

**Bookmarks and Page
 Links Available**

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

BOARD OF REGENTS COMMITTEE ON STUDENT SUCCESS

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

Date: Thursday, June 6, 2024

Time: 9:00 a.m.

Place: University of Hawai'i at Mānoa
 Information Technology Building
 1st Floor Conference Room 105A/B
 2520 Correa Road
 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. Approval of Minutes of the April 4, 2024, Meeting**
- III. 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 7:30 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.

Although remote oral testimony is being permitted, this is a regular meeting and not a remote meeting by interactive conference technology under Section 92-3.7,

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.

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.

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.

IV. Agenda Items

A. Athletics Title IX Annual Update

V. Executive Session (closed to the public)

A. To consult with the board's attorney on questions and issues pertaining to the board's power, duties, privileges, immunities, and liabilities, pursuant to Section 92-4, HRS, and to deliberate or make a decision upon a matter that requires the consideration of information that must be kept confidential pursuant to a state or federal law, or a court order, pursuant to Section 92-5(8), HRS.

1. Athletics Title IX Annual Update

VI. Agenda Items

A. Request Board Approval of a \$500.00 Per Semester Professional Fee for the Doctor of Pharmacy Program at the University of Hawai'i at Hilo

B. Small Programs and Program Review Report

C. Committee Annual Review

VII. Adjournment

DISCLAIMER – THE FOLLOWING ARE DRAFT MINUTES AND ARE SUBJECT TO FURTHER REVIEW AND CHANGE UPON APPROVAL BY THE COMMITTEE

MINUTES

BOARD OF REGENTS COMMITTEE ON STUDENT SUCCESS MEETING

APRIL 4, 2024

A video recording of this meeting may be viewed at the Board of Regents website as follows:

[Meeting Video](#)

I. CALL TO ORDER

Chair Laurie Tochiki called the meeting to order at 1:01 p.m. on Thursday, April 4, 2024, at the University of Hawai'i (UH) at Mānoa, Information Technology Building, 1st Floor Conference Room 105A/B, 2520 Correa Road, Honolulu, Hawai'i 96822, with regents participating from various locations.

Committee members in attendance: Chair Laurie Tochiki; Vice-Chair William Haning; Regent Laurel Loo; Regent Abigail Mawae; and Regent Ernest Wilson.

Others in attendance: Acting Board Chair Gabriel Lee; Regent Lauren Akitake (ex officio committee members); President David Lassner; Vice President (VP) for Administration Jan Gouveia; VP for Academic Strategy Debora Halbert; VP for Community Colleges Erika Lacro; VP for Legal Affairs/University General Counsel Carrie Okinaga; VP for Research and Innovation Vassilis Syrmos; VP for Information Technology/Chief Information Officer Garret Yoshimi; UH-Mānoa (UHM) Provost Michael Bruno; UH-Hilo Chancellor Bonnie Irwin; UH-West O'ahu Chancellor Maenette Benham; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Yvonne Lau; and others as noted.

II. APPROVAL OF MINUTES

Chair Tochiki inquired if there were any corrections to the minutes of the February 15, 2024, committee meeting which had been distributed. Hearing none, the minutes were approved.

III. PUBLIC COMMENT PERIOD

Board Secretary Lau announced the Board Office's receipt of numerous written and late written comments on the General Education redesign plan as well as associated curriculum modification proposals.

Several individuals also provided oral comments on the General Education redesign plan as well as associated curriculum modification proposals.

One individual offered oral comments on issues involving Wahine Track and Field at UHM.

Written testimony may be viewed at the Board of Regents website as follows:

[Written Testimony Received](#)

[Late Written Testimony Received](#)

Chair Tochiki expressed her gratitude for all of the testimony provided to the committee stating it confirmed the commitment and dedication of faculty throughout the university system to ensuring a student-focused approach to the Gen Ed process. She also communicated her appreciation for the need to address this matter in a thoughtful way and in a manner that takes into consideration the shared vision for Gen Ed among all the university constituencies.

IV. AGENDA ITEMS

A. General Education (Gen Ed) Update

VP Halbert began by stating the purpose of this discussion was to garner the board's insights as to how to move forward on the Gen Ed redesign proposal and was not to make decisions on specific policy revisions. Additionally, she stressed the proposed revisions to Regents Policy (RP) 5.213 were separate and apart from any curricular proposals and was not an attempt to place curricular design into board policy but rather, it was an effort to create a general framework for Gen Ed requirements via updates to RP 5.213, which was last amended in 1994. She then proceeded to provide a brief history on the administration's efforts to examine and revamp the Gen Ed curriculum stating that this endeavor began in 2021 amid concerns raised regarding issues such as dated content and program structure and governance, as well as transfer and articulation challenges between campuses; discuss a few of the redesign effort's objectives; and go over a timeline of activities that have occurred on this matter since its inception to the present. She also reviewed some of the processes used to formulate the initial Gen Ed curriculum redesign plan, as well as revisions to this proposal, including the initiation of a Summer Institute to assess and discuss Gen Ed related topics and questions; the formation of design and revision teams consisting of a broad spectrum of faculty and undergraduate students from the various university campuses; the pursuit of formal consultation on the proposed academic changes as appropriate; the regular engagement of faculty on this subject through the various faculty senates and the All Campus Council of Faculty Senate Chairs; and the solicitation of input and feedback on the redesign plan via town halls and surveys.

Based upon feedback received on the Gen Ed redesign plan throughout the aforementioned processes, VP Halbert stated that a conference committee comprised of a representative from each of the 10 faculty senates was convened to discuss and resolve any lingering concerns. While the conference committee did produce a Multi-Campus Accord (MCA), consensus on the MCA could not be reached among committee members. To date, no clear path forward on a Gen Ed redesign plan exists without achieving consensus and, as mentioned in testimony presented earlier,

activities outside of the noted Gen Ed redesign process are occurring at various campuses to take a more in depth look at this topic from a campus perspective.

VP Halbert elaborated on proposals to revise RP 5.213, once again stating the proposed policy revisions are meant to clarify regent expectations for Gen Ed at the university and are not meant to place curricular design into board policy, and presented a summary of the current policy's contents. She also went over the policy revision process from the standpoint of faculty consultation noting some of the activities that have occurred and outcomes achieved thus far; touched upon a proposed Gen Ed governance structure which was being put forward, in part, because of the need for guidance as to how the university, as a system, comes to some conclusion about what Gen Ed looks like given the number of divergent views and approaches to tackling this issue in existence across the university system; provided a sampling of legislatively mandated, as well as regents policies on, Gen Ed requirements from other states; and pointed out information on the next steps regarding policy and curricular revisions, in addition to policy questions for board consideration, provided in the materials packet.

Vice-Chair Haning left at 1:40 p.m.

Chair Tochiki asked if the administration is contemplating seeking board approval for revisions to RP 5.213 before the end of the current academic year. VP Halbert stated any decision to seek approval for revisions to RP 5.213 would be dependent on the board's wishes as to how the administration should proceed on this issue. In her opinion, the board should probably make a determination on how much longer it wants to consider the viewpoints on Gen Ed reform repeatedly espoused by particular constituencies before making a decision on this proposal. However, there currently does not appear to be an appetite to take final action on this matter by the end of the current academic year.

In view of the concerns raised in testimony, especially with respect to possible impacts Gen Ed changes could have on community college students, Regent Loo expressed her apprehensions about moving forward on this matter with expediency. Rather, she suggested taking a more cautious approach to tackling this very complex subject, allowing additional time for the administration and the various constituencies to continue to work toward addressing as many of the remaining points of contention as possible.

VP Halbert remarked that the concerns raised by the community colleges generally revolved around the transferability of Gen Ed requirements between campuses and was but one aspect of the overall redesign plan. As such, she suggested the administration be allowed to present information on this particular issue to the committee at a future meeting. She also reiterated her earlier statement regarding the intent of amending RP 5.213 which was to create a general framework for systemwide Gen Ed requirements.

While several regents concurred with Regent Loo's suggestion, other regents communicated their belief that a large amount of time and effort has already been expended on securing input and comments from various university constituencies with numerous opportunities provided for faculty and other individuals to offer input,

suggestions, and comments on this Gen Ed proposal. As such, they supported the idea of the administration making a decision about how the university should proceed on the proposed revisions to RP 5.213 and present their recommendations to the board for approval. VP Halbert stated she has made her best efforts to make this a faculty driven process and be as inclusive as possible.

Extensive conversations took place on the ability to reach consensus on a new Gen Ed curriculum and whether this would be a necessary standard to meet in order to move forward with any proposal put forth; the rationale for creating a conference committee to address Gen Ed concerns relative to the inability to achieve consensus on these matters; shared governance and the role it plays in the Gen Ed redesign process; the extensive amount of engagement on Gen Ed redesign that occurred across numerous campuses; various alternatives for moving forward on this issue including continuing attempts to achieve consensus, developing an alternative process to attain the desired outcomes in the absence of reaching consensus, and unilateral decision making; the option of maintaining the status quo or making minor changes to the existing Gen Ed structure; the possibility of using mediation to deal with the divergent views on the Gen Ed proposal; the development of a timeline with a definitive period by which discussions on this topic must be completed; and the potential for developing a pathway for the transfer of Gen Ed curriculum credits between institutions similar to the interstate passport once utilized by Western Interstate Commission for Higher Education associated institutions.

Given the amount of dialogue that took place on this topic over the past three years, Regent Akitake wondered whether providing additional time for more engagement and discourse between faculty and the administration would bring this process to a fitting conclusion. She conveyed her fears about whether putting off a decision on the Gen Ed proposal could negate all of the work completed to date and indefinitely delaying action on this proposition and asked if testifiers had any solutions to offer.

Chair Tochiki invited Lance Uyeda, a professor of English at Windward Community College, and Stephen Taylor, a professor of Earth Science at Kaua'i Community College, both of whom testified earlier, to share some of their thoughts on how the remaining obstacles to finalizing a Gen Ed redesign plan can be overcome.

Professor Uyeda talked about some of the differing views of the two- and four-year campuses with respect to certain aspects of the Gen Ed proposal in addition to areas where the parties are close to reaching an agreement. He also stated the conference committee formed to tackle some of these sticking points had a fairly quick turnaround time of five weeks or so to complete its work. As such, he believes providing more time for discussion on the proposal will lead to positive results.

Professor Taylor cited some of the fears among faculty regarding what they believe are sweeping, arbitrary changes to Gen Ed requirements in the absence of a clearly defined and articulated problem. He also highlighted the opposition of all seven community college faculty senates to the proposal and suggested the administration seek changes to Gen Ed requirements through the use of an incremental rather than wholesale approach.

Taking into consideration all of the dialogue thus far, Chair Tochiki stated there appeared to be a lack of appetite among committee members to entertain a proposal for Gen Ed policy revisions at this time. She suggested the administration further engage with the various constituencies and continue conversations on developing a Gen Ed proposal, including consideration of the various options mentioned earlier in the meeting, with an understanding that it would be disadvantageous for all parties involved to restart the process from square one. She also conveyed the committee's support for VP Halbert in these efforts, stated she remained hopeful for a successful conclusion to this matter, and proposed taking this issue up again sometime in the fall.

Regent Akitake sought clarification as to whether the administration will continue to pursue the Gen Ed charge as put forth by President Lassner in 2021. President Lassner stated the intent of these discussions was to obtain feedback from regents in order to gain a better understanding of how they wanted the administration to proceed with the Gen Ed proposal.

Dialogue ensued among Chair Tochiki, President Lassner, and VP Halbert regarding the expectations of the board with respect to its Gen Ed policy with Chair Tochiki stressing that the establishment of specific curricular or credit requirements within board policy, in her opinion, was beyond the purview of a governing board's role.

B. Update on Status of Women's Track and Field Concerns

UHM Athletic Director (AD) Craig Angelos reported on the UHM Athletic Department's (UHM Athletics) response to concerns about Wahine Track and Field team brought to light in testimony submitted to the board by several of the program's student-athletes. He discussed meetings held with Wahine Track and Field team members and coaches to review the situation and compile a list of items in need of greater attention from UHM Athletics; went over several of the concerns raised including those involving team apparel, damaged equipment, facility conditions, safety and security, competition opportunities, team travel rosters, the availability of athletic trainers and training services, social media and publicity, fundraising initiatives, regular updates on the status of the new track and field facility, and improved communications with UHM Athletics administrators; touched upon some of the causal factors related to a few of these issues; and reviewed specific actions taken to address the aforementioned concerns to date. He also spoke about the construction of a new track and field/soccer facility at UHM, highlighting the progress being made on, as well as a timeline for, the project.

Chair Tochiki thanked AD Angelos for his presentation and voiced her appreciation for UHM Athletics's response to what she considered a distressing situation.

Regent Mawae asked about the chain of events leading to Wahine Track and Field student-athletes seeking redress of their grievances from the board. Tim Boyce, Director of the UHM Cross Country/Track and Field Program and UHM Wahine Cross Country Head Coach, stated the student-athletes took it upon themselves to express their opinions on some of the challenges facing the Wahine Track and Field program at recent board meetings in light of the search for a new university president and the need

for any incoming administrators to have a better understanding of the situation. He noted some of the predicaments mentioned by the student-athletes are not new and existed well before the arrival of AD Angelos who has been listening and is trying to improve the state of affairs. He also noted the relocation of the track due to expansion of the Clarence T.C. Ching Stadium for football games which resulted in the need for many practices to be held at off-campus sites and the cancellation of home field events brought a number of these longstanding topics to the fore.

Taking into consideration the theme for this agenda item, Regent Akitake verbalized her frustration with AD Angelos's initial framing of the track and field situation around stadium issues involving UHM's football program, a male sport. She questioned if UHM Athletics has really learned anything from this situation, whether the spirit of Title IX was truly understood, and whether this was an isolated incident or if other women's athletics programs were experiencing similar plights. Although Regent Akitake was grateful for AD Angelos's and UHM Athletics's efforts to resolve the concerns of the Wahine Track and Field student-athletes, she urged a change in mindset regarding Title IX by thinking about women's athletics more in terms of the needs and feelings of female student-athletes and not as a business decision. She also expressed her exasperation with the length of time it has taken for UHM Athletics to address women's athletics related issues; spoke about the commitment to equality for women codified in Title IX; and stated that women athletes now sit on the board and will be more attuned to this situation.

Regent Mawae sought clarification on the budgeting process for Wahine Track and Field apparel and gear. Madeleine Carleton, UHM Wahine Track and Field Coach, replied that, similar to other UHM teams, the Wahine Track and Field team receives a budget allotment from UHM Athletics administration and order gear and equipment based upon the needs of the team within the confines of the allocated amount. Considering this response, Regent Mawae questioned whether there has been equity in the amount of money allocated to male sports in comparison to female sports. She also talked about her frustration with the lack of apparel historically provided to the Wahine Track and Field team relative to men's sports such as football and men's basketball as well as her unease with the types of amenities that will be afforded to wahine student-athletes at the new track and field/soccer facility. AD Angelos stated he has already doubled the apparel budget for Wahine Track and Field and is currently working with Adidas to provide breakdowns of allocations for women's sports among the group of five and power five schools so that UHM Athletics can compare and contrast funding provided by other schools with what is made available at UHM. Coach Boyce added that inquiries have been made in the past about how team budgets were determined noting budgets for smaller teams playing over the course of one season have been larger than the Track and Field team which spans basically three seasons when indoor events and cross-country are taken into consideration.

Regent Akitake asked if AD Angelos was actively seeking input from women student-athletes on the needs of their teams and questioned whether male sports, such as football, had to seek out UHM Athletics administrators and solicit for things such as equipment and apparel. In her opinion, UHM Athletics administrators asking women's

sports teams about their needs is an indication to those student-athletes that they are a priority and not an afterthought to men's teams. She also stressed the need for top down, proactive communication with female student-athletes and their coaches about whatever items are of importance to the individuals participating in those particular sports.

Chair Tochiki mentioned the College Sports Solutions report presented to the board last year during which time there was talk about work undertaken by UHM Athletics to improve communications with student-athletes about general policies and procedures. As such, she stated she hoped to speak to the implementation of a student-athlete communications plan as well as the available options for individuals to voice any of their concerns to UHM Athletics administrators during the next committee meeting in May.

Regent Mawae inquired as to how communications between coaches, players, and UHM Athletics administrators are currently handled. AD Angelos responded that, as is the case with most athletic departments across the nation, every sport has a sports supervisor who meets weekly with coaches to discuss any items of concern within their respective program. Specific to Wahine Track and Field, Jim Stein serves as the sports supervisor and he regularly meets with Coach Boyce and Coach Carleton. In addition, AD Angelos stated he holds monthly head coach meetings with all coaches gathered together to discuss matters of importance and has already begun holding meetings with each of UHM's athletic teams, which he intends to do twice a year, to do the same. Coach Boyce confirmed that weekly meetings are held with their assigned sports supervisor underscoring the excellent advocacy work being done by Mr. Stein for Wahine Track and Field. He also noted some of Mr. Steins efforts to address the temporary facility needs for the program, although he mentioned some of the types of collegiate track and field amenities which have been displaced due to construction of the new track and field/soccer facility and are vital to practices and training do not exist anywhere else in the state. Despite these difficulties, Coach Boyce highlighted the successes experienced by Wahine Track and Field, which he attributed to the dedication of student-athletes, staff, and coaches.

Regent Mawae continued to voice her frustration with the length of time it has taken to address the Wahine Track and Field facility situation which she feels is taking a toll on current student-athletes and coaches and will have negative impacts on future recruiting efforts.

Chair Tochiki lauded the grit exhibited by the Wahine Track and Field team and coaches in the face of adversity and congratulated them on their successes.

Regent Akitake questioned whether UHM Athletics was in compliance with Title IX requirements. AD Angelos responded that Title IX compliance is based upon an aggregate of circumstances and not just a single factor. In addition, an update on Title IX compliance is scheduled to be provided to the committee in May. However, he has been informed that, generally speaking, UHM Athletics is in compliance with Title IX. Furthermore, he is unaware of issues being experienced by other women's teams besides Wahine Track and Field, as was heretofore discussed, and has not received information from female student-athletes, coaches, staff, or sports administrators about

concerns related to Title IX or other matters. He also noted that five women's teams won conference championships this year.

V. EXECUTIVE SESSION (closed to the public)

Chair Tochiki announced it would not be necessary to have an executive session at this time.

VI. ADJOURNMENT

There being no further business, Chair Tochiki adjourned the meeting at 3:30 p.m.

Respectfully Submitted,

Yvonne Lau
Executive Administrator and Secretary
of the Board of Regents



University of Hawai'i Hilo Athletics

Presentation to

University of Hawai'i

Board of Regents

Committee on Student Success

Title IX Update

June 6, 2024

TM



Title IX Equitable Participation Opportunities

- Prong I (Substantial Proportionality) Provide opportunities for participation in intercollegiate sports by gender in approximate proportion to undergraduate enrollment.
- Prong II (Continued Expansion) Demonstrate a history and continuing practice of program expansion for the underrepresented gender.
- Prong III (Full Accommodation) Demonstrate that the university is fully and effectively accommodating the athletic interests of the underrepresented gender.





Scholarships

Year	Scholarship Expenses			Participants			Scholarship % vs. Participation %
	Men	Women	% Women	Men	Women	% Women	
2018-19	\$776,392	\$936,985	54.7%	88	104	54.2%	0.5%
2019-20	\$739,776	\$962,252	56.5%	84	111	56.9%	-0.4%
2020-21	\$811,319	\$892,193	52.4%	88	106	54.6%	-2.3%
2021-22	\$774,233	\$832,703	51.8%	99	110	52.6%	-0.8%
2022-23	\$705,446	\$843,562	54.5%	96	104	52.0%	2.5%





Title IX Education-Training

Title IX training plays an important role in educating student-athletes, coaches and staff on their rights and responsibilities to address, report and prevent sexual misconduct, and foster a safe, respectful learning and working environment.

- In collaboration with UHH Office of Title IX, provide mandatory Title IX training for ALL coaches, and staff for sexual harassment, assault and discrimination (Online Vector Solutions: Sexual Assault Prevention for Athletic Staff).
- In collaboration with UHH Office of Title IX, provide mandatory Title IX training for ALL SA's for sexual harassment, assault and discrimination (Online Vector Solutions: Sexual Assault Prevention for Student-Athletes).
- In-Person meetings in the Fall with SA's to review the SA Handbook and highlight Title IX, Gender Equity, Sexual Harassment, Sexual Assault, Relationship Violence and Stalking.
- Working with Title IX Office now to conduct four additional in-person trainings next year for each of programs and staff to supplement the online training.



