The A.A. Hawaiian Studies Coordinator Group met on Tuesday, March 16 to further discuss proposed cross-campus actions that the AAHS Programs are considering based on the January 26, 2021 UHCC Organizational and Resource Planning document. Like the AALA and ASNS groups, we are also looking at how we can improve course-scheduling efficiency by establishing a structure and coordination process across campuses. The AAHS Coordinator Group notes the following important data and comparison points to keep in mind as we move forward. We are focusing on two specific Efficiency Goals, each with two specific action items to help us achieve them.

**AAHS EFFICIENCY GOALS**

**GOAL1: Increase fill rate from 76.24% to 80%**

*Action Item 1*: Focus on collaborative scheduling of underfilled (low-enrolled) courses across CC System.


  *Action Item 1.B*: Work with the AALA and ASNS workgroup to find common procedures for campus cross-listing courses.

| Table 1. Overall data for courses alpha HWST, HAW, and PACS in Fall 2020 and Spring 2021 |
|----------------------------------|---------------------|
| Total # of courses              | 43                  |
| HAW                              | 9                   |
Table 2. Data for six core courses of the AA in Hawaiian Studies transfer to the University of Hawai‘i, four-year campuses (HWST 107, 270, HAW 101, 102, 201, 202)*

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<tbody>
<tr>
<td>HWST</td>
<td>32</td>
</tr>
<tr>
<td>PACS</td>
<td>3</td>
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<tr>
<td>Overall SSH</td>
<td>20,726</td>
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<tr>
<td>Fill rate</td>
<td>76.24%</td>
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<tr>
<td>Available seats</td>
<td>8,002</td>
</tr>
<tr>
<td>Seat filled</td>
<td>6,101</td>
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<tr>
<td>Majors (spring 2020)</td>
<td>384</td>
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<tr>
<td>Academic certificates and degrees awarded</td>
<td>56</td>
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<tr>
<td># of students who transferred to a University of Hawaii four-year campus</td>
<td>49</td>
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*Note that these numbers were taken from class availability in March 2021. If the enrollment numbers were taken at census in Fall 2020 and Spring 2021, we would’ve seen a higher fill rate.

GOAL2: Clearly articulate 100 and 200 level courses with 4yr Hawaiian Language, Hawaiian Studies prerequisite 100 & 200 level courses.
   Action Item 1: Meet with the Council of Community College Chancellors
   Action Item 2: Meet with President Lassner and Chancellors/Provosts of the 4-year campuses.

DATA

After delving into the data across all seven campuses, the data reveals the following:
1. 43 various courses were offered during the Fall 2020 and Spring 2021 semesters (9 HAW, 32 HWST & 3 PACS)
2. For Fall 2020 and Spring 2021, Hawaiian Language, Hawaiian Studies and Pacific Island Studies courses brought in 20,726 SSH.
3. Fall 2020 and Spring 2021 reveals that across all seven campuses, there were 8002 available seats in HAW, HWST, and PACS courses. 76.24% or 6101 of the 8002 available seats were filled.
4. Of the 43 courses, we sharpened our focus to look at six courses used for transfer to the University of Hawai‘i – 4yr campus: HAW 101, 102, 201, 202, HWST 107, and HWST 270. These six courses saw an enrollment of 4,846 students in 236 sections: HAW 101 (50 sections); HAW 102 (31 sections); HAW 201 (17 sections); HAW 202 (12 sections); HWST 107 (104 sections); and HWST 270 (22 sections). Using the number of enrolled students – 4,846 and dividing by the number of available seats – 5,935, these courses saw a fill rate of 81.65%. Furthermore, these 6 courses equalled 16,268 Student Semester Hours. It is important to note that these numbers were taken from class availability in March 2021. If the enrollment numbers were taken at census in Fall 2020 and Spring 2021, we would’ve seen a higher fill rate.

5. In the spring of 2020, there were 384 AAHS majors; 56 degrees/certificates were awarded and 49 students from the community college campuses transferred to a University of Hawaii four-year campus.

**COMPARISON**

When viewing Class Availability, one will notice that the University of Hawai‘i at Mānoa offers courses in 160 different disciplines; University of Hawai‘i at Hilo 63 disciplines; University of Hawai‘i West O‘ahu 59 disciplines; and the University of Hawai‘i Community Colleges more than 100+ disciplines. Here we will show the impact that HAW, HWST and PACS (HHP), only three disciplines, has on the University of Hawai‘i 10 campus system.

