

HAWAII COMMUNITY COLLEGE PROGRAM REVIEW REPORT

Fire Science

March 2, 2015

July 1, 2013 to June 30, 2014

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Program/Unit Review at Hawaii Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

Program Review Outline

Cover Sheet

Outline Page

Program Description

3YR Review Report Summary

CERC Comments and Feedback

Part I: Quantitative/Qualitative Indicators

A. Annual Report of Program Data (ARPD) Data Grid

B. ARPD Data Analysis

C. Trends & Other Factors

Part II: Analysis of the Program

A. Alignment with Institutional Mission & Learning Outcomes (ILOs)

B. Program Mission

C. Strengths & Weaknesses

Part III: Course/Program Assessment

A. Course(s) Assessed

B. Expected Level of Achievement

C. Assessment Strateg(y/ies) & Instrument(s)

D. Results of Program Assessment

E. Next Steps

F. Evidence of Industry Validation for CTE Programs

Part IV: Action Plan

A. 20% Course Review

B. Previous Goals (Programs Actions) & Planning

C. New Goals (Action Strategies) and Alignment

Part V: Resource Implications

A. Cost Item 1

B. Cost Item 2

C. Cost Item 3

Part VI: Justification for Program Existence

Program Description

(Official Description from Catalog - then provide more in depth explanation of what this program does, who it serves and generally describe its accomplishments)

The Fire Science Program prepares individuals with the academic knowledge for entry employment in the Fire Service field as well as meeting the needs of in-service professionals.

Upon completion of this program, students will have the knowledge to prepare for a career with federal, state, and local fire and emergency service agencies, with an emphasis on Structural Fire Fighting, Wildland Fire Suppression, Hazardous Materials Incidents, Fire Prevention and Investigation, Fire Management and Administration, and Incident Command System.

After earning the Associate in Science (A.S.) Degree, students have the opportunity to pursue a Bachelor's Degree in Fire Administration from Colorado State University through distance learning.

Health and physical requirements vary with different employers in the Fire Service field, so prospective students should seek advice before enrolling.

3yr Review Report Summary – *If this Program is scheduled for Comprehensive Review, this section must be more robust and detailed explaining changes made to the program in the past 3 years; funding received since last 3 years and results from funding, etc.*

NURS 110 Medical Terminology was added to the curriculum to prepare students for EMT classes.

CERC Comments and Feedback --

CERC Comments as listed in most recent Comprehensive Review.

April 2012 CERC Comments:

Part II.A. 1a./1b.

- The narrative did a good job of describing the program. However, the narrative should be strengthened to explain how the program specifically supports the College's mission and ILOs.

Part II.A. 2a./2b./2c.

- 2a. Fire Science addressed the needs of the community well in regards to changes in program curriculum and course offerings.
- 2b. N/A because this is Fire Science's first comprehensive program review.

Part II.A. 3.

- Program strengths and weaknesses were adequately outlined. Reviewers wondered what the student demand is for a bachelor's program in Hawaii.

Part II.A. 5a. Goal 1

- Internship courses undoubtedly better prepares students for the workforce and the partnership with Hawai'i Fire Department is invaluable. However, the narrative should have included a more detailed explanation of how the proposed new Fire 293 course would fit overall into the program.

Part II.A. 5b. Goal 2

- It is apparent that the UH system does not offer a Bachelor of Science in the related field of Fire Science and there is a potential need for this type of degree in Hawai'i. However, at this time, a Bachelor's degree seems premature since the AS in Fire Science is still a provisional degree and the comprehensive program review does not mention or has as one of its goals plans to apply for established status. This is Fire Science's first comprehensive program review, thus lacking longitudinal evidence of its demand, effectiveness, and efficiency.

Part II.A. 5c. Goal 3

- How will dedicated classroom space benefit the learners and the program? What is the justification for a dedicated classroom? Do the classes require specialized equipment or teaching tools that necessitate a designated or secure space?

Overall Recommendations/Comments

- In future reports use template numbering/lettering for ease of review.
- Fire Science is a new program with goals that benefit the system and the community.

Part II.B. Table 1.

Non-cost item 1:

- See Goal 1 above.

Non-cost item 2:

- See Goal 2 above.

Non-cost item 3:

- The program and learners would benefit from establishing the proposed internship which leads to better prepared students and possible employment opportunities.
- Additional detailed information should be provided to explain the STEP program and comparing the USFS Region 5 vs. Region 6.