Facilities Review

Completed CIP for WOMEN

**UH Hilo Softball Field
Improvements to drainage
Added Artificial turf to playing field**

Cost: \$1.2M

Started: September 2020

Completed: June 2022





Facilities Review

Completed CIP for GENDER NEUTRAL

**UH Hilo Soccer Complex
New Soccer Field (Artificial Turf),
Drainage, Scoreboard & Mobile
Press Box**

Cost: \$2.1M

Started: September 2020

Completed: June 2022

**UH Hilo Multipurpose Building
Restrooms, Concession, Storage
Facility & Meeting Room**

Cost: \$1.03M

Started: September 2020

Completed: June 2022

**UH Hilo Tennis Courts
Crack Repairs, Repave, Installed
New Fence & New Nets**

Cost: \$630,000

Started: April 2021

Completed: March 2022





Facilities Review – CIP In Progress

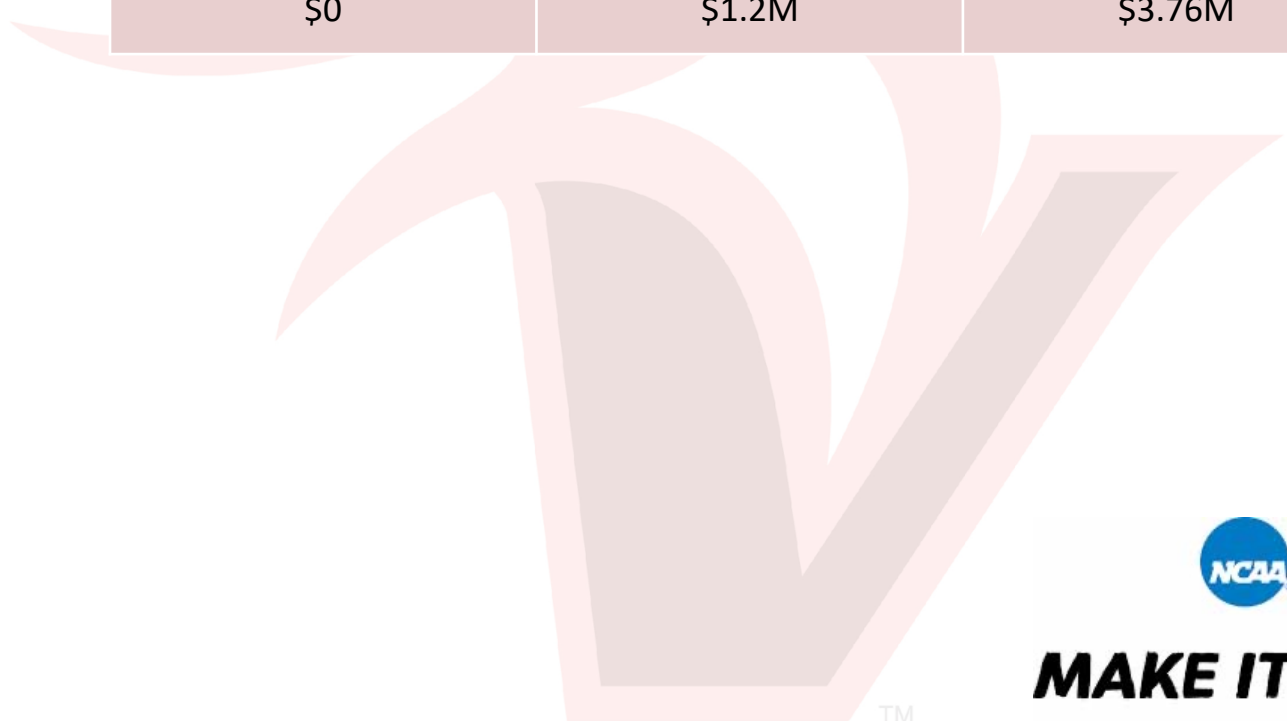
GENDER NEUTRAL	MEN	WOMEN
<p>Vulcan Gymnasium Floor Repairing Termite and Water Damage & Refinishing Floor</p> <p>Cost: \$249,000</p> <p>Starting: June 2024</p> <p>Projected Completion Date: September 2024</p>	<p>Men's Locker Rooms & Showers</p> <p>Cost: TBD</p> <p>Starting: Design Phase On-Going</p> <p>Completion Date: TBD</p>	<p>Women's Locker Room & Showers</p> <p>Cost: TBD</p> <p>Starting: Design Phase On-Going</p> <p>Completion Date: TBD</p>
<p>Athletic Training Room & Fitness Center</p> <p>Cost: TBD</p> <p>Starting: Design Phase On-Going</p> <p>Completion Date: TBD</p>	<p>The bottom right section of the table area contains a large, light-colored stylized 'V' logo. To its right is the NCAA Division II logo, which includes the text "NCAA Division II" and the slogan "MAKE IT YOURS" in a bold, italicized font.</p>	



Facilities Review

CIP Spend (September 2020 through December 2023)

MEN	WOMEN	GENDER NEUTRAL
\$0	\$1.2M	\$3.76M







University of Hawai'i at Mānoa Athletics

Presentation to

Board of Regents
Committee on Student Success

Title IX/Gender Equity Update

June 6, 2024



Program Areas

21

AREA 1

Participation
Three Prong Test

AREA 2

Scholarships

AREA 3

Equitable Treatment

Equipment and supplies

Scheduling

Travel

Opportunities for academic services

Opportunities to receive quality coaching

Provision of facilities (locker rooms, competition, practice)

Provision of medical/training services and facilities

Provision of housing and dining

Publicity

Recruiting

Support services



Equitable Participation Opportunities²²

Prong I (Substantial Proportionality)

Provide opportunities for participation in intercollegiate sports by gender in approximate proportion to undergraduate enrollment

Prong II (Continued Expansion)

Demonstrate a history and continuing practice of expanding opportunities for the underrepresented gender

Prong III (Full Accommodation)

Demonstrate that the University is fully and effectively accommodating the athletic interests of the underrepresented gender



Prong 3 Compliance

For the 2015-16 academic year, female enrollment was 55.3%. Since then, female enrollment has peaked at 61.3% in 2021-22, an increase of 6.0%.

The Athletics Program currently offers all the Big West Conference-sponsored women's sports. Given its geographic challenge (it is located in the middle of the Pacific Ocean), this requires analysis and a new plan moving forward as it relates to accommodating the interests of the women attending the University and making participation opportunities available.

In consultation with a national Title IX expert, we are establishing compliance with Prong III going forward, demonstrating that the University fully and effectively accommodates the athletic interests of the “underrepresented” gender.



Requirement

Award scholarship aid to each gender within one percentage point of their “unduplicated participation” percentage.

As an example, if 50 percent of the “unduplicated participants” are women, then the percentage of scholarship aid for women should fall between 49 and 51 percent.



Scholarships

YEAR	Scholarship Expenses MEN	Scholarship Expenses WOMEN	% Scholarship Expenses WOMEN	Unduplicated Participants MEN	Unduplicated Participants WOMEN	% Unduplicated Participants WOMEN	Scholarship % vs. Participation %
2018-19	\$5,464,757	\$4,892,689	47.2	241	224	48.2	-0.9
2019-20	\$5,095,129	\$4,682,100	47.9	242	230	48.7	-0.8
2020-21	\$5,144,803	\$4,452,498	46.4	234	217	48.1	-1.7

Note: Numbers used in these years are taken from the EADA report

YEAR	Scholarship Expenses MEN	Scholarship Expenses WOMEN	% Scholarship Expenses WOMEN	Unduplicated Participants MEN	Unduplicated Participants WOMEN	% Unduplicated Participants WOMEN	Scholarship % vs. Participation %
2021-22	\$4,597,559	\$4,466,930	49.3	245	235	49.0	0.3
2022-23	\$4,918,489	\$4,725,387	49.0	267	238	47.1	1.9

Note: Numbers used in these years are Title IX calculations



Completed CIP for MEN (May 2019 through December 2023)

**Les Murakami Stadium
Safety Netting Installation and Spall Repair**

Cost \$650K

Started: December 2019

Completed: March 2021



Facilities Review

Completed CIP for WOMEN (May 2019 through December 2023)

<p>Rainbow Wahine Softball Stadium Improvements to Grandstand Structure and Playing Field Phase 2A</p> <p>Cost: \$3.61M</p> <p>Started: June 2017</p> <p>Completed: September 2020</p>	<p>Clarence T.C. Ching Track Replacement</p> <p>Cost: \$2.22</p> <p>Started: May 2019</p> <p>Completed: February 2021</p>	<p>Rainbow Wahine Softball Stadium Add locker room, lounge, training room, and coaches offices Phase 2B</p> <p>Cost: \$7.35M</p> <p>Started: June 2020</p> <p>Completed: July 2022</p>
---	--	---



Facilities Review

Completed CIP GENDER NEUTRAL (May 2019 through December 2023)

<p>Gym 1 and Gym 2 Renovation</p> <p>Cost: \$9.56M</p> <p>Started: January 2018</p> <p>Completed: November 2021</p>	<p>Duke Kahanamoku Aquatic Complex Diving Well Repair</p> <p>Cost: \$4.73M</p> <p>Started: April 2018</p> <p>Completed: August 2021</p>	<p>SimpliFi Arena at Stan Sheriff Center Refinish Gym Flooring</p> <p>Cost: \$86K</p> <p>Started: May 2019</p> <p>Completed: September 2020</p>	<p>Lighting Retrofit (Softball, Beach Volleyball, Les Murakami Stadium, Clarence T.C. Ching Complex, Tennis Complex, Duke Kahanamoku Aquatic Complex)</p> <p>Cost: \$3.4M</p> <p>Started: November 2019</p> <p>Completed: November 2023</p>	<p>SimpliFi Arena at Stan Sheriff Center Center Sound System Replacement</p> <p>Cost: \$910K</p> <p>Started: May 2020</p> <p>Completed: December 2022</p>
<p>Les Murakami Stadium Concourse Restroom Renovation</p> <p>Cost: \$1.76M</p> <p>Started: June 2020</p> <p>Completed: May 2023</p>	<p>Tennis Court Resurfacing</p> <p>Cost: \$1.1M</p> <p>Started: June 2020</p> <p>Completed: October 2020</p>	<p>Alexander Waterhouse Strength and Conditioning Facility Renovation</p> <p>Cost: \$3.06M</p> <p>Started: December 2022</p> <p>Completed: October 2023</p>	<p>Tennis Court Crack Repairs</p> <p>Cost: \$136K</p> <p>Started: March 2023</p> <p>Completion: October 2023</p>	



Completed CIP EXIGENT Projects (May 2019 through December 2023)

<p>Clarence T.C. Ching Complex Phase 2</p> <p>Cost: \$2.22</p> <p>Started: April 2021</p> <p>Completed: August 2021*</p> <p>* work was completed</p>	<p>Clarence T.C. Ching Football Stadium Turf Replacement/Stadium Build</p> <p>Cost: \$9.1M</p> <p>Started: March 2021</p> <p>Completed: August 2021</p>	<p>Clarence T.C. Ching Football Stadium Expansion</p> <p>Cost: \$15.7M</p> <p>Started: April 2023</p> <p>Completed: August 2023</p>
---	--	--



Facilities Review

CIP Spend (May 2019 through December 2023)

MEN	WOMEN	GENDER NEUTRAL	EXIGENT
\$650K	\$13.18M	\$24.62M	\$27.02M

MEN	WOMEN	GENDER NEUTRAL
\$650K plus \$27.02M Exigent <i>Circumstances (Ching Field)</i> = \$27.67M	\$13.18M	\$24.62M



Facilities Review

CIP In Progress

MEN	WOMEN	GENDER NEUTRAL
<p align="center">Men's Volleyball Locker Room Renovation Cost: TBD</p>	<p align="center">Track and Field/Soccer Complex Phase 1 Cost: \$15M Started: October 2023 Completion: January 2025</p>	<p align="center">Gym 1 & 2 PV Panel Installation Cost: \$1.5M Started: July 2022 Completion: TBD</p>
<p align="center">Baseball Batting Cage Renovation Cost: TBD</p>	<p align="center">Track and Field/Soccer Complex Phase 2 Awaiting completion of Phase 1 Cost: TBD</p>	<p align="center">SimpliFi Arena at Stan Sheriff Center LED Court Lighting Replacement Cost: \$80,000 Started: August 2023 Completion: TBD</p>
<p align="center">Les Murakami Stadium Cost: TBD</p>	<p align="center">Women's Volleyball Locker Room Renovation Cost: TBD</p>	<p align="center">SimpliFi Arena at Stan Sheriff Center Dome Renovation Cost: \$2.56M Started: October 2023 Completion: TBD</p>



Deputy Title IX Coordinator for UHMAD

Mandatory Online Training (Annually)

Vector Solutions: Clery Act and Title IX

Vector Solutions: Sexual Assault Prevention for Athletic Staff

Additional Online Training

Association of Title IX Administrators (ATIXA)

In-Person Training (Optional)

Stalking Prevention, Awareness and Resource Center (SPARC)

- Identifying and Responding to Stalking

National Network to End Domestic Violence (NNDEV)

- Tech Safety and Security in the Digital Age



Skylyn Nanoo
Director of Student-Athlete Services
Deputy Title IX Coordinator



NCAA Education

For Student-Athletes

In-person Title IX educational training sessions conducted by Title IX Office

April 3, 2024

April 17, 2024

April 18, 2024

For UHMAD Coaches and Staff

In-person training provided by the Title IX Office at Departmental Meeting on August 7, 2023

Jennifer Rose, Executive Director

UH Office of Equity Assurance/Interim Title IX Coordinator

Additional In-Person Training for UHMAD Coaches and Staff

In depth, in-person training to be provided by Title IX Office in Fall 2024



Additional Awareness Education

For Student-Athletes

Student-Athlete Handbook In-Person Meetings (Fall semester)

- Review of Student-Athlete Handbook
- Title IX and Gender Equity
- Deputy Title IX Coordinator
- Confidential Advocates
- Diversity and Inclusion
- Policy of nondiscrimination
- Sexual harassment and gender-based violence

Student-Athlete Handbook Accessibility

On UHMAD website at:

<https://hawaiiathletics.com/documents/2008/7/1/sa-07-08.pdf>



Mahalo

Item V.

Executive Session

**ITEM TO BE
DISCUSSED IN
EXECUTIVE
SESSION**



UNIVERSITY
of HAWAII
HILO

UNIVERSITY OF HAWAII
BOARD OF REGENTS

'24 MAY 31 A7:41


DTS 24086


May 23, 2024

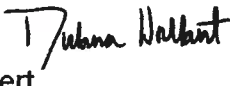
MEMORANDUM


TO: Gabriel Lee
Interim Chair, Board of Regents


Laurie Tochiki
Chair, Committee on Student Success


VIA: David Lassner 
President

VIA: Bonnie D. Irwin 
Chancellor Bonnie D. Irwin (May 24, 2024 16:32 PDT)

VIA: Debora J. Halbert 
Vice President for Academic Strategy

VIA: Chris Holland 
Vice Chancellor for Student Affairs Christopher Holland (May 24, 2024 06:06 HST)

VIA: Keiki Kawai'ae'a 
Interim Vice Chancellor for Academic Affairs

FROM: Rae Matsumoto 
Dean, Daniel K. Inouye College of Pharmacy Rae Matsumoto (May 23, 2024 18:40 HST)

SUBJECT: REQUEST APPROVAL OF A \$500 PER SEMESTER PROFESSIONAL FEE
FOR THE DOCTOR OF PHARMACY PROGRAM AT THE UNIVERSITY OF
HAWAII AT HILO

SPECIFIC ACTION REQUESTED:

A new, professional student fee of \$500 per semester is being requested for the Doctor of Pharmacy (PharmD) program in the Daniel K. Inouye College of Pharmacy at the University of Hawaii at Hilo.

RECOMMENDED EFFECTIVE DATE:

Implementation will be no earlier than Fall 2025.

ADDITIONAL COST:

No additional cost is associated with this request.

Gabriel Lee, Interim Chair, Board of Regents
Laurie Tochiki, Chair, Committee on Student Success
May 23, 2024
Page 2

PURPOSE:

The purpose of this request is to ensure that our students have access to the necessary tools, resources, and training to succeed in their academic and professional pursuits. This request encompasses three areas to sustainably ensure continued student access to contemporary pharmacy learning resources that help them stay current with the latest developments in pharmacy practice and science.

- Digital professional learning resources: includes textbooks, platforms for exam and clinical rotation management, and other educational software to fulfill didactic and clinical experiential coursework.
- Laboratory and practical training programs: includes practical training costs such as the American Pharmacists Association Immunization and Medication Therapy Management certification, and the National Association of Chain Drug Stores Point of Care certification, along with the purchase of modern equipment, simulation tools, and resources for hands-on learning experiences that ensure that students are well prepared for real-world pharmacy practices.
- Professional development programs: includes professional liability costs, as well as targeted workshops and seminars to expose students to industry trends, best practices, and networking opportunities that will contribute to their overall growth and competitiveness in the job market.

BACKGROUND:

The Daniel K. Inouye College of Pharmacy at the University of Hawai'i at Hilo offers the only Doctor of Pharmacy degree in Hawai'i. It was founded in 2007, graduated its first class in 2011, and is committed to training a health professional workforce that can meet the needs of the citizens of Hawai'i. The tuition for the Doctor of Pharmacy program is lower than the national average, and when the Daniel K. Inouye College of Pharmacy was established, a professional student fee was not included.

Per the Board of Regents policy RP6.203, the authority to establish fees which impact a student's cost of attendance, such as professional fees, requires the approval of the Board of Regents.

Throughout its history, the Daniel K. Inouye College of Pharmacy has utilized tuition, foundation, and grant funds to cover the cost of the Doctor of Pharmacy program. When the campus was faced with budget shortfalls in 2020, select library resources were temporarily terminated, which negatively impacted the quality of education offered to students in the Doctor of Pharmacy program. In addition, students incur out-of-pocket expenditures for professional expenses tied to each individual (e.g., liability insurance, immunization certification). This presents hardships for certain students who lack immediate funds to cover these professional expenses. By moving essential individual, professional expenses into a professional fee, it can be placed on a student's account and be eligible for financial aid. Additional inclusion of pharmacy-specific resources in the professional student fee would help

Gabriel Lee, Interim Chair, Board of Regents
Laurie Tochiki, Chair, Committee on Student Success
May 23, 2024
Page 3

ensure sustainability and mitigate potential budget fluctuations that impact the campus as a whole.

In 2023 and 2024, the DKICP conducted town halls and surveys to stimulate dialog and obtain feedback from faculty, staff and students in the Doctor of Pharmacy program regarding the establishment of a professional student fee. With few exceptions, the constituencies in the college expressed support for instituting a professional fee that would be covered by financial aid, while advocating for transparency in what is included in the fee. The exceptions conveyed concerns about any type of cost increase.

As the demands and expectations of pharmacy programs continue to evolve, it is imperative to ensure that our students have access to the necessary tools, resources, and opportunities to succeed in their academic and professional pursuits. A professional student fee will help to achieve this goal.

ACTION RECOMMENDED:

It is recommended that a professional student fee of \$500 per semester be established for the Doctor of Pharmacy program in the Daniel K. Inouye College of Pharmacy at the University of Hawai'i at Hilo.

Attachment:
Fee Proposal Form and Statement

University of Hawaii at Hilo – Fee Proposal

Name of Fee: Doctor of Pharmacy Professional Fee

Proposed Action: Establish a NEW fee/person of \$500 per semester

Requestor Name and Signature:

<u><i>Rae Matsumoto</i></u> <small>Rae Matsumoto (May 23, 2024 05:55 HST)</small>	Rae Matsumoto	05/23/24
Signature	Printed Name	Date

Campus Signatures and Recommendations:

<u><i>Chris</i></u> <small>Christopher Holland (May 23, 2024 08:18 HST)</small>	Chris Holland	05/23/24	<input checked="" type="checkbox"/> Recommend
Vice Chancellor for Student Affairs Signature	Printed Name	Date	<input type="checkbox"/> Not recommend

<u><i>Keiki Kawai'ae'a</i></u>	Keiki Kawai'ae'a	05/23/24	<input checked="" type="checkbox"/> Recommend
Vice Chancellor for Academic Affairs Signature	Printed Name	Date	<input type="checkbox"/> Not recommend

<u><i>Bonnie D. Irwin</i></u> <small>Bonnie D. Irwin (May 23, 2024 10:38 HST)</small>	Bonnie D. Irwin	05/23/24	<input checked="" type="checkbox"/> Recommend
Chancellor Signature	Printed Name	Date	<input type="checkbox"/> Not recommend

Fee Proposal for Review
Proposal Statement

Name of Proposed Fee: Doctor of Pharmacy Professional Fee

Outline of Proposal Sections

1. Purpose of the fee, who will be charged, and a statement of need
2. Explanation of how the proposed fee will impact the level and quality of services provided
 - 2.1 Record of previous fee increases, decreases and implementation dates
 - 2.2 What other resources have been used in the past/considered to cover these service/materials
 - 2.3 What is the benefit to the individuals receiving these materials/services
3. Supporting analysis
 - 3.1 Impact of the fee on the student's cost of attendance budget
 - 3.2 Comparisons of fees at peer and/or benchmark institutions
 - 3.3 Evidence demonstrating that the fee structure covers cost of services at the university
 - 3.4 Results of consultation with impacted individuals
4. Explanation of how fees will be collected and allocated

1. Purpose of the Fee

The field of pharmacy is dynamic and constantly evolving, with advancements in technology, research, and healthcare practices. To maintain a high standard of education that prepares our students for contemporary careers in pharmacy, it is crucial to adapt and enhance our educational offerings in alignment with the continually evolving healthcare landscape. To ensure that our students have access to the necessary tools, resources, and opportunities to succeed in their academic and professional pursuits, a new professional student fee is proposed for all students enrolled in the Doctor of Pharmacy (PharmD) program at the Daniel K. Inouye College of Pharmacy (DKICP).

2. Impact of the Proposed Fee

2.1. Record of previous fees

A professional fee has not been charged since the DKICP was established in 2007.

2.2. Other resources used in the past

Throughout its history, the DKICP has utilized tuition, foundation, and grant funds to cover the cost of the PharmD program. When the campus was faced with budget shortfalls in 2020, select pharmacy-specific resources were temporarily terminated because the DKICP was unable to make up the deficit. This negatively impacted the quality of education offered to students in the PharmD program, which remains vulnerable to budget fluctuations.

In addition to tuition and living expenses, students incur out-of-pocket outlays for professional expenditures tied to each individual (e.g., liability insurance, immunization certification). This presents hardships for certain students who lack immediate funds to cover these necessary professional expenses.

2.3. Benefit to individuals receiving these materials/services

By moving essential individual, professional expenses into a professional fee, these can be placed on a student's account and be eligible for financial aid. Additional inclusion of specialized pharmacy-specific resources in the professional fee would help mitigate potential budget fluctuations to support sustainability and program quality.

Examples include pharmacy-specific library resources which are comprised of digital textbooks and reference materials that are used by the students and can be accessed on demand. Although the cumulative expense is significant at the school level, when divided among the student body, it is much more cost-effective than purchasing textbooks. Another example is the \$500 out-of-pocket expense currently incurred by each fourth-year pharmacy student for board exam prep materials, which can be prorated over four years and eligible for financial aid when incorporated as part of a student fee

3. Supporting Analysis

3.1 Impact of the fee on the student's cost of attendance budget

The DKICP is committed to ensuring value for the cost of a PharmD education. Tuition for the PharmD program is currently \$12,048 per semester (\$24,096 annual) for Hawai'i residents and \$20,520 per semester (\$41,040 annual) for out-of-state residents. The proposed professional student fee will add \$500 per semester (\$1000 annual) to the overall cost of the program.

For comparison, annual PharmD tuition in the nation ranges from \$5,464 (in-state) to \$86,580 for first-year students. Mandatory fees range from \$0 to \$16,414. A full listing of PharmD tuition and mandatory fees for accredited schools in the US can be found at: [2022-23 Tuition and Fees at U.S. Colleges and Schools of Pharmacy | Tableau Public](#)

It should be noted that a mandatory campus fee of \$494 per year is currently levied to students enrolled at the University of Hawai'i at Hilo. Therefore, the total cost of one year in the DKICP (tuition + proposed professional fee + mandatory campus fee) would be \$25,590 for Hawai'i residents and \$42,534 for out-of-state residents. This falls within the national norms for PharmD programs, where the average (\pm SD) cost of tuition + mandatory fees based on the aforementioned data for the first year in the program is \$36,796 \pm \$13,531 (in-state) and \$44,478 \pm \$11,051 (out-of-state).

3.2 Comparisons of fees at peer and/or benchmark institutions

With regard to professional fees, the proposed \$500 per semester for the DKICP is consistent with other health professional programs that charge fees in the UH system, and pharmacy programs at peer/benchmark institutions. A select list of the most relevant are listed below:

- University of Hawai'i at Hilo School of Nursing: \$500/student/semester
- University of Hawai'i at Manoa Nursing: \$1000/student/semester
- University of Hawai'i at Manoa Dental Hygiene: \$500/student/semester
- University of Oregon College of Pharmacy: \$746.26/student/term
- Creighton University College of Pharmacy: \$312-\$577/student/year
- University of Arizona College of Pharmacy: \$7100/student/year

- Roseman University College of Pharmacy: \$5221-\$6411/student/year

3.3 Evidence demonstrating that the fee structure covers cost of services at the university

The fee structure was determined using an estimated enrollment of 130 PharmD students per year. It should be noted that specific digital resources and vendors could change over time, with the provided list reflecting relevant details at the time of proposal submission.

