

Instructional Comprehensive Program Review: Hawaiian Studies 2016-2019

College Mission Statement

Kapi'olani Community College provides students from Hawai'i's diverse communities open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals. The College, guided by shared vision and values, and a commitment to engagement, learning, and achievement, offers high quality certificate, associate degree, and transfer programs that prepare students for productive futures.

Vision Statement: Kapi'olani Community College, a leading indigenous serving institution, prepares leaders that strengthen the social, economic and sustainable advancement of Hawai'i's diverse communities in an evolving global community.

Values Statement: Kapi'olani Community College enacts the following values:

Kūpono: Honesty, integrity, clarity in all relationships.

Kuleana: Faculty, staff, administration share a common responsibility to support the future of our students, college, community, land, and sea.

Kūloa'a: Ensuring that the needs of our students are met with support and service.

Kūlia: Creating meaningful curricula and learning experiences that serve as a foundation for all to stand and move forward.

Program Mission Statement

The Associates in Arts in Hawaiian Studies degree prepares students to pursue a baccalaureate degree in Hawaiian Studies and other disciplines by providing a foundation in Hawaiian knowledge. The degree integrates Hawaiian knowledge and values into the curriculum, and thus nurtures a sense of place, defines personal, community and global responsibilities and builds connections between all who call Hawai'i home.

Part I: Executive Summary of CPR and Response to previous program review recommendations

Given the relatively small number of majors, program health indicators are not, however, yet a full indication of program strength. The overall health call rating of "Cautionary" reflects the evolution of this new program.

Over the past three years, the AAHS ARPD's have indicated that the AAHS program is moving towards a "healthy" rating. The first year there was no data available, the second and third year had limited data. This is due to the overlap of Arts and Humanities courses with the Hawaiian Studies courses and student populations. The UHCC system has been working on methods that will include Hawaiian Studies data retrieval this will result more accurate data for the AAHS program.

Growth in number of majors yielded a Healthy call for Demand, average numbers for Efficiency, and small numbers of graduates yielded an Unhealthy call for

Effectiveness. Careful attention will be paid to these metrics of program strength in future years once solid, detectable, meaningful patterns have been established.

Challenges to the AAHS program include:

- Securing funding for brochures, newspaper advertisements, promotional items and posters.
- Hiring & maintaining qualified full-time faculty and lecturers.
- Securing personnel to advise and recruit AAHS students.
- Limited shared resources between Hawaiian Studies and Pacific Island Studies.

Part II: Program Description

History

The Associate in Arts in Hawaiian Studies degree (AAHS) is the first joint degree in the University of Hawai'i Community Colleges (UHCC) system with 7 participating colleges (Hawaii CC, Honolulu CC, Kapiolani CC, Kauai CC, Leeward CC, Windward CC and UH Maui College). The 7 campuses agreed on 4 existing core required classes; *HWST 107: Hawai'i the Center of the Pacific*, *HWST 270: Hawaiian Mythology*, and *Hawaiian Language 101 and 102*.

Students are also required to fulfill all of the General Education Core Areas required for their respective campus Associate in Arts in Liberal Arts degrees.

Inspired by the successful collaboration that produced the AAHS, a dedicated group of faculty continued to meet during the 2012-2013 and 2013-2014 AY to manage the AAHS degree by working on:

- aligning program courses and creating a common standard for measuring student and program success,
- improving transfer and advising for students, especially Native Hawaiian students,
- promoting the AAHS program through strategic recruitment, enrollment and participating in the AAHS marketing activities
- participating in system and global conferences to share information about the degree, course offerings, and create opportunities for collaboration across disciplines and campuses.

The main goal of these multi-campus meetings is to improve student persistence and retention in subsequent courses, facilitate transfers among participating colleges as well as to baccalaureate institutions in the UHCC system.

AAHS at KCC

The Associates in Arts in Hawaiian Studies was established in Fall 2012 at Kap'iolani Community College.

The Associate in Arts in Hawaiian Studies (AAHS) prepares students to transfer to four-year institutions. This 60 credit program provides a pathway for students seeking to earn an AA degree and transfer to a Hawaiian Studies or other baccalaureate degree in the UH System. The program provides curricula that

focus on Hawaiian culture and knowledge. This Associate in Arts degree includes all of the broader General Education requirements for a liberal arts degree.

