performance, Asian Performance, and Performance Studies. Most of the recent PhD applicants are in Performance Studies, but the program has made efforts—for example, through the outreach of the Hawaiian Theatre program and an ANNO (Indigenous Research Studies) conference last year—to recruit more applicants in that respective area. Also, the department last year successfully applied for a GA position teaching a	The program currently has 18 PhD students (up from 12 in 2021). It expects to exceed the small program graduation rate in the near future.

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
		Foundation Course in Written Communication and used this new GA position to recruit an additional PhD student. The program also hopes to its Chinese Theatre faculty position back soon, because the majority of Asian Theatre dissertations that were completed in the department in the past were on Chinese theatre traditions.	
College of Engineering			
Construction Engineering (BS)	Continuation of program	The General Contractors Association (GCA) is offering more scholarships for CNST students. Students are informed that they can double major in Civil Engineering and CNST with one extra semester. Outreach in conjunction with GCA and industry partners is constantly ongoing, and currently the GCA pays for a faculty position in Civil, Environment, and Construction Engineering.	Enrollment numbers are trending up but at a slower pace than expected. The construction industry is suffering from a severe shortage of construction engineers. Industry and alumni strongly advocate for this CNST program. If the CNST program is eliminated, the GCA will likely pull the faculty position and multiple scholarships. This will allow other institutions, such as HPU or BYU-HI to take advantage of UHM's loss.
Electrical Engineering (PhD)	Continuation of program and review in view of significant increase in enrollments. Continue to assess obstacles to graduation and/or retention issues.	Increase in faculty recruitment to generate and increase graduate course offerings and new graduate research proposals and funding to offer greater assistance to internal and external students. Continue aggressive outreach of the combined bachelors+masters (BAM) pathway program to undergraduate students and increase the Electrical and Computer Engineering (ECE)-MS enrollment to generate intended interest in pursuing a ECE-PhD degree. Investigate greater opportunities to allow faculty, researchers, and ECE-PhD students to attend conferences, collaborations meetings, and scheduled graduate recruiting events to increase the ECE-PhD program outreach.	Note: as of 2023, the department offers a single PhD in "Electrical and Computer Engineering." Enrollment is on an upward trend with 27 enrolled in Spring 2025, nearly a 50% increase from Fall 2023. Based on current enrollments and conservative retention projections, the program expects 20 PhD students to graduate in the next 5 years, which would exceed the required threshold. There are several PhD students on track to graduate within a year despite visa issues hampering ECE recruitment efforts; at least 3 funded ECE-PhD admissions failed due to visa related issues. In Spring 2025 enrollments, there are 41 MS and bachelor+master (BAM) students. These MS and BAM enrollment numbers

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
		Continue and increase collaboration with SOEST, IFA, Medical School, Physics, and other research units, in particular through cooperating faculty, on joint research activities such as joint projects employing ECE-PhD students, joint proposal submissions, and publications.	are good indicators for the PhD program growing in size. Incoming faculty should have an immediate impact on research funding and GAsips as more research proposals will be generated. The College's research funding has grown from \$9M (2021) to \$13.8M (2024). These factors should be good indicators that the PhD program should return to good standing in the next couple of years.
Engineering Science (BS)	Stop out in preparation for termination	Stop out in preparation for termination	Stop out in preparation for termination
Mechanical Engineering (PhD)	Continuation of program and review as increased indicators show great progress towards sustainability	Continue collaborative efforts with cooperating affiliation of faculty from Hawai'i Institute of Geophysics and Planetology, Hawai'i Natural Energy Institute, and related research entities to allow more graduate class offerings, submission of research proposals, and crossover research assistant (RA) sponsorship of PhD students. More aggressive outreach of the combined bachelor+master (BAM) pathway program to undergraduate students has increased the MS in Mechanical Engineering (ME) enrollment and generated interest in pursuing PhD ME degrees. Support more faculty, researchers, and PhD students to attend conferences, collaborations meetings, and scheduled graduate recruiting events to increase the Mechanical Engineering PhD program outreach.	In light of the PhD ME five-year graduation number rising to 2.4 (2020-2024) from 2.2 (2019-2023) and 1.8 (2018-2022), PhD ME enrollment is up by 27% to 28 (Fall 2024) over the previous year's enrollment of 22 (Fall 2024). ME faculty count at 21 (2025), which is up from 18 (2022) and 17 (2021), and the increase in research funding in the College from \$9M (2021), \$11M (2022), \$11M (2023), and \$13.8M (2024), the PhD ME program should surpass the required threshold in the coming years.
College of Natural Sciences			
Astronomy (BA)	Recommend continuation of the program. Continue with monitoring.	Substantial modifications to the BA Astronomy requirements were approved effective Spring 2026. These	Permanent status was granted in Spring 2022. This program is nearly zero-cost due to course overlap with BS Astrophysics.

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
	Underwent program review in Fall 2021. Next review will be AY 2026-2027.	changes increase the rigor of required lower-division MATH, PHYS, ASTR courses, which will better match BA. Astronomy graduates to the preparation expected for entry careers and fully align all BA Astronomy core courses with the BS Astrophysics degree program, improving future efficiency in course offerings and teaching workload.	Degree completion rate is relatively low for the two Astronomy degree programs despite ~80 officially declared majors. Many students are attracted to astronomy without realizing the challenging mathematics and physics involved. Our recently-created ASTR 185 (Intro to Astronomical Research) is a new degree requirement as of 2024 — the goal of this freshman seminar is to better educate our incoming majors about the realities of studying and working in the space sciences.
Astrophysics (BS)	Recommend continuation of the program. Continue with monitoring. Underwent program review in Fall 2021. Next review will be AY 2026-2027.	To better support our upper-level degree requirements and improve completion rates, we are developing a lower-division scientific programming course that emphasizes the computing techniques used in our field. If successful, we will make this a new degree requirement.	Permanent status was granted Spring 2022. This program is critical to the State to provide rigorous Hawai'i-focused undergraduate training in astronomical science, preparing UHM undergraduates for graduate study or other careers in this discipline. The extremely strong research reputation of UHM in this field draws mainland and international students to our programs; this rigorous undergraduate degree also provides a local pathway to retain our talented students here. Degree completion rate is relatively low for the two Astro degree programs despite ~80 officially declared majors. Many students are attracted to astronomy without realizing the challenging mathematics and physics involved. Our recently-created ASTR 185 (Intro to Astronomical Research) is a new degree requirement as of 2024 — the goal of this freshman seminar is to better educate our incoming majors about the realities of studying and working in the space sciences. Attrition at the upper levels of the BS in Astrophysics program occurs as students encounter the challenging math and physics requirements; some switch to the

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
			BA Astronomy or the BA Physics degrees. The program will continue to monitor enrollment and causes of attrition. The program is actively working to improve the support for students needing remediation by identifying knowledge gaps earlier in the curriculum.
Chemistry (MS)	Recommend continuation of the program. Continue with monitoring & recruitment. Underwent program review in Fall 2021. Next review will be AY 2026-2027.	Two new faculty members specializing in inorganic and physical chemistry joined in Fall 2024, significantly broadening the department's research portfolio and enhancing opportunities for students. The program also launched an online outreach initiative to connect with undergraduate students, where it introduces its graduate program and research areas in the department.	Enrollment in the MS program has declined, even though graduation rates have remained steady. CHEM is actively implementing strategies to boost enrollment moving forward.
Chemistry (PhD)	Recommend continuation of the program. Continue with monitoring & recruitment. Underwent program review in Fall 2021. Next review will be AY 2026-2027.	Two new faculty members specializing in inorganic and physical chemistry joined in Fall 2024, significantly broadening the department's research portfolio and enhancing opportunities for students. The program also launched an online outreach initiative to connect with undergraduate students, where it introduces its graduate program and research areas in the department.	Enrollment in the PhD program has declined, even though graduation rates remain steady with 6 students graduating in 2024. In response, the program is actively implementing strategies to boost enrollment. Additionally, it is developing a contingency plan: a course-based MS program within the Chemistry graduate program. This initiative aims to strengthen academic rigor while attracting a more diverse student body. For the Fall 2025 semester, CHEM has extended admission offers to 15 students, with 6 accepting so far. CHEM remains optimistic that this effort will help increase both enrollment and completion rates in the graduate program. Over the past year, unexpected visa delays have led to over 50% of new graduate students deferring their admission. Typically, CHEM encounters 3–5 visa delay cases per year, with 2–3 students eventually joining the program—though in

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
			some cases, this requires deferring for up to three semesters.
Computer Science (PhD)	Recommend continuation of the program. Continue with monitoring & recruitment. Underwent program review in Fall 2021. Next review will be AY 2026-2027.	ICS has hired 7 faculty in the past 2 years. The breadth requirement of the comprehensive exam was removed, shifting focus of assessment to research-oriented milestones (portfolio review and dissertation proposal).	The CS program currently has more PhD applicants (60) and enrolled more PhD students (30) in 2024, which is double its 2022 enrollment. The program is growing quickly, but it will take a few years for these students to graduate. ICS is simultaneously trying to raise standards by revising and enforcing policies regarding research milestones and TA funding offers.
Microbiology (BA, BS)	Recommend continuation of the program. Continue with monitoring & recruitment. Underwent program review in Fall 2021. Next review will be AY 2026-2027.	Recent faculty recruitment is supporting growth of the degree program.	At least 10 Baccalaureate in Microbiology degrees were awarded in all reported years except for 2023. The Baccalaureate in Microbiology has had increased enrollment over the past 2 years (64 enrolled in 2024). The program anticipates meeting the required threshold next year.
Microbiology (MS)	Recommend continuation of the program. Continue with monitoring & recruitment. Underwent program review in Fall 2021. Next review will be AY 2026-2027.	The number of regular faculty halved over a decade ago, which impacted the number of students in the program and the number of students who graduated. However, the program expanded options for students who wish to undertake microbiology research by adding 8 cooperating faculty, with 2 more appointments underway. Moreover, the recent hiring of an Instructional faculty member and a Research Assistant Professor has brought the number of regular faculty to 5. The addition of a Clinical Microbiology bachelor+master (BAM) track is currently being explored.	These actions have translated into greater student enrollment, which will in turn be reflected in more students graduating the program in years to come.
Microbiology (PHD)	Recommend continuation of the program. Continue with monitoring & recruitment.	The number of regular faculty halved over a decade ago, which impacted the number of students in the program and the number of students who graduated. However, the program expanded	These actions have translated into greater student enrollment, which will in turn be reflected in more students graduating from the program in years to come.

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
	Underwent program review in Fall 2021. Next review will be AY 2026-2027.	options for students who wish to undertake microbiology research by adding 8 cooperating faculty, with 2 more appointments underway. Moreover, the recent hiring of an Instructional faculty member and a Research Assistant Professor has brought the number of regular faculty to 5.	
Physics (BA, BS)	Continuation of the program; monitor enrollment and graduation rates. Recommend continued review of curriculum to assess opportunities to improve the degree programs, and to address evolving developments within the field. Underwent program review in Fall 2021. The next program review is scheduled for AY2026-2027.	The strong reputation of PHYS research faculty, and the success of its alumni in other graduate programs, will be leveraged in outreach and recruitment efforts to build enrollment in the undergraduate degrees.	Physics is a foundational science, and UH Physics faculty are known worldwide for their experimental and theoretical research programs. Although the challenging nature of the undergraduate curriculum means that a relatively small number of UH students are attracted to the programs, those who do complete them have a disproportionately large impact in industry, government, and the STEM community. The number of 4-year Physics degrees awarded annually equals 25% of the total declared Physics majors, demonstrating a high completion rate for the program's declared majors, and that the students who do declare majors are capable of succeeding.
Zoology (MS)	Recommend continuation of the program. Continue with monitoring & recruitment. Underwent program review in Fall 2021. Next review will be AY 2026-2027.	The program will continue to monitor student enrollment and recruitment following recent increases in graduate stipends.	The Zoology graduate program is generally strong, and most students that enroll aim toward the PhD rather than MS program. The School of Life Sciences is currently engaging in active discussions regarding whether to modify its existing graduate offerings following the merger of the departments of Biology, Botany and Microbiology.
College of Social Sciences			
Sociology (PhD)	Continue to monitor	To recruit additional PhD students in Fall 2024, the program increased TA positions and offered	SOC PhD numbers are already increasing. In particular, the Fall enrollment increased from 23 PhD students in AY 22-23 to 26 in AY 24-25;

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
		<p>scholarships/tuition exemptions. It launched a Sociology bachelor+master (BAM) program in Fall 2024 to funnel students into its graduate programs. This strategy contributed to increasing MA student enrollment from 3 in AY 19-20 to 8 in AY 24-25.</p> <p>SOC conducts an Annual Review of Graduate Students to monitor progress and promote timely graduation. It has streamlined the Qualifying Review, reduced it to one paper, and implemented a new Teaching Seminar (SOC 660) to improve time-to-degree and job market readiness.</p> <p>In September 2024, SOC held a strategic retreat to develop new PhD recruitment strategies, including expanded professional networking and enhanced online promotion.</p>	<p>and persistence increased since 2020, 85%-96% stayed in the program. The graduate program increased in ranking and is nationally recognized in the top 100 best Sociology graduate programs – ranked #97 according to <i>US News & World Report</i>. This ranking is highest in the College of Social Sciences. The 100+ year-old department has a longstanding international reputation in Asia, Pacific, and Hawai'i, which aligns with UH Mānoa's Hawaiian Place of Learning Initiative.</p>
Urban and Regional Planning (PhD)	Continue to monitor	<p>Ensuring a stricter admission process — a primary advisor with two committee members assigned at admission.</p> <p>Revised curriculum to provide structure and support for a cohort model.</p> <p>Revised guidelines to create the 'three papers' dissertation alternative, which current students are pursuing.</p> <p>Ph.D. Forum allows sharing research ideas and progress, and gathering feedback from faculty and peers.</p> <p>DURP faculty as well as visiting scholars provide advice on research and writing.</p> <p>General advising/information session with the Graduate Chair (annual) to</p>	<p>Increased interest from and admission of students with master's degrees in fields other than urban planning in the last three years (e.g., Hawaiian studies, environmental design/architecture, marine resource management, earth science, geography & environment, economics, statistics, etc.) increases time to degree because they are required to complete master's-level courses (up to 24 credits) in addition to the PhD curriculum. That adds at least two additional semesters to the optimal timeline. There are also Ph.D. students who are employed full-time — currently 5 of 18. All graduates (2019-24) are currently employed.</p>