	Annual fee	Per student/year	Per student/semester
CORE	\$29,000	\$223	\$112
CORE Readiness	\$6500	\$50	\$25
Examsoft	\$11,878	\$91	\$46
Certifications	\$16,250	\$125	\$63
Liability insurance	\$2140	\$16	\$8
RxPrep	\$16,000	\$123	\$62
Access Pharmacy	\$20,500	\$158	\$79
APhA Pharmacy	\$8287	\$64	\$32
Lexicomp	\$6187	\$48	\$24
Enflux	\$24,900	\$192	\$96
TOTAL	\$141,642	\$1090	\$547

3.4. Results of consultation with impacted individuals

Impacted individuals include students and select faculty and staff in the DKICP. The faculty and staff consulted included those on the DKICP executive committee (deans, directors, chairs) as well as experiential education staff involved in the collection of funds to cover individual fees (e.g., liability insurance, immunization certification). There was unanimous agreement that a professional fee would better support the students and enhance the professional infrastructure of the school by adding financial stability for covering essential PharmD-specific costs in a way that was less burdensome to students (financial aid coverage) and personnel in the college (eliminate need to collect cash payments, negative impact of unpredictable budget fluctuations). The DKICP faculty and staff at large also had opportunities to comment at an all college and department meetings about the proposed plan; no dissensions were expressed.

Proactive efforts were undertaken to obtain useful student feedback. The following are dates and comments from conversations, student town hall meetings, and a student survey:

- November 27, 2023: Meeting with associate dean for academic affairs, director of student services, and P1-P3 class liaisons
- November 29, 2023: Meeting with interim dean, new dean and students; approximately 12 students in attendance in person and 2 on zoom
- January 11, 2024: Student Town Hall meeting with dean, faculty and staff; approximately 50 students in attendance in person and 3 on zoom
- January 12-19, 2024: Digital survey sent out and available to all P1-P4 students for “written” feedback

A summary of comments that were shared during the aforementioned meetings and town halls included the following:

- Concerns focused around the added cost of fees; impact on financial aid; transparency (what are the fees paying for; does it all come back to benefit them)
- Support for the plan overwhelmingly emphasized the benefits of financial aid covering the cost of the fees; they don't have to worry about coming up with out-of-pocket expenses if it is included in the fees

In addition, the results of the student survey are appended. A total of 26 pharmacy students responded to the survey: 11 P1s (46% of class), 10 P2s (37% of class), 4 P3s (11% of class) and 1 P4 (3% of class), representing a 29% response rate from the P1-P3 classes. The individual comments are included in the attachment, with overlapping themes expressed during the face-to-face meetings and town halls.

4. Collection and Allocation of Fees

Professional fees will be collected on a semester basis with the cost of tuition and disbursed to the DKICP. A fee account will be established by the business office for this purpose. The professional fee structure covers the cost of select services and programs, and will be allocated as such:

- **Enhanced Learning Resources**

The professional fee will contribute to the acquisition of state-of-the-art learning resources, including updated textbooks, digital platforms including exam and clinical rotation management, and educational software to fulfill didactic and clinical experiential coursework. This will enable students to stay current with the latest developments in pharmacy practice and science.

- **Laboratory and Practical Training Programs**

Funding from the professional fee will be allocated towards enhancing laboratory experiences and practical training opportunities, such as the American Pharmacists Association Immunization and Medication Therapy Management Certificate programs and the National Association Drug Stores Point of Care Certificate program. There may also be the need to purchase modern equipment, simulation tools, and resources for hands-on learning experiences, ensuring that students are well-prepared for real-world pharmacy practices.

- **Professional Development Programs**

The fee will help support the implementation of professional development programs, workshops, and seminars. These initiatives will expose students to industry trends, best practices, and networking opportunities, contributing to their overall growth and competitiveness in the job market. Included in this area are professional liability and board preparation costs.

In summary, the establishment of a professional student fee is essential to provide our students with a contemporary education that prepares them for successful careers in pharmacy. By investing in their learning resources, practical training, professional development, and support services, we can fulfill our commitment to student success and ensure the sustainable excellence of our pharmacy program.

DKICP Professional Student Fee Feedback Form

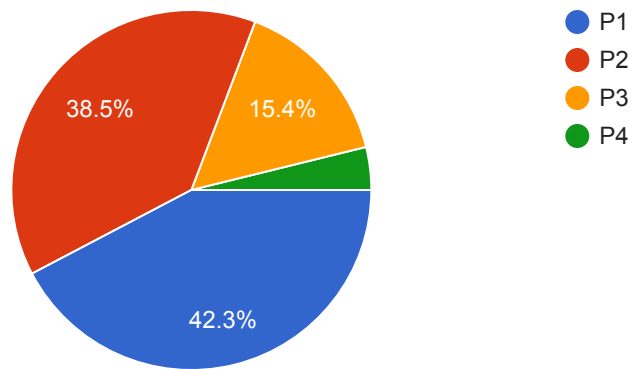
26 responses

[Publish analytics](#)

 Copy

Please indicate your pharmacy year of study:

26 responses



Please provide any comments regarding the professional student fee.

24 responses

I wouldn't mind a fee if it all goes to the "out of pocket" expenses we were required to pay for. I think it would be beneficial, especially if financial aid could help. As long as the fee is directly benefitting me as a pharmacy student, I support it.

I like the idea of the upfront fee at the beginning of the semester. However, I have a really hard time adding up the expenses that would equal \$1000 every year, especially if we would still be having to pay out of pocket for HMC and rotation site fees. I am sure that those fees were calculated correctly, it just feels like I will be giving more money than necessary for the fees we are covering now. I also appreciate the ability to have financial aid to cover the cost, however, I have been covering these fees with money from a previous budget. I would rather keep paying from my own funding than having to take out more loans that will accumulate more interest. I can make wiggle room to afford the fees with my budget as they come up but it may be more difficult to have the upfront money at the beginning of each semester, because I do not want to have to take more loans out.

I am grateful for the student forum's and look forward to participating in future forums. Thank you.

I would be OK with the professional fee as long as we won't have to pay anything out of pocket during the school year.

I would like more transparency of where our current students fees are being spent. With the other professional programs being 500 - 1000 for their program fees, I can only assume DKICP being somewhere between that range. Currently, I believe that our out of pocket fees have yet to exceed \$200 per semester. With a mandatory fee of \$500-1000 dollars per semester, I would want all of the out of pocket fees to be erased, and other perks/amenities with the extra \$300 - \$800 per semester that will be pocketed. Hopefully there will be more funds to maintain the campus better. Landscaping and groundskeeping seems to be lacking and could be improved and maintained to make the campus more welcoming. As well as vacuuming and cleaning of the lecture halls to minimize the hair balls and dust build up.

Do it! It's a lot better than having random fees emerging throughout school!

Yes

I support the implementation of the professional student fee, as not only will it help to have these fees eligible for financial aid support, but I believe it would also save time for the students who have been paying out-of-pocket for these services, as well as administration staff who are in charge of collecting these charges.



I think the required fees like the immunization/CPR training would be good to add on so that we can get more financial aid to support those costs but other things should be made optional like the new training programs, since it's likely that not everyone will utilize/benefit from it.

I highly agree with the notion of the professional fee. This is a better way to organize the program as a whole since it will be included in the tuition and there'll be no surprise fees.

sounds good to me

I feel it important to disclose an itemized list of the different expenses this fee would pay for to the students, faculty and administration. This may include what item, activity or service is being paid for, the cost or value of the item, activity or service, and what organization is providing the item, activity or service. This may answer many questions that may be asked of the school administration going forward, provide accountability for the school and provide comfort for the student's knowledge of what this expense is providing for them.

Thank you.

I support the idea of having the professional student fee mainly because I feel that it allows students to feel more financially prepared for paying the required fees as opposed to having a few weeks or days to come up with the money for various fees throughout the academic year. I also like that it gives us the opportunity to have the fees covered by financial aid.

If we do not have out of pocket expenses, then I am for and appreciate this fee. I had to wait until the last minute to order my stethoscope as I did not have \$86 to buy it. I have had to borrow and scrounge for money to pay for things during the semester, as I also use my student loans to help pay some of my bills such as rent and car. With that said, I do need my student loan money. This is a lot of debt to be going into. So if I was only going to be paying like \$150 a semester out of pocket and now I'm paying \$500 with that money, that would be an issue for me. I understand certain semesters cost more, such as NAPLEX prep. I have hesitations with the cost of the fee rising in future years, and me be paying for stuff that isn't essential to me with money that I need for my family. Currently, \$500 is reasonable and I appreciate have it out of the way and with loan money so I am not desperately trying to afford something mid-semester.

I see no issues with transitioning to a professional fee system and also see the benefits. As a student, I enjoy the transparency that DKICP has presented with each fee up to this point. Therefore if this would become a one time professional fee, I would hope there to be a breakdown of the total and continued transparency of what the funds are needed for.

I like it. I don't think any students oppose it

NO EXTRA FEES!!! Everything should be covered in our \$12,000 a semester tuition! A PharmD is already way more expensive for the students than a PhD. Charging us an additional fee of \$500, is akin to robbery. Please stop making students take out extra loans, maybe consider a pay decrease instead.



I think including these fees in our tuition is a great idea and takes the financial burden off of us. Paying out of pocket each time for these fees can be difficult at times so tying the fees into our tuition is a very helpful option to provide.

Sounds good to me

It would be highly preferred compared to the constant fees we're expected to pay.

Considering how much we actually spend on additional costs throughout the semester I feel like a fee of \$500/semester is too much. If we're considering implementing a fee, I don't think we should just copy what other parts of the UH system is doing and take into consideration how much students have actually paid in the past couple of years. I don't know exactly how much that is but I feel like it won't add up to \$500/semester. Thanks for the opportunity to share!

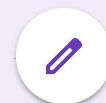
I do not feel that this is a good idea because I prefer to know what my money is going to. For example, I got the same stethoscope as everyone else but for only \$20 by buying it on my own rather than through the school. In addition, fafsa is not free money, I will have to pay it back anyway so I rather pay now for the smaller things so I don't have as big of a debt at the end. I feel that we should at least be able to choose and people can either choose to pay the professional fee or pay how we have been currently.

I would prefer to pay it my self so I actually know where it is going. Also with how much I pay in tuition added costs I see as unnecessary and my tuition should already cover it not be raised.

I think fees such as this should be included in the tuition. It is difficult for some people to come up with \$500 or more to pay out of pocket as a fee. Though the same can be said about the other fees we pay without a much prior notice. I would be okay with a one time pharmacy school fee that covers the exact costs of all the expenses we pay throughout pharmacy school, but if the fee is more than the total we pay out of pocket for each item throughout pharmacy school, then I'd rather continue paying per item out of pocket. Whatever amounts to the least amount of expenses on top of the tuition.

This content is neither created nor endorsed by Google. [Report Abuse](#) - [Terms of Service](#) - [Privacy Policy](#)

Google Forms













DKICP Professional Student Fee memo 2024v2 (003)

Final Audit Report

2024-05-24


Created:	2024-05-24
By:	UHH VC Academic Affairs (vcaa@hawaii.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAA5atwP-ZtLkJ5_vClwoxJMfrOzDfwtWWW3

"DKICP Professional Student Fee memo 2024v2 (003)" History


-  Document created by UHH VC Academic Affairs (vcaa@hawaii.edu)
2024-05-24 - 1:29:17 AM GMT
-  Document emailed to rmatsumo@hawaii.edu for signature
2024-05-24 - 1:34:03 AM GMT
-  Email viewed by rmatsumo@hawaii.edu
2024-05-24 - 4:40:10 AM GMT
-  Signer rmatsumo@hawaii.edu entered name at signing as Rae Matsumoto
2024-05-24 - 4:40:27 AM GMT
-  Document e-signed by Rae Matsumoto (rmatsumo@hawaii.edu)
Signature Date: 2024-05-24 - 4:40:29 AM GMT - Time Source: server
-  Document emailed to Christopher Holland (cjh2020@hawaii.edu) for signature
2024-05-24 - 4:40:31 AM GMT
-  Email viewed by Christopher Holland (cjh2020@hawaii.edu)
2024-05-24 - 4:05:49 PM GMT
-  Document e-signed by Christopher Holland (cjh2020@hawaii.edu)
Signature Date: 2024-05-24 - 4:06:02 PM GMT - Time Source: server
-  Document emailed to Keiki Kawaiaea (keiki@hawaii.edu) for signature
2024-05-24 - 4:06:05 PM GMT
-  Email viewed by Keiki Kawaiaea (keiki@hawaii.edu)
2024-05-24 - 7:56:31 PM GMT

 Document e-signed by Keiki Kawaiaea (keiki@hawaii.edu)


Signature Date: 2024-05-24 - 7:57:05 PM GMT - Time Source: server

 Document emailed to Bonnie Irwin (bdirwin@hawaii.edu) for signature

2024-05-24 - 7:57:07 PM GMT

 Email viewed by Bonnie Irwin (bdirwin@hawaii.edu)


2024-05-24 - 11:32:04 PM GMT

 Signer Bonnie Irwin (bdirwin@hawaii.edu) entered name at signing as Bonnie D. Irwin

2024-05-24 - 11:32:25 PM GMT

 Document e-signed by Bonnie D. Irwin (bdirwin@hawaii.edu)

Signature Date: 2024-05-24 - 11:32:27 PM GMT - Time Source: server

 Agreement completed.

2024-05-24 - 11:32:27 PM GMT

UNIVERSITY OF HAWAI'I
Programs with a Small Number of Graduates
and Program Reviews Report
2023-2024

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 assessment 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 the overview of program reviews conducted at each campus during the current academic year. These reports demonstrate two of the primary methods through which UH campus leadership, in collaboration with faculty, continuously evaluate the effectiveness of their academic programs.

While program size, as measured by the number of graduates, is undoubtedly a key measure that helps campuses evaluate their programs, members of the Council of Chief Academic Officers (CCAO) have expressed a long-term desire to shift the focus from program size to program health. Indeed, there are situations in which large programs are gradually shrinking in size and therefore display detectable signs of trouble prior to declining below the small program threshold. 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 with the attached analysis provided by each campus regarding the justifications for continuing specific programs that appear on the list of programs with a small number of graduates (see Appendix A), there are typically sound justifications for continuing these programs.

I. Review of Programs with a Small Number of Graduates

Each year campuses must review programs with a small number 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 EP 5.229, the report lists the undergraduate programs with fewer than ten (10) graduates (3-year average) and graduate programs with three (3) or fewer graduates (5-year average), for review by the respective campuses. The focus on programs with a small number of graduates is designed to encourage campuses to take steps to increase the numbers of students in these programs, and it helps each campus and the UH System generate additional information regarding the management of academic programs across the ten UH campuses. Annual evaluation of small programs also helps campuses take steps to revitalize or restructure those programs.

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) Requiring the program to grow to meet criteria by its next review
- 3) Merging with another program
- 4) Stopping out the program
- 5) Terminating the program

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. The full data set for the programs with a small number of graduates FY 2023 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, the report does not track Certificates of Competence (CO) or Academic Subject Certificates (ASC), but rather gathers enrollment data on the more credit-intensive outcome of Certificates of Achievement (CA).

The 72-page Appendix A that accompanies this report contains a detailed chronicle of each campus' critical self-study of its small programs completed over the past academic year, 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. Although the ideal objective is to implement the changes required to make each program viable, there are instances in which the stop-out or termination of a struggling program is ultimately necessary, as detailed in Appendix A. UH Hilo, for example, has stopped out its PhD in Pharmaceutical Sciences while its interim dean works with Pharmacy faculty to redesign the program. Leeward Community College (LCC) made the difficult decision to terminate its Television Production program owing to its low number of graduates over several years. The courses have been incorporated into Leeward's Digital Media program, and the campus is currently helping the last group of Television Production students complete their degrees and certificates in Spring 2024.

Here, we provide the highlights from the report related to changes to programs in the following categories:

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

Table 1 shows programs with a small number of graduates that made positive gains during the last academic year, increasing graduates above the required threshold. These are our success stories!

Table 1: Programs removed from the small programs list in 2023.

Campus	Program
UH Mānoa	MS Physics MS Food Science MS Cell & Molecular Biology PhD Mathematics
UH Hilo	BA Mathematics BA Hawaiian Studies
Hawai'i CC	CA Information Technology
Honolulu CC	CA Refrigeration & Air Conditioning Technology CA Electrical Installation & Maintenance Technology CA Sheet metal & Plastics Technology AAS Electrical Installation & Maintenance Technology
Kapi'olani CC	CA Dental Assisting
Kauai CC	CA Business
UH Maui College	AS Dental Hygiene

While some programs “graduated” from the list, other programs were added in 2023. Table 2 displays programs new to the list. Programs new to the list are currently undergoing campus-level evaluation in accordance with executive policy to develop a strategy to improve enrollment and persistence to graduation.

Table 2: Programs added to the Programs with a Small Number of Graduates Report for 2023.

Campus	Program
UH Mānoa	PhD Cell & Molecular Biology PhD Electrical Engineering PhD Theater & Dance
UH Hilo	BS Computer Science BA Linguistics BA English MEd Education
Hawai'i CC	AAS Accounting AAS Automotive Mechanics Technology AAS Culinary Arts

Campus	Program
Honolulu CC	AAS Diesel Mechanics AAS/AS Automotive Mechanics Technology AAS/AS Carpentry Technology
Kapi'olani CC	AS Occupational Therapy Assistant
Kaua'i CC	AAS/AS Accounting
Leeward CC	AS Integrated Industrial Technology
UH Maui College	CA Accounting CA Business Administration

II. Program Review Report AY 2023-2024

Executive Policy on Program Review ([EP 5.202](#)) requires that each program complete a comprehensive review a minimum of every seven years for 4-year campuses and every five years for 2-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 3 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 3: 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/

Campus	Review Process
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/policies/UHCCP_5.202

B. List of Programs Reviewed in AY 2023-2024

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 sixty-nine academic programs across UH that underwent at least one phase of program review during the 2023-2024 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
Cell and Molecular Biology	MS, PhD
Developmental and Reproductive Biology	MS, PhD
Hawaiian	BA, MA
Hawaiian Studies	BA, MA
Library and Information Science	MLISC
Public Administration	MPA
Quantitative Health Sciences	MS
Tropical Medicine	MS, PhD

University of Hawai'i - West O'ahu	Degree/Certificate
Public Administration	BA
Social Sciences	BA

University of Hawai'i Hilo	Degree/Certificate
Art	BA
Agriculture, Forestry & Natural Resource Management	BS
Chemistry	BS
Communication	BA

University of Hawai'i Hilo	Degree/Certificate
English	BA
Geology	BS
Marine Science	BS
Nursing	DNP, BSN
Psychology	BA

UH Maui College	Degree/Certificate
Accounting	AAS, CA
Administration of Justice	AAS, CA, CO
Agriculture & Natural Resources	AAS, CA, CO
Applied Business & Information Technology	BAS, CO
Automotive Technology	AAS, CA, CO
Business Administration	AAS, CA, CO
Construction Technology	AAS, CA, CO
Creative Media	AS, CA
Culinary Arts	AAS, CA, CO
Dental Hygiene	AS
Early Childhood Education	AS, CA, CO
Electronics & Computer Engineering Technology	AS, CA
Hawaiian Studies	AA, ASC
Hospitality & Tourism	AAS, CA, CO
Human Services	AS, CA, CO
Liberal Arts	AA, ASC
Natural Science	AS, CO
Nursing (AS)	AS, CA, CO
Sustainable Science Management	BAS, CO

Hawai'i Community College	Degree/Certificate
Business Technology	AAS, CA, CO
Practical Nursing	CA

All Hawai'i CC academic programs complete either an Annual Program Review, Comprehensive Program Review, or program accreditation and these are published on the Hawai'i CC campus website each year.

Honolulu Community College	Degree/Certificate
Diesel Mechanics Technology	AAS, AS
Early Childhood Education	AS, CA, CO
Human Services	AAS, CA
Refrigeration & Air Conditioning Technology	AAS, CA

Kapi'olani Community College	Degree/Certificate
Accounting	AS, CA, CO
Culinary Arts	APC, AS, CA, CO
Dental Assisting	CA, CO
Emergency Medical Technician	CO
Hawaiian Studies	AA
Hospitality & Tourism	APC, AS, CA, CO
Information Technology	APC, AS, CA, CO
Liberal Arts	AA
Medical Assisting	AS, CA, CO
Medical Laboratory Technician	AS
Mobile Intensive Care Technician	AS, CA
Natural Science	AS, CA, CO
New Media Arts	AS
Nursing	AS
Occupational Therapy Assistant	AS, CO
Paralegal	AS, CA, CO
Physical Therapist Assistant	AS
Practical Nursing	AS, CA, CO
Radiologic Technologist	AS
Respiratory Care Practitioner	AS

Leeward Community College	Degree/Certificate
Integrated Industrial Technology	AS, CA, CO

Kaua'i Community College	Degree/Certificate
Accounting	AAS, CA
Business	AS, CA
Electronics Technology	AS, CA

Kaua'i Community College	Degree/Certificate
Natural Sciences	AS

Windward Community College: No comprehensive program reviews were scheduled for AY 2023-2024. Academic programs completed the Annual Review of Program Data (ARPD).

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 second 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 engage in a collaborative approach to academic planning in the years ahead, guided by the mission and objectives of the Strategic Plan, 2023-2029, 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 creation of micro-credentials and other shorter-term forms of academic recognition that meet the needs of full-time working adults and other non-traditional learners. Flexibility and adaptability in academic programming will remain essential in the years ahead.