Ke Kahua (The foundation)

The AAHS multi-campus program is founded on the following ideas:

- Loina Hawai'i (Hawaiian tradition) - We emphasize Hawaiian epistemologies, histories and engage with the world through a Hawaiian viewpoint.
- Kūpuna (elders) - We honor our ancestors, both the living and those who have passed, as sources of life, information and wisdom.
- 'Āina (Land) based - We believe land is one of our most powerful ancestors, thus we weave both philosophical and empirical practices into the curriculum.
- Maui Ola - Empowering people via the power of healing. We believe the health of the people is directly related to the health of the nation and national lands. This degree is a path to ho'ōla, or heal, the 'āina, kūpuna, and therefore the lāhui, the people.
- Kuleana (responsibility) - We believe that all who call Hawai'i home are responsible for its natural, civic and philosophical well-being.

Program Goals:

- Become the leading indigenous-serving higher education institution & support the access & success of Native Hawaiian students;
- Increase the educational capital of the state by increasing the participation and degree completion of students;
- Address critical workforce shortages and prepare students for effective engagement and leadership;
- Recognize and invest in faculty and staff and develop innovative learning environments in which to work.

AAHS Program Objectives

Many students seeking to transfer from the community colleges to one of the four-year institutions are often looking to first complete their Associate of Arts degree. The purpose of this degree is to serve as an option for students seeking to earn an AA degree and transfer to a Hawaiian Studies or other baccalaureate degree path in the UH System, seeking to earn an Associate's degree and/or transfer to UH Mānoa's Hawaiian Studies degree path or transfer to UH Hilo's Hawaiian Studies degree path.

The AAHS provides an opportunity for students to attain a two-year academic qualification while focusing on Hawaiian knowledge and approaches to various fields of study. With the approval of the AAHS, students will have the ability to build in courses needed for their Baccalaureate degree as part of the Associate of Arts in Hawaiian Studies. While the primary outcome of the degree is to prepare students to transfer to a baccalaureate program in Hawaiian Studies at either UH Mānoa or UH Hilo, having the AAHS also provides students with a qualification that would be beneficial in the workforce or other areas of study where a knowledge of the host culture or alternative approaches to problem-solving are desired.

Articulation agreements among the Colleges and Universities allow for students who have completed their Associate of Arts degree at one of the community

colleges to meet all the general education core courses at the University. Hence completing the degree is an attractive option for students.

Program Student Learning Outcomes

Upon successful completion of the Associate in Arts degree in Hawaiian Studies, the student will be able to:

1. Describe aboriginal Hawaiian linguistic, cultural, historical and political concepts.
2. Apply aboriginal Hawaiian-based concepts, knowledge and methods in other areas of inquiry such as to the areas of sciences, humanities, arts and social sciences – in academics, and in other professional endeavors.
3. Engage, articulate and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods.

Credentials and Licensures offered:

N/A

Faculty and Staff

3.00 (4 FT faculty; 2 faculty are 1.0 Hawaiian Studies the 2 other faculty are .50 Pacific Island Studies and .50 Hawaiian Studies)
3-4 lecturers (approx/varies year-to-year)

Resources

The bulk of the funds used to support the curricular offerings of the AAHS are from the general (state) funds as awarded by the Hawai'i State Legislature. There is also significant budgetary and in-kind support from non-resident (ESOL program) tuition revenue, U.S. Department of Education, Title III, National Science Foundation, National Endowment for the Humanities, ARRA/Achieving the Dream and various other external sources. All of this funding is allocated to the four departments which comprise the Arts and Sciences Division and which contribute to the AAHS program. There are no funds that are awarded specifically to the AAHS program.

Articulation Agreements

The primary outcome of the degree is to prepare students to transfer to a baccalaureate program in Hawaiian Studies at either UH Mānoa or UH Hilo, having the AAHS also provides students with a qualification that would be beneficial in the workforce or other areas of study where a knowledge of the host culture or alternative approaches to problem-solving are desired.

Articulation agreements among the Colleges and Universities allow for students who have completed their Associate of Arts degree at one of the community colleges to meet all the general education core courses at the University. Hence completing the degree is an attractive option for students.

The pathway to the baccalaureate program in Hawaiian Studies at UH Mānoa is also in place. We are currently working on articulating the last course.