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
		discuss concerns and encourage progress. Periodic checking-in with students, and evaluation of performance and progress each year.	
College of Tropical Agriculture and Human Resources			
Animal Sciences (MS)	Continue program and monitor.	The program currently has 2 faculty positions approved for 2025-2026; filling these will allow us to increase student enrollment.	Currently, there are 9 graduate students in the program. Enrollment is improving particularly as the program fills the vacant faculty positions.
Biological Engineering (BS)	Continue to monitor	The program has formed a new curriculum committee to revisit the courses, class sizes, relevancy of topics offered and time to graduation. Discussed with the Academic Associate Dean alternate approaches to recruitment and increase enrollment. To improve visibility of the BE program, the course is listed on the College of Engineering (CoE) website as well as established collaborations for student recruitment and career fair.	Efforts are underway to increase enrollment by increasing visibility of the program amongst a wider audience. The BE program is the only ABET-accredited engineering program in CTAHR. Current enrollment is 33 students.
Entomology (PhD)	Continue and monitor enrollment.	With the recent hire of 3 new tenure-track faculty, the program has started to increase numbers of graduate students. Last year the 3-year average for degrees awarded was 1.0, whereas this year it is increased to 1.2 for the Ph.D. in Entomology.	Ph.D. students in the Entomology program generally take 5 years to graduate. New faculty generally hire M.S. students. The program anticipates growing to meet an average of 3 Ph.D. students per year as faculty numbers have increased. Entomology graduate programs are almost all sponsored by faculty-held grants, with a few students on external stipends, and one per year on a teaching assistantship. Most of the research projects are field-based and take years to complete.
Food Science (MS)	Continue and monitor enrollment	Continued recruitment of graduate students in the USDA-NIFA funded research assistantships will get us to 10 more students this coming year.	Seeking more funding/grants and collaborations with other universities through international programs has been successful for the graduate programs, and

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
		One new faculty member in food chemistry just started this semester Spring 2025.	we will continue working on these aspects. There are only 3 faculty members and 8 graduate students in the program. Further expansion of graduate faculty members from the college, and any other researchers at UH and other research institutes in Hawai'i is needed.
Natural Resources & Environmental Management (PhD)	Continue to monitor given the current and future need/growth of this area for UH Mānoa and for the State of Hawai'i.	The NREM department is strategically recruiting 3 new faculty positions. The NREM department successfully acquired several large and long-term grants/contracts (e.g., USDA, DLNR, and private funding sources) to provide GA funding and research infrastructure support. NREM expects to see an increase in the enrollment in the next few years due to the increase in faculty, which will increase enrollment and degrees conferred.	The NREM graduate program (MS, PhD, and MEM) overall is robust with an average enrollment of 50 students or greater for the last 19 years. The NREM Ph.D. program has consistently had an enrollment of 10 students or greater for the last 6 years. The NREM Ph.D. program is a critical graduate degree program to train and generate the next-generation researchers and scientists at the expert level who can conduct rigorous research on various natural resource management issues and generate results that would inform important management decision making. This field of study has been identified as a current and future need/growth area in the UH Mānoa and for the State of Hawai'i.
Nutritional Sciences (MS)	Continue to monitor	The program recently started a joint Master of Science in Nutrition and Dietetics (MS-RND) program. It will help the total number of graduate students in the program. The Graduate Division and UHM administration are currently reviewing a newly revised curriculum for the program, which will be offered as distance education. Filling the open position of human nutrition faculty position this year.	

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
Nutritional Sciences (PhD)	Continue to monitor	No need for new actions since there are more than 20 graduate students enrolled in the program.	It will not be a small program next year: there are a sufficient number of graduate students in the program pipeline. In the last 2 years the program has graduated 3 students per year. Enrollment is up, and the program is on track to exceed 3 degrees awarded annually (5-year average).
Tropical Plant & Soil Sciences (PhD)	Continue vigorous acquisition of extramural funding to attract high quality PhD applicants. Continue to implement procedures set out in the new Graduate Handbook revised and updated in 2024.	Previous actions including the hiring of new graduate faculty and an uptick in extramural grant acquisitions have improved enrollment in the program.	In 2018 there were only 5 PhD students. Since then, it has gone up steadily and has tripled. There is a clear upward trend in enrollment and degrees awarded will increase starting next year.
Tropical Plant Pathology (PhD)	Continue to monitor	Our instructional, research, and extension activities are intimately intertwined. The program funds the majority of its students with extramural research grants, and students contribute efforts towards the research endeavors of the department. The TrPP program also uses allocated TA funding to recruit students into the program. TrPP faculty increased success in securing extramural funds significantly that leads to increased student numbers.	The TrPP program is appropriately sized based upon societal needs and resources dedicated to the program. CTAHR houses the only university program in the US to offer a degree in Tropical Plant Pathology (TrPP). The Ph.D. in the TrPP serves a vital state, national, and global need that addresses a workforce shortage in the federal and state governmental agencies in the prevention and management of tropical plant pathogens in food production and natural systems in the state, nationally, and globally. Hawai'i suffers great loss to plant diseases every year. The number of students per instructional FTE is high, with 6.5 tenure-track faculty supervising 31 graduate students, which is an increase from ~20 graduate students in the last report, i.e. 4.7 graduate students per faculty. The department has justified the need to refill lost expertise. Ph.D. students on average take 5 years to complete their degree. New faculty generally start their program by hiring M.S. students. Enrollments have increased, and

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
			the program is anticipating a subsequent increase in graduates.
Hawaiʻinuiākea School of Hawaiian Knowledge			
Hawaiian (MA)	Continue making progress in increasing enrollments and graduations	The program is advertising for staff support in Hawaiian Language that will focus on student services.	The program notes that enrollments and graduation numbers are on an upward trend since 2023.
John A. Burns School of Medicine			
Biomedical Sciences - Tropical Medicine (PhD)	Continuation of program	Previous efforts led to 5 degrees awarded in 2024 and the program plan to maintain this level.	The Tropical Medicine Graduate Program provides training in infectious diseases, immunology, and One Health to prepare students for careers in research, diagnostic laboratory sciences, and infectious disease surveillance and outbreak investigation. Importantly the Tropical Medicine program also provides services to the university in several ways: (1) students are also teachers for undergraduate science labs and mentor undergraduate student research projects, (2) the research the students perform support NIH grants and help faculty obtain data for new grants, (3) the students help maintain active research labs that can host medical and undergraduate students doing research.
Biomedical Sciences (PhD)	Program terminated November 2024	Program terminated November 2024	Program terminated November 2024
Cell & Molecular Biology (PhD)	Continue of the program	Review and implement program review recommendations. 6 degrees awarded in 2024 and program plans to maintain this level.	Importantly the CMB program provides important services to the university by (1) having students serve as teachers for undergraduate labs; (2) the research the students perform support NIH grants and help faculty obtain data for new grants; and (3) students helping maintain active research labs that can host medical students doing research.
Developmental & Reproductive Biology (MS)	Continue to monitor	Review and implement the program review recommendations.	The DRB program provides specialized reproductive and developmental biology training for medical and research careers.

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
			It serves the university by providing undergraduate lab instructors, supporting NIH-funded research, and maintaining active research labs for medical student involvement.
Developmental & Reproductive Biology (PhD)	Continue to monitor	Review and implement the program review recommendations.	The DRB program provides specialized reproductive and developmental biology training for medical and research careers. The program also provides important services to the university by (1) having students serve as teachers for undergraduate labs; (2) the research the students perform support NIH grants and help faculty obtain data for new grants; and (3) students helping maintain active research labs that can host medical students doing research.
Medical Technology (BS)	Continue to monitor	<p>To address the continuing critical need for Medical Laboratory Scientists (MLS) in the state, an online MLS curriculum was launched in fall 2024, with a direct student pathway from Kapi'olani Community College. Community hospital laboratories are involved as training sites for this program.</p> <p>The elimination of a second clinical rotation in this program should help to increase enrollment numbers while not impacting the quality of the program.</p> <p>Continue to do outreach and recruit Medical Lab Technician students from KCC.</p> <p>Continue outreach through DOE Health Academies, high schools, colleges, and universities. Recruitment for online students from neighbor island sites</p>	<p>Next accreditation visit is scheduled for 2030.</p> <p>The Medical Technology BS program at UH Mānoa is the only approved program in the State of Hawai'i. The BS in Medical Technology contributes to the workforce in a key segment of the economy during a time when health professions are facing critical and unprecedented shortages and challenges.</p> <p>The new online BS degree is an important option for students, particularly students who complete the Kapi'olani CC's AS-MLT (Medical Laboratory Technician) and want the clinical training that qualifies them to take the MLS (Medical Laboratory Scientist) certification exam. It allows students to work toward the MLS degree while being employed as an MLT, which is an ideal option for many students. This program also helps with size limitations impacted by clinical placement sites.</p>

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
		particularly affected by medical technologist shortages is ongoing. Develop more streamlined clinical rotations to facilitate training at clinical affiliates. Continue collaboration with the Life Sciences Department of Microbiology to recruit students in the clinical microbiology track.	Clinical laboratories require laboratory professionals at all levels. It remains crucial that our state retains a BS degree program in Medical Laboratory Technology, since it is not feasible to rely on recruiting MLS from the mainland.
School of Nursing and Dental Hygiene			
Nursing (PhD)	Monitor as the program was approved to readmit students in Fall 2026 (stop-out ended).	The PhD in Nursing Program faced many obstacles, including two stop outs (2013-2014, 2020-2025) over a 10-year period. The PhD curriculum was revised to address the critical need for nurse scientists to advance healthcare research and improve patient outcomes. The program will relaunch in Fall 2026 with a comprehensive recruitment strategy to ensure strong enrollment, alongside financial support through scholarships and graduate assistantships.	The curriculum pathway for the PhD in Nursing Program was approved and modified to (1) increase accessibility, (2) create opportunities for diverse academic and career pathways, (3) provide a modern and rigorous program for nurse scientists (PhD-prepared licensed registered nurses (RN) who received training to lead/conduct research), (4) facilitate opportunities for interdisciplinary work, and (5) support a diverse student and faculty research-focused doctoral program. The program will be relaunched in Fall 2026 and will ensure adequate enrollment via a robust recruitment plan and student support through mentorship programs, scholarships and Graduate assistantships.
School of Ocean, Earth Science and Technology			
Atmospheric Sciences (BS)	Continue to monitor	A new ATMO faculty starts in August 2025 and will teach new courses in Applied Climate Science and Aerosols. Development of a proposal for an Atmospheric Chemistry pathway with the Chemistry Department. Development of a proposal for a Certificate in "Climate Science and Society" as part of a development	The undergraduate enrollment has steadily increased the last three years. The program will reach out to key UHM and local communities that will benefit from the new certificate program to increase enrollment in its courses and grow the potential pipeline for ATMO BS majors.

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
		pathway towards a new Applied Climate Science BS degree pathway. Continuing to expand awareness of the 4+1 bachelor+master (BAM) pathway at UHM at undergraduate fairs and conferences.	The program will continue to promote and advertise for its BAM program to increase enrollment.
Atmospheric Sciences (PhD)	Continue to monitor	New MOU with National Central University (NCU) in Taiwan is almost complete. Secure additional 3+2 partners. Pre-Covid ATMO had a strong 3+2 program (>10 students per year) that fed into its PhD program. The reinvigoration of 3+2 programs plus new ones will increase our MS student numbers with the potential to lead to increases in our PhD numbers. Share funding opportunities. New SOEST Graduate Student salary minimums will help ATMO attract competitive MS and PhD students. Support faculty in grant submissions to fund additional PhD students and increase the number of PhD students per faculty member. When ready, utilize the SOEST Research and Development Office to pursue larger grants.	In the next academic year, with additional students registering through several 3+2 programs and a new faculty member, ATMO anticipates that the ATMO PhD graduate rate will exceed the 5-year average due to the predicted increase in the total number of enrolled PhD students.
Ocean & Resources Engineering (PhD)	Continue to monitor student progress toward degree.	We will seek more funding to provide RAs to PhD students.	Enrollment has doubled since 2021. Currently, there are 11 PhD students enrolled, i.e., about 1.4 PhD per faculty member. It will take 4-5 years for a PhD student to graduate. It is anticipated that more students will graduate in the next 2-3 years.
Oceanography (PhD)	Continue to monitor enrollment.	Maintain or increase PhD student funding	Our PhD enrollment has increased by ~10 since 2019. We expect at least 5 PhD conferrals in FY25 (Aug 2025, Dec 2025, and May 2026). This will bring our 5-year average back to >3, matching previous patterns.