**HAWAI'I COMMUNITY COLLEGE
Small Programs**

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
Accounting (AAS)	Recommend continuation of program. If the state follows through with building a coalition to clarify the credential landscape in the state, clear pathways and information sharing on the possibilities for students will be easier and will assist families and counselors in education and career planning.	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. Classes, normally taught at 20-25 capacity, are increased to 30 capacity to allow for consolidation of course sections and for increased enrollment. 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, 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 the program.	Working with Good Jobs Hawai'i, our college was able to offer a Homeland Security Certificate and Criminal Justice Addictions Professional Certificate, each with 30 slots for students. Not only did these offerings encourage more enrollment, they also activated two dormant certificates. Additionally, our Human Services and Administration of Justice clubsco-	The Administration of Justice Program is crucial to our island to fill much needed positions in our community. For example, at present, approximately 80 police officer positions need to be filled. As a result, it is vital to strengthen our relationships with the judiciary, TSA, DLNR, public safety, and other community partners, but

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/Improvements
		<p>hosted a Domestic Violence Summit, which has led to ongoing workshops (i.e., motivational interviewing; informed trauma). These workshops also contribute to recruitment efforts. At the high school level, the AJ program is hosting high school presentations (Hilo High, Waiakea High) to promote the program. Lastly, our Program Advisory Council has been instrumental in our Career Conversations workshop and our Pu'uhonua Workshop (working with criminally justice-involved individuals and their families).</p>	<p>capacity is also needed for advertising, recruiting, and advising.</p>
<p>Agriculture (AAS, CA)</p>	<p>Recommend continuation of program.</p>	<p>This program received a National Science Foundation (NSF) Grant for Applied Trades Education (ATE). The grant aims to build a Mobile vertical self-contained growing system to demonstrate affordable options for farmers in remote or infertile areas. The co-partnership grant with our Electronics Program will integrate the project into curriculum and develop courses that focus on food sustainability and security.</p>	<p>The Agriculture Program student intake is on a biennium schedule, therefore graduation rates are on that schedule also. Students have two CO, CA & AAS as exit options. Even with full classes, students can leave at these various points and not reflect the enrollment of students in the Program. With current trends, growth in this career pathway is projected. All graduates in this area are critical for our economic recovery. The County of Hawaii has identified Agriculture as a priority industry and we continue to meet with various departments to fill local workforce demands. Agriculture workers are considered essential workers.</p>
<p>Architectural Eng & CAD Tech (AAS, CA)</p>	<p>Continue the program which was on stop-out. It has been revised to ENGT and will be offered for Fall 2024.</p>	<p>In partnership with Carpentry and Apprenticeship, an employer survey was conducted and local employers identified courses that would assist in supporting their workforce needs. As a result, this program is revamping their offerings and is developing an alternative "Engineering Technology"</p>	<p>Students have CO, CA & AAS as exit options. These were designed for various career pathways & careers' technological changes. Students can leave at these various points and not reflect the enrollment of students in the Program. This program offers Early College classes for several high schools.</p>

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/Improvements
		<p>curriculum that will deliver multiple certificates. Drone Certificate has been implemented. This new certificate allows students to obtain local jobs including at Hawaii Electric and surveying companies.</p>	<p>Courses have been developed and ready to be implemented to meet grant proposal requirements.</p>
<p>Auto Body Repair & Painting (AAS, CA)</p>	<p>Recommend continuation of program. Continue to develop pathways from High School to program.</p>	<p>The ABRP Program is continuing to explore the feasibility of an Early College initiative with two local High Schools. The HawCC ABRP is the only AAS and certificate granting program in the state. Someone trained will always be needed to perform the repairs safely and properly.” Being that vehicles will always need repairing after being involved in an accident. New vehicle electronics and special technical skills are needed to teach and prepare future students to go out in the industry. With support from Auto Body Association and ongoing skill training for faculty, students are prepared to learn the most up to date technical skills.</p>	<p>The ABRP Program grants both CA & AAS graduation exit options. The ABRP Program has gone through a total curricular change. Curriculum was designed to meet new industry demands. Information for these changes was guided by the programs advisory committee. Graduates in this career pathway are critical for our economic recovery and in this pandemic, are essential workers. This is the only ABRP AAS degree program in the State of Hawaii and survey results indicated significant support from their industry, including the State Auto Body Association. The ABRP program has been continuing its participation with EDvance (non-credit) Summer Explorations classes for high school students. ABRP accepts students every Fall; cohort model.</p>
<p>Automotive Mechanics Tech (AAS)</p>	<p>Recommend continuation of program. Continue to develop pathways from High School to program.</p>	<p>AMT has implemented a Early College AMT program at Kealakehe HS. This is the only AMT Early College in the state. Someone trained will always be needed to perform the repairs safely and properly.” Being that vehicles will always need repairing after being involved in an accident. New vehicle electronics and special technical skills are needed to teach and prepare future</p>	<p>The AMT Program grants both CA & AAS graduation exit options. Graduates in this career pathway are critical for our economic recovery and in this pandemic, are essential workers. The AMT program has been continuing its participation with EDvance (non-credit) Summer Explorations classes for high school students.</p>

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
		<p>students to go out in the industry. Local automotive businesses support training for faculty and students to be prepared to learn the most up to date technical skills.</p>	<p>AMT accepts students every Fall; cohort model.</p>
<p>Business Technology (AAS, CA)</p>	<p>Recommend continuation of program. The BTEC program is versatile and provides courses for BTEC and non-BTEC majors who hope to increase their technological skills, employability, and/or job performance.</p>	<p>If the state follows through with building a coalition to clarify the credential landscape in the State, clear pathways and information sharing on the possibilities for students will be easier and will assist families and counselors in education and career planning. 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 across the system and reduce low-</p>	<p>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 Hawaii 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. The BTEC program needs stable, collegial support for the program.</p>

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
		<p>enrolled classes, not just at the campus level. Classes are being offered with online options to attract students from across the island and from around the state to boost enrollment. The program worked with EDvance to offer non-credit courses that can be converted to credit. Consolidating and collaborating on programs to streamline course offerings. Marketing through social media posts to help with program brand awareness.</p>	
<p>Carpentry (AAS, CA)</p>	<p>Recommend continuation of program. Continue alignment with DOE.</p>	<p>The Carpentry Program is continuing to align curriculum with local high schools. This will be a dual-credit pathway and students will earn both high school and college credit toward 1-year in Carpentry CA/AAS. The Construction Academy faculty are currently working with DOE on aligning course learning outcomes and any curriculum changes needed for college courses will be submitted for review and approval. Faculty is planning to add a CA that includes 1-year of Carpentry courses, allowing high school students to earn a college credential. Early College courses, that supplement dual-credit offerings, may be requested by high schools. This will assist in meeting AAS general education requirements once students transfer to college.</p>	<p>The Carpentry Program offers two graduation options. CA & AAS. Many opt for the CA. This program is also the home of our flagship “Model Home Project” which involves the efforts of five programs & the Department of Hawaiian Home Lands. Each year, this program builds a home for a Native Hawaiian family which they will enjoy for many generations. This program has been doing this project for over fifty years. Program accepts students in Fall; cohort model.</p>

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/Improvements
<p>Creative Media (AS)</p>	<p>Recommend continuation of program. Our 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 island that prepares students for employment in the field of digital media design and production.</p>	<p>The CM program is working on a pathway for high schools on Hawaii Island to obtain the first year of the program's courses (Dual Credit courses) at the high school. The program continues its recruitment activities with a casual hire educational specialist. The program has also been working with other CM programs in the UH system to streamline online course offerings.</p>	<p>STAR's Academic Logic the CM/DMA program currently (Fall 2023) has 37 CM majors, 5 DMA majors and an additional 19 Liberal Arts AA with a concentration in ART - meaning we are serving 61 student majors. This program prepares these students for employment in the field of digital 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.</p>
<p>Culinary Arts (AAS)</p>	<p>Recommend continuation of program.</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. 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 culinary industry is essential in and to Hawaii 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</p>	<p>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.</p>

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
		<p>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 Hawaii is economically dependent on hospitality related fields which include culinary arts and the culture of Hawaii 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. 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 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. 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 has been implemented at Konawaena HS. Program faculty has obtained grants that have allowed them to update equipment to meet industry standards.</p>	
<p>Diesel Mechanics (AAS, CA)</p>	<p>Recommend continuation of program.</p>	<p>The Diesel Mechanics Program has one faculty and no lecturers. The Program accepts students every other year; degrees are awarded every other year. At the beginning of the pandemic, the program was ready to start a new cohort due to its increase in student</p>	<p>The Diesel Mechanics Program does student intake on a biennium schedule, therefore graduation rates are on that schedule also. DISL offers two graduation options. CA & AAS. Many opt out for the CA. Graduation rates will differ per year. Graduates in this career pathway are critical for our</p>

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/Improvements
		demand. The program is hopeful that in the near future, they can resume that goal.	economic recovery and are essential workers.
<p>Early Childhood Education (AS, CA)</p>	<p>Recommend continuation of the program as the essential worker workforce is in high demand and the supply is limited. In January 2023 the Governor's office initiated a program, Ready Keiki that calls for all 3 and 4 yrs olds to have access to preschool, which drives the demand for a qualified workforce.</p>	<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 class evening times accommodates working students and increases enrollment.</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 & Practicum courses.</p> <p>The UHCC ECE programs are collaborating with UH Manoa COE to update the current ECE/SPED articulation agreement and prepare for the new UH Manoa ECED/BEd degree. Efforts have focused on systemwide course alignment with national teacher preparation standards and creation of a 2+2 agreement that seamlessly transitions to a 4-year option.</p> <p>Currently the ECE program is in communication with UH Hilo SOE. With more work towards system alignment and sharing of resources, the UHCC ECE programs use various tools to monitor student progress and plan for course scheduling. Ultimately,</p>	<p>This program provides attitudes, skills and knowledge for people who work with young children and their families in a variety of early childhood programs. The two Certificates of Competence (CO) or the Certificate of Achievement (CA) prepares students for support roles in early childhood programs. An Associate in Science (AS) degree prepares students to be teachers or lead practitioners in early childhood programs.</p> <p>This degree is articulated with the Bachelor of Arts in Social Science (with concentration in Early Childhood Education) offered through the University of Hawai'i West O'ahu via Distance Education. There is also an articulation agreement with UH Mānoa for two state-licensure pathways: Elementary Education/ECE and ECE/Early Childhood Special Education. The program also has an MOA with Chaminade University of Honolulu, distance education, for 2 pathways: BS/ECED and a state-licensure, BS/Montessori/PreK, Kindergarten degree.</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>Future recommendations:</p>

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
		<p>this affects student success. Whereas currently the ECE faculty 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. The Hilo Early Learning Career Pathways Grant, awarded in Spring 2020, is a partnership between HawCC, DOE, Kamehameha Schools and a private, non-profit fiscal agent, Friends of the Future. This grant, funded through private entities, prioritizes support to Early College High School students to obtain a 9-credit ECE certificate and an industry credential. Support includes payment of tuition, materials, and monetary incentives as well as coaching services through a project coordinator. Cohort 3 currently is in its last quarter before the grant ends June 2024. Participants are assembling their materials and preparing for the credentialing interview under the guidance of the project coordinator, in anticipation of applying for the credential</p> <p>We are also in discussion with a West Hawai'i non-profit (Laiopua) to establish a lab site for the HawCC students of the West Hawai'i regions to be able to observe and interact in a real-life ECE setting in all courses, but especially the lab.</p>	<p>Design program to address the needs of working students who are the majority of the ECE majors and increase enrollment.</p> <p>Revisit lab and practicum designs - MOA with Kamehameha Schools (KS) is still in place.</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 BEd degree. The ECE program continues to pursue avenues of articulation with UH Hilo.</p> <p>Another possible partnership may be with the ECE Coordinator for the County of Hawai'i who is looking to increase the early childhood workforce. The County may be able to fund cohorts of students in our outreach PACE program during our usually quiet summer months.</p> <p>There might also be another funding stream for lab & practicum students through a County stipend program</p>
<p>Electronic Technology (AAS, CA)</p>	<p>Due to the loss of the only faculty position, the program has initiated a stop-out.</p>		

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
<p>Hospitality (AAS, CA)</p>	<p>Recommend continuation of program with restructure and updating to meet current industry needs.</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. 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. Hawaii 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 Hawaii Island community but to also attract the international community with its ability to showcase the manner with which Hawaii 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</p>	<p>There is currently no HOST full-time faculty to lead the HOST program. The strong visitor industry on the island supports the need for a HOST program. According to DLIR report on www.hiwi.org, State of Hawaii's Best Job Opportunities through 2028 forecast, (released Sept 2020) there were many, many hospitality industry jobs listed. After a full-time faculty/Program Coordinator is hired, the priority actions for this program include building strong connections with local industry and asking industry experts to help and conduct and judge assessments of student projects which will then provide students with "authentic assessment" and learning experiences. 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 Hawaii Island community. It would benefit the program, the college, the Island, the State, and the members of the Hawaii 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>

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
		<p>amount of time benefitting the College through residual attraction and increased enrollment.</p> <p>Working with UHMC, Kaua'iCC, and KapCC to align the program more closely across the system and share resources to limit low-enrolled classes. A program revision has been approved and will be implemented beginning in Fall 2022 to meet the needs of system alignment as well as industry needs. Feedback from advisory council as well as the Hawai'i County Research and Development study are being used to help guide the changes to the program.</p> <p>The program is currently undergoing analysis with its newly formed advisory council to determine how it can be adjusted to directly meet the needs of employers and potential students. This is an exciting time for the program and with the proper support, it has the potential to be one of the most important programs for overall campus promotion and recruitment in and through its ability to attract and sustain both local and international attention. Hawaii is a special place and its hospitality practices are of interest to cultures and populations from around the world. This program could be the industry leader not just in Hawaii or in the U.S. but in the world.</p>	
<p>Information Technology (AS)</p>	<p>Recommend continuation of program.</p>	<p>Finalized MOA with UHMC to articulate with their ABIT program. 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</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</p>

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
		<p>and from around the state to boost enrollment.</p> <p>If the State follows through with building a coalition to clarify the credential landscape in the state, clear pathways and information sharing on the possibilities for students will be easier and will assist families and counselors in education and career planning.</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>focuses on using computers and information technology as tools to solve business problems.</p> <p>Promising Credentials: CompTIA Network+ CompTIA A+ Security+ DoD Information Assurance (IA) Certification</p>
<p>Mach, Welding & Ind Mech Tech AAS, CA)</p>	<p>Recommend continuation of program.</p>	<p>Course(s) are offered during the evening to accommodate working adults.</p> <p>Program partnered with Astronomy employers to develop an Apprenticeship program. The proposal was completed and sent to the Department of Labor for review.</p> <p>Waiting for Astronomy partners to finalize with the Department of Labor.</p> <p>Critical resources, such as faculty and lab/shop support are needed.</p>	<p>The program grants CO, CA & AAS graduation exit options.</p> <p>The program was combined to meet the needs of Machining, Welding and Industrial Mechanics. Students are equipped to enter various occupations in one of the three areas.</p> <p>Information for these changes was guided by the programs advisory committee. This program works with several apprenticeships and is instrumental in providing instruction, facilities and equipment for those programs to be successful.</p> <p>Graduates in this career pathway are critical for our economic recovery and</p>

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
			<p>in this pandemic, are essential workers. Recommendations for future: Hire another faculty position for the program to expand opportunities in Machining to meet Astronomy Apprenticeship pathway. Continue to conduct outreach at local schools and host student visits (when able). Revive high school internship opportunities.</p>
<p>Marketing (AAS, CA)</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>We are in the beginning of the second academic year of the new program (which is now made up of courses that provide graduates with the ability to design their own ideas, integrate said designs in and with multiple formats and across multiple technological platforms, and communicate successfully in an international environment). 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. 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. Promotions must and will expand and increase to ensure a consistent and</p>	<p>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. 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 and different employment and</p>

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
		<p>memorable message that resonates with the Hawaii Island community and results in a return of increased majors. Some other areas of note: If the State follows through with building a coalition to clarify the credential landscape in the state, clear pathways and information sharing on the possibilities for students will be easier and will assist families and counselors in education and career planning. 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 program has been recently revised to place heavy emphasis on the needs and behaviors of the culture and people of Hawaii. The program now focuses more heavily on culture, brand integration, and portfolio creation. The program deleted seven courses and removed six courses that were no longer industry relevant, added courses in graphic design, videography, economics, and business law, and created two brand new courses focused on international communication and cultural comprehension and technological and brand integration.</p>	<p>educational outcomes. It provides its graduates with opportunities that were not available prior to program revisions. The importance of this program cannot be overstated. It is the only program that trains the community specifically 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 Hawaii 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. Some other items of note: State of Hawaii Short-Term forecast says that sales and related occupations industry will produce nearly 10,000 job openings. According to State of Hawaii Employment Projects for Industries and Occupations for 2018-2028, Sales and Related occupations are the third highest projected job openings. According to 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</p>

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
		<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 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>what types of positions may be available, many of which pay very well.</p>
<p>Natural Science (AS)</p>	<p>Recommend continuation of the program. Until the physics faculty position is filled, most students will continue to transfer to UHH before completing their</p>	<p>We have continued to improve the teaching and facilities for the ASNS program. We have completed the construction of physics laboratories at the Pāalamanui and Manono campuses</p>	<p>The A.S. in Natural Science is a transfer program in science and plays a crucial role in the education of future life and physical scientists for the Hawaii community. It provides the</p>

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/Improvements
	ASNS, but will have completed the majority of the courses and will be well-poised for completing their BA or BS with little more than 2-years of coursework.	along with renovations on the STEM Center on the Manono campus. A third AS-NSCI track in Ecosystem and Environmental Science was proposed to the UH system and will hopefully be approved to attract a broader range of transfer-oriented students. In addition to these measures, a NSF scholarship grant was obtained in 2022 to support qualifying STEM students who wish to transfer to a 4 year campus in the UH system.	education and support necessary for some of the more vulnerable island populations who are interested in a degree in science but do not have the financial or academic ability to start their studies in a 4-year program.
Practical Nursing (CA)	The LPN program historically always admitted 10 students per cohort due to less needs of LPN. At a current nursing shortage, the need for LPNs is on the rise due to retirement and increased patients in long term care.	The Program will resume Fall 2024 The Nursing division opened applications for the LPN program last November 2023 and will resume the PN program in the fall 2024. DC plans to admit 14, an increased number from previous years.	The program will increase admission to 14 students. We will need 2 clinical faculty and 2 clinical sites. LPN curriculum will not be modified right now but will assess and plan to revise the PN curriculum in the near future. DC is currently plans to seek national accreditation if the PN program outcomes are positive, attrition is high and PN-NCLEX licensure achieves the national level.
Tropical Ecosystem and Agroforestry Management (CA)	Even though the covid pandemic forced the TEAM courses to pause which brought CA enrollment to zero in 2022 and 2023, the continuation of the C.A.is recommended as it has always provided a valuable option for students who do not complete the AS degree.	None specifically for the C.A. See below for actions taken for the A.S.	The Certificate of Achievement (CA) in TEAM is a 1-year certificate embedded within the AS in TEAM. Students have the option of receiving it as a stand-alone after the first year of coursework or receiving it along with the A.S. (after completion of the first year of coursework), or electing to receive the A.S. without the C.A. conferred (even though 100% of the A.S. students have completed the C.A. requirements. This certificate requires no additional input, financial, labor, or otherwise.
Tropical Ecosystem and Agroforestry Management (AS)	The Covid Pandemic greatly reduced enrollment in the program due to the pause of running field courses in 2021 with only 3 declared majors. However,	During the pause in offering regular field courses, the 3 graduates in the program were offered directed studies	The A.S. in Tropical Ecosystem and Agroforestry Management is the only program of its kind. The need for locally trained technicians in

Hawai'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
	<p>enrollment dramatically rose in 2022 to 13 and to 16 in 2023 so the continuation of the program is recommended.</p>	<p>courses so that they could graduate on schedule. When regular program courses were offered in spring 2022, it was decided to employ the cohort model and offer program courses every other year to maintain larger class sizes. In order to keep up with changing needs of the job market, a UAS remote sensing component was added to the program.</p>	<p>conservation agencies was recognized in the late-1990s and through collaboration of Hawaii CC faculty with agency leaders, the TEAM program was created. The program creates a pool of workers who have a commitment to staying in Hawaii (as opposed to the earlier strategy of hiring out-of-state technicians who tended to have quick-turnover before leaving for other opportunities). The current program meets the needs of three levels of students: the CA (see above) for those needing a quick educational refresher or looking for an entry level job, or an A.S. that can be terminal for those looking for leader-tech level positions or used as a transfer degree for those looking for management-level conservation positions. This program meets both CTE and Liberal Arts outcomes.</p>

**HONOLULU COMMUNITY COLLEGE
Small Programs**

Honolulu CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
Aeronautics Maintenance Technology (CA)	Continuation of the program	Added a new cohort of students with the help of a new partnership with Hawaiian Airlines. Students were encouraged to complete the CA requirements before earning their AAS.	For FY23, 13 CAs were awarded. The CA can be earned along the way to an AAS. Program awards over 10 AAS degrees annually.
Automotive Mechanics Technology (AAS)	Continuation of the program	Scheduling has been adjusted to support student persistence. After completing the CA, students are able to be employed and do not complete the AAS.	Plan to work with the Advisory Board to determine ways to get students to complete the AAS. Evaluation of the program is ongoing.
Carpentry Technology (AAS)	Continuation of the program	After completing the CA, students are able to be employed or move to the union/apprenticeship program and do not complete the AAS.	Plan to work with the Advisory Board to determine ways to get students to complete the AAS. Currently evaluating the curriculum and scheduling.
Communication Arts (AAS)	Program admission stopped out in Fall 2022	Taught out the remaining students.	Evaluating the program.
Computer, Security and Networking Technology (APC)	Continuation of the program	In recruitment for a full-time faculty member to replace the lead for this program. Overall number of CSNT degrees and certificates awarded is healthy (exceeds 10 per year) and increasing. These graduates are normally prime for completing the APC before transfer or for career advancement.	The Advanced Professional Certificate is designed to provide students with advanced technical training in ICT with an emphasis on Information Assurance. Program articulates to UH West O'ahu and Maui College.
Diesel Maintenance Technology (AAS, CA)	Continuation of the program	Evaluated potential demand for a second cohort and resources needed to support an additional cohort.	DISL enrolls a cohort of students every other year. Last cohort started in Fall 2022. Currently 22 of the 26 students are still on track to complete the program.
Early Childhood Education (CA)	Continuation of the program	Encouraged students to complete their CA requirements before completing their associate degree.	For FY23, 10 CAs were awarded. The CA can be earned along the way to an AAS. Program awards over 10 AAS degrees annually.
Fashion Technology (AAS, CA)	Continuation of the program	Enrollment was impacted by the pandemic due to the reduced class size to maintain social distancing.	Working to re-sequence classes for timely completion.

Honolulu CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
		Program has returned to normal and enrollment has been increasing.	
Hawaiian Studies (AA)	Continuation of the program	Created a new concentration effective Fall 2024 to attract additional students. The faculty are part of the AA Liberal Arts program and created a yearlong schedule of class offerings, including summer.	This program supports the UH System's Hawai'i Papa o Ke Ao plan of being a model indigenous-serving institution and is fully transferable to four-year institutions.
Human Services (AAS, CA)	Continuation of the program but will continue to evaluate the program	Number of majors increased, but the program is still being monitored for increased enrollment and outcomes.	Program meets the state's workforce need for trained social and human services assistants, which is projected to grow.
Natural Science (AS)	Continuation of the program but evaluate the program to increase enrollment and outcomes	Program modifications seem to have helped enrollment increase above pre-pandemic numbers; however, students are transferring prior to receiving their AS degree.	In Fall 2024, faculty began assigning themselves to students to serve as program mentors.
Occupational Environmental Safety Management (CA)	Continuation of the program	The sole full-time faculty who led the program retired. Requested to fill the position to assist with future curricular changes and improve student recruitment.	Students will be encouraged to complete the CA requirements before earning their AAS. The CA can be earned along the way to an AAS. Program awards over 10 AAS degrees annually.
Sheet Metal and Plastics Technology (AAS)	Continuation of the program	The CA program is healthy and the pathway to a position with the union or career in SMP.	The AAS supports workers who would like to become faculty or trainers.