AAHS articulated core courses:

HWST 107 Hawai'i, Center of the Pacific (3 credits)
HWST 270 Hawaiian Mythology (3 credits)
HAW 101 Elementary Hawaiian Language 1 (4 credits)

HAW 102 Elementary Hawaiian Language 2 (4 credits)
HAW 201 Intermediate Hawaiian Language 1 (4 credits)
HAW 202 Intermediate Hawaiian Language 2 (4 credits)

AAHS Hawaiian Studies articulated elective courses:

HWST 255 Introduction to the Hawaiian Kingdom
HWST 285 Laau Lapaau: Medicinal Herbs

Part III: Quantitative Indicators for Program Review (ARPD for 2009-10, 2010-11, & 2011- 12)

The following is an analysis of quantitative trends identified over the past three years of ARPD data (Appendix A):

Demand Indicators

A review of the data indicates that the AAHS Program is healthy. The AAHS Program demonstrated a high demand. From year 1 to year 3 of the degree, the number of majors has quadrupled.

Efficiency Indicators

A review of the data indicates that the AAHS Program is cautionary. The number of AAHS program majors and student semester hours has increased each year and class sizes remain at a consistent level. As data retrieval methods improve, the AAHS will move into the healthy range.

Effectiveness Indicators

A review of the data indicates that the AAHS Program is cautionary. The AAHS has graduated 15 students and transferred 7 to a UH baccalaureate institution since Spring 2013.

Part IV: Curriculum Revision and Review

Over the three years of this CPR, 100% of the current AAHS courses were reviewed and updated in compliance with the College's self-imposed five-year update "window" and successfully passed through the curriculum review and approval process. Older AAHS courses were either made inactive or deleted.

Part V: Survey Results

Over the three years of this CPR, the only survey administered was one that included all of the AAHS programs across the system. The results are summarized below. They are also available in the appendices. Due to the small nature of the AAHS program, the AAHS program coordinator has relied upon student meetings, emails, meeting with other faculty and staff, feedback in class, and casual conversations on campus. All of these methods have informed an informal feedback method.

AAHS program satisfaction survey

Graduates of the AAHS program were asked to provide feedback via a 10-question survey. The survey consisted of four sets of questions on, (1) the

availability and quality of courses and instruction, (2) their achievement of the program goals, and (3) their achievement of the program learning outcomes. Here is the data from the AAHS program satisfaction survey:

- **Availability and quality of courses and instruction**
95% of respondents were satisfied with the availability of program courses and of instructors outside the classroom. 100% were satisfied with the quality of courses and instructors.(refer to *Appendix B: Program satisfaction survey* for a full listing).
- **Achievement of program goals**
100% of respondents agreed that the AAHS program provided them with a good foundation in Hawaiian values and positive sense of place and responsibility as a student, a community member and a global citizen. (refer to *Appendix B: Program satisfaction survey* for a full listing).
- **Achievement of program learning outcomes**
100% of respondents agreed that because of the program, they can explain basic Hawaiian concepts, connect current issues with their historical roots, apply Hawaiian concepts to their chosen field of study and life and actively engage in discourse relevant to the Native Hawaiian community.(refer to *Appendix B: Program satisfaction survey* for a full listing).

Part VI: Analysis of the Program

The AAHS Program is in alignment with the following guiding documents:

1986 Ka'ū Report

In 1985, Vice President for Academic Affairs, Tony Marsella, advised UH President, Al Simone, to appoint an Ad Hoc Task Force from across the UH System to address the underrepresentation of aboriginal Hawaiians at the UH as both faculty and students. At that time, only 1% of the faculty and 5% of the student population were aboriginal Hawaiian. In 1986, the Hawaiian Studies department was established at the University of Hawai'i at Mānoa (UHM). Also in 1986, fourteen aboriginal Hawaiians were appointed to the UHM Task Force to "Identify problems and recommend solutions to address Native Hawaiian education." The group produced Ka'ū, University of Hawai'i Hawaiian Studies Task Force Report (Ka'ū Report) that has since been used to establish and guide a multitude of Hawaiian initiatives throughout the UH system. The following recommendations from the Ka'ū Report specifically relate to the establishment of Hawaiian Studies degrees and student support services:

- Recruit more aboriginal Hawaiian Faculty and Staff
- Establish a physical Hawaiian Studies Center at the University of Hawai'i at Mānoa and the University of Hawai'i at Hilo followed by all of the Community Colleges
- Increase the number of Hawaiian language and culture courses offered

2012 Hawai'i Papa o Ke Ao Report

<https://www.hawaii.edu/offices/op/hpokeao.pdf>

As stated in the report:

Hawai'i Papa O Ke Ao was developed to meet the University of Hawai'i's commitment to Native Hawaiians. In Spring 2011 MRC Greenwood, University of Hawai'i President, asked Vice President Rockne Freitas to convene a task force to articulate a plan that would make the University of Hawai'i a leader in Indigenous (Hawaiian) education. ... Vice President Freitas put out a call to the Chancellors from the University of Hawai'i system to nominate members from their campus to serve on this newly created taskforce. VP Freitas selected members to create a well-balanced team of faculty and administrators.