Overall Recommendations/Comments

- Fire Science has ambitious goals that will benefit the learners and the community.
- It is recommended that efforts be directed towards enhancing the existing program instead of working towards establishing a new B.S program at this time. Perhaps some early planning can take place regarding the BS, but the emphasis should be on strengthening the AS program.
- Perhaps the existing program could be enhanced and expanded by offering courses through distance learning (i.e. online, video conferencing, hybrid). This would expand the potential of this program beyond the limitations of a physical campus to students and existing fire fighters stationed/residing around Hawai'i Island and in other counties.
- Cost items were not identified even though the narratives indicate there are potential costs.
- Recommendation: Fire Science should utilize this review process to plan ahead to budget for potential needs and/or expansion of the program and request for items such as new faculty/staff positions, equipment, portable building for classrooms, faculty workshop/in-service/training sessions.

CERC provided recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e., Were the suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.

- *If no changes were made at all, write “None.”*
- *If no changes were made during this review period but you plan to in future periods, write “None in 2013-2014 however changes will be made in (AYs) and will be reported in that review.*
- *If no changes were made during this review period but changes were made in previous review periods, write “None in 2013-2014; however changes were made in (AYs).”*

Part I: Quantitative/Qualitative Indicators

A. Annual Report of Program Data (ARPD) Data Grid

Look up ARPD data at:

<http://www.hawaii.edu/offices/cc/arpd/instructional.php?year=2014&action=quantitativeindicators&college=HAW>

Print for convenience since you will need to use information to discuss your Program's indicators.

B. ARPD Data Analysis

Based on the data from the ARPD, analyze the program's strengths and weaknesses in terms of demand, efficiency, and effectiveness.

If this Program is scheduled for Comprehensive Review, analyze program over 3 years.

Demand Health HEALTHY	Efficiency Health HEALTHY	Effectiveness Health HEALTHY
The demand for firefighters continue to grow. Due to the economy improving, some agencies are hiring, while federal agencies are restrictive due to budget restraints. The number of students enrolling in the Fire Science has seemed to level off at around 45 new students every fall semester.	The Fire Science program continues to generate income for the college. Program year 11-12 tuition and fees were \$16,704 and 12-13 were \$29,320.	Successful completion of students increased in Program Year 11-12, from 82% to PY 12-13, 87%.
Overall Health HEALTHY		

Distance Education: Completely Online Classes -- List and provide an analysis of courses taught completely online. (i.e., compare success to face-to-face; action strategies implemented to increase success and completion rates, e.g., working with ITSO on strategies)

N/A

Perkins IV Core Indicators -- Identify core indicators (1P1, 2P1, 3P1, 4P1, 5P1, 5P2) that were **not** met and specify action strategies.

N/A

Performance Funding (Graduation, Native Hawaiian, STEM, Transfer, Degree) -- Describe how your program contributed to performance funding in these areas? If not, why and how do you plan to contribute in the future?

N/A

C. Trends & Other Factors -- Describe trends including comparisons to any applicable standards, such as college, program, or national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting this program or additional program changes not included elsewhere.

There is no plan to make major changes to the Fire Science program. However, the program is continually evaluated, and minor changes to improve the program will continue as needed.

Part II: Analysis of the Program

A. Alignment with Institutional Mission & Learning Outcomes (ILOs)

1) College Mission Alignment

Hawai`i Community College (HawCC) promotes student learning by embracing our unique Hawai`i Island culture and inspiring growth in the spirit of “E`Imi Pono.” Aligned with the UH Community Colleges system’s mission, we are committed to serving all segments of our Hawai`i Island community.

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports the College’s Mission. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports.

Example: The SUBS program’s faculty and staff fosters excellence in education, workforce development, academic advising and co-curricular activities that focus on engaging, challenging and transforming students to strive for academic excellence, personal growth, contributing members of the Hawai`i Island Community.

The Fire Science program provides students with the education to increase their employment opportunities with the various agencies in the fire service.

2) ILO Alignment

a) **ILO1:** *Our graduates will be able to communicate effectively in a variety of situations.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn’t support this ILO, write “No alignment to ILO1”

Example: The SUBS program’s curriculum prepares our graduates to communicate effectively by requiring the students to participate in: 1) small and large group discussions, both online and face-to-face; 2) individual and group presentations; 3) role play of interviewing and counseling skills; 3) fieldwork at practicum sites; 4) service learning activities on campus and in the greater community.