**KAPI'OLANI COMMUNITY COLLEGE
Small Programs**

Kapi'olani CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
Culinary Arts (APC)	The Advanced Professional Certificate in Culinary has been put on hold for the past year. Continuation of the APC-CULN	At the moment we are running experimental courses to see if the program can increase enrollment and change out some of the classes.	The APC in Culinary Arts is tied closely to the development of Phase II of the Culinary Institute of the Pacific (CIP). CIP will be the center for advanced academic culinary training. The success of CIP and the APC-CULN are dependent on each other. The CIP director was just hired in January and the hope is that Phase II of CIP will be completed in Fall. The success of the APC-CULN will be based on the completion of Phase II which will be the hub for advanced training at the Culinary Innovation Center.
Hawaiian Studies (AA)	Continue Program The Associate in Arts in Hawaiian Studies (AAHS) provides a focused pathway for students pursuing an AA degree and transferring to a Hawaiian Studies, Hawaiian Language or other baccalaureate degree program within the University of Hawai'i (UH) system. The AAHS also provides students with beneficial qualifications for Hawai'i's workforce, where knowledge of the host culture or alternative approaches to problem-solving are desirable. Current UH System articulation policies allow students who have completed this degree at any of the community colleges to meet the general education core requirements at any of the four-year UH institutions. In addition to pre-transfer students, the AAHS also creates a pathway for students intending to work in the following fields or occupations:	The number of majors has dropped from 36 to 27 over the 2022-23 cycle; however, our Native Hawaiian students have persisted. Our program is focusing on marketing within our 100-level courses, hiring a lecturer to replace an outgoing faculty member, offering new courses, and working with the following parameters to promote holistic growth and achievement. <ul style="list-style-type: none"> • Career Development and Academic Achievement: Students will explore and identify their career/major options to make informed decisions about their educational and career goals. • Campus, Cultural, & Community Engagement: Students will foster self-understanding, acceptance, appreciation, and respect for diversity through interactions with diverse campus communities. • Personal Development & Responsibility: Students will be 	The program will work towards increasing numbers, specifically with regards to the goal of increasing our average class size. We will continue partnering with programs as well as exploring workforce development options.

Kapi'olani CC Small Program	Recommendation	Actions Taken	Comments/Improvements
	<ul style="list-style-type: none"> • Aboriginal Hawaiian-serving Government Agencies (e.g., Department of Hawaiian Homelands, Office of Hawaiian Affairs) • Aboriginal Hawaiian-serving Organizations (e.g. The Kamehameha Schools) • Hawaiian Immersion Education (e.g. Teacher's Aides, Administrative Support) • Health care in aboriginal Hawaiian communities (e.g. rural Comprehensive Health Centers, Papa Ola Lōkahi) • Hospitality Industry (e.g. hotel management, airlines) <p>The AAHS is the first joint-degree in the University of Hawai'i Community Colleges system (UHCC) with all seven campuses participating: Hawai'i CC, Honolulu CC, Kapi'olani CC, Kaua'i CC, Leeward C, Windward CC, and the University of Hawai'i Maui College. The seven campus Program Coordinators and their faculty have agreed on the three Program Student Learning Outcomes and four required core-courses.</p>	<p>actively engaged in their personal growth and development to achieve their life goals.</p>	
<p>Hospitality and Tourism (APC)</p>	<p>In May 2023, UH Board of Regents approved the APC in Hospitality Operations Management from provisional to established status. The APC addresses the critical workforce development need for professionals trained to meet the needs of hospitality management and leadership, as well as to create a seamless pathway to UH West O`ahu (UHWO) Bachelor of Arts in Business Administration with a concentration in Hospitality and Tourism.</p>	<p>As of spring 2023 are highlighted below:</p> <ul style="list-style-type: none"> • 68 unique students have taken 300 level HOST courses • 37 of the 66 students (60%) have transferred or plan to transfer to UHWO • 18 students have completed the BABA in Hospitality and Tourism from UHWO. • 40 out of 48 (83%) of the students have successfully earned the Certified Hotel Industry Analyst 	<p>Continue to offer the APC while maintaining current marketing efforts. Expand marketing efforts externally by engaging with industry partners.</p>

Kapi'olani CC Small Program	Recommendation	Actions Taken	Comments/Improvements
	<p>The APC courses delve into topics concerning the changes and trends that both organizations and employees are currently encountering.</p>	<p>(CHIA) designation from the American Hotel and Lodging Educational Institute (AHLEI). APC marketing efforts have been renewed upon returning to campus for in-person instruction post-COVID. As of Fall 2023, the APC course offerings have been consistently scheduled to build capacity.</p> <p>Fall 2023: The APC recruitment/informational luncheon attracted twenty interested students. Rigorous follow-up occurred after the event, encouraging targeted students to enroll in the APC.</p> <p>Spring 2024: The Hospitality Leadership Forum recruitment event featured an alumni panel, including an APC/UHWO graduate, and attracted fifty students.</p> <p>Fall 2023/Spring 2024: Participating in rigorous outreach to Oahu schools to raise awareness about college and career opportunities.</p> <p>Ongoing: Initiate contact with students who have completed one or two courses but were unable to finish the APC due to the unavailability of required courses, and encourage them to re-engage with our program as the required courses are scheduled.</p>	
<p>Information Technology (APC)</p>	<p>Many of our APC majors matriculate to bachelorette programs at both UH West Oahu as well as UH Maui. This relationship has been very successful and will continue to be both broadened and strengthened in the future. The APC program has provided KCC graduates to take advanced level</p>	<p>Continuing to promote the APC and the courses to IT majors as well as industry professionals.</p> <p>Development pamphlet to promote APC and its courses to IT majors from KapCC and other campuses, industry professionals, and continuing education students.</p>	<ol style="list-style-type: none"> 1. Continuation of program and courses. 2. Monitor industry requirements and demands in IT skills to offer the current courses needed. 3. Continue to manage enrollment to ensure a healthy level of enrollment for each course offered.

Kapi'olani CC Small Program	Recommendation	Actions Taken	Comments/Improvements
	<p>courses without needing to travel to UHWO or UH Maui.</p> <p>Some of the students are industry professionals who are enrolled in these APC courses for professional development purposes. Many selectively take one or two classes to update their skill sets. These students found these APC courses beneficial to their careers without earning the certificate.</p> <p>Even though there are a few graduates, our individual APC courses have had a healthy level of enrollment in the past two years.</p>		<p>4. Assess and review program requirements to provide the student a real chance to earn this certificate.</p>
<p>Medical Assisting (AS)</p>	<p>Continue Program</p> <p>The Medical Assisting (MEDA) curriculum readies students to aid physicians across various medical settings including private medical offices, clinics, and hospital outpatient centers, and managing patient care tasks, office lab work, and diagnostic tests. The program includes clinical medical assisting as well as administrative office procedures. Both the Certificate of Achievement (CA) and Associate in Science (AS) Degree in Medical Assisting hold accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP), endorsed by the Medical Assisting Education Review Board (MAERB). Graduates qualify for the national certification exam by the American Association of Medical Assistant, Inc. (AAMA), earning the CMA (AAMA) credentials upon passing.</p> <p>AS degree graduates, with 72-73 credits, can smoothly transition to the</p>	<p>We will be monitoring the AS-MEDA. Because an AS is not needed to work in the medical assisting field, if AS degrees awarded does not increase, we may be stopping out the AS-MEDA.</p>	<p>We aim to boost enrollment by:</p> <ul style="list-style-type: none"> ● Participating in Career Fairs at the high schools and community schools for adults ● Participating in campus tours for prospective students, high schools, middle schools, etc. ● Appealing to the MEDA Advisory Committee for assistance and continued support of our graduates. ● Develop potential industry partnerships like the one with The Queen's Health System. ● Offering financial support through opportunities like the Good Jobs Hawaii Grant. ● Exploring avenues to facilitate the use of MEDA program credits toward earning a baccalaureate degree, creating opportunities for students to seamlessly apply their credits from the MEDA program toward furthering their education at the bachelor's level. <p>2. Create additional pathways to program.</p>

Kapi'olani CC Small Program	Recommendation	Actions Taken	Comments/Improvements
	<p>University of Hawaii West Oahu Bachelor of Applied Science Concentration in Health Information Management or the Bachelors of Arts in Public Administration, specializing in Health Care Administration.</p>		<ul style="list-style-type: none"> ● Discuss potential articulation agreement with HPH High School Training Program graduates. ● Development of hybrid curriculum for distance delivery to rural and neighboring island sites. ● Explore the possibilities of implementing a spoke-and-hub model curriculum, extending the reach of our programs across various UHCC locations throughout Oahu. Deliberate on the potential benefits and feasibility of this approach. <p>3. Create additional pathways beyond the AS degree.</p> <ul style="list-style-type: none"> ● Discuss articulation agreement with UH West O'ahu Public Administration baccalaureate. ● Discuss articulation agreement from University of Phoenix.
<p>Medical Lab Technician (AS)</p>	<p>Continue Program. Graduates of this program are eligible to take the national registry examination for MLT given by the American Society for Clinical Pathology (ASCP). Once certified the MLT graduate will meet the requirements to become licensed to work in the State of Hawai'i as a MLT. The MLT program is a direct beneficiary of the COVID-19 pandemic. Some applicants are seeking new careers in the health field. The number of applicants went up 80% between 2022-2023</p>	<p>Applied and received a Perkins Grant to increase the number of graduates and to provide access to neighboring island students who can staff local laboratories. Program is currently working with a curriculum designer and loading content on the online portal. For Spring 2025, preparing to offer MLT program as a distance education option for students on neighbor island.</p>	<p>The MLT program went through the accreditation process in 2019 and will submit its self-study on April 1, 2024, with the site visit scheduled for Fall 2024. In 2019, a year before the pandemic, the MLT program graduated 13 students. During the pandemic, 2020, 2021, the average of graduates for each year was 4, with five graduates in 2022. In 2023, the number of graduates doubled to nine.</p>
<p>Mobile Intensive Care Technician (CA)</p>	<p>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 (MC) and Hawai'i (HawCC).</p>	<p>The paramedic program piloted an asynchronous online blended program (AOBP) in Spring 2021. The didactic portion was delivered as one cohort which reduces instructor TE and</p>	<p>Options: Continuation of the program. The MICT Program enrolled (new students): Fall 2022 Enrolled - 20 Fall 2022 Graduated- 18</p>

Kapi'olani CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
	<p>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.</p>	<p>increases enrollment. This was expanded into Hilo F2022. The CORRECT data illustrates the increase in enrollment and graduation upon implementation of the AOBP. Advantages include</p> <ol style="list-style-type: none"> 1. Increased efficiency in the assignment of EMS faculty and staff. Reducing overload and strategically assigning workload. 2. Increased enrollment in didactic sections to support potentially lower enrollment on neighbor islands. 3. The ability of agencies to utilize personnel operationally is expected to translate into increased enrollment in the future. 	<p>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.</p> <p>Although we have consolidated the didactic in an online asynchronous format which provides increased efficiency, we struggle to find the resources to expand. The entire EMS Department has 1 FT clerk secretary in Hilo, a halftime assistant on Maui, and none on O'ahu.</p> <p>The Program previously recommended to the College that the Paramedic Program terminate the CA and require all students to earn an AS. An AS is an additional 6 CH. We currently have an articulation agreement with UH-West O'ahu. Currently, offering both CA and AS contributes to the inaccurate idea that the Program is smaller than it actually is.</p> <p>Additionally, incorporating AEMT into the first semester would provide completers with a CA. The majority of students attrition out in the second and third semesters. An AEMT certificate would allow them a higher tatus even if unable to complete paramedic. Currently, fire departments are looking for ways to expand their workforce without the education commitment to the paramedic level. This would potentially allow Program expansion,</p>

Kapi'olani CC Small Program	Recommendation	Actions Taken	Comments/Improvements
<p>Mobile Intensive Care Technician (AS)</p>	<p>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 (MC) 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.</p>	<p>The paramedic program piloted an asynchronous online blended program (AOBP) in Spring 2021. The didactic portion was delivered as one cohort which reduces instructor TE and increases enrollment. This was expanded into Hilo F2022. The CORRECT data illustrates the increase in enrollment and graduation upon implementation of the AOBP. Advantages include</p> <ol style="list-style-type: none"> 1. Increased efficiency in the assignment of EMS faculty and staff. Reducing overload and strategically assigning workload. 2. Increased enrollment in didactic sections to support potentially lower enrollment on neighbor islands. <p>The ability of agencies to utilize personnel operationally is expected to translate into increased enrollment in the future.</p>	<p>provided the College was willing to provide adequate resources for expansion, and assist stakeholders in meeting community workforce needs.</p> <p>Options: Continuation of the program. The MICT Program enrolled (new students): Fall 2022 Enrolled - 20 Fall 2022 Graduated- 18</p> <p>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. Although we have consolidated the didactic in an online asynchronous format which provides increased efficiency, we struggle to find the resources to expand. The entire EMS Department has 1 FT clerk secretary in Hilo, a halftime assistant on Maui, and none on O'ahu. The Program previously recommended to the College that the Paramedic Program terminate the CA and require all students to earn an AS. An AS is an additional 6 CH. We currently have an articulation agreement with UH-West O'ahu. Currently, offering both CA and AS contributes to the inaccurate idea that the Program is smaller than it actually is.</p>

Kapi'olani CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
Natural Science in Biotechnology (CA)	<p>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> <p>A number of our students have been directly hired by local COVID testing laboratories because of the training we give them.</p> <p>There are currently eleven students in the program.</p>	<p>We have strengthened our collaboration with the MLT program. MLT is now recommending and may require that all students complete this certificate as part of the requirements of this program.</p>	<p>Require program to continue.</p>
Natural Science in STEM Education (CA)	<p>The CA in STEM ED with an A.S. degree in Natural Sciences is the only degree pathway at the UHCC level that has a direct transfer MOA to the UH College for STEM ED Majors. While UH Community Colleges have heavily recruited Native Hawaiian and Pacific Islanders for STEM fields, recruitment efforts have not focused on STEM ED. This is a major priority for KapCC. Native Hawaiians and Pacific Islanders (NHPI) are perhaps the least acknowledged of four ethnic groups recognized by the U.S. government agencies as underrepresented in the fields of science, technology, engineering and mathematics (STEM). Additionally, accurate and up-to-date statistics regarding Native Hawaiian and Pacific Island STEM teachers in</p>	<p>Currently, KapCC is working to establish articulated transfer pathways to the College of Natural Sciences at UHM, particularly with the Physical Sciences and Biological Sciences departments, as all STEM ED students are required to complete 50% of their course work in their designated major(s) before applying to the UH College of ED. This would provide a seamless pathway between KapCC, College of Natural Sciences, and the UH COE.</p> <p>KapCC has also increased marketing, recruitment, and advising efforts in the ASNS Concentrations in Physical Sciences & Biological Sciences, the largest majors in these degree pathways, to identify potential and</p>	<p>Require program to grow to meet criteria by next review.</p>

Kapi'olani CC Small Program	Recommendation	Actions Taken	Comments/Improvements
	<p>Hawai'i are non-existent. Complicating this further are the numerous barriers (i.e., lack of relevant curriculum, lack of proper training, lack of accessibility to pursue a certificate/degree program, lack of financial support) that reduces teacher capacity for these indigenous groups.</p>	<p>current students who may be interested in teaching. KapCC this semester will be increasing marketing, recruitment, and advising efforts to increase the number of high school students that may be interested in STEM ED. For the past two years, KapCC has been consistently seeking and applying for STEM ED grants. Goal: Increase in the number of students from underrepresented groups to enter the STEM teaching fields, leading to the increasing the diversity of STEM teachers in the Hawaii Department of Education. Note: All of the courses in the CA-NSCI (STEM Education) are in the AS in Natural Sciences and AA-LBRT with a concentration in Elementary Education.</p>	
<p>Occupational Therapy Assistant (AS)</p>	<p>Continue Program As the only occupational therapy education program in the state of Hawai'i, the OTA program at Kapi'olani Community College prepares Hawai'i residents to meet state workforce needs in healthcare. The OTA Program is a two-year, nationally accredited health science program. Students learn skills necessary for employment as licensed occupational therapy assistants but also find employment in other health-related jobs which include but are not limited to therapeutic activity directors, mobility coordinators, and case managers. Courses are structured to meet standards set forth by the Accreditation Council on Occupational Therapy Education (ACOTE)</p>	<p>Continue to offer distance education opportunities on the neighbor islands through July 2025 and possibly to the Pacific Island community in Fall 2024. Distance education opportunities make use of various learning platforms (i.e. PhysioU, Simucase, International Clinical Educators Video Library, SymptomMedia, etc.). Explore continuing education opportunities (i.e. MedBridge, occupationaltherapy.com, Summit Professional Education) as well as cost-effective continuing education opportunities (i.e. Occupational Therapy Association of Hawaii Annual Conference, the AOTA Fieldwork Educators Certificate Workshop, etc.) for core faculty, lecturers, and fieldwork educators to ensure that students are</p>	<p>The OTA program was also a beneficiary of the COVID-19 pandemic. In 2019-2020 there were 15 degrees awarded. The number of graduates declined during the pandemic to eight in 2020-2021 and 10 in 2021-2022. There was a flaw in the reporting of degrees for 2022-2023, due to an error in the curriculum process. There was actually nine as opposed to zero with two more students finishing final requirement for their degree in Fall 2023.</p>

Kapi'olani CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
		prepared to integrate and apply knowledge and skills essential for effective occupational therapy practice	

**KAUA'I COMMUNITY COLLEGE
Small Programs**

Kaua'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
Accounting (AAS) Comprehensive Program Review (CPR) fall 2023	Continuation of the program.	The 2023 Accounting CPR lists specific actions taken (p. 15).	This program is new to the list. In the last three years, the program graduated 27 out of an expected 30 total along with 18 student transfers to UH 4-year institutions. The UHCC 3-year rolling average of degrees awarded ranges from 35-41 with the ratio of new and replacement positions to degrees awarded for the county ranging from 3.17-3.75 showing demand (ratios over 1.5 reflect strong demand). The percentage of degrees and certificates earned by Native Hawaiian (NH) majors aligns with the percentage of NH majors (39-43%) indicating successful completion.
Automotive Mechanics Technology (AAS) CPR/NATEF Accreditation 2023	Continuation of the program.	The 2023 Automotive Technology Annual Program Review Update (APRU) provides specific actions taken.	The number of majors is stable at 33, is the highest among the trades programs, and is limited in size to no more than 16 per cohort/class due to facilities and equipment maximums. Persistence fall to fall increased from 46% to 57% with more students earning degrees compared to previous years (most students only pursue certificates hence the fall to spring persistence rates of 77-86% over the last three years).
Business (AS) CPR fall 2023	Continuation of the program.	The 2023 Business CPR lists specific actions taken (pp. 21-23).	The program identified strengths and areas to improve in the CPR (pp. 11-12). Strengths include steady enrollment (ranging 66-78 majors) and an increase in the number of degrees and certificates awarded. Improvements need to be made in course fill rates (ranging 72-79%),

Kaua'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
			persistence rates (fall to spring ranging 67-68%; spring to spring ranging only 45-48%), and recruitment/retention of a new faculty hire (recent hire remained for only one semester prior to resignation).
Carpentry Technology (AAS) Comprehensive Program Review (CPR) fall 2022	Continuation of the program.	The 2023 Carpentry Technology APRU provides specific actions taken.	The number of majors increased along with the number of degrees and certificates awarded, including the first program female graduate. However, improvements are needed in recent class fill rates (63%) and with persistence (both fall to spring 73% and fall to fall 38%). The program has expanded its Early College pathway and offerings by delivering classes at each of the three local high schools.
Creative Media (AS) CPR fall 2024	Continuation of the program.	The 2023 Creative Media APRU provides specific actions taken (pp. 3-4).	This program submitted, and was recently approved for, established status fall 2023. Program persistence rates improved fall to spring from 63% to 87% and fall to fall from 41% to 71%, though degrees and certificates awarded have slightly decreased proportional to a recent dip in the number of majors (down from 56 to 40 over the last three years).
Culinary Arts (AAS) CPR ACF Accreditation 2024	Continuation of the program.	The 2023 Culinary Arts APRU provides specific actions taken (pp.6-7).	The program is short two faculty members, expects one of the two remaining faculty members to retire, and recent recruitment efforts have been unsuccessful. Faculty salaries are not competitive against current, local industry salaries. The program did not accept students into the year one cohort this fall 2023 in order to focus on program revitalization and due to this faculty shortage.

Kaua'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
Early Childhood Education (AS, CA) CPR fall 2020	Continuation of the program.	The 2023 Early Childhood Education APRU provides specific actions taken (pp. 7-8).	The program is seeking NAEYC accreditation. The county has unmet demand for positions, though entry-level pay for this profession is a barrier to increasing enrollments, and ultimately more graduates, to meet this important need.
Electrical Installation and Maintenance Technology (AAS, CA) CPR fall 2022	Continuation of the program.	The 2023 Electrical Installation and Maintenance Technology APRU provides specific actions taken (pp. 7-8).	Consolidated with Facilities Engineering Technology (FENG). Provides credit instruction via the NJATC apprenticeship program and collaborates with the OCET for delivering the IBEW Journeyman Electrician program. The only full-time faculty member running both these credit and non-credit efforts is retiring effective March 2024.
Electronics Technology (AAS, AS, CA) CPR fall 2023	Continuation of the program.	The 2023 Electronics Technology APRU provides specific action taken (pp. 14-15).	The program is seeking a 1.0 FTE faculty member. After two unsuccessful recruitment cycles, the program was able to obtain an acting instructor. The program is collaborating with Waimea High School, Koa Lani, and PMRF by delivering a guided pathway and training opportunities for students as part of the Early College program.
Facilities Engineering Tech (CA -Terminated)	Termination of the program.	This program was terminated.	
Hawaiian Studies (AA) CPR fall 2020	Continuation of the program.	The 2023 Hawaiian Studies APRU provides specific actions taken (pp. 4-7).	This culturally and historically significant program helps to deliver on the universities' commitment to <i>Fulfill Kuleana to Native Hawaiians and Hawai'i</i> .

Kaua'i CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
Hospitality and Tourism (AAS, CA) CPR fall 2021	Continuation of the program.	The 2023 Hospitality and Tourism APRU provides specific actions taken (p. 5).	The program is participating in a Perkins Grant funded hub and spoke model with UHMC where UHMC is serving as the hub for program coordination.
Medical Assisting (CA) Program awarded continuing accreditation by CAAHEP on 18 November 2022, with next comprehensive visit fall 2026.	Continuation of the program.	The 2023 Medical Assisting APRU provides specific action taken (p. 6).	No program cohort was conducted during FY 2022, because the sole program faculty member was on approved leave. That meant no graduates during FY 2022 for this 9-month program. Rather than removing that year from the average, this FY 2022 was reported as zero graduates, which though correct, is only because no cohort was conducted. The degrees awarded from 2019-2023, excluding FY 2022, range from 11-13 with the typical cohort size being 12 students maximum. A more accurate measure of the program's success are completion rates, which are 92% or greater since FY 2019. In 2023, all 12 graduates had a job offer within 2 weeks of graduation and were working as MAs on Kaua'i within 6 weeks of graduation. This program serves a high demand field and has high performing metrics each year. The program resumed with a larger cohort this year to serve those students who had to wait an additional year for admission.
Natural Sciences (AS) CPR fall 2023	Continuation of the program.	The 2023 Natural Sciences CPR provides specific actions taken (pp. 14-17).	Fall 2022 enrollment was up 34% and was the college's only transfer program to increase its number of majors. Full-time student status increased from 17% to 34% which ideally leads to increased completers.