The relevant goals from Hawai'i Papa O Ke Ao, the Task Force on Creating a Model Indigenous-Serving Institution, include:

Community Engagement - University of Hawai'i in the Community & Community in the University

Goal 1: Intra-Campus Development -Building Community on Each Campus

Objective 2: Build and sustain a community of learners.

Goal 2: Inter-Campus Development – Building Community Connections with ALL campuses

Objective 1: Articulate programs between UH Community Colleges and 4-year institutions.

Hawaiian Culture and Language Parity

Goal 1: Vibrant Language and Culture Programs of Study at all UH campuses

Objective 1: Establish an A.A. / A.S. degree in Hawaiian Studies at all seven community colleges.

Objective 3: Provide appropriate staffing to support and expand each respective Hawaiian degree program.

Objective 4: Create a true 60 + 60 Credit articulation in Hawaiian Studies between its community colleges and 4 year campuses.

Current University Policies and Plans

The University's commitment to the advancement and success of aboriginal Hawaiian students and programs is well documented in the University of Hawai'i Board of Regents (BOR) Policy Chapter 4-1, the University of Hawai'i's System (UHS) Strategic Plan 2002-2012, the University of Hawai'i's Community College's (UHCC) Strategic Outcomes and Performance Measures 2008-2015, and the Strategic Plans of the individual campuses of the UHCC.

Board of Regents Policy

Section 4-1: Mission and Purpose of the University of Chapter 4: Planning of the Board of Regents Policy (BOR Policy) defines and shapes the University's commitment by recognizing the unique condition of Hawai'i and Hawaiians as the aboriginal people of Hawai'i:

As the only provider of public higher education in Hawai'i, the University embraces its unique responsibilities to the indigenous people of Hawai'i and to Hawai'i's indigenous language and culture. To fulfill this

responsibility, the University ensures active support for the participation of Native Hawaiians at the University and supports vigorous programs of study and support for the Hawaiian language, history and culture.

Sub-section c. (3) of Section 4-1 states how the University will fulfill its “unique commitment to Native Hawaiians” by:

(f) providing a level of support for the study of Hawaiian language, culture and history within the University that honors, perpetuates and strengthens those disciplines into the future;

(g) encouraging Native Hawaiians to practice their language, culture and other aspects of their traditional customary rights throughout all University campuses and providing Hawaiian environments and facilities for such activities;

With regard to the UH Community Colleges, Section 4-7 of the BOR Policy states:

c. The University community colleges are a critical component of the University system. The community colleges are characterized by comprehensive programs, low tuition, open-door admission, educational guidance, high quality teaching, and responsiveness to their respective communities by remaining at the forefront of educational innovation.

e. The community colleges complement each other in programs and contribute as equal partners in the University’s lower division general education program.

Strategic Directions 2015-2021

<http://blog.hawaii.edu/strategicdirections/files/2015/01/StrategicDirectionsFINAL-013015.pdf>

The AAHS program outcomes align with the following Goals, Objectives and Action Strategies of the University of Hawai‘i System Strategic Directions:

Hawai‘i Graduation Initiative (HGI)

Goal: Increase the educational capital of the state by increasing the participation and completion of students, particularly Native Hawaiians, low-income students and those from underserved regions and populations and preparing them for success in the workforce and their communities.

HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion.

Tactic

- Establish pathways for all degree programs, including transfer pathways from the community colleges
- Reduce gaps in college completion for Native Hawaiians, low-income and underrepresented groups

High Performance Mission-Driven System (HPMS)

Goal: Through cost-effective, transparent and accountable practices, ensure financial viability and sustainability to ensure UH’s ability to

provide a diverse student body throughout Hawai'i with affordable access to a superb higher education experience in support of the institutional mission of the university, which includes commitments to being a foremost indigenous-serving university and advancing sustainability.

HPMS Action Strategy 3: UH aspires to be the world's foremost indigenous serving university and embraces its unique responsibilities to the indigenous people of Hawai'i and to Hawai'i's indigenous language and culture. To fulfill this responsibility, the university ensures active support for the participation of Native Hawaiians and supports vigorous programs of study and support for the Hawaiian language, history and culture. In addition to the Native Hawaiian student success agenda within the Hawai'i Graduation Initiative, the following tactics align with the thematic areas set forth in Hawai'i Papa O Ke Ao, UH's plan for a model indigenous serving university.