Last Modified on: 10-14-2013

The Fire Science program promotes effective communication between individuals and groups. We provide the opportunities to develop communications using a variety of communication methods.

b) **ILO2:** *Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn’t support this ILO, write “No alignment to ILO2”

Last Modified on: 10-14-2013

There is no book on how to fight fires. Every time a firefighter responds to an incident the firefight has to gather information, make a decision, evaluate the effectiveness of the decision and decide whether to proceed or modify the decisions made.

c) **ILO3:** *Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.*

Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO3"

The Fire Science program prepares individuals to serve as first responders to a variety of emergency incidents. First responders are essential to preserving life and property during times of emergencies.

B. Program Mission – Write Official Program Mission

The Fire Science program promotes learning to provide the various fire service agencies on the Island of Hawai'i with a pool of well educated and qualified applicants.

C. Strengths and Weaknesses

1) Strengths (Top 3 defined)

State Strength	Using supporting evidence, describe why this is a strength
<i>Example: Program Curriculum</i>	<i>Example: 1) Approved by the State Department of Health as meeting the addictions requirements for Certified Substance Abuse Counseling, and Certified Prevention Specialist educational requirements. 2) STEM Courses - SUBS 132, 268, 270 3) Contains sufficient SUBS core requirement courses to develop an AA Degree in SUBS 4) Indigenous course - SUBS 141 Ho`oponopono</i>
S1. Enrollment has stabilized	Fall enrollment of new students is between 45-50
S2. US Forest Service	Continue to recruit students for employment
S3. Cal-Fire	Accepting applications for employment

2) Weaknesses (Top 3 defined)

State Weakness	Using supporting evidence, describe why this is a Weakness	Proposed solution
<i>Example: Lacks 2-year Degree Program</i>	<i>Example: Does not meet HawCC AMP Priorities (pp 5-10): Increasing Graduates in Science, Technology, Engineering and Math (STEM).</i>	<i>Example: Proposal being made for New AMP Action Strategies that would allow and support the addition of a 2-yr Degree Program for SUBS.</i>
W1. Classroom space	Each semester we continue to search for class space.	W1. Classroom space

Part III: Course/Program Assessment

A. Course(s) Assessed -- *List the course(s) (Alpha/#) assessed during this reporting period.*

Example:

Courses: SUBS 140, 245, 268

PLO#1: Satisfy the addiction studies educational requirements for Hawaii State Department of Health Alcohol and Drug

Division 's (ADAD) Certification:

Embedded in PLO#1 are PLO 's 2, 3, 4, & 5

Fire 207 - Hazardous Materials Awareness/Operations

B. Expected Level of Achievement -- *Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. That represented "excellent," "good," "fair," or "poor" performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% of students will achieve good or excellent in the assessed activity."*

Students were graded as following:

A 90%>

B 80%>

C 70%>

D 60%>

F <50%

C. Assessment Strateg(y/ies) & Instrument(s) -- *Describe what, why, where, when, and from whom assessment artifacts were collected.*

Example:

SAMPLING: College records for seven (all) 2009 program graduates

Strategy/Instrument 2: The Final Exam covered all material taught during the semester.

Strategy/Instrument 3:

Strategy/Instrument 4:

D. Results of Course Assessment - *Provide a summary of assessment results.*

Example:

RESULTS: 86% (6/7) program graduates met or exceeded expectations: completed SUBS 140,245, 268 with a "C" grade or better. 1/7 students received an incomplete grade.

Results:

2 students received, A (90%>)

10 students received, B (80%>)

2 students received, C (70%>)

No students failed the course.

100% of students succeeded and met PLO outcome.

Changes Implemented as a result of Assessment	Evaluation of the changes that were implemented
Change 1:	Evaluation of Change 1:
Change 2:	Evaluation of Change 2:

E. Next Steps -- *Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Program as a result of course assessments. For example, changes to rubrics, changes to level of expectation, any Program and/or curriculum modifications, etc.*

No change in program since 100% of students met PLO outcome.

F. Evidence of Industry Validation for CTE Programs -- *Provide documentation that the program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, the recommendations for, approval of, and/or participation in, assessment by the program's advisory council can be submitted. Describe the documentation; i.e. 9/27/2013 Minutes of ACC Advisory Council; Completed Rubrics by Advisory Council Members.*

The National Fire Protection Association (NFPA) is a non-profit organization that establishes training and certification levels at the national level. For Hazardous Materials Incidents the NFPA established minimum training and education levels to qualify at the Operations Level.

Part IV Action Plan

A. 20% Course Review

a) **Courses Reviewed** -- List the Course Alpha/Number and Course Title of courses that were reviewed in AY 2013-2014.