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
Thompson School of Social Work and Public Health			
Epidemiology (PhD)	Continuation of program and monitoring of enrollments to assess recruitment and retention efforts.	With the increased interest in epidemiology and new faculty hires in 2024 and 2025, the program expects further increases in enrollment and graduation rates. Program reaccredited in 2023 for a maximum of 7 years to December 31, 2030.	Three candidates received degrees in 2024, 3 more are on track to graduate in spring 2025, and at least 3 are on track for graduation in AY25-26. Council on Education for Public Health (the accrediting agency) increased the minimum number of credits from 30 to 42, which has lengthened time to degree. Nonetheless, the 5-year average of graduates has improved markedly in recent years (currently 2.6 over 2020-24). This is an area of high priority for Hawai'i, given the potential for additional pandemics. As the only PhD Epidemiology degree in Hawai'i and the Pacific Basin, the program meets a critical, high-demand workforce need in the local community. Graduates and students play key roles in addressing pandemics and large-scale health concerns in communities here and throughout the region.
Social Welfare (PhD)	Program review for 2024-2025 is currently in progress. Continuation of the program, and monitoring of enrollments to assess retention efforts.	Program currently on a 1-year admissions stop-out while it optimizes cohort management and enhance student support for timely degree completion. Program will implement program review recommendations.	In FY2025, the program anticipates a minimum of 3 graduates. The Social Welfare PhD program is highly regarded, currently supporting 23 students. As the only doctoral program in Social Welfare within the State of Hawai'i and the Pacific Basin, it plays a critical role. The program enrolls significant numbers of Native Hawaiian and Pacific Islander students, as well as international students from Asia and the Pacific. The program's alumni have made substantial contributions to the field of social welfare.

**UH HILO
Small Programs**

UH Hilo Small Program	Recommendation	Actions Taken	Comments/ Improvements
Baccalaureate			
Art (BA)	Continuation of program	<p>The Art Department's Progress Initiative: Art Department Relocation Project/Digital Media Development memo has been drafted. This memo will address the department's move toward more digital media courses to meet student demand in this new and growing area.</p> <p>As part of the growing emphasis on digital media, a relocation of the art classroom space for digital media courses to the main UH Hilo campus will help to grow course enrollment and majors.</p> <p>Continue development with scholarships through the UHF.</p>	The Art Department is moving toward collaboration with Performing Arts and an emphasis on digital media, as several more traditional courses have struggled with enrollment over many years.
Astronomy (BS)	Continuation of program	<p>The department now engages in proactive advising, including assigning a faculty adviser to freshman students. The Astronomy program provides strong mentorship in research and internships including providing support for some to attend national astronomy conferences, and workshops with local observatories. More social events are taking place within the department and the UH Hilo Astrophysics Club is hosting more activity nights. The department is in the process of acquiring new equipment to populate pre-engineering lab courses which will also benefit physics and astronomy labs. The department is also engaged in outreach aimed at local high school students, with goals of creating interest</p>	The department is reviewing the Astronomy program to improve student retention by relaxing some course prerequisites, as appropriate, and optimizing course frequency. Efforts are underway to modify the Maunakea observatory application model to create additional educational opportunities for UH Hilo undergraduates. A project to implement the UH Hilo Educational Observatory as a mobile platform is in development, with potential to significantly enhance research, education, enrollment, and outreach for the Astronomy program.

UH Hilo Small Program	Recommendation	Actions Taken	Comments/ Improvements
		in the department's programs and increasing enrollment.	
Chemistry (BA, BS)	Continuation of program	Development of a departmental retention plan as part of a college-wide initiative. The department launched a new Health Science track in Fall 2022 and optimized the two existing tracks. Improved communications with advising and admissions to ensure that all three available tracks are delineated to incoming students. Enhancement of Chemistry department faculty advising for chemistry majors. Increased emphasis on engaging students in a strategic balance between health research with environmental and agricultural research to align with Big Island interests. Fostering early engagement through collaborations with local high schools to facilitate campus visits to the department.	New chemistry majors overwhelmingly favored the new BS Chemistry - Health Sciences track, which coincides with a robust increase in chemistry majors from 29 in Spring 2023 to 50 in Spring 2025. Further strengthening the department, a new Assistant Professor of Chemistry with an environmental science research focus is being recruited. Faculty are actively implementing intervention strategies to reduce DFW rates through enhanced student support.
Computer Science (BS)	Continuation of program	Development of a departmental retention plan as part of a college-wide initiative. Improved freshman advising and updated 4-year maps to guide students through alternating year course sequences. The program implemented curriculum revisions to open multiple paths to graduation without sacrificing academic rigor or learning outcomes by increasing flexibility in 400-level elective courses, relaxing course prerequisites where appropriate, and adding a math course option track. In Spring 2025, all machines in three lab-based classrooms will be replaced, allowing Computer Science and Data Science majors to run demanding software	The Computer Science department has seen a positive trend in graduation rates recently, though enrollment has experienced a slight decrease. The department is actively working on retention and recruitment strategies to stabilize and potentially increase enrollment and graduation numbers. The introduction of the new interdisciplinary Data Science degree, administered by the Computer Science department, is expected to affect the overall CS major count, but is also expected to boost CS minor counts and upper-division course enrollment. As the BS Data Science degree program matures in the coming years, the combined number of graduates

UH Hilo Small Program	Recommendation	Actions Taken	Comments/ Improvements
		more effectively. Up-to-date lab facilities are an important component of retention and enrollment efforts. The department is currently going through a program review in AY24-25.	annually produced across both CS and data science should easily exceed 10; we hope to see both programs independently reach that ratio on an annual basis.
English (BA)	Continuation of program	Program Review 2023-2024 provides useful data and analysis of enrollment trends, which will be used to further enrollment and hiring priorities. Sustained efforts to retain current majors and certificate seekers include “Meet Your Major” events and tabling at key institutional events.	English continues to offer a large variety and number of General Education courses at the 100-200 level and 300-400 level ENG courses continue to have robust enrollment. With upcoming retirements, we aim for hires with expertise in writing for digital media and to support development of TESOL into a BA degree. There is an increase in declared majors from 2023 to 2024. English has a sustained presence at key institutional events and supports student-centered forums like English Club.
Gender & Women's Studies (BA)	Stopped out. Program has been terminated effective Fall 2024.	Termination, Fall 2024	The minor has been retained and is administratively overseen by the Philosophy Department.
Geology (BA, BS)	Continuation of program	Development of a departmental retention plan as part of a college-wide initiative. The Geology program expanded outreach by sending flyers to community colleges in the western states, engaged local high school students in the Geology themed Upward Bound 2024 program, and worked with alumni to develop an endowed field fund through the UH Foundation. The department continues to provide authentic research experiences for existing geology and natural science majors, two of whom presented at the American Geophysical Union's annual Chapman conference,	Increased program interest has resulted from the department's recruitment initiatives, and an endowment fund will further support this by offsetting field experience costs and serving as a recruitment incentive. The department has seen an increase in the number of geology majors from Hawai'i, which may be attributed to ongoing local outreach efforts. Student participation and presentations at the AGU Chapman conference have significantly raised the department's visibility and are part of a long-term recruitment strategy. The program is actively pursuing funding for upgraded

UH Hilo Small Program	Recommendation	Actions Taken	Comments/ Improvements
		held in Hilo in Feb. 2025. Two new faculty hires have helped to reinvigorate and strengthen the program. Geology is scheduled for program review in AY 26-27.	instrumentation and has expanded the number and type of research opportunities through new faculty hires, both of which serve as valuable recruitment tools.
History (BA)	Continuation of program	Degree revised effective Fall 2024 to consolidate multiple tracks to increase efficiency for students moving through the major. Strategically including online course options in our scheduling to increase enrollment in entry level courses. Increasing recruitment activities in our survey courses to encourage new majors to the program. History is discussing collaboration possibilities with Anthropology and Geography in order to offer a stronger Pacific Islands Studies curriculum of courses.	Replacement of missing History faculty in key areas (U.S. History) and a greater focus on Pacific and Hawaiian History are expected to increase the number of majors and interest in History courses. Number of degrees awarded continuing to rise since 2021 Covid low.
Japanese Studies (BA)	Continuation of program	Required program courses have been offered with an online modality. Japanese Studies is discussing collaboration with other departments in order to increase student interest in the major and emphasize unique opportunities of studying Japanese language and culture in Hawai'i at UH Hilo. Over 100 local high school students were brought to program sponsored cultural events on campus, and high school students from Japan were invited to Hilo for the Hawai'i Study Tour so that some of them may come to the UH-Hilo JPST program after they graduate.	Japanese 101 courses are popular with freshman, but enrollment and major numbers drop off after the first year. Collaboration with other departments is planned and expected to encourage students to remain in this major.
Liberal Studies (BA)	Continuation of program	N/A	The program offers a customizable degree in which students work with the

UH Hilo Small Program	Recommendation	Actions Taken	Comments/ Improvements
			Liberal Studies coordinator before major declaration. Utilizing available capacity in other programs creates personalized academic plans with minimal costs and substantial opportunities for interested students.
Linguistics (BA)	Continuation of program	<p>The College filled a faculty position vacancy with an Associate Professor in Applied Indigenous Linguistics and Education in Fall 2024 that assists with the Linguistics Program and graduate programs.</p> <p>The Linguistics Program faculty offers Early College courses to several West Hawai'i and Puna District high schools to spur interest in attaining a post-secondary degree in linguistics.</p> <p>Development of a departmental retention plan as part of a college-wide initiative.</p>	<p>The College continues to actively engage in recruitment and retention efforts and initiatives to support student degree pathways to completion.</p> <p>Linguistics is a popular general education course that spurs interest to declare linguistics as a major.</p> <p>However, additional strategies are being explored to increase declared majors to then increase the annual number of graduates.</p>
Mathematics (BA)	Continuation of program	<p>Development of a departmental retention plan as part of a college-wide initiative. New Math BA program requirements will come into effect Fall 25, which update course offerings and degree pathways to shorten prerequisite chains to upper-division courses, making it easier for transfer and second-major students to complete the degree in a timely fashion. Upper division coursework requirements in broader areas of mathematics have been modified to give more flexibility for students to complete the degree.</p> <p>The department has started a study of the mathematics placement process and retention through the pre-calculus course sequences.</p>	<p>The Mathematics department continues to provide significant SSH in General Education as well as core Calculus, Precalculus, and Statistical Methods topics for students in programs across UH Hilo. Typically, the department offers two program-focused upper-division courses per regular term representing a non-trivial portion of the instruction in advanced mathematics within the State of Hawai'i and the only such instruction taking place outside of O'ahu. Relative to the total instructional load in the department and the average enrollment in its service courses, the additional resource allocation required to maintain the program and continue to offer the Mathematics BA is modest.</p>

UH Hilo Small Program	Recommendation	Actions Taken	Comments/ Improvements
Natural Science (BA)	Continuation of program	Natural Science will be a strategic focus of the College of Natural and Health Sciences in the coming years. Similar programs are very successful around the country and UH Hilo has a unique potential in place-based education for an interdisciplinary program like this. An advisory group will work to redesign the program with an emphasis on workforce development and receptiveness to high-impact jobs in the State of Hawai'i. The college is currently working on developing brand identity and an advertising campaign that will emphasize the natural science program among others in CNHS at UH Hilo.	Natural Science is an interdisciplinary program that is currently focused on preparing students for teaching careers, but this focus will be broadened to better serve the local workforce needs. Through its usage of existing courses across multiple departments to meet degree requirements, the program is effectively cost-neutral. Once the program is redesigned and effectively advertised, we expect to see enrollments increase.
Performing Arts (BA)	Continuation of program	Received approval to hire a F/T position in Music to better support student success, while also supporting the department's ongoing efforts to incorporate a Hawaiian foundation and perspective into the program.	Performing Arts offers a variety of courses that fulfill university-wide GE requirements, to serve students in all majors. Also, in addition to the BA in Performing Arts, the Performing Arts Program offers a Performing Arts Minor and a Dance Minor, as well as three subject certificates: Performing Arts; Hawai'i Performing Arts (in cooperation with Ka Haka 'Ula o Ke'elikōlani College of Hawaiian Language); and Dance Kinesiology (in cooperation with Kinesiology program).
Philosophy (BA)	Continuation of program	A new track in Ethics and Social Justice, designed similarly to the overall major in the shared curriculum, launched in 2023. Advising plan to encourage double majors, given new Ethics and Social Justice track.	Program courses are usually near or at capacity as they serve other majors/programs. Seeking internship opportunities in the areas of education, public service and law.