Tactic

- Advance the utilization and understanding of the Hawaiian language and culture throughout the UH System, including through articulated programs of study as well as through informal learning

University of Hawai'i Community College Strategic Plan Update 2015-2020

http://uhcc.hawaii.edu/OVPCC/strategic_planning/goals.php

The AAHS program outcomes align with the following Goals, Objectives and Action

Strategies of the University of Hawai'i Community College Strategic Plan Update 2015-2020:

- Goal A (part 2): Native Hawaiian educational Attainment
- Goal B: Functioning as a Seamless State System
Transfers and Articulation
- Goal D: Hawaii's Educational Capital/Resources and Stewardship
What it means to be a Native Hawaiian Serving Institution

The AAHS outcomes also meet various goals, outcomes and measures of the UH Community Colleges Strategic Plan (CC Plan) in accordance with the System Plan:

GOAL A: Promote Learning & Teaching for Student Success

Strategic Outcome A: Native Hawaiian Educational Attainment - Position the University of Hawai'i as one of the world's foremost indigenous-serving universities by supporting the access and success of Native Hawaiians.

Performance Measures

- Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved
- Increase by 6-9% per year, the number of Native Hawaiian students who successfully progress and graduate, or transfer to baccalaureate institutions, while

maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.

Accordingly, the advancement of Hawaiian studies and Hawaiian language courses, programs, and degrees are distinctly aligned with the University's mission, vision, strategies and objectives at all levels. (See Appendix A for each individual campus' relevant strategic plan language.) This degree program provides a clear and focused pathway for students intending to pursue a Hawaiian Studies or other baccalaureate degree at a four-year institution.

Part VII: Tactical Action Plan, 2016-19

There are no specific changes being contemplated. The AAHS provides an opportunity for students to attain a two-year academic qualification while focusing on Hawaiian knowledge and approaches to various fields of study. The primary outcome of the degree is to prepare students to transfer to a baccalaureate program in Hawaiian Studies at either UH Mānoa or UH Hilo. The AAHS also provides students with a qualification that would be beneficial in the workforce or other areas of study where a knowledge of the host culture or alternative approaches to problem-solving are desired. The program will continue along these directions.

The following outcomes and performance measures of the KCC Strategic Plans 2015 – 2021 directly address the goals of the AAHS Program.

Outcome 1: Hawai'i graduation Initiative: Focus on Student Success

(A) Increase annual CA and degree completion by 5 % from 1513 to 2129

(B) Increase annual Native Hawaiian CA and degree completion by 5 % from 234 to 329

(D) Increase annual UH and non-UH 4-year transfer by 6 % from 1196 to 1798

Outcome 3: Grow Enrollment: Improve Re-enrollment and Outreach

(C) Increase annual Native Hawaiian enrollment by 5 % from 1318 to 1854.