**LEEWARD COMMUNITY COLLEGE
Small Programs**

Leeward CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
Business Technology (AAS, AS, CA)	Admission Stop-Out of the Associate in Science in Business Technology degree program for the period beginning Fall 2023 until Fall 2025.	Admission Stop-Out memo approved on 1/24/23 by Chancellor Carlos Peñaloza. Additionally, a new Certificate of Competence (CO) in Office Administrative Assistant was developed and approved to be offered under the Management (MGT) Program effective Fall 2023.	The Business program counselor and Division Chair have scheduled informational sessions from spring 2023 semester both in-person and via zoom sessions to inform new and current students about the Admission Stop-Out and the new CO in Office Administrative Assistant under the MGT Program.
Hawaiian Studies (AA)	Continuation of program	Our program faculty have expanded and aligned course offerings, developed an OER textbook for HWST 107, and implemented a capstone course to assess our program learning outcomes. OER layout, images, videos, and other media are being added to support visual learners. Aiming for fall 2024 launch.	Enrollment by major has decreased steadily since a high of 77 in 2019. Initial slump could be attributed to COVID; slide has continued moving into the endemic phase to a low of 24 in 2023. Degrees awarded likewise face a decrease (high of 9 in 2021) but to an alarming rate with a single graduate in 2023. Program working to increase teaching effectiveness, e.g., four faculty have been formally trained in online delivery. The current capstone project class has been delivered online/asynch in hopes of offering students flexibility. This has not worked well for some who need more guidance to complete. Adding face-to-face requirement and increased high touch at trigger points. Projects should center on degree reflection and application to students' next steps.
Integrated Industrial Technology (AS, CA)	Continuation of program	In Fall 2023, the IIT program was selected to be part of the American Association of Community College's (AACC) Mentor Links program, which is designed to help colleges develop or strengthen technician training programs in STEM fields through	In the Spring 2023 semester, the University of Hawai'i Board of Regents formally approved the IIT program as a permanent degree granting program.

Leeward CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
		mentoring, professional development opportunities, and technical assistance support programs. The overarching strategy of the project is to increase the enrollment, persistence, and completion of the Integrated Industrial Technology (IIT) Program.	
Sustainable Agriculture (AS, CA)	Continuation of program	<p>Program name changed to “Sustainable Agriculture” to align with other such programs nationally both at the secondary and higher ed levels. Name recognition may help with enrollment and staffing.</p> <p>The program has attained permanent status as of May 2023 by the BOR. 1-FTE Academic Support (1 of 1) was hired to serve as the Teaching Gardens manager in 2023. This position provides support for classes. 1-FTE faculty member (1 of 2) was hired to increase academic consistency and long-term, scaffolded curricula growth.</p> <p>An Academic Support specialist was hired through Perkins funds in Fall 2023 to support several CTE programs on campus including the SA program with targeted recruitment in the high schools in 2024.</p> <p>Program is working to integrate farming technology systems to equip and automate a new Shadehouse facility being built on campus. The facility will support new agricultural technology curricula. The program is also collaborating with the College’s Office of Workforce Development to provide training opportunities for the ag. community.</p>	<p>In 2022-2023, the number of majors stayed the same (32). The number of unduplicated degrees/certificates awarded decreased from 20 to 10. Program will continue working on recruitment strategies to grow enrollment such as instituting farm-table open houses, strengthening connections to high schools, using latest marketing tools and strategies, partnering with the Wahiawa Product Development Center, and building facilities that will support learning/recruitment.</p>

Leeward CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
Television Production (AS, CA)	Stop-out and terminate TVPR degree and certificates.	The Television Production Program was stopped-out for new admissions from fall 2021 – fall 2023.	Television Production is finalizing program closure. There are a handful of students who are completing coursework this Spring 2024.

**UH HILO
Small Programs**

UH Hilo Small Program	Recommendation	Actions Taken	Comments/ Improvements
Baccalaureate			
Art (BA)	No change	UH Hilo is working to move the foundation classes for Art back to Hilo campus. They are currently at the Haw CC Manono campus, which appears to be inhibiting early student interest, as the digital media courses are both of subject matter interest AND available on the Hilo campus.	Art is presently completing program review. Digital media has been overwhelmingly popular in their most recent revisions. Art has seen a substantial increase in student enrollments, even in years of decline in overall enrollment. Indeed, this is the highest enrollment Art has seen since Fall 2016 (which also saw one of the highest number of degrees completed).
Astronomy (BS)	No change	Increase availability of student success support, particularly in peer-assisted learning. Program Review will occur in 2024-25, at which point needs for changes will be considered.	Substantial increase in student enrollments, even in years of decline in overall enrollment. As noted in previous reports and program reviews, UH Hilo's Astronomy program is large for the discipline (and larger now than when the observation was made).
Chemistry (BA, BS)	No change	Chemistry recently completed a program review. Examine means of increasing the availability of student success support while monitoring the newly implemented methods. Review of foundational course prerequisites to improve DFW rates.	6 subject certificates in Chemistry were also granted over the last three years. Chemistry also serves the pre-pharmacy students and most other STEM majors, decreasing the overall costs of the major. Number of majors is trending positively.
Computer Science (BS)	No change	Proposed increase to number of elective options in CS major (from within the existing number of course offerings) so course requirements are less rigid and students are more likely to find courses that will apply to their major. Program review in 2024-2025.	Number of majors has increased as has the number of graduates per year over the past two years. Total graduates are no longer less than 10.

UH Hilo Small Program	Recommendation	Actions Taken	Comments/ Improvements
English (BA)	No change	Efforts to increase the number of majors in English going forward are underway.	English supports a majority of the students at UH Hilo with its General Education courses of ENG 100 and 100T. The decline in current graduation numbers is attributable to a decrease in majors during the pandemic years. However, the English department has observed that course enrollments in English suggest there is room for growth in media writing and in writing about key social issues (activism). We are also looking at expanding the TESOL certificate into a full-fledged baccalaureate degree as none currently exists in the University of Hawai'i system.
Gender & Women's Studies (BA)	Stopped out	N/A	A minor was successfully proposed for implementation in Fall 2023.
Geology (BA, BS)	No change	Geology is scheduled for program review in 2026-2027. New hire in volcanology in 2023.	The increased access to subject matter expertise in volcanology has already positively impacted enrollment and path to completion. Number of majors is trending positively.
History (BA)	No change	Degree revised effective Fall 2024 to consolidate multiple tracks to increase efficiency for students moving through the major. Program review complete, and the 5-year plan is needed.	History is currently working with the Administration of Justice on a dual major. Replacement faculty is being hired for the popular Pacific track in an effort to meet student demand for these courses. The Department anticipates an increased number of majors as a result of this replacement position.

UH Hilo Small Program	Recommendation	Actions Taken	Comments/ Improvements
Japanese Studies (BA)	No change	Need to study whether originally declared majors are changing to subject certificate and completing a complementary major.	37 subject certificates in Japanese Studies were also granted over the last three years, using the same courses.
Liberal Studies (BA)	No change	N/A	Program uses additional available capacity in other majors. Liberal Studies have minimal costs, and substantial opportunities for interested students. New leadership will continually review the program trajectory.
Linguistics (BA)	No change	Program review complete, and the 5-year plan is needed. Additional faculty hires are authorized to allow for more support for students.	The enrollment has increased from 2021 and has been steady over the last 2 years. The program has been focusing on improving its linguistic pathway from BA to Ph.D. in Indigenous and minority language revitalization (Indigenous multilingualism).
Natural Science (BA)	No change	N/A	Natural Science is an interdisciplinary program focused on preparing students for teaching careers, using available seats in courses from multiple programs. The program is cost-neutral. As transfer enrollments recover, we expect to see the same happen for NS. The NS curriculum is under review for possible improvements to attract new students.
Performing Arts (BA)	No change	Program revised. Investment in faculty hiring. Monitor program enrollments.	As major enrollment has begun to increase again, so has the enrollment in the overlapping subject certificate.
Philosophy (BA)	No change	A new track in social justice, designed similarly to the overall major in the shared curriculum, launches in 2023.	Program courses are usually near or at capacity as they serve other majors/programs.

UH Hilo Small Program	Recommendation	Actions Taken	Comments/Improvements
Physics (BA)	No change	Increase availability of student success support, particularly in peer-assisted learning. Program Review will occur in 2024-25, at which point needs for changes will be considered.	As with Astronomy, enrollments are trending positively.
Master			
Education (MEd)	No change	Program faculty are assessing appropriate changes to increase completions. Additional faculty hires are authorized to allow for more support for students.	The education degree has been impacted by COVID as generally evidenced across the professional field. The education program is proposing a new BA in Educational Studies degree as an additional feeder to program.
Hawaiian Language & Literature (MA)	Stopped out	Stop Out, 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)	No change	Moved program from provisional to established in Spring 2022.	As noted in request to move from provisional to established, the program will not grow larger until new faculty can be hired.
Doctorate			
Hawaiian & Indigenous Language & Culture Revitalization (PhD)	No change	Program faculty completed program review and are assessing appropriate changes to increase completions. Additional faculty hires are authorized to allow for more support for students.	As evidenced by the enrollment, this is a very popular PhD program. The faculty is aware that the professional nature of the students—many are doing this program while employed—slows completion, as can writing the dissertation in 'Ōlelo Hawai'i. They are examining means by which they can support progress to a degree.
Pharmaceutical Sciences (PhD)	Stopped out	N/A	Faculty have been in conversation with the interim dean about appropriate changes in programming. The need to

UH Hilo Small Program	Recommendation	Actions Taken	Comments/ Improvements
			<p>redesign the PharmD took time from this effort. Since the provisional status of the PhD program has expired, it is prudent to stop out and work with the new dean on program and college strategy going forward.</p>

**UH MĀNOA
Small Programs Report for the Board of Regents**

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
School of Architecture			
Landscape Architecture (MLA)	Continue with monitoring.	<p>In March 2023, the MLA program was granted initial Landscape Architectural Accreditation Board (LAAB) accreditation for the maximum possible period of time (6 years) and with all accreditation standards met. Within the UH system, the MLA Provisional to Established Program Status Request was approved by the BOR on April 26, 2023.</p>	<p>The School of Architecture's Master of Landscape Architecture (MLA)—the only landscape architecture program in the State—is a specialized yet essential professional graduate degree, which prepares its graduates to contribute to the quality of life, sustainability, and climate resilience of our islands and beyond, is directly aligned with UH Manoa's strategic priorities.</p> <p>Many mainland university's MLA programs are comparable in size to UHM's. Nationally, the landscape architecture profession is about one quarter the size of the architecture profession—a ratio that is reflected in the school's enrollment numbers. MLA graduation numbers are small relative to enrollment because the MLA is a 90-credit, 3-year program with several part-time students.</p> <p>While design studio courses are small, other required MLA courses also serve as Bachelor of Environmental Design (BEnvD) requirements and are more sizable (e.g., F22 ARCH 381 enrollment was 47, Sp23 ARCH 483 enrollment was 36, Sp23 ARCH 484 enrollment was 39, and Sp23 ARCH 352 enrollment was 47). MLA elective courses are popular with architecture graduate students.</p> <p>The MLA program operates with minimal resources as cost-efficiently as possible. The program and MLA faculty are actively working on student recruitment.</p>

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
College of Arts, Letters and Languages			
American Studies (BA)	Continue to monitor recruitment efforts.	Intensified personalized approach to recruitment. Faculty initiate conversations with students in their classes. Instituted a film night as a recruitment strategy. Restructured core courses as follows: Opened AMST 383 to students across the university; revised course description around research methods applicable to a wide range of disciplines. Revised AMST 484, the capstone to offer alternatives (written work supplemented by community service and creative focus) to thesis option. Instituted AMST 111, a writing course in high demand. Plans in place to expand AMST 110. Full faculty met with Advising staff to explore new ideas for recruitment. Developed plan with English to offer spaces in GA training as writing teachers.	AMST 383 and will introduce students from a wider range of departments to AMST and to interdisciplinary perspectives, with the goal of increasing majors. Capstone students in AMST 484 have utilized the new options provided, including capstone in the creative arts. The course revision facilitated students' success and graduation rates. All faculty members in AMST are participating in recruitment efforts, and are implementing recruitment strategies that the department has developed. All faculty are teaching at different levels, and are teaching core classes. Hawai'i-related material integrated throughout the curriculum, addressing the UHM mission.
American Studies (MA)	Continue to monitor. Underwent program review in Spring 2022. Continuation of program. Next Program review scheduled Spring 2028.	Expanded options for a limited number of GShips for MA students. AMST has more MA applicants for fall 2024 than in previous years. Creation of ongoing partnerships between incoming MA students and more advanced students.	The students currently in the AMST MA program are engaged critical thinkers and strong writers who are deeply involved in the Micronesian and Hawaiian communities.
Art History (MA)	Continue to monitor. Underwent program review in Spring 2022. Continuation of program. Next Program review scheduled for Spring 2028.	Vigorous recruitment has recently been successful. We accepted 3 for F23 and currently have 7 students pursuing their degree. Applications for F24 have not been reviewed yet this year. Hired a new faculty member in Pacific Art History to address gaps; a graduate program in Pacific Art History is especially significant for the strategic goal of creating a Hawaiian sense of learning.	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 grad/undergrad 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.

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
			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 - program has been increasing its majors. Underwent program review in Spring 2022. Continuation of program. Next Program review scheduled for Spring 2028.	The department has applied for two combined bachelor+master (BAM) pathway programs, designed three new courses (ASAN 150, 305 and 466) to meet changing student interest, and held more professional development and career-oriented events and activities. We are in the process of working with community groups to encourage interest in Asian Studies in local high schools.	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.
History (MA)	Recommend continuation and a thorough review of curriculum to assess obstacles to graduation and/or retention issues. Underwent program review in Spring 2022. Continuation of program. Next Program review scheduled for Spring 2028.	In accordance with the most recent program review (2022), the Department hired a new faculty member in 19th-century Hawaiian history; it updated undergrad catalog offerings; and it rationalized graduate assistantship allocations relative to peer programs in the College.	History trains the majority of history faculty in the 2-year campuses statewide as well as many social studies BEd graduates. History's MA enrollments have increased 26% since 2015, and 60% since 2012 (12 students in 2020, 15 students in 2021, 19 students in 2022, 15 students in 2023). History was able to recruit due to more systematic assistance with funding. History anticipates that this increased enrollment will lead to greater and more consistent graduation rates in the coming years.
History (PhD)	Recommend continuation and monitoring of effectiveness of curriculum and advising revision. Underwent program review in Spring 2022. Continuation of program. Next Program review scheduled for Spring 2028.	In accordance with the most recent program review (2022), the Department hired a new faculty member in 19th-century Hawaiian history; it updated undergrad catalog offerings; and it rationalized graduate assistantship allocations relative to peer programs in the College. History revised its PhD requirements to facilitate more efficient progress to degree and has enacted protocols to encourage closer and more robust advising and program supervision. As with its M.A. program, History has	As the only PhD program in History in the state, and the only program to offer the PhD in the history of Hawai'i in North America, History trains the majority of history faculty in the 2-year campuses statewide as well as many social studies BEd graduates. PhD: Enrollments in the doctoral program have remained steady, and despite the difficulties of the funding landscape and disruptions of research travel due to pandemic restrictions in 2021, History's students have persisted in their research and made steady progress to degree.

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
		implemented creative funding solutions to assist and incentivize students who are in the late stages of their dissertations to complete, defend, and graduate.	History anticipates a return to 4+ degrees awarded per academic year from 2023-2024 onward. Time to degree for Humanities PhDs may be 10+ years, given language requirements, and research travel expectations. History anticipates that 8-9 students will graduate in spring/summer/fall 2024.
Music (PhD)	Continue to monitor. 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 was just finalized 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 now been reopened, with support of a \$3.5 million endowed gift, and we are starting to accept applications again. In addition, recruitment efforts for all tracks have been stepped up.	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.
Pacific Islands Studies (BA)	Program is essential to meeting UHM's commitment to the Pacific region. Continue to monitor. Underwent program review in Spring 2022. Continuation of program. Next Program review scheduled for Spring 2028.	The department was approved for two new faculty hires AY23-24, one substantially supported by Mellon Grant (\$1.25 M). The concurrent return of a faculty previously on a two-year personal will further contribute to future recruitment draw. The faculty have been renewing and expanding course focus designations over the last year, notably with the new Sustainability (SUST) designation in consultation with Institute for Sustainability and Resilience, and have agreed to partner with the AAC&U High Impact Practices Working Group on the new "Climate Solutions" thematic pathway through redevelopment of two of our BA / GenEd courses. We identify all of this work as a further opportunity to enhance enrollment and impact.	The program is an asset to UHM and essential to efforts to be a model indigenous-serving institution and Native Hawaiian place of learning—acknowledging Hawai'i's culture, history, and contemporary status in the Pacific Islands. More than 80% of PACS majors are Native Hawaiian or Pacific Islander heritage students, and about 72% of students who take undergraduate PACS classes are Pacific Islanders, and 38% are Native Hawaiian or Part-Hawaiian. Faculty teach introductory content through MA-level courses for efficiency and to attract new majors via the combined bachelor+master (BAM) pathway opportunity. In the last year, our declared majors have finally begun to recover from the pandemic minimum with 13 declared and five additional students who have indicated intent to declare to our

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
			undergraduate advisor at the time of this report. The importance of concurrent major opportunities is evident in our internal review.
Philosophy (MA)	Continue to monitor. Underwent program review in Spring 2022. Next Program review is scheduled for Spring 2028.	Our efforts have paid off, and we continue to grow our MA program, which is remarkable considering that our MA students do not receive any funding. (See also next item.)	The Department of Philosophy currently has a total of 10 MA candidates. We are expecting a minimum of 4 to graduate by the end of Spring 2024. By the Fall, we expect to no longer be in the category of Small Programs.
Philosophy (PhD)	Recommend continuation and a thorough review of curriculum to assess obstacles to graduation and/or retention issues. Underwent program review in Spring 2022. Next Program review is scheduled for Spring 2028.	The Proseminar for the new MA/PhD cohort first introduced in Fall 2023 is focused on writing for publication. Also, we are now requiring the inclusion of a dissertation chapter together with the prospectus needed for the PhD proposal defense. These changes have taken effect in Fall 2023 and will shorten the time needed to complete dissertations.	Currently, Our PhD Program counts a total of 35 candidates, 14 of whom have completed all coursework and 1 is on leave. 2 have successfully passed their PhD exams in Fall 2023. Another 2 are expected to graduate by the end of Spring 2024. Considering that altogether 14 candidates have reached “all but dissertation” status, we will soon recover our previous strength.
Religious Traditions of Asia and the Pacific (MA)	Continue to monitor effectiveness of recent program changes and merger with Classics. Underwent program review in Spring 2022. Continuation of program. The next Program review is scheduled for Spring 2028. We revised and renamed the degree program (from MA in Religion to the MA in Religious Traditions of Asia and the Pacific) to take advantage of faculty expertise in Asia and the Pacific and guarantee a more regular set of course offerings.	All recommended changes have been implemented. Having merged the Department of Religion and the Department of Classics and launched a redesigned MA Program in Fall 2022, we currently have a robust first cohort of six graduate students for whom we teach our redesigned thematic seminars. These graduate students support our faculty members in teaching large undergraduate classes. Since we submitted our application for a combined BA-MA (BAM) pathway program, these undergraduate students will contribute to populating the MA program. As of October 2023, we had 23 undergraduate majors and continue to increase.	Thanks to the dedication of our faculty members and lecturers, the quality and range of our classes prove better than ever, as indicated by the end-of-the-semester student surveys. We plan to keep attracting new graduate students by offering our new Podcast series on various media platforms, reaching out directly to local K-12 schools and high schools, and developing international collaborative projects with academic institutions and nonprofit organizations abroad. To shed light on areas of convergence between the Asia/Pacific region and the ancient Greco-Roman world, we are also offering courses focusing on Central Asia, including the Himalayan region, Tibetan Buddhism, and the Tibetan language. Aside from the Arabic Peninsula, our coverage of religious traditions along the

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
			Silk Road thus extends from Venice in Italy to Nara in Japan, making this UHM program vastly exceed what programs in peer institutions can offer.
Theatre & Dance (PhD)	N/A [first time on the list]	New PhD concentrations have been approved and implemented: Hawaiian and Indigenous Performance, Asian Theatre, and Performance Studies. These new designations broaden the PhD program to invite more applicants interested in interdisciplinary studies, and they expand to include the emerging field of Indigenous Studies.	We currently have 17 PhD students (up from 13 in 2022 and 12 in 2021). We expect to exceed the small program graduation rate in the future.
College of Natural Sciences			
Astronomy (BA)	Continue with monitoring. Underwent program review in Fall 2021. Next review will be AY 2026-2027. Continuation of the program. Combine with Astrophysics BS given almost all courses from this program are also used in that degree.	No formal action needed at this time. Permanent status was granted Spring 2022.	This relatively new program is nearly zero cost, since almost all activities also support the Astrophysics BS program. The BA program acts as a more liberal arts-oriented option for students who are not comfortable with the upper-level Physics & Math content of the BS major. We are working to further streamline the program by improving the alignment between BA and BS elective courses, especially in the lower division offerings. The program will examine options to reduce lower division electives to a more common set for the BA and BS programs.
Astrophysics (BS)	Continue with monitoring. Underwent program review in Fall 2021. Next review will be AY 2026-2027. Continuation of the program; Combine with Astronomy BA given almost all courses from this program are also used in that degree. Consider combining numbers with BA Astronomy given the overlap in courses.	No formal action needed at this time. Permanent status was granted Spring 2022.	Enrollment in this relatively new program has fluctuated from a high of 62 in 2021 down to 50 in 2022. It is back up to 61 in 2023. This program has been successful in providing a path to graduate-level Astronomy for students from Hawaii and it attracts students from the mainland. Attrition at the upper levels occurs as students discover the challenging Math and Physics requirements; some switch to the Astronomy BA or the Physics BA. We

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
			continue to monitor enrollment and causes of attrition. We are working to improve the support for students needing remediation by identifying knowledge gaps earlier. This program is critical to the State to provide rigorous Hawaii-focused undergraduate training in astronomical science that will prepare UHM undergraduates for graduate studies in this discipline. The extremely strong research reputation of UHM in this field draws students to the graduate programs; this undergraduate degree provides a local pathway to retain our students here.
Botany (BA, BS)	N/A - most recent 3-year average above threshold. Continuation of the program; monitor the continuing growth in enrollment and graduation.	No formal action needed at this time. We expect the number of majors to increase.	Annual numbers of graduates have grown to 12-14 in the last two years; at this rate the programs will not be on the small programs list in the future. Students are moving through the program on pace. Continued growth of the program is expected following the merger of the School of Life Sciences. Graduates of the Botany BA and BS degrees provide a critical resource to the growing conservation community in Hawaii and will continue to be needed in local state and federal positions, as well as conservation NGOs; they also commonly enter the Botany graduate programs.
Chemistry (MS)	Continue with monitoring. Underwent program review in Fall 2021; the next program review is scheduled for AY2026-2027. Continuation of program, and monitoring of enrollments to assess effectiveness of program modifications.	Several recent faculty recruitments along with concerted efforts from individual faculty to recruit for their own research programs have broadened our applicant pool.	Enrollment in our MS program has declined with graduation rates remaining steady. We continue efforts to increase enrollment.
Chemistry (PhD)	Recommend continuation and a thorough review of curriculum to assess obstacles to graduation and/or retention issues.	Several recent faculty recruitments along with concerted efforts from individual faculty to recruit for their own research programs have broadened	Enrollment in our PhD program remains steady, with graduation rates dropping slightly in the last three years. Our curriculum committee has been charged

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
	Underwent program review in Fall 2021; the next program review is scheduled for AY2026-2027. Continuation of program, and monitoring of enrollments to assess effectiveness of program modifications.	our applicant pool. In the last year though, unexpected delays in obtaining visas resulted in over 50% of our new graduate students deferring admission.	with evaluating the reasons for this this academic year, while we continue efforts to increase enrollment.
Computer Science (PhD)	Recommend continuation and a thorough review of curriculum to assess obstacles to graduation and/or retention issues. Underwent program review in Fall 2021; the next program review is scheduled for AY2026-2027.	Recent growth in the popular areas of data science, machine learning, and artificial intelligence have increased the number of Ph.D. applications to ICS. The Department is emphasizing inclusion of graduate research assistants in grant proposals and faculty research funding is increasing. The policy that students without a Masters degree must enter the Masters program before progressing to the Ph.D. program has been eliminated (many students intending to complete a Ph.D. were classified as Masters students in the first couple of years).	The Computer Science Ph.D. program has more students enrolled now than at any time in the past five years. In addition, the number of applications for the Computer Science Ph.D. program has been trending up. Newer faculty with research grants are providing opportunities for more funded Ph.D. positions
Microbiology (MS)	Recommend continuation and a thorough review of recruitment and retention efforts. Underwent program review in Fall 2021; the next program review is scheduled for AY2026-2027.	Currently in the process of recruiting a new faculty member in this field, which will increase graduate student numbers in coming years. We have a newly hired faculty member that started in August 2023 who has new graduate students starting.	The new hires this academic year will have a great impact on our student population and ability to move students through the program.
Microbiology (PhD)	Recommend continuation and a thorough review of recruitment and retention efforts. Underwent program review in Fall 2021; the next program review is scheduled for AY2026-2027. Continuation of the program; program is making strides in a positive direction that should bring more students to the program.	Currently in the process of recruiting a new faculty member in this field, which will increase graduate student numbers in coming years. We have a newly hired faculty member that started in August 2023 who has new graduate students starting. We also just hired a Microbiology instructor who will be helping take the pressure off faculty instructional workload so that they can bring in more students to the program.	The new hires this academic year will have a great impact on our student population and ability to move students through the program.