UH Hilo Small Program	Recommendation	Actions Taken	Comments/ Improvements
Physics (BA)	Continuation of program	The department now engages in proactive advising, including assigning a faculty adviser to freshman students. The new pre-engineering program at UH Hilo, housed in the Physics program, added a number of students to the physics program. It is possible, if not likely, that some students will remain within the UH Hilo Physics program. The department is in the process of acquiring new equipment to populate pre-engineering lab courses which will also benefit physics and astronomy labs. The department is engaged in outreach aimed at local high school students with goals of creating interest in the department's programs and increasing enrollment.	The department is reviewing the Physics program to improve student retention by relaxing some course prerequisites, as appropriate, and optimizing course frequency.
Master			
Hawaiian Language & Literature (MA)	Stopped out. Degree has been terminated effective Fall 2024.	Terminated, Fall 2024	Curriculum in Hawaiian Language and Literature is now being offered as a program track under the Indigenous Language and Culture Education MA.
Heritage Management (MA)	Continuation of program	A new Anthropology faculty member is being hired who will advise MA students, but another faculty position will be lost to retirement in the Fall 2026.	Program accepts cohorts of 3-5 students every other fall semester. A new cohort of approximately 5 students will arrive in the Fall of 2025. Without an additional faculty member for Fall 2027, the cohort size and admissions will have to remain on the same schedule and scale.
Doctorate			
Hawaiian & Indigenous Language & Culture	Continuation of program	The College filled a faculty position vacancy with an Associate Professor in Applied Indigenous Linguistics and	As evidenced by the enrollment, this is a very popular PhD program. The faculty is aware that the professional

UH Hilo Small Program	Recommendation	Actions Taken	Comments/ Improvements
Revitalization (PhD)		Education in Fall 2024 that assists with the Linguistics Program and graduate programs including this PhD program. The recently approved (10/2024) policy regarding the formation of Dissertation Committees reduced the minimum of faculty from the program to one faculty that serves as the chair and allows for faculty outside of the dissertation program to serve on the committee. We anticipate that this will expand the student support towards attaining their doctoral degree.	nature of the students—many are doing this program while employed—slows completion, as can writing the dissertation in ‘Ōlelo Hawai‘i or their indigenous language.
Pharmaceutical Sciences (PhD)	Stopped out Program is expected to terminate effective Fall 2025.	N/A	N/A

**HAWAI'I COMMUNITY COLLEGE
Small Programs**

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
Accounting (CA, AAS)	Recommend continuation of program.	The program is working with UHMC, KauCC, and LeeCC to share resources and reduce low-enrolled classes. Classes are being offered with online options to attract students from across the island and from around the state to boost enrollment. Consolidating and collaborating on programs to streamline course offerings. Expand opportunities to include industry as part of the education experience including work-based learning, internships, job shadowing, and career days. Industry highlighted the importance of work experience as well as an interest in increased involvement with students. Streamlining pathways for industry engagement will help increase partnerships and support additional opportunities for students. This work will also help increase student awareness of career opportunities within different fields of interest.	The Accounting (ACC) program fills a need for qualified entry-level accounting staff and bookkeepers in our community. The program also provides essential skills to non-majors. Report from DLIR at www.hiwi.org for Hawaii County's Best Job Opportunities (2017) Accountants and Auditors are listed. According to the Promising Credentials Report, Finance and Accounting Professionals are in demand. There are not enough qualified candidates to fill positions. Available positions include executives, sales personnel, and accountants. Industry members believe that a lack of interest in certain industries is due to potential employees not understanding what types of positions may be available, many of which pay very well.
Administration of Justice (AS)	Recommend continuation of program.	We have implemented and have continued a virtual version of "Career Conversations" to promote career planning and professional networking opportunities. The AJ (Administration of Justice) Club supports creating leadership, academic skill building and transfer opportunities. Our Career Conversations, Pu'u honua, DV Summit, and other related events are major strengths and central offerings of the AJ program. Future activities should include current industry trends in professional skill building in	The Administration of Justice Program is crucial to our island to fill much needed positions in our community. For example, our police officer positions are in continuous recruitment. Accordingly, it is vital that our program work closely with the judiciary, TSA, DLNR, public safety, and other community partners.

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
		understanding trauma-informed care and other evidence-based practices from visiting and resident professionals.	
Agriculture (CA, AAS)	Recommend continuation of program	<p>Our program at Hawaii Community College has been awarded a National Science Foundation (NSF) Grant for Applied Trades Education (ATE). This prestigious grant supports our innovative project aimed at constructing a mobile, vertical, self-contained growing system. The system is designed to offer affordable farming solutions for communities in remote or infertile regions.</p> <p>In collaboration with our Electronics Program, we are integrating this project into our curriculum. The initiative will not only provide hands-on learning experiences but also facilitate the development of courses centered around food sustainability and security. This endeavor is a significant step forward in addressing the critical issues of food supply and accessibility.</p>	<p>Our Agriculture Program operates on a biennium schedule for student intake, which means that graduation rates follow this same schedule. Students have multiple exit options, including two Certificates of Competence (CO), a Certificate of Achievement (CA), and an Associate of Applied Science (AAS). Due to these flexible exit points, even with full classes, student departure at various stages might not accurately reflect total enrollment numbers.</p> <p>Given current industry trends, we project significant growth in this career pathway. Every graduate in this field is vital to our economic recovery. The County of Hawai'i has identified agriculture as a priority industry, and we continue to engage with various departments to address local workforce demands effectively.</p> <p>It's important to note that agriculture workers are considered essential role in our community and economy.</p>
Auto Body Repair & Painting (CA, AAS)	We strongly recommend the continuation of the ABRP program due to its essential role in our community. Additionally, developing and strengthening pathways from high schools to our program will ensure a seamless transition for students interested in auto body repair and painting careers.	<p>The ABRP Program at Hawai'i Community College is actively exploring the feasibility of an Early College initiative in collaboration with two local high schools.</p> <p>Our ABRP Program is the only one in the state that grants both Associate of Applied Science (AAS) degrees and certificates. As vehicles will always need repairs after accidents, there will always be a demand for skilled</p>	<p>The Auto Body Repair & Painting (ABRP) Program offers both Certificate of Achievement (CA) and Associate of Applied Science (AAS) graduation exit options. Recently, the program underwent a comprehensive curricular overhaul to align with new industry demands, guided by the program's advisory committee. Graduates in this field are vital to our economic recovery</p>

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
		professionals to perform these repairs safely and correctly. With the ever-evolving landscape of new vehicle electronics and technical skills, it is crucial to equip future students with the necessary knowledge to succeed in the industry. Supported by the Auto Body Association and ongoing skill training for faculty, our students are prepared to learn the most up-to-date technical skills.	and, especially during the pandemic, are considered essential workers. Notably, this is the only ABRP AAS degree program in the State of Hawaii. Survey results have shown significant support from industry partners, including the State Auto Body Association. Additionally, the ABRP program continues its involvement with the EDvance (non-credit) Summer Explorations classes for high school students. The program admits students every fall, following a cohort model.
Business Technology (CA, AAS)	Recommend continuation of program. The BTEC (Business Technology) program is versatile and provides courses for BTEC and non-BTEC majors who hope to increase their technological skills, employability, and/or job performance.	Expand opportunities to include industry as part of the education experience including work-based learning, internships, job shadowing and career days. Industry highlighted the importance of work experience, as well as an interest in increased involvement with students. Streamlining pathways for industry engagement will help increase partnerships and support additional opportunities for students. This work will also help increase student awareness of career opportunities within different fields of interest. Continue to develop Prior Learning Assessment that acknowledges and awards credit to underemployed. The BTEC program has developed short-term certificates to create valued credentials. The BTEC program has modified some of its offerings to be on a one-time-a-year schedule to ensure that classes are sufficiently filled. In addition, the HawCC program collaborates with LeeCC to streamline course offerings so that we are able to fill courses	The BTEC program fills a need for qualified office clerks in our community. State of Hawaii Short-Term forecast says that office and administrative support industry will produce over 10,000 job openings. According to State of Hawai'i Employment Projects for Industries and Occupations for 2018-2028, Office and Administrative Support will have the second highest projected job openings by industry. According to Promising Credentials Report, Administrative Support Professionals are in demand. There are not enough qualified candidates to fill positions. Available positions include executives, sales, and accountants. Industry members believe that a lack of interest in certain industries is due to potential employees not understanding what types of positions may be available, many of which pay very well. https://hawaiicareerpathways.org/ The BTEC program needs full-time faculty.

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
		<p>across the system and reduce low-enrolled classes, not just at the campus level.</p> <p>Classes are being offered with online options to attract students from across the island and from around the state to boost enrollment.</p> <p>The program worked with EDvance to offer non-credit courses that can be converted to credit.</p> <p>Consolidating and collaborating on programs to streamline course offerings.</p> <p>Marketing through social media posts to help with program brand awareness.</p>	
Carpentry Technology (CA, AAS)	Recommend the continuation of the program and ensure ongoing alignment with the DOE.	<p>The Carpentry Program is actively working to align its curriculum with local high schools, creating a dual-credit pathway that enables students to earn both high school and college credits toward a one-year Certificate of Achievement (CA) or an Associate of Applied Science (AAS) in Carpentry. The Construction Academy faculty members are collaborating with the Department of Education (DOE) to align course learning outcomes. Any necessary curriculum changes for college courses will be submitted for review and approval. The faculty is planning to introduce a CA that includes one year of Carpentry courses, allowing high school students to earn a college credential. High schools may request Early College courses to supplement dual-credit offerings. This will help students meet the AAS general education requirements once they transfer to college.</p>	<p>The Carpentry Program offers two graduation options: Certificate of Achievement (CA) and Associate of Applied Science (AAS), with many students opting for the CA. This program is also home to our flagship "Model Home Project," a collaborative effort involving five different programs and the Department of Hawaiian Home Lands. Each year, this initiative results in the construction of a home for a Native Hawaiian family, a tradition that has been upheld for over fifty years.</p> <p>The Carpentry Program admits students in the fall, following a cohort model.</p>

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
Creative Media (AS)	Recommend continuation of program.	The CM program is working on a pathway for high schools on Hawai'i Island to obtain the first year of the program's courses (via dual credit courses) at the high school. The program has also been working with other CM programs in the UH system to streamline online course offerings. The program continues its recruitment efforts at high school fairs and through a social media presence. We also have been scheduling campus tours and working with high school instructors to bring their class on campus to visit with one of our creative media classes.	The CM program prepares students for employment in the field of creative media design and production. It gives necessary education and training to students seeking entry-level positions as digital media artists and/or transfer to a Baccalaureate granting institution. It provides professionals already in the field with updated technology training. The CM lab is the best equipped computer graphics media lab on Hawai'i island. Our service to the community is to continue offering students the opportunity to interact with the most current technology through our production classes. HawCC's CM AS program is the only higher education program on Hawai'i Island that prepares students for employment in the field of creative media design and production.
Culinary Arts (CA, AAS)	Recommend continuation of program.	The CULN program continues to work to recruit students to its program through college fairs, partnerships with feeder schools, and collaboration with industry. An Early College initiative continues at and with Konawaena HS. Program faculty members have obtained grants that have allowed them to update equipment to meet industry standards and will soon be working through a comprehensive renovation to upgrade the space and expand operations. The program has also begun working on the Statewide Value-Added initiative which will also serve as a feeder for the College.	The food service industry has a high need for skilled and trained employees and this program is working with industry partners to fill this need. There is a very high demand for culinary arts skills and training. It fuels and meets the cultural desires and economic requirements of Hawaii Island and connects the interests and cultural importance of food as a celebration with the ability to provide for one's family. There is tremendous opportunity and potential for growth in this high demand industry and investment must be made in ensuring that the community knows all that this program has to offer. We plan to expand opportunities to include industry as part of the

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
			<p>education experience, through work-based learning, internships, job shadowing and career days. Industry highlighted the importance of work experience as well as an interest in increased involvement with students. Streamlining pathways for industry engagement will help increase partnerships and support additional opportunities for students. This work will also help increase student awareness of career opportunities within different fields of interest.</p> <p>The culinary industry is essential in and to Hawai'i both economically and culturally and there is a heavy demand for Culinary Arts training and credentials. Connecting that demand with the excellent culinary arts program at HawCC requires a clear and robust communication campaign that specifically targets industry partners as well as potential students. Once that connection is made, there will be a healthy and continuous flow of declared culinary arts majors. Program courses are relevant and up to date. Program faculty are industry experts dedicated to student success and teaching excellence. The state of Hawai'i is economically dependent on hospitality related fields, which include culinary arts, and the culture of Hawai'i is heavily immersed in the importance of sharing, preserving, and educating the world on its cuisine and customs. There are also consistent opportunities for job placement upon graduation.</p> <p>This program has all that it needs to excel in numbers and performance, we just need to let everyone know clearly and concisely who we are and what we</p>

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/Improvements
			do. Once that missing piece is filled in, this program has the potential to generate excellent promotional opportunities not just for itself but for the rest of the campus as well.
Diesel Mechanics (CA, AAS)	Recommend continuation of program.	<p>The Diesel Mechanics Program at Hawai'i Community College has one dedicated faculty member and no lecturers. The program accepts students every other year, with degrees being awarded on the same schedule.</p> <p>At the onset of the pandemic, the program was poised to start a new cohort due to increased student demand. The program remains hopeful that it can resume this goal in the near future.</p>	<p>The Diesel Mechanics Program operates on a biennium schedule for student intake, resulting in graduation rates that follow the same pattern. The program offers two graduation options: Certificate of Achievement (CA) and Associate of Applied Science (AAS), with many students opting for the CA. Consequently, graduation rates may vary from year to year. Graduates in this field are essential for our economic recovery and are recognized as critical workers.</p>
Early Childhood Education (CA, AS)	Recommend continuation of the program as the essential worker workforce is in high demand and the supply is limited.	<p>Courses are intentional in their instructional modes and class times. They are offered in blended formats, asynchronous, synchronous and hybrid on campus and via online video sessions. Scheduling classes in the evening accommodates working students and increases enrollment. In January 2023 the Governor's office initiated a Ready Keiki program that calls for all 3 and 4 yrs olds to have access to preschool, which drives the demand for a qualified workforce. This program continues with many added preschool classrooms</p> <p>The program is designed to address the needs of working students, the majority of whom are ECE majors. With higher demand there is a need to increase enrollment. An ELCP (Early Learning Career Pathways) grant was written with the idea to recruit high school students.</p>	<p>With more academic pathways, flexible scheduling, scholarships, monitoring/advising and coaching services, the ECE program can improve its recruitment and retention rates as we focus on meeting the urgent need for a qualified ECE workforce.</p> <p>The Hilo ELCP Project has been a learning curve from the start. The grant started around the same time as the pandemic did which required a lot of different kinds of strategies to obtain the outcomes desired. After pivoting to accommodate more schools, different kinds of students and delivery of coursework, and a new coordinator, the project has ended up with 2 students going forward in the ECE program and 5 going forward with a national professional credential (CDA) funded by the grant. It is a good indicator of what works and what does</p>