Course Alpha Number	Course Title
FIRE 101	ESSENTIALS OF FIRE SUPPRESSION
FIRE 101L	ESSENTIAL OF FIRE SUPPRESSION LABORATORY
FIRE 151	INTRODUCTION TO WILDLAND FIRE CONTROL
FIRE 153	ADVANCED WILDLAND FIREFIGHTING
FIRE 156	INCIDENT COMMAND SYSTEM
FIRE 157	INTERMEDIATE WILDLAND FIRE BEHAVIOR
FIRE 202	FIRE HYDRAULICS
FIRE 207	HAZARDOUS MATERIALS AWARENESS AND OPERATIONS
FIRE 210	FIRE ADMINISTRATION
FIRE 212	FIREFIGHTING STRATEGIES/TACTIC
FIRE 215	WILDLAND/URBAN INTERFACE OPERATIONS
FIRE 217	FIREFIGHTER LIFE SAFETY

b) 20% Course Review Schedule

Input the Program's 20% Course Review Schedule for the next 5 years. If a schedule cannot be located, refer to HAW 5.250 Course Review Policy (<http://hawaii.hawaii.edu/ovcadmin/admin-manual/haw5-250.pdf>) to create a new schedule.

Course Alpha Number	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
FIRE 101 - ESSENTIALS OF FIRE SUPPRESSION					X
FIRE 101L - ESSENTIAL OF FIRE SUPPRESSION LABORATORY					X
FIRE 151 - INTRODUCTION TO WILDLAND FIRE CONTROL	Fall				
FIRE 153 - ADVANCED WILDLAND FIREFIGHTING				X	
FIRE 156 - INCIDENT COMMAND SYSTEM				X	
FIRE 157 - INTERMEDIATE WILDLAND FIRE BEHAVIOR					X

FIRE 202 - FIRE HYDRAULICS	Fall				
FIRE 207 - HAZARDOUS MATERIALS AWARENESS AND OPERATIONS	Spring				
FIRE 210 - FIRE ADMINISTRATION		X			
FIRE 212 - FIREFIGHTING STRATEGIES/TACTIC		X			
FIRE 215 - WILDLAND/URBAN INTERFACE OPERATIONS			X		
FIRE 217 - FIREFIGHTER LIFE SAFETY			X		

B. Previous Goals (Program Actions) & Planning

All previous goals from last year's report are used to update the program actions in the Academic Master Plan (AMP) Appendix.

- List and discuss all program actions listed for your program in the AMP Appendix, not including crossed out items. (<http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>)
- Review and specify which program actions were addressed or completed during Review Period AY 2013-2014.
- Give a progress report for each program action that is not yet address/completed and describe the degree to which the goal was achieved over the review period.
- Specify program actions that are no longer being pursued by the program and should be deleted from the AMP.

AMP Program Actions	Progress Evaluation & Evidence of Achievement
<i>Example:</i> 26.1 2009-2010: Recruit and Hire New SUBS -- FTE BOR Appointed Faculty	<i>Example:</i> The CERC and HawCC administration approved new faculty position for program, which was submitted to UH system. However, this writer was informed that the position request got "lost" in the UH system, and therefore never forwarded to the State legislature for approval.
Establish Fire 293, this would be an Internship Course with the Hawai'i Fire Department. This course would be available to seniors about to graduate.	I believe I have resolved the liability issues, and plan to continue the establishment of this course.
Establish a Bachelor of Science in Fire and Emergency Services Degree program at UHH or HawCC.	The UHH gave a very positive response to my proposal. However, due to budget constraints they wanted to put this on hold for the moment.
Establish STEP with USFS Region 5.	Plan to continue with this. However, CALFIRE and HawCC have established a seasonal employment opportunity for our students.

C. New Goals (Action Strategies) and Alignment – Describe New Goals, if any

Define Goal (Action Strategy) 1

<i>Example: Establish AA Degree in SUBS</i>

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Alignment of Goal 1 to ILO(s)

Explain how Goal 1 aligns with ILO(s) and provide supporting rationale
Example: Goal 1 aligns with ILO2 (Critical Thinking) by ... Goal 1 aligns with ILO3 (Community contribution) by ...

Alignment of Goal 1 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 1 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 1 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.
Examples: Goal 1 <u>aligns</u> with SP Action Strategy A1.1.c Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved) by ... Goal 1 <u>does not align</u> to a listed strategy, but aligns with SP Performance Measure A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved) by ...

Proposed New SP Action Strategy/Strategies (if applicable) – If Goal 1 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.