STRATEGIC OUTCOMES	PERFORMANCE MEASURES	STRATEGIES	MEANS OF ASSESSMENT	INDIVIDUALS RESPONSIBLE																								
<p>Outcome 1: Hawai'i Graduation Initiative: Focus on Student</p>	<p>A: Increase annual CA and degree completion by 5% from 1513 to 2129. (<i>Performance Funding</i>)</p> <table border="1" data-bbox="461 449 727 705"> <thead> <tr> <th>Year</th> <th>Actual</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>1335</td> <td>1589</td> </tr> <tr> <td>2016</td> <td></td> <td>1668</td> </tr> <tr> <td>2017</td> <td></td> <td>1751</td> </tr> <tr> <td>2018</td> <td></td> <td>1839</td> </tr> <tr> <td>2019</td> <td></td> <td>1931</td> </tr> <tr> <td>2020</td> <td></td> <td>2028</td> </tr> <tr> <td>2021</td> <td></td> <td>2129</td> </tr> </tbody> </table>	Year	Actual	Goal	2015	1335	1589	2016		1668	2017		1751	2018		1839	2019		1931	2020		2028	2021		2129	<p><u>Kapi'olani Commitments</u> <u>Outcome 1: Graduation</u></p> <ul style="list-style-type: none"> ➤ Continue development of STAR, student registration interface, and guided pathways to completion and transfer. ➤ Increase availability of information on mobile devices. ➤ Improve data system for planning and management and with DOE. ➤ Develop predictive analytics for student success. ➤ Participate in UHCC innovation fund to achieve strategic outcomes (\$1.25 million/year) related to Strategic Plan- Reducing Time to Degree Initiatives and Hawai'i Strategy Institutes. 	<p>A.1.1: Number of Degrees awarded.</p>	<p>A.1.1.1: Academic and Student Services Faculty.</p>
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		<p>Sheldon Tawata and Drake Zintgraff of Kuilei to increase Native Hawaiian Enrollment from Immersion, Charter, and Kamehameha schools.</p>																										
	<p>D: Increase annual UH and non-UH 4-year transfer by 6% from 1196 to 1798 <i>(Performance Funding)</i></p> <table border="1" data-bbox="462 991 727 1249"> <thead> <tr> <th>Year</th> <th>Actual</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>1246</td> <td>1267</td> </tr> <tr> <td>2016</td> <td></td> <td>1343</td> </tr> <tr> <td>2017</td> <td></td> <td>1424</td> </tr> <tr> <td>2018</td> <td></td> <td>1510</td> </tr> <tr> <td>2019</td> <td></td> <td>1600</td> </tr> <tr> <td>2020</td> <td></td> <td>1696</td> </tr> <tr> <td>2021</td> <td></td> <td>1798</td> </tr> </tbody> </table>	Year	Actual	Goal	2015	1246	1267	2016		1343	2017		1424	2018		1510	2019		1600	2020		1696	2021		1798	<p>In addition to Kapi'olani Commitments Outcome 1.</p> <p>D.1: Work closely with Pathway Coordinator Kelli Goya as well as the articulation specialist being hired via the Title III Part A grant to create purposeful pathways as well as articulation agreements with UH and Non-UH campuses.</p> <p>D.2: Collaborate with Career Pathway Coordinator.</p> <p>D.3: Meet monthly with Enrollment and Retention task force.</p>	<p>D.1.1: UH and Non-UH transfer rate</p>	<p>D.1.1.1: Academic and Student Services Faculty.</p>
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<p>Outcome 3: Grow Enrollment: Improve Re-enrollment and Outreach.</p>	<p>C: Increase annual Native Hawaiian enrollment by 5% from 1318 to 1854.</p> <table border="1" data-bbox="462 346 727 604"> <thead> <tr> <th>Year</th> <th>Actual</th> <th>Goal</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>1246</td> <td>1267</td> </tr> <tr> <td>2016</td> <td></td> <td>1343</td> </tr> <tr> <td>2017</td> <td></td> <td>1424</td> </tr> <tr> <td>2018</td> <td></td> <td>1510</td> </tr> <tr> <td>2019</td> <td></td> <td>1600</td> </tr> <tr> <td>2020</td> <td></td> <td>1696</td> </tr> <tr> <td>2021</td> <td></td> <td>1798</td> </tr> </tbody> </table>	Year	Actual	Goal	2015	1246	1267	2016		1343	2017		1424	2018		1510	2019		1600	2020		1696	2021		1798	<p>Kapi'olani Commitments Outcome 3: C.1: Invest in outreach to high schools, GED programs, Native Hawaiian and Pacific Islander community partnerships.</p> <p>C.2: Integrate recruitment of working age adults into overall workforce development system.</p> <p>C.3: Target outreach strategies to innovative programs. Focus on campus-based re-enrollment strategies.</p> <p>C.4: Focus on campus-based re-enrollment strategies.</p> <p>C.5: Continue working with Sheldon Tawata and Drake Zintgraff of Kuilei to increase Native Hawaiian Enrollment from Immersion, Charter, and Kamehameha schools.</p> <p>C.6: Work with the Pathways Coordinator, Native Hawaiian Coordinator, & Articulation Specialist.</p>	<p>C.1.1: Enrollment Data and Retention Task Force.</p>	<p>C.1.1.1: OFIE</p>
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Part VIII: Resource and Budget Implications

AAHS has no dedicated budget as it is comprised of courses that already exist within the Arts and Sciences Division, thus it is supported by resource requests that will continue to be made for them by the Arts & Sciences Division as a whole.

APPENDICES

The appendices are offered for further information for the reference made in the text.

Appendix A:

Quantitative Indicators for Program Review

(available online at <https://www.hawaii.edu/offices/cc/arpd/>)

Appendix B: Program satisfaction survey (available online at

https://docs.google.com/spreadsheets/d/1CfBsf0qHcsP687LIGYPKN-2GylfOD73RWx_ov8ULXo/edit#gid=1551971703)