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
		<p>In conversation with La'i'o pua in West Hawai'i for an onsite preschool, possibly two--one at the community center and another at Kealahou High School, with an eye to have these sites also serve as lab sites for HawCC ECE students.</p> <p>To facilitate completion of graduation requirements, an MOA was established with Kamehameha Schools to allow students access to KS early learning sites for observation and practicum purposes. In Spring 2022, two students graduated after using KS sites for their practicum. More are scheduled in the forthcoming semesters.</p> <p>In concert with the academic dean, the ECE program is working on a more efficient and effective delivery of the lab and practicum courses.</p> <p>The teaching equivalencies must accurately reflect the amount of time spent by instructors and/or lecturers in the delivery of the courses. (This stands from previous annual reports.)</p> <p>The UHCC ECE programs are collaborating with UH Mānoa College of Education to update the current ECE/SPED articulation agreement and prepare for the new UH Mānoa ECED/BEEd degree. Efforts have focused on systemwide course alignment with national teacher preparation standards and creation of a 2+2 agreement that transitions to a 4-year option with relative ease.</p> <p>Any articulations with UH Hilo have been explored and are at a standstill.</p> <p>There is also an updated MOA with Chaminade University of Honolulu to articulate the HawCC ECE AS degree</p>	<p>not in recruitment efforts. June 2025 will see the end of the grant and the results of its implementation.</p> <p>The faculty attend every community and statewide meeting in regards to early childhood as a field in order to stay abreast of all of the trends, initiatives, and funding streams.</p> <p>Develop lab sites at other sites around the island to facilitate more students being able to complete their degree.</p> <p>Update current MOAs and pursue new educational pathways into the 4-year college system. Develop an MOA articulation agreement with UH Manoa for community college AS degree 2+2 BEEd degree. The ECE program continues to pursue avenues of articulation with UH Hilo.</p> <p>Create a tracking system to monitor ECE students' progress through the program and to assist curriculum planning and program scheduling.</p>

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
		<p>with its 4-year degree, with minimum additional courses.</p> <p>With more work towards system alignment and sharing of resources, the UHCC ECE programs use various tools to monitor student progress and to plan for course scheduling. Ultimately, this affects student success. Whereas the ECE faculty currently confers with students at a few intervals, there is a plan to develop a more robust tracking and monitoring system to assist students in maintaining academic success and planning clear pathways. (This is still in progress)</p>	
Engineering Technology (CA, AAS)	Recommend continuation of program.	<p>We have established the Engineering Technology program, and we continue to maintain strong partnerships with the Carpentry and Apprenticeship programs. Now that the Engineering Technology program has been created, it offers students the opportunity to earn a variety of certificates or an Associate of Applied Science (AAS) degree.</p> <p>Our program focuses on applying technical expertise to engineering tasks across various industries. From constructing infrastructure to enhancing transportation and energy systems, engineering technicians and technologists play a vital role wherever scientists and engineers are present. We've also introduced a new Drone Certificate, which equips students with the skills needed for local jobs, including positions at Hawai'i Electric and surveying companies.</p>	<p>The Engineering Technology program offers students multiple exit options: Certificate of Competence (CO), Certificate of Achievement (CA), and Associate of Applied Science (AAS). These options are designed to cater to various career pathways and accommodate the technological changes in the industry. Students may leave the program at different stages, which might not fully reflect overall enrollment numbers. The program also provides Early College classes for several high schools, allowing students to earn college credits while still in high school.</p> <p>To meet grant proposal requirements, new courses have been developed and are ready for implementation.</p>
Electronics Technology (CA, AAS)	Due to the loss of the only faculty position, the program has initiated a stop-out.		

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
Hospitality and Tourism (CA, AAS)	Recommend continuation of program with restructuring and updating to meet current industry needs.	<p>The program has met regularly with its advisory council and from those meetings have been able to revise and update program offerings. The program has begun offering courses asynchronously. The program has also started offering summer courses and is working on updating and revising learning outcomes. The program is working with HLS (Hawaiian Language Studies) to incorporate Hawaiian language and culture into the Tourism industry. The courses are filling, and it is the goal to work off of that momentum and keep the program going year round with Fall, Spring, and Summer session I and II courses being made available consistently to students looking for a credential in Hospitality. The goal is also to maintain that schedule until we can petition and provide justification for a full-time permanent faculty position (which the program lost a few years ago).</p>	<p>HOST courses are being developed and run asynchronously. In Spring 2025, four courses were planned, of which three were healthy enough to run. Summer courses are being offered to maintain that momentum, Early College relationships are being built and maintained to grow the number of majors and the program is being rebranded to incorporate Hawaiian culture.</p> <p>There is currently no HOST full-time faculty, but the strong visitor industry on the island supports the need for a HOST program.</p> <p>According to DLIR report on www.hiwi.org, State of Hawaii's Best Job Opportunities through 2028 forecast, there are a large number of hospitality industry jobs listed. https://hawaicareerpathways.org/</p> <p>Building this program has the potential to build and promote the College in general. The success of the program also has a strong relationship to and with the overall economic health of the Hawai'i Island community. It would benefit the program, the college, the Island, the state, and the members of the Hawai'i Island community if we would invest in this program and take the time needed to develop it into the industry leader that it can easily become, and that starts with the hiring of a dedicated full-time faculty member well versed and well connected in the industry and ready to turn this program into one of the College's most important flagship opportunities/offerings.</p> <p>Expand opportunities to include industry as part of the education</p>

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
			<p>experience including work-based learning, internships, job shadowing and career days. Industry highlighted the importance of work experience as well as an interest in increased involvement with students. Streamlining pathways for industry engagement will help increase partnerships and support additional opportunities for students. This work will also help increase student awareness of career opportunities within different fields of interest. Hawai'i is economically dependent on the hospitality industry and this program has the potential to provide training and employment in one of the State's most consistent and dependable areas of economic stability. It is the only program training in areas directly related to hotel management, housekeeping, and overall operations. Graduates will have a number of employment opportunities upon graduation because of the importance of the industry to the State's overall financial health and the industry will not be leaving the State anytime soon. This program has the potential to not only serve the Hawai'i Island community but to also attract the international community with its ability to showcase the manner with which Hawai'i trains its students to be hospitality professionals. The potential of this program is astronomical, not just for the students and the Island but for the College as well. If promoted and supported appropriately, this program can grow substantially in a very short amount of time, benefitting the College</p>

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
			through residual attraction and increased enrollment.
Information Technology (AS)	Recommend continuation of program. Companion CA not on small program report.	<p>The program is working with other campuses to share resources and reduce low-enrolled classes. Classes are being offered with online options to attract students from across the island and from around the state to boost enrollment.</p> <p>Expand opportunities to include industry as part of the education experience including work-based learning, internships, job shadowing and career days. Industry highlighted the importance of work experience as well as an interest in increased involvement with students.</p> <p>Streamlining pathways for industry engagement will help increase partnerships and support additional opportunities for students. This work will also help increase student awareness of career opportunities within different fields of interest.</p>	<p>This program is a career-laddered program that provides training in the use and support of business-related computer systems, data communication networks, and the development of business computer information systems programs and focuses on using computers and information technology as tools to solve business problems.</p> <p>It is connected to several Promising Credentials:</p> <ul style="list-style-type: none"> CompTIA Network+ CompTIA A+ Security+ DoD Information Assurance (IA) Certification <p>https://hawaiicareerpathways.org/</p>
Machine, Welding & Industrial Mechanics Tech (CA, AAS)	Recommend continuation of program.	<p>To accommodate working adults, we offer courses during the evening. Additionally, we have partnered with Astronomy employers to develop an Apprenticeship program. The proposal for this program has been completed and submitted to the Department of Labor for review, and we are currently awaiting finalization from our Astronomy partners. However, critical resources such as additional faculty and lab/shop support are needed to ensure the program's success and sustainability.</p>	<p>The program offers multiple graduation exit options, including a Certificate of Competence (CO), Certificate of Achievement (CA), and Associate of Applied Science (AAS). It has been designed to meet the diverse needs of Machining, Welding, and Industrial Mechanics, equipping students to enter various occupations in these fields.</p> <p>Guided by the program's advisory committee, these changes ensure the curriculum stays relevant and effective. Additionally, the program collaborates with several apprenticeships, providing essential instruction, facilities, and equipment to support their success. Graduates in this career pathway are</p>

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
			<p>critical for our economic recovery and have been recognized as essential workers during the pandemic.</p> <p>Recommendations for Future Improvements:</p> <p>Hire an additional faculty member to expand opportunities in Machining and support the Astronomy Apprenticeship pathway.</p> <p>Continue outreach efforts at local schools and host student visits when possible.</p> <p>Revive high school internship opportunities to provide students with hands-on experience.</p>
<p>Marketing (CA, AAS)</p>	<p>Recommend continuation of program. Program revisions have resulted in a program that aligns with industry trends and technological advancement(s) while ensuring a deep understanding of cultural and behavioral perspectives, responsibilities, and influences.</p>	<p>The program is consistently filling courses since moving online and is working on outreach to increase the number of majors.</p> <p>The new program is heavily focused on building relationships with high schools and community members to ensure a solid pathway that attracts students early and carries them through to employment or small business development.</p> <p>The next step for the program is the implementation of a robust promotional campaign aimed at a brand new target. This new campaign will include media partnerships and community engagement and will present a solid, clear message of direct consumer benefit by providing potential students with the "why" value currently missing from the college's promotional materials. This program will be reintroduced to the market in its new form to ensure that the value that it provides (flexibility through a number of asynchronous courses and options</p>	<p>Courses are no longer low enrolled and are consistently being run with the exception of the program's capstone course which will now be offered as an alternate to a vocational/internship course. The program is finally in a stable place that allows for consistent and manageable growth and will be promoted as such.</p> <p>While still young, the program aims to increase its number of majors and in doing so remove itself from the "small program" descriptor through active recruitment, clear and continuous communication with its target, the production of high-quality classroom experiences, and the conducting of "after the sale" graduate contact to determine overall program satisfaction as it relates to employability and/or industry performance.</p> <p>This is an excellent program with broad offerings that has the ability to attract busy professionals and family focused individuals through its flexible and relevant mix of current courses.</p>

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
		<p>upon graduation—transfer potential and small business development—is understood by potential partners and consumers. Once that message is successfully communicated, the program will maintain its messaging through and with a clear and consistent media presence.</p> <p>Some other items of note: The program is articulated with UHWO and is working on relationships with UHH.</p>	<p>Promotions must and will expand and increase to ensure a consistent and memorable message that resonates with the Hawai'i Island community and results in a return of increased majors.</p> <p>Historical Context: The Marketing program is focused on creating qualified graduates ready to serve in managerial/supervisory and advertising/communication positions. It focuses on topics that directly serve the needs of the community and provides opportunities for graduates to take on leadership roles in the private and public sector.</p> <p>The program has recently been revised and updated. Program revisions included the deletion of a number of out of date, non-industry specific courses and the addition of two new upper-level management and marketing courses focused on professional portfolio development and international brand management and communications as well as multi-platform technological integration. Students now have three paths that they can pursue upon graduation - employment, small business development, and/or transfer towards a Bachelor's degree in Business Administration. These program changes result in a very different program with a different target audience and different employment and educational outcomes. It provides its graduates with opportunities that were not available prior to program revisions.</p> <p>The importance of this program cannot be overstated. It is the only program that trains the community specifically</p>

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
			<p>on employee rights, human resource law, and the importance of EEO and Civil Rights compliance, while also providing said community with the skills needed to promote, sustain, and grow their own businesses and/or ideas whether here in Hawai'i or abroad. The power transferred to students through the program's curriculum creates managers and businesses with the ability to operate legally and ethically which feeds directly into the overall mental, economic, and professional health and well-being of the entire community.</p> <p>Some other items of note: State of Hawai'i Short-Term forecast says that sales and related occupations industry will produce nearly 10,000 job openings. According to State of Hawai'i Employment Projects for Industries and Occupations for 2018-2028, sales and related occupations have the third-highest projected job openings. According to the Promising Credentials Report, Marketing Specialists are in demand. There are not enough qualified candidates to fill positions. Available positions include executives, sales, and accountants. Industry members believe that a lack of interest in certain industries is due to potential employees not understanding what types of positions may be available, many of which pay very well. https://hawaiicareerpathways.org/</p>
Natural Science (AS)	Recommended continuation of the ASNS Program.	Recruitment at career fairs and hiring of new department faculty. Ensuring that core courses will be offered on both east and west campuses.	The program has steadily grown since a low of 46 majors in 2019/20 to a current number of 66 students (53 Bio. Sci and 13 Phys. Sci). Many students

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
			tend to transfer before they graduate with the ASNS degree, but as we are able to offer most of the program courses on our campuses, the number of graduates is likely to increase.
Practical Nursing (CA)	The plan is to resume LPN admission in Fall 2026 pending the hiring of an 11-month faculty to coordinate the program.	We are in process of posting the full-time 11-month position for the LPN faculty. Program is on stop-out for a year pending recruitment of instructors. We have sufficient applicant pool and demand for the program but lack adequate faculty to coordinate and teach the program.	The LPN program resumed admissions in Fall 2024. We opened applicants for 14 students and admitted 13 students following review of the eligible applicants. Unfortunately, the full-time faculty that was assigned to coordinate the LPN program resigned less than two weeks prior to start of the academic semester. We successfully recruited lecturers for the theory and clinical coursework, however, we were unsuccessful in finding reliable lecturers to continue in the role until the full-time positions are filled.
Tropical Ecosystem and Agroforestry Management (CA, AS)	Recommended to continue the TEAM Program	Changed program course offerings to a cohort model to ensure larger class sizes. Modernized curriculum to include unmanned aerial remote sensing in two program courses. Recruited at high school career fairs and expanded program outreach to social media.	The number of TEAM majors has rebounded back to 17 from the pre-covid number (17 in 2019) and is up from a low of 5 in 2021. The program continues to get support from members of the industry and graduates have a high rate of job placement.

