

HAWAII COMMUNITY COLLEGE PROGRAM REVIEW REPORT

Human Services

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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.

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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)

This certificate prepares students for entry- and mid-level entry employment in such diverse settings as group homes and halfway houses; correctional, developmentally delayed, and community mental health centers; family, child and youth agencies; and programs concerned with special needs such as alcoholism, drug abuse, family violence, homelessness, and aging.

I need to make modification to the program description as recommend by CERC:

The Human Services Certificate of Completion program consists of 21 credits of coursework including an introductory course in human services and two practicum courses. Practicum students are placed in a variety of human services programs to observe and apply skills, values and knowledge learned in the classroom. Other required courses for this program are English, Psychology and two Social Science electives.

The Human Service program provides a specific vocational preparation curriculum which community agencies recognize as "value-added" to a liberal arts background in evaluating employability of program graduates. This program provides an optimal synthesis of practical experience and academic study which affords a two-year student the opportunity to more clearly define either personal and/or vocational goals; gain minimum competencies which can be applied to entry-or mid-level employment in the human service area; and/or act as a stepping stone to pursue a Bachelor's or professional degree.

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.*

Collaboration with resources has been a positive asset in helping to prepare students transferring to University of Hawaii, Hilo.

CERC Comments and Feedback --

CERC Comments as listed in most recent Comprehensive Review.

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 UNHEALTHY	Efficiency Health HEALTHY	Effectiveness Health CAUTIONARY
<p>This program is rated Cautionary. This is due to SSH in All Program classes, FTE enrollment in Program Classes and Total number of classes taught have all dropped in numbers. Even with low numbers, the Fall part-time and Spring part-time Native Hawaiians have gone up.</p>	<p>The program is rated Healthy for efficiency. Review of the data indicates consistency in the class size and fill rate. Low enrollment classes occurs on the West Hawaii Campus.</p>	<p>The persistence Fall to Spring dropped significantly but the successful completion of C and higher went up another 5%. There was a rise in certificates awarded went from 16 to 32.</p>

Overall Health CAUTIONARY

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.

Still being created.

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.

Last Modified on: 10-14-2013

The underlying foundation for these outcomes is to acquire the knowledge, skills and attitudes necessary for people working with people in a variety of occupations under the umbrella of Human Services. It cultivates in students an awareness of self; sense of place; and self-confidence to make wise cognitive choices for their future.

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

1. Engage in activities demonstrating understanding of one's relationship with one's community. Students do a presentation of their involvement with community service and write an essay paper. (Group or individual) Malama a pa'a pono-Doing things with righteousness.

Utilize communication skills and implementation strategies to assess the multiple causes of social issues and concerns in working toward prevention as well as intervention programs. Working towards becoming a part of community involvement that benefits the community as a whole.

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

1. Describe career opportunities and educational pathways in the Human Services field.

Students are required to research and analyze data from various media that will assist them in making wise choices in selecting their career and educational pathway. Ike-Individuals searching with insight

Evaluate employment and educational opportunities through a comprehensive awareness of the function of Human Services in the community.

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"

Last Modified on: 10-14-2013

4. Articulate a broader perspective of social change and one's role in it. (Students are required to write a letter to the mayor discussing a social issue and being culturally sensitive to the diversity of people in Hawaii and the host Hawaiian culture.) E ho'ala hou a pa'a pono-Going through the process of knowing who I am to make things right.

Develop, through reflection of values and self, a respectful attitude which harmonizes with place, culture and diverse perspectives.

B. Program Mission – Write Official Program Mission

The Program mission is to:

- 1) Educate and prepare our students through nurturing and guidance with skills and knowledge to become competent Human Services providers.
- 2) Encourage and assist students in pursuing a baccalaureate education to be employable in the vast occupational opportunities in Human Services.

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. HSER is a gateway program that inspires and motivates students to	Final Papers written by students talks about their transformation in an awareness and belief in self. I need to create a tool that will capture this

continue to pursue their educational goal and graduate	data more efficiently.
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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. I need to find resources that can assist in creating tools to gathering Data and knowing how to compile and collate data.	Requested continuously in CERC report.	

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

Human Services 110

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."