Alignment of Goal 1 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 1 aligns with and provide supporting reasoning.						
	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
Example: Establishing an AA Degree in SUBS will increase the number of STEM Degree programs at HawCC and meet the Workforce push for more STEM graduates.	X	X				X

UH System Collaboration (if applicable)

- Include collaboration efforts w/other campuses.
- Include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

Example: There is dialogue among MauiCC, KauaiCC, and HawaiiCC to establish a common AA Degree in SUBS.

Calendar of planned activities for Goal 1 -- In chronological order, briefly describe the procedures/activities planned to achieve Goal 1

Activity	When will the activity take place
Example: Collaborating with other CCs complete SUBS AA Degree Authorization to Plan (AtP)	Example: Fall 2015

Define Goal (Action Strategy) 2

[Empty text box for defining Goal 2]

Alignment of Goal 2 to ILO(s)

[Empty table for alignment of Goal 2 to ILO(s)]

Alignment of Goal 2 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 2 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 2 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.

[Empty text box for explaining alignment of Goal 2 to Strategic Plan]

Proposed New SP Action Strategy/Strategies (if applicable) – If Goal 2 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.

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Alignment of Goal 2 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 2 aligns with and provide supporting reasoning.						
	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development

<p>UH System Collaboration (if applicable) –</p> <ul style="list-style-type: none"> • Include collaboration efforts w/other campuses. • Include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).

Calendar of planned activities for Goal 2 -- *In chronological order, briefly describe the procedures/activities planned to achieve Goal 2*

Activity	When will the activity take place

Define Goal (Action Strategy) 3

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Alignment of Goal 3 to ILO(s)

Alignment of Goal 3 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

Explain how Goal 3 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 3 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.

Proposed New SP Action Strategy/Strategies (if applicable) – *If Goal 3 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.*

Alignment of Goal 3 to Academic Master Plan (AMP)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 3 aligns with and provide supporting reasoning.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development

UH System Collaboration (if applicable) –

- Include collaboration efforts w/other campuses.
- Include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

Calendar of planned activities for Goal 3 - In chronological order, briefly describe the procedures/activities planned to achieve Goal 3

Activity	When will the activity take place

Part V: Resource Implications

A. Cost Item 1

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost
A variety of low cost equipment to help with classroom instruction.	Equipment	\$1,000

Alignment of Cost Item 1 to Strategic Plan (SP)

Explain how Cost Item 1 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale
Example: Cost Item 1 aligns with SP A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.) by ...
A1.1 Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved. New Strategy

Alignment of Cost Item 1 to Academic Master Plan (AMP)

Explain how Cost Item 1 aligns with the Academic Master Plan (AMP) Action Priorities.
Example: Cost Item 1 aligns with Action Priority STEM because an instructor is necessary to develop the program.
New Strategy

Alignment of Cost Item 1 to Strength(s)

Explain how Cost Item 1 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."
Example: No Alignment
S1. Enrollment has stabilized

Alignment of Cost Item 1 to Weaknesses(s)

Explain how Cost Item 1 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."
None As the program progresses, there are a variety of visual aids that can help instructors with student learning.

B. Cost Item 2

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost

Alignment of Cost Item 2 to Strategic Plan (SP)

<p>Explain how Cost Item 2 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale</p>

Alignment of Cost Item 2 to Academic Master Plan (AMP)

<p>Explain how Cost Item 2 aligns with the Academic Master Plan (AMP) Action Priorities.</p>

Alignment of Cost Item 2 to Strength(s)

<p>Explain how Cost Item 2 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there’s no alignment, write “No Alignment.”</p>

Alignment of Cost Item 2 to Weaknesses(s)

<p>Explain how Cost Item 2 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there’s no alignment, write “No Alignment.”</p>

C. Cost Item 3

Description	Type <ul style="list-style-type: none"> ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define) 	Estimated Cost

Alignment of Cost Item 3 to Strategic Plan (SP)

Explain how Cost Item 3 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale

Alignment of Cost Item 3 to Academic Master Plan (AMP)

Explain how Cost Item 3 aligns with the Academic Master Plan (AMP) Action Priorities.

Alignment of Cost Item 3 to Strength(s)

Explain how Cost Item 3 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

Alignment of Cost Item 3 to Weaknesses(s)

Explain how Cost Item 3 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

Part VI: Justification for Program Existence

Write a brief statement describing the value of this Program to the College. Is your Program sustainable? If so, briefly state why. If not, briefly state why the College should continue to keep your Program open.

(Sources include Industry Validation, ARPD Data Validation, Trends and Other Factors.)