**HONOLULU COMMUNITY COLLEGE
Small Programs**

Honolulu CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
Aeronautics Maintenance Technology (CA)	Continuation of program	May consider automatically awarding AAS students with the CA certificate. Trying to add another cohort but have had multiple unsuccessful attempts to hire qualified faculty.	For this two-year program, the completion of the AAS, not CA, is the goal for the majority of the students.
Auto Body Repair & Painting (CA)	Termination	Program was terminated effective Spring 2025.	
Automotive Technology (AAS)	Continuation of program	Retooling the summer Auto Academy to include more high school students to increase first-time freshman student enrollment. Working closely with the Advisory Boards to adjust curriculum to be more industry relevant.	Retention in first-year courses has seen a significant increase, which should result in an increased number of graduates.
Computing, Security & Networking Technology (APC)	Continuation of program	Hiring a new faculty member to start in Fall 2025 who will serve as the CSNT program coordinator.	The program coordinator will evaluate the APC and CSNT program for potential adjustments.
Communication Arts (AS)	Evaluation of program	Program was stopped-out for admission. Faculty are determining how to revise the program to be more relevant for future students. Plan to reactivate the program in the Fall 2026.	
Early Childhood Education (CA)	Continuation of program	May consider automatically awarding AAS students with the CA certificate.	For this two-year program, the completion of the AAS, not CA, is the goal for the majority of the students.
Electrical Installation & Maintenance Technology (CA, AAS)	Continuation of program	We intend to start a second EIMT cohort in 2026 once the new facilities have been completed and another qualified faculty member hired.	For this two-year cohorted program, we currently only have one cohort so completions happen once every two years.
Fashion Technology (CA, AAS)	Continuation of program	May consider automatically awarding AAS students with the CA certificate. Improved course sequencing, which	

Honolulu CC Small Program	Recommendation	Actions Taken	Comments/Improvements
		was interrupted due to faculty change and the pandemic.	
Hawaiian Studies (AA)	Continuation of program	Effective AY 2025-26, a new concentration was added, which is expected to increase enrollment and completion.	Based on the feedback from students, this additional concentration will allow students more flexibility when transferring thus be more appealing to complete.
Human Services (CA, AAS)	Continuation of program	Program is being evaluated and program has been implementing strategies to increase enrollment and completion.	
Natural Science (AS)	Continuation of program	Faculty have worked hard to retain students by providing mentorship and stimulating science-related activities outside of the classroom.	Completion numbers have increased to 14 in 2024 and from an average of 3.7 in 2023 to 7.3 in 2024. Enrollment is also steadily increasing.
Occupational Environmental Safety Management (CA)	Continuation of program	Plan to hire a full-time faculty member for 2025-26. May consider automatically awarding AS students with the CA certificate.	The majority of the students plan to complete their AS degree and transfer to UH West O'ahu using the articulated pathway to attain their bachelor's degree. This program might exceed the minimum threshold after consolidating certificates and degrees.
Sheet Metal & Plastics Technology (AAS)	Continuation of program	Discuss with industry if the AAS degree is still necessary or should be terminated.	The vast majority of students only complete the CA and go immediately to work. Those wanting to teach or need an associate degree to advance in their careers will return to complete this credential resulting in very few completions. This program might exceed the minimum threshold after consolidating certificates and degrees.

KAPI'OLANI COMMUNITY COLLEGE
Small Programs

Kapi'olani CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
Accounting (AS)	<p>Continuation of Program</p> <ul style="list-style-type: none"> • Allow the accounting program to officially offer both AS-ACCT as an in-person program and completely online. • Promote the AS-ACCT program • Create multiple promotional videos for different recruiting prospects • Document grad testimonials • Enhance web site (in process) • Counselor e-blasts • Social media (do so via Facebook and Instagram) • Visit the introductory courses such as ACC 201, ACC 202, BUS 250, ICS 101 to promote accounting events, the accounting career, and the accounting program. 	<p>Action taken and additional action to be taken.</p> <p>Targeted Recruitment:</p> <ul style="list-style-type: none"> • The accounting faculty has actively participated in campus events such as "I Heart Kapi'olani," CTE Week, Expand Your Horizon to promote the accounting program to KapCC students and the public. • Program faculty also actively hosted students from elementary schools, intermediate schools, and high schools as part of the BLT Department as well as a standalone program to promote the accounting degree and certificates to the students. • Program faculty also actively participated at job fairs at Farrington High School, Mililani High School, etc. <p>Enhanced Student Counseling:</p> <ul style="list-style-type: none"> • Accounting program faculty introduced accounting as a career and as a KapCC program to students who are enrolled in introductory courses such as ACC 201, ACC 202, etc. Although we were able to attract a few students to enroll in our intermediate-level accounting courses, the effort needs to be expanded to all faculty and lecturers and potentially arrange class visits to BUS 250, 	<p>Elevated withdrawal rates (64 and 86) during 2021-2023, as reflected in ARPD (Annual Review of Program Data), stemmed from COVID-19's impact on online learning. To address this, the accounting program implemented a hybrid learning format in Spring 2022, providing flexible options and attracting students requiring in-person instruction. While the fully online CA-ACCT program successfully attracted students, it may have unintentionally diverted them from pursuing the AS-ACCT degree. To enhance AS-ACCT completion, the program has strategically focused on:</p> <ul style="list-style-type: none"> • Targeted Recruitment: • Engaging prospective students through active participation in recruitment events and campus tours. • Enhanced Student Counseling: Emphasizing the AS-ACCT degree's value, including advanced accounting skills, internship experience, and seamless transfer to UH West O'ahu. • Professional Engagement: Connecting students with industry professionals through annual events (Virtual Accounting Student Night, mock interviews), encouraging degree completion and further education. • Industry Alignment: • Re-establishing the Accounting Advisory Committee to ensure

Kapi'olani CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
		<p>ICS 101 classes, both in person and online.</p> <p>Professional Engagement:</p> <ul style="list-style-type: none"> Hosted annual in-person Accounting Student Night prior to pandemic. Pivoted to scaled down virtual format since 2022. Although successfully drawing 40 to 50 students to attend, they are mostly accounting majors. The accounting faculty needs to promote the event better in order to attract students who are in our BLT introductory courses to attend to hope to increase interest and recruit additional students. <p>Industry Alignment:</p> <ul style="list-style-type: none"> It is utmost important to organize and host an advisory committee meeting in April since we have not hosted one since 2022. Reconnecting with industry professionals will allow the accounting program to revisit curriculum and to update it to fit the current needs of the accounting industry, providing a workforce who are ready to go to work. 	<p>curriculum relevance. The accounting faculty has updated the member list and will be emailing former advisory members a survey and invitation to the April meeting. The faculty will also continue to seek out new prospective members to add to the committee.</p> <ul style="list-style-type: none"> Approval of AS-ACCT ONLINE: Align with CA-ACCT and CA-ACCT ONLINE, allowing the Accounting program to offer both AS-ACCT and AS-ACCT ONLINE. This will attract the students who are interested in earning the CA-ACCT certificate to continue to complete the AS-ACCT degree program. <p>These initiatives have yielded demonstrable results. The ARPD 2023-2024 data shows an increase in majors from 111 to 135 and a significant decrease in withdrawals to 46. Internship enrollment has rebounded, with 18 students in Spring 2025 and 5 in Fall 2025. We project a corresponding increase in AS-ACCT graduates for AY 2024-2025</p>
Dental Assisting (CA)	Continuation of Program	<p>Awarded a Perkins Grant in 2024-2025, "Exploring Dental Hygiene Needs and a possible Associate in Science Program at Kapi'olani CC." Proposal is to review data about current and anticipated future needs of Dental Hygienists in the state of Hawai'i while consulting with area and state agencies.</p>	<p>The program is the sole source in Hawai'i for Dental Assisting education accredited by the American Dental Association's Commission on Dental Accreditation (CODA). Certificate of Achievement (CA) completers are immediately qualified to sit for the Dental Assisting National Board exam.</p>

Kapi'olani CC Small Program	Recommendation	Actions Taken	Comments/Improvements
			The program addresses employment demand for the local and national dental community. The accredited program was first proposed as a pathway to Dental Hygiene at UH Mānoa or UH Maui College.
Hawaiian Studies (AA)	Continuation of Program Courses of Action: 1. Continue to work with the counseling centers to gauge our student needs. 2. Increase course and program-level assessment. 3. Targeted recruitment of new majors. 4. Create a HWST music course.	In the process of hiring a lecturer for Fall 2025. Hawaiian Studies is working closely with various counseling and support office to better align our interests with the needs of our students and prospective students. Developing new curriculum and obtaining Sustainability Focus designations for our HWST 107 courses.	AAHS program needs to improve the collection, interpretation, and application of its program data as a metric for fostering a better sense of how we can best serve our program and campus. Implement new paths such as entrance and exit surveys, check-ins, and, possibly even informal evaluations based around specific events or activities.
Hospitality & Tourism (APC)	Continuation of Program	APC information sessions were provided to targeted students. Recently the department met with the Advisory Committee, and administration will make sure that Department follows up with recommendations.	Currently the AS-HOST is a prerequisite (or approval) for the APC. Hence the target group we are working with is small. Department will consider marketing the APC beyond Kapi'olani CC.
Information Technology (APC)	Continuation of Program VCAA will review Advisory Committee minutes to see if department is implementing input from the Advisory Committee.	IT faculty has actively participated in campus events such as I Heart Kapi'olani, CTE Week, "Expand Your Horizon" to promote the IT program to Kapi'olani CC students and the public. The campus has not had a Workforce Development member to help with recruitment. However, we have been monitoring the enrollment in the 6 courses that make up the APC-IT.	Fall 2024 - 2 courses for the APC were offered with 5 enrolled in one course and 10 enrolled in another course. Spring 2025 - 2 courses towards the APC were offered. 8 students enrolled in one course and 14 students in the other. Enrollment is trending upwards and advanced students are taking advantage of the topic courses. Will see how many of our AS-IT graduates are transferring to our 4yr campuses instead of enrolling in the APC.
Medical Assisting (AS)	Continuation of Program	Department will be looking at working on articulation agreements with other	Will continue to monitor our AS.

Kapi'olani CC Small Program	Recommendation	Actions Taken	Comments/Improvements
		CC's that may only have a CA in MEDAS and find a way to move them into this AS-MEDA	VCAAs from Kapi'olani and Leeward have met with the VCAA at UHWO as we learned that their BAS in Health Information Management has been paused. The three VCAAs are trying to see how we can get the BAS back online so our AS-MEDA students can transfer into the program.
Medical Laboratory Technician (AS)	Continuation of Program MLT program recently completed their accreditation visit and awaits the response from the National Accrediting Agency for Clinical Laboratory Science.	Will advertise the MLT program as well as the pathway from Kapi'olani CC to the Medical Technology CS at JABSOM.	Will be losing a full-time 9-month faculty and will begin recruiting an 11-month full-time faculty. Number of majors in the AS have been trending upwards: 2022-2023 = 19 majors 2023-2024 = 26 majors
Mobile Intensive Care Technician (CA, AS)	Continuation of Program There are no programs in Hawai'i with which to merge other than ourselves, which we have implemented. Termination of the program would result in a sudden and severe shortage of workforce for all EMS agencies including Hawai'i Fire Department, City & County of Honolulu EMS, and AMR on all islands. This reduction would have an immediate and negative effect on public safety and care of the ill and injured.	Tried filling two vacant positions in the past year. Have not been successful. The paramedic program piloted an asynchronous online blended program (AOBP) in Spring 2021 for O'ahu and Hawai'i students. The didactic portion was delivered as one cohort which reduces instructor TE and increases enrollment. This was expanded into Maui F2021.	The Paramedic program is the only accredited training program for the state of Hawai'i. Paramedic education is provided state-wide by KapCC with training centers on O'ahu (KapCC), Maui (UHMC) and Hawai'i (HawCC). Public safety employers in Maui County and Hawai'i Island often, due to operational demands, cannot release more than 10 EMT's to be trained as Paramedics in one cohort. This has resulted in low enrolled programs in the past.
Natural Science (CA)	Continuation of Program	We have also reached out to the Life Sciences Department and UH Mānoa to advertise our program and our classes to their students. This outreach has also included the Life Science Department academic advisors. We have strengthened our collaboration with the MLT program. MLT is now recommending and may require that all students	Last year we were awarded an NSF grant (three years, \$650,000 total) which will allow us to revise our curriculum around the theme of antibody engineering, positioning us towards workforce training in designing and developing therapeutic antibodies, the fastest growing area in the pharmaceutical industry.

Kapi'olani CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
		complete this certificate as part of the requirements this program.	<p>A number of our students have been directly hired by local laboratories including the Department of Health labs and COVID testing laboratories. This program offers academic and laboratory training in molecular biology, microbiology and cell biology. It is a useful certificate for Medical Laboratory Technician (MLT) students, offering them training and experience that they do not obtain in the MLT program. It is also attractive to those ASNS students that have molecular bioscience interests.</p> <p>These courses are also taken by undergraduate research students in KCC's NIH funded INBRE program, (\$100,000 / year direct fund for the past 12 years).</p>
Occupational Therapy Assistant (AS)	Possible pause in accepting a new cohort in Fall 2025	Recruit faculty.	Faculty may be leaving.