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
Physics (BA, BS)	Recommend continuation and a thorough review of curriculum to assess obstacles to graduation and/or retention issues. Underwent program review in Fall 2021. The next program review is scheduled for AY2026-2027. Continuation of the program; monitor enrollment and graduation rates.	The program will continue outreach and recruitment efforts to increase enrollment.	The extremely strong research reputation of the faculty will be leveraged in recruitment efforts to build the undergraduate programs as a feeder pipeline to the already strong graduate programs.
Zoology (MS)	Continue to monitor. Underwent program review in Fall 2021; the next program review is scheduled for AY2026-2027. Continuation of the program; continue to monitor student numbers within the program in coming years.	We will continue to track the numbers of students transferring from the MS to the PhD program, as well as how many students receive MS degrees prior to or as part of the transition. The increased stipend has benefited the program in that more applications have been received this year. MS students opting to move to the PhD program without graduating continues to create a decrease in the number of graduates from that program.	We will continue to monitor student enrollment / recruitment following recent increases in graduate stipends, and if enrollment remains low, we will continue to negotiate for higher GA stipends. The Zoology graduate program is generally a strong program within the School of Life Sciences and most students that enroll aim toward the PhD rather than MS program.
College of Social Sciences			
Geography and Environment (PhD)	Recommend continuation and a thorough review of curriculum to assess obstacles to graduation and/or retention issues.	We have shortened the time to degree for PhD students and we have grown the program to the appropriate size for our faculty count. Our 5-year average enrollment increased from 22.2 in Fiscal Years (FY) 2013-17 to 28 for FYs 2019-23. These additional PhD students should be enough to move us above 3 graduates per year over a 5-yr period going forward.	This year we have already graduated 2 students and anticipate 4-5 more in the spring semester. If two of these students complete their degrees as expected, we will move off of the small program list next year. Our graduates consistently receive academic appointments at prestigious universities.
Urban and Regional Planning (PhD)	Recommend continuation with monitoring of time to degree and effectiveness of revised curriculum.	Revised curriculum to provide structure and support for a cohort model. Revised guidelines to create the 'three papers' dissertation alternative. PhD Forum for sharing research ideas and progress, and gathering feedback from faculty and peers.	Increased interest from and admission of students with master's degrees in fields other than urban planning in the last three years (e.g., environmental design/architecture, marine resource management, earth science, geography & environment, economics, Hawaiian studies). Applicants admitted without a

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
		<p>General advising/information session with the Graduate Chair (annual) to discuss concerns and encourage progress.</p> <p>Periodic check-in and evaluation of student progress and performance each year.</p>	<p>master's degree in urban planning are required to complete core courses in the Master of Urban and Regional Planning curriculum (up to 24 credits) in addition to the PhD curriculum which adds at least two additional semesters to the timeline. The program also includes part-time students who have full-time employment, e.g., currently 5 of 16 enrolled PhD students.</p> <p>All graduates (2019-23) are currently employed.</p> <p>COVID-19 pandemic-related delays in student access to fieldwork/data collection slowed time to degree, and we are seeing an uptick in students nearing completion.</p>
College of Tropical Agriculture and Human Resources			
Biological Engineering (BS)	<p>College and State of Hawai'i mission-centric. Recommend continuation with monitoring of enrollment.</p> <p>The BE program is the only ABET-accredited engineering program in CTAHR. It offers professional engineering education and training for its graduates to work on food and environmental security, agricultural automation, waste conversion, and the development of high-value bio-products which are critical to CTAHR's mission and Hawaii's food security strategies.</p>	<p>In 2022, the Deans of CTAHR and the College of Engineering (CoE) signed a MOU to improve visibility of the BE program through the CoE website, digital and printed media, collaboration between both colleges' ambassador programs, student recruitment, and career fairs along with developing research collaboration among faculty of both colleges. Additionally, one faculty started an extension program advising and helping to develop high school curricula, intended to highlight opportunities in CTAHR and BE to aid in the promotion and recruitment of students.</p> <p>Addressed class sizes and made the curricula more attractive to prospective students by updating the relevancy of topics offered (e.g., AI).</p>	<p>The program will continue to recruit and target prospective students interested in agriculture, sustainability, and health which CTAHR traditionally attracts. Current enrollment is 31 and efforts are underway to increase enrollment by increasing visibility of the program amongst a wider audience.</p>
Entomology (PhD)	Continue to monitor given the expected increase in workforce needs	Entomology graduate faculty recruit potential graduate students at the Entomological Society of America	ENTO maintains an average of 20 graduate students (M.S. and Ph.D. combined).

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
	and the crucial need for research on invasive species in Hawai'i. Recruiting materials will highlight the job market and growing career opportunities within the State of Hawai'i.	(ESA) annual meeting every year. The graduate program chair recently met with faculty in the Department of Public Health at JABSOM, to discuss expanding collaboration. ENTO now is offering courses attractive to Public Health students, and the potential for developing a 4+1 (bachelor+master) degree program that would combine Public Health with Entomology option.	Most ENTO grad students conduct field-based dissertation research, thus they frequently require additional time to complete, which may impact graduation rates on a year-to year basis. Entomology contributes substantially in and beyond Hawaii. ENTO Ph.D. students conduct research on invasive species pertaining to Hawaii Departments of Agriculture, Land and Natural Resources, USDA-APHIS, and the Hawaii Invasive Species Council. Demand from the local workforce is likely to increase tremendously with a planned new biological control research facility that is expected to provide 90 jobs for entomologists and plant pathologists.
Natural Res & Environmental Mgt (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 innovatively, strategically, and successfully recruited four new faculty members, including both tenure-track and temporary faculty positions. The NREM department successfully acquired several large grants/contracts (e.g., USDA, DLNR, and private fund sources). These increases in faculty and research funds are resulting in more graduate assistant positions. We expect to see an increase in the enrollment in 2025-2027, 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 17 years. The NREM Ph.D. program is a critical graduate degree program to train and generate the next-generation researchers and scientists who can conduct 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 Hawaii.
Nutritional Sciences (MS)	Continue to monitor enrollments in light of the new requirement that registered dietitians will need to attain an MS degree for licensure starting later this year.	Increased student recruitment activities and sought a sufficient number of faculty members to teach and supervise graduate students in MS nutritional sciences. The new registered dietitian requirements (i.e., the MS degree) will encourage enrollment.	Effective 2024, the registered nutrition dietitian license requires a MS degree, which will increase students pursuing a MS degree in nutritional sciences. Collaborations with other colleges such as medical science will support nutrition education for disease management and prevention. The number of students will be

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
			increasing in the program as the campus-wide interdisciplinary faculty members from other departments in UHM are recruited into their programs.
Nutritional Sciences (PhD)	Recommend continuation and a thorough review of curriculum to assess obstacles to graduation and/or retention issues.	Grant funds were acquired from USDA Sustainable Agriculture Systems and children healthy living grants to fund 5 PhD student research assistants (RAs) for up to 5 years each. These RAships make the program more competitive in attracting graduate students. Departmental funding such as teaching assistants (TAs) and RAs were used for the graduate students in this program.	This PhD has attracted some students from MS programs (including Food Science) and we are re-populating those MS programs. Graduate programs in Food Science and Nutritional Sciences directly contribute to increasing the expertise needed to address problems in food systems and nutrition security, which are critical issues for our state.
Trop Agriculture & Environment (BS)	Continue to monitor with a focus on the effectiveness of recent curricular changes. Critical workforce program for the College and State of Hawai'i	The curriculum is being revised to better meet the training needs of students as the agricultural landscape has shifted from plantation systems to more diversified agroecosystems. Tropical Plant and Soil Sciences and Plant and Environmental Protection Sciences have worked closely with the College advising staff to improve recruitment. Currently, efforts are underway to improve the departmental websites to increase the visibility and attractiveness of the program. 2023 degrees awarded was above minimum. This is expected to continue.	Tropical Agriculture & Environment (TAE) is the only undergraduate program in CTahr that directly provides training in the broad field of tropical agriculture with courses including plant propagation and breeding, soil science and soil management, crop production and protection, and the management of pests from insects and pathogens to weeds. The BS has shown steady increases in enrollment from 36 since its inception in 2017 to 48 in 2023. With the imminent approval of the new curriculum, which has simplified the program and increased flexibility to meet the needs of a diverse body of students, we expect growth in enrollment.
Tropical Plant & Soil Sciences (PhD)	Recommend continuation and a thorough review of curriculum to assess obstacles to graduation and/or retention issues. Critical research focus for the College and the State of Hawai'i.	Completely revised PhD curriculum and clearly articulated requirements and expectations. Faculty hired within the last 5-7 years have increased extramural grants, which has led to threefold increase in student enrollment, which will carry over to	The PhD program in TPSS trains the next generation in a broad range of disciplines (plant breeding, agronomy, soil science, water management) that are foundational to agriculture. The TPSS PhD program combines these disciplines with focus on tropical island environments. The program

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
		<p>increased graduation rates in the near future. Substantial program enrollment growth since 2020.</p>	<p>is essential to meet the future needs of the State as it develops new knowledge and technology needed to advance agriculture.</p>
<p>Tropical Plant Pathology (PhD)</p>	<p>Continue to monitor. Critical research focus for the College and the State of Hawai'i.</p>	<p>The Tropical Plant Pathology (TrPP) program is appropriately sized based upon societal needs and resources dedicated to the program. Our instructional, research, and extension activities are intimately intertwined. We fund the majority of our students with extramural research grants and students contribute to the research endeavors of the department. Consequently, increased success in securing extramural funds leads to increased student numbers. The TrPP program also uses allocated teaching assistant funding to recruit students into the program. In 2023, our faculty in TrPP secured >\$7.1 million from NIFA to support the recruitment of graduate students into the program.</p>	<p>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. TrPP maintains an average of 20 graduate students (M.S. and Ph.D. combined). The program meets critical workforce needs for Plant Pathology.</p>
<p>College of Education</p>			
<p>Early Childhood Education (MEd)</p>	<p>Recommend continuation. The program is vital to support statewide PreK expansion and other early childhood programs and services initiatives. Enrollment remains consistent with a new cohort of 15-20 students every 3 years. Admit smaller cohort beginning Summer 2024 to support continuing students in completing capstones. Monitor graduation rate to assess effectiveness of actions taken.</p>	<p>Time-to-degree issues are being addressed. Hired an I-3 faculty in Fall 2023. Established statewide ECE Tuition Stipend program to support recruitment and retention of undergraduates, articulation into MEd ECE and retention during times of financial duress. Strengthen place-situated research and projects and hired Native Hawaiian ECE community leaders to support capstone development.</p>	<p>The MEd ECE program is vital to preparing leadership to rebuild Hawaii's child care industry and expand public PreK. Increased public investment in 2023 makes it essential to statewide ECE initiatives. The 2022-2023 students were negatively impacted by the COVID-19 pandemic. However, 89% of the students admitted persist. 31% graduated and another 47% expect to graduate by Fall 2024 (17). We anticipate that the actions taken and increased public investment in ECE will result in a situation more conducive to a majority of the students graduating within</p>

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/Improvements
		<p>Enhanced academic support to address advanced degree capstones expectations for research skills and competencies. Bi-monthly Plan B one-on-one advising meetings initiated for students who need extra research/writing support. Reformatted MEd ECE to improve access for neighbor island students.</p> <p>Initiated a separate educational pathway for graduate students whose primary focus is to obtain teacher license in ECE.</p>	<p>3 years, as has been the case in the previous five cohorts of the program.</p>
College of Engineering			
Civil Engineering (PhD)	<p>The increase in faculty and PhD CE student enrollment number should allow continuation of program and review as these are good indicators of sustainability; however, a thorough review of curriculum to assess obstacles to graduation and/or retention issues needs to be conducted.</p>	<p>Continue intentional increase of new faculty recruitment numbers to generate and increase graduate course offerings and new graduate research proposals and fundings to offer greater opportunities to internal and external students. More aggressive outreach of the combined bachelor+master (BAM) pathway program to undergraduate students and increase the MS CE enrollment to generate intended interest in pursuing a PhD CE degree. Investigate greater funding opportunities to allow faculty, researchers, and PhD CE students to attend conferences, collaborations meetings, and scheduled graduate recruiting events to increase the PhD CE program outreach,</p>	<p>The PhD CE program is only slightly below the 3.0 five-year average at 2.8, and one student had participated in the convocation in Fall 2023 as a PhD CE graduate, and a couple more are anticipated for the Spring 2024. The current PhD CE enrollment is at 26 (Fall 2023). Incoming faculty should have an immediate impact on available research funding for GAs as more research proposals will be generated. As a side note, the College's research funding was \$9M (2021), \$11M (2022), \$11M (2023), and \$7.6M (thus far for 2024). These factors coupled with the removal of restrictions to attend conference, collaboration, and recruiting expos will allow us to once again individually outreach to undergraduate and graduate students domestically and internationally. The department expects the PhD CE program to no longer be on the non-small program list in the next couple of years.</p>
Construction Engineering (BS)	<p>Continue program and review as the increase in enrollment and increase in</p>	<p>Continue to increase the exposure of the BS in Construction Engineering (CSNT) degree program to our UHCCs,</p>	<p>BS CNST program is a newly accredited degree program which</p>

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
	<p>graduation are favorable indicators of sustainability.</p>	<p>K-12 schools, and construction industry via outreach events that include presentations and interactive, project-based engagements including our involvement with the CCD (Construction Career Day), an annual event. Greater utilization of the construction industry including the GCA (General Contractors Association) to initiate project-based courses to increase awareness, involvement, and collaboration on real-life projects as well as industry internships and scholarships, which can become the catalyst for hiring for the construction industry. The department has recently changed its name to better highlight <i>construction</i> as it is now the Department of Civil, Environmental, & Construction Engineering (CECE).</p>	<p>received two 3-year accreditations for the maximum 6 years accreditation. The enrollment numbers have steadily increased from 2019 to 2023. Enrollment is projected to be higher in 2024 (~30) as more freshmen and transfer students are directly requesting to be a BS CNST major. The BS CNST graduation for the 3-year average has increased from 4.3 (2020-2022) to 5.0 (2021-2023), so graduation rate increase is projected as the enrollment continues to increase. The GCA (General Contractors Association) has greatly assisted by offering nine plus scholarships, totaling \$20K per academic year, to promote the BS CNST, its internships, and its industry. GCA also continues to fund one CNST faculty position, and the CECE department has been considering and entertaining the possibility of bringing on another CNST instructor.</p>
<p>Electrical Engineering (PhD)</p>	<p>Recommend continuation and a thorough review of curriculum to assess obstacles to graduation and/or retention issues. This is the first time the PhD EE program has been flagged for the small programs.</p>	<p>Increase in faculty recruitment to generate and increase graduate course offerings and new graduate research proposals and fundings 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 MS EE enrollment to generate intended interest in pursuing a PhD EE degree. Investigate greater opportunities to allow faculty, researchers, and PhD EE students to attend conferences, collaborations meetings, and scheduled graduate recruiting events to increase the PhD EE program outreach.</p>	<p>The PhD EE program has only slightly dropped below the 3.0 five-year average at 2.4 (2019-2023) and was 3.2 (2018-2022). Recently, in Fall 2023, PhD EE graduated one student and expects to graduate 2-3 students this Spring/Summer 2024. The current PhD EE program enrollment is holding steady at 18 (Fall 2023) with the MS EE program enrollment at 36 (Fall 2023) and our EE BAM enrollment at 22 (Fall 2023). These MS and BAM enrollment numbers are good indicators for the PhD EE program maintaining and growing in size. Incoming faculty should have an immediate impact on research funding and GAs as more research proposals will be generated. The College's research funding was \$9M (2021), \$11M (2022), \$11M</p>

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
			(2023), and \$7.6M (thus far for 2024). These factors should be good indicators that the PhD EE program should return to be in good standing in the next couple of years.
Engineering Science (BS)	Continue program and review to allow this program's use to investigate and develop new concentrations and BS programs; however, if usefulness subsides, consider removing the degree program in the next couple of years.	Continue discussions with various entities in our UHM and UHCC campuses to generate, consider, and initiate new BS programs to assist existing industry as well as graduate programs. Additional discussions taking place with our Dean's Council Program Sub-Committee regarding specific engineering disciplines that may need specific degree considerations within the State.	The recently developed BS ENGS program was conceived to be an incubator program and has not yet graduated any student; thus, has not requested accreditation from ABET. This approach has developed one program (Aerospace) and others are under discussion. The goal is for the Aerospace concentration to become a BS AERO (Aerospace Engineering) in the future. ENGS is currently discussing the viability of creating the 1) Bio- Medical Engineering, 2) Ocean Engineering, & 3) Agricultural Engineering (currently the Bio-Engineering in CTAHR) concentrations. However, the optimality will be for 1) Bio-Medical to become one concentration under the BS ME program and another concentration under the BS EE program, and 2) Ocean Engineering to become one concentration under the BS CE program and another concentration under the BS ME program. The move and creation of 3) Agricultural Engineering in CoE is still in discussions with CTHAR. This program will consider new programs for incubation as well as possibly awarding a BS ENGS if and when a general engineering degree becomes preferable and viable to our industry partners.
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,	In light of the PhD ME five-year graduation number rising to 2.2 (2019-2023) from 1.8 (2018-2022), PhD ME enrollment holding steady at 22 (Fall 2023), ME faculty count at 18 (2023), anticipated to be 23 (2024) when all faculty arrive which is up from 18

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/Improvements
		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 and increase the MS in Mechanical Engineering (ME) enrollment to generate interest in pursuing PhD ME degrees. More aggressively allow faculty, researchers, and PhD students to attend conferences, collaborations meetings, and scheduled graduate recruiting events to increase the Civil Engineering PhD program outreach.	(2022) and 17 (2021), and the increase in research funding in the College from \$9M (2021), \$11M (2022), \$11M (2023), and \$7.6M (thus far for 2024), the PhD ME program should emerge within the next couple of years.
Hawai‘inuiākea School of Hawaiian Knowledge			
Hawaiian (MA)	Recommend continuation and a thorough review of curriculum to assess obstacles to graduation and/or retention issues. This program is vitally needed to continue State’s commitment to Hawaiian language and because research in Hawaiian language sources affects curriculum and research in the natural sciences, social sciences, tropical agriculture and the humanities.	Completed two-year accreditation review with WINHEC and admitted the first students into the Hawaiian Students+College of Education combined bachelor+master (BAM) pathway program in Fall 2023. Secured three more instruction positions (one 1-3) to strengthen the MA curriculum. HSHK is hiring a faculty specialist this spring in Native Hawaiian Student Services who will be focusing on the recruitment and retention of Native Hawaiian graduate students. No other such position exists at UHM.	The very small number of MA graduates is indicative of the still relatively small number of classified graduate students and the historic attraction of the workplace to Native Hawaiians in the university, as well as the growing marketability of Hawaiians from our program in the workforce. However, our graduate courses serve students beyond our MA program. Kawaihuelani and Hawaiian Studies should discuss internal combined ‘Olelo Hawai‘i and Hawaiian Studies bachelor+masters (BAM) degree pathways that could lead to earlier and less expensive matriculations into graduate studies
John A. Burns School of Medicine			
Biomed Sci - Tropical Medicine (PhD)	Continue program Improvements ongoing and will be further refined once we receive the Reviewers’ report from the October 17-18, 2023 Graduate Program Review.	Alternative sources of funding have been obtained to enhance recruitment and support of Tropical Medicine graduate students. This includes funding of PhD graduate assistantships through UH Foundation accounts and an NIH training grant which provides	The JABSOM Tropical Medicine PhD program is one of only two Tropical Medicine doctoral programs in the US, and provides intensive research training in tropical diseases for Hawai‘i, US, and international students.

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
		international travel opportunities and graduate assistantships for Tropical Medicine research experiences in endemic areas. Recruitment of MS and PhD students has been boosted by the Tropical Medicine Graduate Certificate Program. Three students currently enrolled in the Tropical Medicine PhD program initially entered as graduate certificate students. Finally, the introduction of the One Health courses into the Tropical Medicine curriculum has broadened the program's appeal and we recently accepted two new PhD students from the US military who have veterinary backgrounds and will pursue infectious disease research training in the department.	Tropical Medicine continues to be highly relevant as it encompasses emerging infectious diseases such as COVID-19, dengue, and Ebola; the global spread of these diseases has been greatly enhanced by increased international trade, travel, and climate change. While the mean number of Tropical Medicine PhD graduates over 5 years was 2.4, there were five PhD graduates in fall 2023. Enrollment has remained steady, averaging 13 students per year. Thus, we anticipate emerging from the small program status within the next year or two.
Biomedical Sciences (PhD)	Stopped out	Stopped out	Program has been on stop-out and will be terminated because all students have graduated.
Cell & Molecular Biology (PhD)	Recommend continuation and a thorough review of curriculum to assess obstacles to graduation and/or retention issues. Improvements ongoing and will be further refined once we receive the Reviewers' report from the October 17-18, 2023 Graduate Program Review.	This is the first incident of CMB PhD being on the small programs list. We are seeking outside funding to support our graduate students so that we can have a cohort of 3-5 qualified students accepted each year. We will make the GRE test optional for future applications (in line with many of our benchmark and peer institutions application process), as many applicants have stated that this is a reason why they do not consider our program.	In spring 2024 there are 5 students scheduled to defend their dissertation research and they will graduate shortly thereafter. We have also been successful in recruiting MS students to join the PhD program with 4 students choosing this route in the past two years. We require annual progress reports and ask more advanced students to have committee meetings every 6 months, keeping students on track for a timely graduation. The CMB PhD program provides a significant number of scientists to Hawaii, including faculty and support staff at UH, Chaminade, clinical research coordinators, and the State of Hawai'i forensics lab.