*Chart 1. Student Semester Hours (SSH) by campus in AY 2020-2021 at the three four-year campuses and the community colleges collectively*

**Student Semester Hours (SSH) by campus, AY 2020-2021**
Student Semester Hours

- University of Hawai‘i at Mānoa (UHM) SSH AY2020-2021 = 415,626
- University of Hawai‘i at Hilo (UHH) SSH AY 2020-2021 = 77,224
- University of Hawai‘i West O‘ahu (UHWO) SSH AY 2020-2021 = 63,088
- University of Hawai‘i Community College (UHCC) SSH AY 2020-2021 = 375,266
- HAW, HWST, PACS Community College SSH (HHP) AY 2020-2021 = 20,726
- Hawai‘inuiākea (Kawaihuelani & Kamakakūokalani) SSH AY 2020-2021 = 13,289
- HAW, HWST & Ka Haka‘ula o Ke‘elikōlani SSH AY 2020-2021 = 2,618

Chart 2. Comparison of SSH for the courses alpha HWST, HAW, and PACS

5.5% of the total SSH for the UHCC are from HHP.
3.9% of the total SSH for the UHM are from Hawai‘inuiākea
3.39% of the total SSH for the UHH are from Ka Haka‘ula o Ke‘elikōlani
Fill Rate

Fill rates of courses with the alphas HWST, HAW, and PACS

- HHP AY 2020-2021: 8002 available seats with 6101 seats filled = 76.24%
- Hawai‘inuiākea AY 2020-2021: 4860 available seats with 3911 seats filled = 80.40%
- Ka Haka’ula o Ke’elikōlani AY 2020-2021: 1407 available seats with 791 seats filled = 56.20%
Together, the three Arts & Sciences programs (AA in Hawaiian Studies, AA in Liberal Arts, AS in Natural Sciences) constitute the single largest set of academic offerings in the UHCCs. These programs include over 60 academic disciplines and account for well over half of the students and full-time instructional faculty on each of the seven campuses. A&S courses are also integrated into most CTE disciplines and thus serve foundational, transfer, as well as workforce-related programs.

Given the enormous size and scope of these programs, cross-campus work to support organizational and resource planning has necessarily followed a different path from other academic program/unit convenings. The report to which this is attached provides a summary of program-specific actions taken. This Appendix is intended to provide a summary of additional actions taken.

Points of Collaboration: Spring 2021

Campuses continue to seek solutions for low-enrolled and difficult to staff courses. Spring 2021 saw new collaborative course enrollment management solutions implemented:

- Course is overenrolled on campus A with no available faculty and an insufficient Lecturer pool. Campus A asks other UHCCs with available instructors to offer an additional section of the overenrolled course and refers its students to those new sections.
- Identical courses scheduled on campus B and C are each too small to be viable. In aggregate, however, their enrollment is sufficient to offer the course at one of the campuses. Employment is maintained for the Lecturer at campus B and students are cross-referred to that class section.
- Campus D uses their grant funds to cover the total cost of instruction for an additional section of a course. Students from all UHCCs are able to enroll in the new course section tuition-free.

Coordinated efforts such as those listed above will continue in order to facilitate cross-referrals of students, articulation of courses and programs, and more planful/predictable course scheduling.

Repositioning for the Future

 Unlike the CTE programs, Arts & Sciences program faculty and administrators frequently do not know each other well or sometimes at all. Non-parallel organizational structures for A&S on each campus further complicate cross-campus collaboration. The formation of the AA Liberal Arts Council of Transfer Administrators and the ASNS Coordinators’ Council has helped to identify points of contact on each campus. These new stakeholder groups will help enhance cross-campus communication, identify and creatively solve shared enrollment issues, and better facilitate connections between UHCCs. Early AALA-CTA and ASNS-CC discussions have focused around full-time staffing/workload, curricular gaps and needs analysis, Lecturer availability, and difficult-to-staff courses.

Through these efforts, the three Arts & Sciences programs will be well positioned to work together to realize the full potential of their economies of scale.