**KAUA'I COMMUNITY COLLEGE
Small Programs**

Kaua'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
Automotive Mechanics Technology (AAS) CPR/NATEF Accreditation 2023	Continuation of the program.	The 2024 Automotive Technology Annual Program Review Update (APRU) provides specific actions taken (pp.3-4).	The number of majors is stable at 35 and remains the highest amongst the college's trades programs. Program size is limited to no more than 16 per cohort/class due to facilities and equipment maximums. There is high demand for graduates with 100% of graduates being hired and 50% of the second-year cohort already employed within the industry. There were 47 CAs and 2 AA degrees awarded in 2024 (49 total credentials).
Carpentry Technology (CA, AAS) Comprehensive Program Review (CPR) fall 2022	Continuation of the program.	The 2024 Carpentry Technology APRU provides specific actions taken (p. 4).	The program made efforts to expand via Early College offerings at all three Kaua'i DoE high schools. Unfortunately, hiring and retaining qualified lecturers proved challenging (low lecturer pay; high cost of living; industry paying more). The program is also developing micro-credentials for and delivering classes to Kaua'i Community Correctional Facilities. The program is examining factors that have led to a significant drop in persistence rates over the last three years.
Creative Media (AS) Established fall 2023 CPR due fall 2028	Continuation of the program.	The 2024 Creative Media APRU provides specific actions taken (p. 3).	The program eliminated its music production courses and implemented a more effective schedule which was reflected with an increase in class fill rates from 59% to 75%. Additionally, the program is working to expand its digital media offerings via Early College classes. To improve persistence and completion rates, the program has also streamlined curricula to focus more heavily on introductory-level skills development.

Kaua'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
Culinary Arts (AAS) CPR ACF Accreditation 2024	Continuation of the program.	The 2024 Culinary Arts APRU provides specific actions taken (pp. 5-6).	AY2023-2024 the program stopped out the first-year cohort due to low enrollment (2 students), faculty shortage, and a need to strategically revitalize the program. The seven total cohort-year-two students earned their degrees. There is high industry demand for graduates, and industry is paying high salaries with on-the-job training (less need for credentials). Already in the subsequent AY, program efforts have paid off and enrollment increased to the expected 20 for the incoming cohort one.
Early Childhood Education (CA, AS) CPR fall 2020	Continuation of the program.	The 2024 Early Childhood Education APRU provides specific actions taken (pp. 6-8).	Industry demand is high but low compensation and high turnover pose challenges. The program utilized student focus group data to inform program scheduling changes. Changes accommodated both in-person and virtual option requests made by students who face both work schedules and long commutes. Schedule improvements led to increased class fill rates to 71.1% up from 39.5%, and the number of low-enrolled classes decreased from 10 to four. Persistence rates also increased (fall to spring up from 61% to 71%; fall to fall up from 38% to 45%). Most students pursue a Certificate of Competence (COs) in the fall to enter the job market as teacher's aides or educational assistants.
Electrical Installation and Maintenance Technology (CA, AAS) CPR fall 2022	Continuation of the program.	The 2024 Electrical Installation And Maintenance Technology APRU provides specific actions taken (pp. 2-3 & 5-6).	The program suffered a setback with the sudden, midterm retirement of its only full-time faculty expert due to unforeseen circumstances. The program has been utilizing qualified lecturers while struggling to hire a full-time faculty replacement. Hiring

Kaua'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
			lecturers for the program is also challenging. The number of majors increased from 22 to 39 but persistence and completions will be at risk if the college is unable to secure a full-time faculty expert for the program.
Electronics Technology (CA, AAS, AS) CPR fall 2023	Continuation of the program.	The 2024 Electronics Technology APRU provides specific actions taken (p. 3).	The program is working on its <i>Comprehensive Review Action Plan of 2023</i> for program expansion by developing curriculum and offering <i>CompTIA Security and Network</i> and on-line engineering courses upon fully staffing. Majors increased from 15 to 22 while persistence increased slightly. This program has undergone several failed faculty recruitment cycles. The program maintains a nearly 100% employment rate for its graduates that are immediately recruited by PMRF (Pacific Missile Range Facility), provided they are US citizens and can obtain the requisite security clearance. Graduates with the AAS/AS start at \$75K annually, yet the starting salary for a faculty hire with a master's is far less. The campus has continued to advocate for a salary benchmarking or compensation benchmarking study while considering island cost of living, as well as review, revision, and updating of EP 5.222 High Demand policy to equip campuses with effective recruitment capacity.
Hawaiian Studies (AA) CPR fall 2020	Continuation of the program.	The 2024 Hawaiian Studies APRU provides specific actions taken (pp. 3-5).	Program majors remained steady at 23; persistence rates increased (fall to spring 79% up from 54%; fall to fall 43% up from 35%), though class fill rates have continued to drop down to 48.3%. The program is working to enhance recruitment and retention

Kaua'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
			efforts by offering more place-based opportunities, hands-on learning experiences, and a variety of course modalities (to meet varied student needs). Extramural funding has been sought to support program action plans.
Hospitality and Tourism (CA, AAS) CPR fall 2021	Continuation of the program.	The 2024 Hospitality and Tourism APRU provides specific actions taken (pp.6-7).	Approximately 28% of positions on Kaua'i are in the hospitality industry and approximately 25% of Kaua'i CC graduates go on to work in this industry after graduation (regardless of their major). Despite this, majors decreased from 17 to 15. Some reasons may be due to local employers hiring without credentials (staff shortages) and after Covid some are skeptical of entering the profession (many lost their employment in 2020-21). The program cannot be revitalized without resource investment. To that end, the college hired a full-time faculty member after a three-year experiment with a hub-and-spoke model in collaboration with UHMC (UHMC was the hub). There is more efficiency for Kaua'i CC to maintain its own full-time faculty member and program (cost and time savings were negligible and each island has a unique industry).
Medical Assisting (CA) Program awarded continuing accreditation by CAAHEP on 18 November 2022, with next comprehensive visit fall 2026.	Continuation of the program.	The 2024 Medical Assisting APRU provides specific actions taken (p. 5).	In AY2021-2022 no program cohort was conducted because the sole program faculty member was on approved leave (this is a 9-month CA program). That meant no graduates in spring 2022. Aside from that year, the program has awarded between 11-13 CAs every year with 100% job placement for its graduates due to on-going demand for MAs on Kaua'i. The

Kaua'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
			program underwent an interim review in 2023 with a recommendation to continue full accreditation status until the next site visit in 2026.
Natural Sciences (AS) CPR fall 2023	Continuation of the program.	The 2024 Natural Sciences APRU provides specific actions taken (pp.4-6).	Program demand is close to pre-pandemic levels from the nadir in 2021-2022. The number of full-time students increased from 17% from the nadir in fall 2020-2021 to 44% in fall 2023-2024. Total SSH in all program classes climbed from a low of 990 in 2020-2021 to 1,242 in 2023-2024 close to the pre-pandemic 2019-2020 academic year (1,387).The ASNS program will meet with UHM to discuss ways to facilitate transfer and success of engineering students; collaborate with counselors to improve demand and performance indicators; and follow up on the UHM NREM articulation.

**LEEWARD COMMUNITY COLLEGE
Small Programs**

Leeward CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
Business Technology (CA, AAS, AS)	Admissions Stop-Out of the Associate in Science in Business Technology degree, and Certificate of Achievement.	The College has developed an admissions stop-out plan to guide current students through completion.	The Business Program Counselor and Division Chair continue to manage individual student advising sessions to inform all students about the Admission Stop-Out process and the newly established Certificate of Competence (CO) in Office Administrative Assistant under the MGT Program. These sessions aim to provide students with essential guidance and support as they navigate their academic and career pathways.
Hawaiian Studies (AA)	Continuation of Program	The Hawaiian Studies Program continues to evolve, ensuring that all students receive a high-quality, culturally grounded education that prepares them for further academic pursuits and community engagement. Through strategic curriculum development, faculty expansion, and student support initiatives, the program has taken proactive steps to enhance student learning, improve retention, and increase access to culturally relevant coursework.	The program remains committed to strengthening student engagement, expanding cultural learning spaces, and leveraging technology to enhance program effectiveness. By prioritizing faculty growth, curriculum innovation, and financial accessibility, the program continues to uphold Leeward CC's mission of mālama (caring for) all students.
Integrated Industrial Technology (CA, AS)	Continuation of Program	The College is in the process of submitting a request to rename the IIT program to Mechatronics.	The College's Mechatronics faculty has strengthened industry partnerships with Hitachi/Rail, fostering collaboration to align curriculum with workforce needs. Additionally, faculty have submitted an NSF grant application to expand outreach efforts, supporting student engagement and workforce development in advanced manufacturing and rail technology.
Sustainable Agriculture (CA, AS)	Continuation of Program	The program has developed a variety of action-oriented strategies to address	Industry Collaboration: Strengthen relationships with local businesses,

Leeward CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
		overall program efficiency and effectiveness that have been summarized in the comments/improvement column.	nonprofits, and government agencies to create more internship opportunities and job pipelines. Courses will create direct experiential learning opportunities and internships. The program is enhancing targeted marketing and outreach to showcase the Sustainable Agriculture program's strengths and career pathways. Efforts will include enhanced student advising sessions, social media engagement, campus tours, and community partnerships. In collaboration with the Perkins-funded Academic Advisor, these strategies will align with student recruitment and retention goals, ensuring greater visibility and long-term success in Hawai'i's agricultural workforce.
Television Production (CA, AS)	Admissions Stop-Out in effect with plans to formally terminate the TVPR degree and certificates.	No Action Taken	The College plans to submit a formal memo to the President requesting formal termination of the Television Production program in the Fall 2025 semester.

**UH MAUI COLLEGE
Small Programs**

UH Maui College Small Program	Recommendation	Actions Taken	Comments/ Improvements
Accounting (CA)	Continuation of program	As part of recruitment efforts, the Accounting program has participated in several high school events and UHMC Open House events in fall and spring semesters. To help with retention, increase enrollment, and spark interest in Accounting, several program classes are now being offered as a hyflex modality, allowing students to choose to attend in-person, on Zoom, or online. Additionally, the program coordinator is working towards bringing an Accounting course into early college so high schools can start working towards an Accounting degree sooner.	The Accounting program has increased its majors from Fall 2023 (43) to Fall 2024 (52) and expects this to result in higher graduation numbers in the next 2 years. There's also been increased efforts to encourage eligible students to apply for earned Accounting Certificate of Achievement as they work towards their AAS degree.
Administration of Justice (AAS, AS)	Continuation of program	In addition to presenting/recruiting H.S. students who attend career focused programs like Maui Teen Academy, and CSI Forensic Camp, the AJ program regularly participates in program promotion during campus visits and similar events. While community recruitment is ongoing, AJ now offers most classes online to support current law enforcement, corrections, and security officers who are unable to attend in-person classes due to work schedules.	We are encouraging students to complete the AJ program prior to entering into the workforce, while also offering substitutions for AJ electives for coursework from other AJ programs. We are also encouraging students to take advantage of the variety of student services for financial and other assistance, to address individual needs that typically impact student persistence.
Agriculture (CA, AAS)	Continuation of program	The program increased involvement with high school tours/site visits and implemented a "Summer Bridge" student enrichment program that provides stipends for students to experience the AG&NR Program in summer 2024. Additionally, the social media presence has improved community awareness of the program. Finally, a series of non-credit	The program will continue its work in changing the delivery model (face to face vs distance) for some classes and linking our AS in Agriculture and Natural Resources to an AS in Sustainability.

UH Maui College Small Program	Recommendation	Actions Taken	Comments/ Improvements
		beekeeping courses have resulted in some student recruitment.	
Automotive Technology (AAS)	Continuation of program	The Automotive program continues to recruit high school students, community members looking to change careers, veterans looking for new work in a trade, and current technicians who are trying to improve automotive skills. High school students from Lahainaluna, Maui High school, Baldwin, and King Kekaulike have attended two summers of automotive academies. While community recruitment is ongoing, the Automotive program continues to offer in-person classes while supporting a larger graduation capstone course of 14 students, 7 of whom are in current apprenticeships at dealerships and local independent shops, including Honda, Toyota, Otto Shop Maui, Maui Disposal, and South Pacific Motors.	Improvement can be seen as there was only 1 unduplicated degree and certificate awarded in spring 2023 and 20 unduplicated degrees (11) and certificates awarded in spring 2024. This anomaly in 2023 was a result of program map changes and instructor shortage and canceled sections of the spring capstone 2023 course. This also impacted the 3-year average. All 43 current majors in the Automotive program have transitioned to the new curriculum and map and now anticipate a more regular flow of graduates each year.
Business Technology (CA, AAS, AS)	Remove	The Business Technology program ended and folded into Business Administration; these no longer exist.	The Business Technology program ended and folded into Business Administration; these no longer exist.
Construction Technology (CA, AAS)	Continuation of program	The program has secured tuition assistance for current and future majors for the next three years. In addition, this program has partnered with the Apprenticeship and non-credit program to offer numerous trainings in the construction field to the community.	The program has increased in majors from 33 in fall 2023 to 43 in fall 2024. This increase is expected to continue into 2026. In addition, through 4 failed searches, this program has no full-time faculty coordinator and therefore is run with a mix of lecturers which allows little time for recruitment. The challenge of hiring a full-time faculty is primarily due to the current competitive construction industry on Maui and industry wages. With COVID, there was a steady decline in enrollment in CTEC primarily because of the workforce demand and transition to remote distance learning. With the

UH Maui College Small Program	Recommendation	Actions Taken	Comments/ Improvements
			added tuition funding, securing of quality lecturers, and focus on rebuilding projects, enrollment is anticipated to return to 60 majors by 2026.
Cultural & Natural Resource Management (ATS)	Remove Degree from List		Associate of Technical Studies degrees are individualized degrees per UHCC Policy 5.203.
Early Childhood Education (CA, AS)	Continuation of program	Through a private donation, the ECED program will be able to offer free tuition for some students and some coursework continuing next year. We changed our curriculum map to reflect the needs of students planning to matriculate to UH 4-year institutions with as few prerequisites as possible. This prepares students to work towards positions in State EOEL PreK programs, meeting the needs of low-income families and providing graduates with Bachelor's in ECE to earn a higher wage. In fall 2025 and spring 2026 we will offer our Moloka'i, Lana'i, and Hana students practicum courses and expect higher levels of degree completion as a result.	As UH Maui College as well as the UHCC and UH system have identified Education pathways as a priority, resources to support these pathways such as securing free tuition, are projected to increase enrollment, retention, and graduation with results seen by 2026.
Electronics & Computer Engineering Technology (CA, AS)	Continuation of program	ECET is in the midst of a program renewal and review supported by a grant that will include establishing a summer bridge event as well as a paid summer internship program for current students, meeting with industry partners to better understand curriculum needs for entry level and other higher levels of training using as much of the current ETRO curriculum or revising as appropriate.	The results of the program revision and recruitment will likely be seen in increased retention and graduation rates in spring 2027 and 2028.
Fashion Technology (CA, AAS)	Remove	The AAS in Fashion Technology designated for termination at the end of the Spring 2022 semester. An ASC in	Stop out in progress with the last 5 graduates set to graduate this May 2025.