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
Developmental & Reprod Biology (MS)	Continue program Improvements ongoing and will be further refined once we receive the Reviewers' report from the October 17-18, 2023 Graduate Program Review.	<p>DRB program provides financial support to both its MS students and PhD students, which not all programs do.</p> <p>As part of the Institute for Biogenesis, we collaborate with the Department of Obstetrics and Gynecology, and have successfully attracted graduate student financial support (e.g., one graduate assistantship position for \$30K/year for five years).</p> <p>DRB recruits students from the Undergraduate Research Opportunities Program and IDeA Networks of Biomedical Research Excellence.</p> <p>DRB actively marketed the program via posts on scientific societies websites and at conferences.</p> <p>DRB supports six teaching assistant positions for other departments in the J.A.B. School of Medicine</p> <p>DRB students apply for and receive grants funding.</p> <p>The DRB program continues to prepare students for medical school admissions via MD-PhD mechanism.</p> <p>The DRB students continue to do very well in regard to their progress, reflected by numbers of published articles, conference presentations, various monetary awards.</p>	<p>The DRB program is a specialty program and fills an important niche nationwide. It offers a highly specialized curriculum in the field of reproduction and development. The program bridges basic science and clinical applications and prepares students for medical school as well as careers in academia and medical, biotech and other industries. Our goal is to have (1) all students financially supported; (2) all students finding placement in an appropriate lab related to the program theme; (3) all students obtaining good mentorship and administrative help.</p> <p>The DRB student body is multicultural and multiethnic, with ~1/4 of the students being ethnic minorities and first-generation graduate students, and thus this program provides a unique and nurturing environment for education for under-represented students in Hawai'i.</p>
Developmental & Reprod Biology (PhD)	Continue program Improvements ongoing and will be further refined once we receive the Reviewers' report from the October 17-18, 2023 Graduate Program Review.	<p>DRB program provides financial support to both its MS students and PhD students, which not all programs do.</p> <p>As part of the Institute for Biogenesis, we collaborate with the Department of Obstetrics and Gynecology, and have successfully attracted graduate student financial support (e.g., one graduate</p>	<p>The DRB program is a specialty program and fills an important niche nationwide. It offers a highly specialized curriculum in the field of reproduction and development. The program bridges basic science and clinical applications and prepares students for medical school as well as careers in academia and medical, biotech and other industries. Our goal is to have (1) all</p>

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/Improvements
		<p>assistantship position for \$30K/year for five years).</p> <p>DRB recruits students from the Undergraduate Research Opportunities Program and IDeA Networks of Biomedical Research Excellence. DRB actively marketed the program via posts on scientific societies websites and at conferences.</p> <p>DRB supports six teaching assistant positions for other departments in the J.A.B. School of Medicine</p> <p>DRB students apply for and receive grants funding.</p> <p>The DRB program continues to prepare students for medical school admissions via MD-PhD mechanism. The DRB students continue to do very well in regard to their progress, reflected by numbers of published articles, conference presentations, various monetary awards.</p>	<p>students financially supported; (2) all students finding placement in an appropriate lab related to the program theme; (3) all students obtaining good mentorship and administrative help.</p> <p>The DRB student body is multicultural and multiethnic, with ~1/4 of the students being ethnic minorities and first in the family to pursue graduate studies, and thus this program provides a unique and nurturing environment for education for under-represented student groups in Hawai'i</p>
<p>Medical Technology (BS)</p>	<p>Continue to monitor. Program is a critical health workforce need. Next accreditation visit is scheduled for 2030. The Medical Technology BS program at UH Mānoa is the only approved program in the State of Hawaii.</p>	<p>A pathway for 2nd-degree seeking students to earn a degree in Med Tech has successfully led to increased enrollments.</p> <p>To address the continuing critical need for Medical Laboratory Scientists (MLS) in the state, an online MLS curriculum will start in fall 2024, with a direct student pathway from Kapiolani Community College.</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.</p> <p>Develop more streamlined clinical rotations to facilitate training at clinical affiliates.</p>	<p>The BS in Medical Technology, though small, 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 Kapiolani CC AS-MLT (Medical Laboratory Technician), who want the clinical training that qualifies them to take the MLS (Medical Laboratory Scientist) certification exam. In the workplace, the MLS roles and responsibilities exceed those for MLTs. Clinical laboratories require laboratory professionals at all levels. An attempt to operate without staff in any one position would hinder their critical role in</p>

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
		Continue collaboration with the Life Sciences Department of Microbiology to recruit students in the clinical microbiology track.	diagnosing and treating patients. 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. The Medical Technology program at UH Mānoa is the only approved program in the State of Hawaii. We do not have the luxury to turn away qualified candidates each year. Improvements are ongoing. Size limitations are also impacted by clinical placement sites. See narrative regarding online program slated to start in Fall 2024.
School of Ocean, Earth Science and Technology			
Atmospheric Sciences (BS)	Continue to monitor.	<p>Expanded capacity to offer courses on climate change topics with the hiring of a new ATMO faculty member (with expertise in Applied Climate Science). ATMO is in the process of developing a new Certificate in “Climate Science and Society” as part of a development pathway towards a new Applied Climate Science BS degree pathway. Offer a less math/physics intensive degree pathway to provide opportunities for students who are interested in climate and its connections to society (business, insurance, travel, medicine, etc.).</p> <p>Expand awareness of the combined bachelor+master (4+1) program pathway at UHM at undergraduate fairs at key conferences</p>	Our undergraduate enrollment has steadily increased the last three years. We will reach out to key UHM and local communities that will benefit from the new certificate program to increase enrollment in our courses and grow the potential pipeline for ATMO BS majors. We will continue to promote and advertise for our combined bachelor+master (BAM) degree pathway program to increase enrollment.
Atmospheric Sciences (PhD)	Continue to monitor effectiveness of program pathways and grant awards on student enrollment and degrees awarded.	We are working with institutions (e.g. NCU) to expand our 3+2 program pathways to return to pre-COVID	In the coming year, with additional students registering through several 3+2 programs and a new faculty member, we anticipate that the ATMO PhD graduate rate will

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
		<p>numbers of (>10 students per year) that fed into our PhD program. Share funding opportunities: 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</p> <p>Faculty will be meeting to discuss setting the minimum graduate assistant (GA) salary to step 20 to be nationally competitive.</p>	<p>exceed the 5-year average due to the predicted increase in the total number of enrolled PhD students.</p>
Ocean & Resources Engineering (PhD)	Continue to monitor. Recommend increasing recruitment efforts.	<p>ORE is in the progress of hiring a new faculty member.</p> <p>We will increase the number of faculty in the department (current = 7); Increase the graduate student (MS & PhD) to faculty mentor to 5-1</p>	<p>The number of PhD students has doubled since 2021.</p> <p>It normally takes about 5 years to complete our PhD degree program. To maintain 3 PhD degrees conferred per year (5-year average), we need to have at least 15 PhD students in the program at any given year. We expect to exceed the small program graduation rate in the future with new faculty members joining the department.</p>
Thompson School of Social Work and Public Health			
Epidemiology (PhD)	Program reaccredited in 2023 for a maximum of 7 years to December 31, 2030. Continuation of program and monitoring of enrollments to assess recruitment and retention efforts.	<p>Five candidates on track to graduate in 2024. Seven graduated in 2020-2021 and we expected more candidates to graduate in 2022 and 2023, but the continuing pandemic kept many from focusing on their PhD as they worked on the COVID-19 response.</p> <p>With the increased interest in epidemiology and new faculty hires in 2023 and 2024, we expect further increases in enrollment and graduation rates.</p>	<p>Council on Education for Public Health (our 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 since the temporary stop-out of the program in 2011.</p> <p>This is an area of high priority for Hawai'i, esp. 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 our local community. Our graduates and</p>

UH Mānoa Small Program	Recommendation	Actions Taken	Comments/ Improvements
			students play key roles in addressing pandemics and large-scale health concerns in communities here and throughout the region.
Public Health (DRPH, PhD)	Recommend continuation and a thorough review of curriculum to assess obstacles to graduation and/or retention issues. Program reaccredited in 2023 for a maximum of 7 years to December 31, 2030. Continuation of program and monitoring of enrollments to assess recruitment and retention efforts.	We had 3 PhD in PH graduates in the calendar year 2023—one in spring and two in fall. In spring 2024, we expect at least 2-5 students to graduate and at least 4-8 to defend their proposals.	We are still a popular program, with 25+ active students and 12+ applications for Fall 2024. We serve a high percentage of Native Hawaiian and Pacific Islanders students and international students from Asia and Pacific. Our graduates are in demand for teaching, research, and high-level administrative positions.
Social Welfare (PhD)	Program review for 2023-2024 is currently in progress. Continuation of program, and monitoring of enrollments to assess recruitment and retention efforts.	Given that the PhD is a five-year program we should start seeing more graduations given the rise in enrollments. With increased enrollment, we have focused monitoring of student progress to improve time-to-degree.	The only PhD in Social Welfare program in the State of Hawai'i and the Pacific Basin, the program serves a regional need. We serve a high percentage of Native Hawaiian and Pacific Islanders students and international students from Asia and Pacific.

**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 will participate in upcoming high school events including the Lahainaluna seniors visit to campus on 2/27, and UHMC Open House on 4/26. 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 or on Zoom. Additionally, the program coordinator is collaborating with local accounting firms and the Department of Taxation, in order to create revolving internships for accounting students to gain real-world experience.	The Accounting Program was without a coordinator and did not have program representation for a few semesters. Most recently, counselors have also identified that eligible students going through our program are not applying for their earned Accounting CA. The program coordinator will collaborate with the counselors regarding students who are eligible for the Accounting CA. The coordinator will follow up with eligible students, and remind students near the end of the semester to apply for all earned certificates. The program map is aligned so that students earn an accounting certificate while on the way to earning their AAS degree.
Administration of Justice (AAS, AS, CA)	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 (AAS, CA)	Continuation of program	Long term and short-term goals have been established. Short term: Increase recruitment by increasing involvement with high school tours/site visits. Other short-term implementations to increase publicity and thereby enrollment was implementing the "Summer Bridge"	At least 2 of our students cited the fires in Kula and Lahaina as reasons that they withdrew this academic year. It is our suspicions this event may have diverted many of our potential students to take care of real-life issues and using the same ethos that would have been dealing with food security, to

UH Maui College Small Program	Recommendation	Actions Taken	Comments/ Improvements
		<p>student enrichment program that provides stipends for students to experience the AG&NR Program. Additionally, the social media presence has improved community awareness of the program. Last of the short-term things to attract students to the program was the initiation and development of non-credit offerings. The non-credit beekeeping courses have resulted in some student recruitment. Long Term: Possible changes in delivery system to take the classes to the classroom of various high schools (Kaua'i CC has a program for botany that we may be able to duplicate). Changing the delivery model (face to face vs distance) may be possible for some classes and may make it possible for remote community students to participate in many of the 100 level AG courses. Additionally, we are considering linking our AS in AG&NR to an AS Sustainability.</p>	<p>recovery efforts in Lahaina/Kula. Possible as the phases of recovery change that these same potential students will once again be attracted to food security issues and production of food in Maui Nui.</p>
<p>Automotive Technology (AAS, CA)</p>	<p>Continuation of program</p>	<p>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 which are in current apprenticeships at dealerships and</p>	<p>The Automotive Program is supporting the financial needs of students by modifying the structures of how we teach. This graduation class will be the first with the option to have apprenticed full time during their last semester. This gives 7 of the 14 graduates a financial stepping stone over previous years. The Automotive Program also has supported industry certifications including ASE entry level. When passing just 3 of the 10 tests students are given 1 year of 2 required by ASE to attain professional level certifications. This graduation class of 2024 will be the first to have the A series professional level ASE</p>

UH Maui College Small Program	Recommendation	Actions Taken	Comments/ Improvements
		local independent shops including Honda, Toyota, Otto Shop Maui, Maui Disposal, and South Pacific Motors. The Automotive Program continues to move toward Accreditation with continuous growth toward what students want to learn. This will help with retention into the future when students are looking for a competition.	certifications lined up at no extra cost to the students. With the grant funded industry certifications and grant funded technology, the automotive program will continue to support and strive for the best our program can provide to the community.
Business Administration (CA)		Needs to be reviewed.	CA was last reviewed in 2021- need to review and update as needed.
Business Technology (AAS, AS, CA)		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 (AAS, CA)	Continuation of program	The program has secured tuition assistance for current and future majors for the next three years. Currently we are transitioning all classes back to in-person.	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 added tuition funding, securing of quality lecturers, and focus on rebuilding projects, enrollment is anticipated to return to 60 majors by 2026.
Creative Media (AS)	Continuation of program	Our enrollment is steady, the A.S. graduation rate is increasing. We had 7 in December, and expect another 9 in May, in addition to CA recipients.	We are implementing modest curriculum refinements, and are focused on recruitment and the quality of our lecture/lab space and course delivery.
Early Childhood Education (AS, CA)	Continuation of program	Last year we had 11 graduates and more than 20 certificates awarded. We are now working on the challenge of providing coursework to Moloka'i and Lāna'i. We are changing our curriculum map to reflect the needs of new students during their first semester with a course that is f2f, with no prerequisites and FYE support. A more challenging course that is offered synchronously (more challenging for our students) and requires evidence of	We are the only NAEYC accredited ECED program in the UH system. We are required to ensure that our graduates meet standards that are high when compared to other campuses. We are trying new strategies to encourage our struggling students to take advantage of tutoring and other student services.

UH Maui College Small Program	Recommendation	Actions Taken	Comments/ Improvements
		meeting specific industry standards will be moved to spring.	
Electronics & Comp Engin Tech (AS, CA)	Continuation of program	<p><u>Recruitment:</u> Change to the program map has been approved in Fall 2022 and implemented in Fall 2023. By lowering the entry-level math requirement, we expect an increase in student enrollment. Already five new students registered in Fall 2023.</p> <p><u>Retention:</u> We continued offering off-class Workshops (MATLAB, Python, Solidworks, Arduino) intended to retain students in the program. Four in Fall 2022 and four in Spring 2023. We are continuing this Fall 2023 and Spring 2024.</p> <p><u>Transfer to a 4-year institution:</u> we encourage ECET graduates interested in a bachelor's degree to work with their employer so that they can have free time from their work to pursue an online degree. Two graduates, one from Spring 2022 and one for Spring 2023, are currently enrolled in the BS ELET at UAG at the same time they work for local companies.</p>	A Memorandum of Agreement has been in the making in Fall 2022 and Spring 2023. It was signed in December 2023 between UHMC and the University of Arkansas Grantham (UAG): UHMC ECET graduates with a minimum 2.5 GPA can pursue an online bachelor's degree in Electronics Engineering Technology (BS ELET) at UAG. We hope that the 2 +2 agreement between UHMC and UAG that has become official in December 2023 will attract students interested in engineering technology and in a bachelor's degree who otherwise would enroll in the Natural Science program.
Fashion Technology (AAS, CA)		The AAS in Fashion Technology was terminated at the end of the Spring 2022 semester. An ASC in Fashion Technology will be established under the Liberal Arts degree.	Stop out in progress.
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), 2) utilizing computer simulations in selected HOST classes, 3) inviting industry leaders/HOST	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

UH Maui College Small Program	Recommendation	Actions Taken	Comments/ Improvements
		alumni as guest speakers who share their career experiences and opportunities for growth in the industry.	this credential as course requirements are completed.
Human Services (AS, CA)	Continuation of program	We have updated our agreement with the Dept. of Health, ensuring that our Substance Use Disorder Counseling (SUD) COs meet state requirements for the Substance Abuse Counselor professional certification. We also expanded our 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 (LCC has not been able to offer these courses). As we begin our second round of Kealaho'imai support for the SUD and Community Health Worker COs, we expect to see retention and completion increase as some of these students continue on for the CA and AS.	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 a 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 like GJH have doubled or even tripled enrollment in specific courses, and programs like Kealaho'imai have increased both retention and completion. Recently, we have also received feedback from students that they do not do well in asynchronous courses, and have trouble finding synchronous courses in the evening to meet our general education requirements for the CA and AS. In AY 24-25, we will begin partnering with Liberal Arts to ensure access to these courses via Zoom.

UH Maui College Small Program	Recommendation	Actions Taken	Comments/ Improvements
<p>Sustainable Science Management (BAS)</p>	<p>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.</p>	<p>In 2022-2023, SSM faculty formed a marketing and recruitment subcommittee that met twice a month between March-August 2023 that led to the beginning of a multi-year marketing and recruitment plan for SSM. We also focused on high school recruitment and awareness of SSM within the Maui community. Last year, SSM conducted outreach to 507 high school students (82 Native Hawaiian). We invested in a short-term google ad for SSM and promotional ads and PSAs with Pacific Media Group to expand awareness of SSM both locally and nationally. We also explored new partnerships, including one with Green Jobs Hawaii that led to a dual SSM and LEED certification. In an effort to reach off-island or remote students and to accommodate online learners, we also moved to make the majority of our classes available online. We are also piloting some non-credit sustainability courses that we hope will increase awareness about sustainability and SSM in general. We are working with local community members to respond to immediate workforce needs around natural resource management by exploring the feasibility of creating a CO in this field and other related fields (e.g., sustainable ag, Native Hawaiian studies, etc). We have also wanted to invest in an online cohort of SSM students but frankly have lacked the budget and marketing expertise to reach this audience. Finally, one of our largest investments has been in the building of Huluhia Sustainability Center, an outgrowth of the SSM</p>	<p>The Sustainable Science Management (SSM) BAS degree at UH Maui College is unique within the UH system. Unlike other interdisciplinary sustainability degree 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 Hawaii's workforce. As of Fall 2023, nearly 80% of SSM graduates are working in sustainability fields in Hawaii. 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 trends. Similar to trends across the UHMC campus, we experienced a significant downward trend in enrollment (nearly 50% since 2018) but we are starting to see positive trends in the number of SSM majors. According to 2023 STAR data, the number of SSM majors has increased by 43% since last year, and our pipeline for upper division students is also increasing. We anticipate having at least 22 upper division students by next fall (twice as many as this year), which will help with average class sizes, SSH, and graduation rates. According to our students, rising inflation costs, lack of affordable housing, and a transition to online learning have played a significant role in their ability to commit to full time. Many of our students are part-time and</p>

UH Maui College Small Program	Recommendation	Actions Taken	Comments/ Improvements
		<p>program, which allows PBL and internship opportunities for students and employment opportunities for graduates. Currently, Huluhia is working on creating stakeholder maps and systems modeling for the rebuilding of Lahaina.</p>	<p>this has impacted our class size numbers. We are also limited in our ability to recruit due to limited and affordable housing options for students.</p>

**WINDWARD COMMUNITY COLLEGE
Small Programs**

Windward CC Small Program	Recommendation	Actions Taken	Comments/ Improvements
Agripharmatech (CA)	<ol style="list-style-type: none"> 1. Monitor program for health and sustainability, particularly for enrollment. 	<ol style="list-style-type: none"> 1. Began curriculum development to implement an algae culture pathway within the CA (Perkins funded) to develop and implement workforce training in algae culture. 2. Offered an experimental algae course online in Fall 23 with plans for SP 24 on Hawai'i Island and O'ahu. 3. Increased the number of in-person classes as Covid influenced decreased, improving completion rates. 	<p>Actions to be taken include:</p> <ol style="list-style-type: none"> 1. Increase the class fill rate and take steps to address the low enrollment issue by improving scheduling efficiency. 2. Increase the number of majors and certificates awarded by continuing outreach efforts and hands-on activities. 3. Prepare students to enter the workforce by collaborating with local industrial partners and farms/nurseries for student internships and possible employment.

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

BOR Committee on Student Success
June 6, 2024

Debora Halbert, Vice President for Academic Strategy

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

Programs with a Small Number of Graduates

Background:

- Required under EP 5.230
- 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
- Massive appendix chronicling actions taken for every small program at each campus
- Scrutiny of small programs every year

Overview:

Examples of Actions Taken to Address Small Programs

- Program stop-outs and terminations at Hawai'i CC, Honolulu CC, UH Hilo, Kaua'i CC, Leeward CC, and UH Mānoa
- Experimental courses
- Blended course formats
- Sharing of resources across campuses
- Outreach to high schools, including early college
- Scholarships
- Employer surveys and partnerships

Program Review Update

Background:

- Systematic assessment required under RP 5.201
- Report to BOR required under EP 5.202
- Review cycle at each campus
- 69 programs reviewed in Academic Year 2023-2024
- Iterative process with stages

Impact:

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

Committee on Student Success
Annual Review for the 2023-2024 Academic Year

	Committee duties per bylaws	2023-2024 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.	Reviewed systemwide academic initiatives (10/05/23)		X		
		Received Annual Report on the Summary of Program Actions (10/05/23)		X		
		Received Small Program and Program Review Report (06/06/24)				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.	Received New and Provisional Academic Program Action Requests (11/02/23; 02/15/24)		X	X	
		Recommended Board Approval of a \$500 Professional Fee in the ACM Program at UHM (08/03/23)	X			
		Recommended Board Approval of a \$500 Professional Fee for the Doctorate of Pharmacy at UH Hilo (06/06/24)				X
		Received Update on Hawai'i P-20 Initiatives (occurred at 11/16/23 and 05/16/24 SBCTE meetings)		X		X
		Review academic program needs				
3	Monitor the quality and effectiveness of educational programs.	Received General Education Redesign Update (04/04/24)				X
		Received Annual Report on Faculty Workload Assignments (occurred at 03/21/24 Board Meeting)		X		
		Received Student Caucus Report (occurred at 04/18/24 Board Meeting)				X

4	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 Health and Safety Update (10/05/23)		X		
		Received Student-Athlete Academic Progress Report (10/05/23)		X		
		Received Athletics Budget Update – UHM & UHH (02/15/24)				X
		Received an Update on the Status of Women’s Track and Field Concerns (04/04/24)				X
		Review and monitor compliance with NCAA and conferences’ requirements and policies				
		Received Update on Athletic Facilities (10/05/23)		X		
		Received Title IX Annual Report and Compliance Update (06/06/24)				
5	Evaluate and approve long range plans that establish the strategic goals and objectives for research, innovation, and technology transfer at the University.	Research and Innovation Long-Range Plans and Goals				
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>Reports received at Board Meetings throughout the year</i>	X	X	X	X
8	<i>Committee Governance</i>	Reviewed Committee Work Plan (08/03/23)	X			
		Discussed New Committee Structure, Duties, and Functions (08/03/23)	X			
		Discussed Committee Goals for 2023-2024 (08/03/23)	X			
		Discussed Bylaws for the New Committee Structure (08/03/23)	X			
		Reviewed Committee’s Work for the Year (06/06/24)				