THIS IS THE RUBRIC THAT WILL GRADE YOUR PAPER FOR YOUR COMMUNITY SERVICE PROJECT

Components Exceeds (4) Meets (3) Approaching (2) Does not Meet (1)

a. Communicate an understanding of community or environmental issues

More than adequate articulation of issues

Articulates issues adequately; adequate evidence is presented

Some articulation of issues; evidence is minimal and/or weak

Does not identify issues

b. Participate in activities of personal and public concern that are both life enriching and beneficial to the community

More than adequately identifies and articulates connection between self and community and its benefits

Adequately participates in activities

Shows some participation in activities; evidence is minimal

Did not participate in any activities

c. Demonstrate effective collaborative participation in team work

More than adequately collaborates

Adequately collaborates

Minimal collaboration

Did not collaborate

d. Analyze what she/he has learned as it relates to a clarified sense of civic identity and continued commitment to public action

Demonstrates engagement with the topic, recognizing multiple dimensions and/or perspective with elaboration and depth; offers considerable insight and convincing effective insights of the issues

Demonstrates engagement with the topic, recognizing multiple dimensions and/or perspective; offers some insight

Shows some engagement with the topic without elaboration; offers basic observation but rarely original insights

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: ASSESSMENT ASSIGNMENT FOR COURSE LEARNING OUTCOME FOR:

GELO 8: SELF AND COMMUNITY – Engage in activities demonstrating understanding of one’s relationship with one’s communities and environments.

A. VOLUNTEER 4-8 hours at a human service organization, project or event (to be cleared with Instructor) Start looking as soon as possible for a project that will make a difference in your community.

B. WRITE A REFLECTION PAPER: CLOSELY FOLLOWING THE FOLLOWING GUIDELINES:

- You should number each of your responses, exactly as described below:

- Paper should be 2-4 pages in length (minimum of 500 words)

- Format should be double spaces, 12 cpi, and 1 inch margins

- Review your paper. Have another person read and edit out errors; possibly a tutor.

1. Describe the organization, project or event and the number of hours spent volunteering. Describe specifically what you did as a volunteer.

2. Describe at least two social issues that have contributed to the need for this service in your community/island/state (e.g.) poverty, domestic violence, health, community bonding, sustainability

3. Describe how this experience affected you personally and how was it beneficial to the community?

4. Describe the ways you contributed to the success of your team whether with your classmates or the staff/other volunteers of the organization/event.

5. Describe at least three things that you have learned about the organization/event that your team volunteered at that you didn’t know before. How does this information enhance your college learning experience as it relates to the two social issues identified in Ques. #1.

6. What are the ways you plan to continue to contribute to your community after the end of 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.

Scoring Results:

Of the 22 artifacts scored, 17 (78%) met or exceeded expectations as averaged by 3 raters (2.5 – 4.0) - 3 artifacts (14%) were scored in the Exceeds category (3.5 – 4.0) and 14 (64%) were scored in the Meets category (2.5-3.4); 2 (13%) were scored in the Approaching category (1.5-2.4), and 2 (9%) blank artifacts were pulled putting them in the Doesn’t Meet category. (0- 1.4).

AY 2012-13 Results:

Strengths:

1. All 4 sections of HSER. 110 offered in Hilo in spring 2013 were included in the sample.

2. Similar to the AY 2011-12 results for PLO (GELO) #8, the raters were impressed by how much the students learned from their 4-8 hours of community service experience as evidenced by their reflection papers. A number of them commented that they went grudgingly into the experience and came out feeling that they had really made a difference in their community and other people’s lives. In general, the raters felt that the reflection papers showed a strong connection between the students’ experience, their processing of this experience and connecting it to information presented in the classroom. Raters felt that the Reflection paper assignment was an effective means of assessing CLO #5 for HSER. 110.

Weaknesses:

1. The HSER. 110 students from WHI were not included in this assessment.

Observations Arising from this Assessment Round:

1) Raters felt that adding a blank artifact representing students registered in the class who had not submitted an

assignment represented an important improvement to the validity of the assessment process. Without this correction strategy made to the sampling pool, it seems that the results would be skewed upwards.

2) HSER. Instructors assessed that the changes and addition to the wording made to the Reflection Assignment resulted in a higher average score for the random sample of artifacts as compared to the AY 2011-12 results of PLO (GELO) #8.

3) HSER. Instructors felt that changes they had made in the classroom in which they spent more time focusing on the connection between services offered by community agencies and the larger social issues that they are trying to address also resulted in higher scores on the reflection assignment.

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

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.*

1) Continue to administer the Community Service Activity and Reflection Assignment as a regular assessment of CLO #5 of HSER. 110 which is also the same assessment for PLO (GELO) #8 for the LBRT. Program.