UH Maui College Small Program	Recommendation	Actions Taken	Comments/ Improvements
		Fashion Technology was established under the Liberal Arts degree.	
Hawaiian Studies (AA)	Continuation of program.	The HWST program received a new partnership grant with Native Hawaiian Student Services of UH Mānoa to develop an education pathway by offering prerequisite coursework, Hawaiian language and studies courses, field and transfer experiences and advising. The program also completed curriculum modification to expand the approved electives to align teacher education and developed a cross-listed ECED course co-taught by HWST and ECED instructors in Spring 2024 to diversify elective offerings for HWST students and introduce other students to the HWST program.	Retention has increased from 23 in spring 2024 to 34 in spring 2025.
Hospitality and Tourism (CA)	Continuation of program	The program has engaged in the following activities with the goal of increasing retention and persistence: 1) integrating additional active learning experiences which connect students with industry leaders (i.e. project-based learning, participation in industry events, site visits), 2) utilizing computer simulations in selected HOST classes, 3) inviting industry leaders/HOST alumni as guest speakers who share their career experiences and opportunities for growth in the industry.	Enrollment increased from 24 in fall 2023 to 38 in fall 2024. HOST faculty will collaborate more closely with HOST counselors to inform, track, and follow up with students who are eligible for the CA. The HOST program map is sequenced so that students earn a CA after completing 33 of the 63-64 credits required for the AAS degree. Students eligible for the CA are not applying for this credential as course requirements are completed. In the past year, the program has awarded credit for classes required for the CA through Prior Learning Assessments (PLA). Increased awareness of this opportunity will potentially help increase enrollment. With the use of the Hospitality Academy (HA) of Maui Teaching Lab in fall 2025, the program majors are expected to increase. Our student population experiences financial

UH Maui College Small Program	Recommendation	Actions Taken	Comments/ Improvements
Human Services (CA, AS)	Continuation of program	In AY 24-25, we partnered with the Kealaho'imai grant to support two new cohorts of Substance Use Disorder Counseling (SUD) and Community Health Worker students. We also partnered with Liberal Arts to ensure access to General Education required synchronous evening courses as a result of student feedback. We updated our agreement with the Department of Health, ensuring that our SUD COs meet state requirements for the Substance Abuse Counselor professional certification. We also expanded partnerships to strengthen the Aging specialization pathway, including a new Eldercare pilot program with Maui High presented by a UH Mānoa gerontologist. The program has also secured Good Jobs Hawai'i/Hana Career Pathways (GJH) funding for the Working with Older Adults and Dynamics of Family Violence and Sexual Assault courses. This has assisted returning adults in completing the Aging and Family Violence COs, while expanding the partnership with Leeward Community College (as LCC has not been able to offer these courses).	struggles. Student scholarship funding via the HA program is needed to incentivize student performance and provide financial relief. The program has increased in majors from 46 in fall 2023 to 54 in fall 2024. We are the only AS program for HSER in the UH system, and provide essential preparation and support for students transferring to the Bachelor's in Social Work and other 4-year programs. Over half of our students enter with an initial goal of a CO, and 80% are part-time students who progress at a slower pace. The vast majority are returning adults (average age for our majors is 40) with work and family responsibilities. This population also has significant financial constraints, so while the demand and community need are there, tuition costs are a barrier. We have consistently found that scholarship opportunities have doubled or even tripled enrollment in specific courses, and programs like Kealaho'imai have increased both retention and completion.
Sustainable Science Management (BAS)	Continuation of program. Recognition at the system level of the uniqueness of this degree in the UH system and support of it as a viable transfer option and program within the UH system.	The SSM program provided 15 students applied research and internship opportunities through its partnership with the Huliha Center for Sustainable Systems. The program is also creating a concentration in Natural Resource Management in response to	Program enrollment has increased from 23 majors in Fall 2023 to 27 majors in Fall 2024. The Sustainable Science Management (SSM) BAS degree at UH Maui College is unique within the UH system. Unlike other interdisciplinary sustainability degree

UH Maui College Small Program	Recommendation	Actions Taken	Comments/ Improvements
		industry demand, which will offer new electives and practical learning opportunities focused on sustainable resource management.	and certificate offerings within the UH system, the SSM program trains students in sustainability science tools (e.g., systems modeling, sustainability indicators) used to solve a broad array of contemporary and real-world complex problems. Since its inception, SSM has had 52 graduates, with 85% remaining in Hawai'i's workforce and 80% working in sustainability fields in Hawai'i. Workforce trends for students trained in sustainability are only increasing as it is a degree that can be applied across multiple sectors and as a result is often overlooked by ARPD (Annual Review of Program Data) trends.

WINDWARD COMMUNITY COLLEGE
Small Programs

Windward CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
Agripharmatech (CA)	<ol style="list-style-type: none"> Continue the best practices in student recruitment, retention, and graduation, including internship, scholarship, scientific research, workshops, and outreach activities. 	<ol style="list-style-type: none"> Two students were selected as the ambassadors of the AG 152 course, setting up a display for blooming orchid plants and seed tissue culture flasks in TRIO at WCC and sharing their learning experience with potential students. We used the USDA-NIFA grant supporting the low-enrolled capstone classes, covering tuition for students to improve the program completion rate. Two new limu (algae) certificates have been proposed and approved: Certificate of Competence in Limu Studies and Certificate of Achievement in Limu Culture. Both certificates are under the umbrella of the Agripharmatech program. Six new courses, including STEM Research in Algae Studies, Introduction to Algae, Introduction to Algae Cultivation/Lab, and Nā Limu Hawai'i: Hawaiian Seaweeds and Their Uses, have been developed. Limu plays a significant role in Hawaiian culture and heritage, as it is a huge part of a traditional Hawaiian diet and is used for many medicinal, religious, and cultural purposes. Forty-nine students participated in Agripharmatech internships, research, and various projects in plant tissue culture, orchid propagation, microbial analysis of water samples, investigation of 	<ol style="list-style-type: none"> The AG 152 course is frequently low-enrolled. It will be offered in alternate semesters. Reach out to local high schools and re-establish the early college program. Establish collaborations with industry partners and take the initiative to develop micro-credentials for workforce training. Take more proactive approaches to promote the program, recruit and retain students. In program classes, we will use a more individualized advising strategy, discuss with students one by one about their career potentials, introduce the opportunities for internship, scholarship, and scientific research in our program, and analyze the beneficial aspects for skills development and enrichment of their career portfolios.

Windward CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
		<p>cleanliness of campus water fountains, algae identification using DNA barcoding, and production of nutraceutical products.</p> <p>5. We supervised 8 students in 4 different research projects, and led students attending the undergraduate research symposiums hosted by UH Manoa (The Annual INBRE Undergraduate Research Symposium) and UH Hilo (the CAFNRM Student Symposium) in Spring 2024. Students gave either poster or oral presentations. The study of “Ti Ringspot 3 2024 Windward Community College ARPD Program: Agripharmatech disease” was awarded the 2nd place in the project presentation category at the CAFNRM Student Symposium at UH Hilo.</p> <p>6. We hosted a few campus tours for over 236 K-12 students, in which we gave an introduction about our program, organized short workshops about plant biotechnology, and set up hands on activities in microbiology and ethnopharmacognosy.</p> <p>7. Three students received Dr. Inge White Endowed Scholarship (\$500 per student) in Fall 2023. The scholarship supports Agripharmatech students in their pursuit of academic and technical education for Certificates of Achievement in Plant Biotechnology and Ethnopharmacognosy.</p>	

Windward CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
		<p>8. The program webpage has been updated, not only with better access to the program sheets but also with the potential career information and job outlooks.</p> <p>9. We hosted the semester event "Agripharmatech Day" on November 22, 2023 and April 3, 2024. The event was open to WCC students, faculty & staff, community members, and industrial partners. At each event, we had food pharmacy contest & tasting vegetarian food prepared by students and faculty, introduced the recipients of Dr. Inge White Scholarship to participants, accepted applications for student research and Agripharmatech internship, showcased student-made bioproducts and student research projects, and provided tours to program facilities. There were more than 125 participants in these two events.</p>	

Report on Programs with a Small Number of Graduates and Program Review Update

BOR Committee on Student Success
May 1, 2025

Debora Halbert, Vice President for Academic Strategy

Alan Rosenfeld, Assoc. Vice President for Academic Programs and Policy

Program Review Update

Background:

- Systematic assessment required under RP 5.201
- Report to BOR required under RP 5.201 and EP 5.202
- 45 programs reviewed in AY 2024-2025
- Iterative process with stages
- UH Community Colleges (UHCC) also conduct Annual Report of Program Data (ARPD)

Impact:

- Accreditation requirement
- Evaluating student learning
- Measuring program success (e.g., graduation rates, time to degree, job placement)
- Maintaining relevance of program and curriculum
- Resource allocation

Programs with a Small Number of Graduates

Background:

- Required under RP 5.201 and EP 5.229
- Fewer than 10 graduates (average) over 3-year period
- For graduate programs, 3 or fewer graduates (average) over 5-year period

Structure:

- Programs that came off list
- Programs added to list
- Data set (Excel spreadsheet) linked to report
- Massive appendix chronicling actions taken for every small program at each campus
- Scrutiny of small programs

Analysis of Findings

- 13 small programs at 7 campuses have been flagged for stop-outs, with 7 of those 13 set for termination. (Continuous refreshment!)
 - Terminology: stop-out vs. termination
- UHCCs: faculty departures/vacancies
- A few programs deploy cohort models and cycle on/off the report.
- UH Mānoa (UHM) graduate programs: faculty shortages, funding limitations, student visa issues.
- Program health: in addition to degrees awarded, campuses also examine enrollment counts, admissions numbers, course fill rates.

Overview:

Examples of Actions Taken to Address Small Programs

- Industry partnerships: boards, surveys, career days, job shadowing, internships, guest speakers
- Grant applications/funding
- Philanthropy/UH Foundation (UHF)
- Outreach to high schools, including early college, teen activities
- Cross-campus resource sharing
- Program restructuring

Committee on Student Success
Annual Review for the 2024-2025 Academic Year

	Committee duties per bylaws	2024-2025 Committee Goals and Objectives	Projected Accomplishments			
			1 st Q Jul-Sept	2 nd Q Oct-Dec	3 rd Q Jan-Mar	4 th Q Apr-Jun
1	Review the academic mission and strategic direction of the system and its major units.	Received overview of systemwide academic priorities (11/07/25)		X		
		Received the Annual Report on the Summary of Program Actions (11/07/25)		X		
		Received Small Programs Report (05/01/25)				X
		Received a Report on Scaling Student Success Initiatives Through Technology (02/06/25)			X	
		Recommended Board Approval of the Establishment, Reinstatement, or Increase in Fees at UHH and the William S. Richardson School of Law (02/06/25)			X	
		Review policies governing academic and student affairs and recommend revisions, additions, or deletions as required				
2	Periodically review to what extent programs support the mission and strategic direction of the University.	Recommended Approval of New and Provisional Academic Program Action Requests (04/17/25)				X
		Update on Hawai'i P-20 Initiatives				
		Review academic program needs				
3	Monitor the quality and effectiveness of educational programs.	Received General Education Redesign Update (11/07/24; 05/01/25)		X		X
		Received Annual Report on Faculty Workload Assignments (05/01/25)				X
		Student Caucus Report (Received at 02/20/25 Board Meeting)			X	
4		Received Update on Student-Athlete Health and Safety (09/19/24)	X			

	Review annually and advise the board of any irregularities concerning: (a) The health, safety, and academic progress of student athletes; (b) Compliance with NCAA and conference requirements; (c) Any event or situation that may draw unusual public interest to the athletics program, a particular team, student athlete, of department employee	Received Student Athlete Academic Progress Report (09/19/24)	X			
		Received an Update on Athletic Facilities (09/19/24)	X			
		Received an Update on College Sports Solutions Recommendations (09/19/24)	X			
		Received Athletics Budget Update and Financial Report (04/17/25)				X
		Reviewed and monitored compliance with NCAA and conferences' requirements and policies (04/17/25)				X
		Received Update on Title IX Compliance (04/17/25)				X
5	Evaluate and approve long range plans that establish the strategic goals and objectives for research, innovation, and technology transfer at the University.	Extramural Funding Report (<i>Received at 10/29/24 and 02/20/25 Board Meetings</i>)		X	X	
6	Review and make recommendations on proposals to establish or to terminate Organized Research Units and research centers.					
7	Receive Affiliate Reports (ACCFSC; CTECAC; Hawai P-20 Council; Student Caucus)	<i>Done on an as needed basis throughout the year.</i>	X	X	X	X
8	<i>Committee Governance</i>	Reviewed committee work plan (09/19/24)	X			
		Reviewed committee's work for the year (05/01/25)				X