2) Try to include HSER. 110 from WHI in the artifacts pool. Instruct WHI. HSER. lecturer,

Kim Snodgrass-Holmes, about the community service assignment and reflection paper to be included as a requirement for the course.

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.*

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
HSER 110	INTRODUCTION TO HUMAN SERVICES
HSER 131	ETHICS IN PUBLIC SERVICES
HSER 140	INDIVIDUAL COUNSELING
HSER 141	INTRODUCTION TO HO'OPONOPONO
HSER 193	HUMAN SERVICES PRACTICUM I
HSER 230	PREVENTION SPECIALIST
HSER 245	GROUP COUNSELING
HSER 248	CASE MANAGEMENT
HSER 256	DOMESTIC VIOLENCE & CHILD ABUSE
HSER 262	ADOLESCENT COUNSELING
HSER 293	HUMAN SERVICES PRACTICUM II

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
Course Alpha Number Title	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
HSER 110 - INTRODUCTION TO HUMAN SERVICES		X			
HSER 131 - ETHICS IN PUBLIC SERVICES		X			
HSER 140 - INDIVIDUAL COUNSELING					
HSER 141 - INTRODUCTION TO HO'OPONOPONO				X	
HSER 193 - HUMAN SERVICES PRACTICUM I			X		
HSER 230 - PREVENTION SPECIALIST					X
HSER 245 - GROUP COUNSELING				X	

HSER 248 - CASE MANAGEMENT				X	
HSER 256 - DOMESTIC VIOLENCE & CHILD ABUSE			X		
HSER 262 - ADOLESCENT COUNSELING			X		
HSER 293 - HUMAN SERVICES PRACTICUM II				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.
19.1 Create a needs assessment that can explore and investigate the needs of the community and how the Human Services program can best serve the community Research the need for modification of Program from Certificate of Completion (21 credits) to Certificate of Achievements (24-27 credits)	I will consult with Dept. chair to create this needs assessment and will decide how we can have it done.
Work with the Department Chair to continue to collaborate with Uh-Hilo to better prepare Human Services students for transition from Hawai'i CC to UH-Hilo.	Connection with Halaulani has been positive in giving students resources prior to transferring up. Dept. chair is collaborating with the Psy. dept. One of my prior students will be working with the Sociology Professors to come to my classes, making positive connection.
19.3 Collaborate with peers, counselors, lecturers and advisory board to get a broader perspective on improving or enhancing the Human Services program. Continue to work with the Financial Aid officer to discuss financial aid revision that may affect Human Services students. Collaborate with the registrar to assist students in determining their secondary major as Human Services. This would allow a way to collect data to determine actual number of majors.	Met with Joni, Dept. chair, counseling dept. chair and Grace Funai to collaborate on how to enhance the program. I than collaborated with Kenoa Delacruz who created a sheet of Liberal Art requirement with an emphasis on Human Services. I have presented to the other HSER classes and informed other faculty, counselors, and lecturers on how to utilize this new form to best guide students to declare Liberal Arts or AJ as their primary major and Human Services as their secondary and in doing so we can get better data on it.

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

Define Goal (Action Strategy) 1

Example: Establish AA Degree in SUBS
Follow through with a needs assessment to see how HSER can better prepare students for employment in the community.

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 ...
ILO1

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 ...
A1.1 Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved. New Strategy

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

<i>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.</i>	X	X				X
Follow through with a needs assessment to see how HSER can better prepare students for employment in the community.		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
<i>Example: Collaborating with other CCs complete SUBS AA Degree Authorization to Plan (AtP)</i>	<i>Example: Fall 2015</i>
Find a student to do project	Jan. 2014
Create assessment tool	Feb. 2014
Create list of potential agencies	Feb. 2014
Complete assessment tool/do assessment	Feb. /May. 2014
Collect data, collate data/make a report	Aug to Dec. 2014

Define Goal (Action Strategy) 2

Collaborate with Sociology and Psychology Departments of UHH.

Alignment of Goal 2 to ILO(s)

ILO 1

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.

A1.1 Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.
New Strategy

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.*

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
Collaborate with Sociology and Psychology Depts of UHH		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).

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
Make contact with Sociology Dept. Chair	Feb, 2014
Have dept. chair and prior HSER student sent up presentation to HSER classes (Sociology)	Mar or April 2014
Collect Data of students transferring to these programs	Aug. to Dec. for Spring 2014

Define Goal (Action Strategy) 3

Create a survey to capture data to support strengths.

Alignment of Goal 3 to ILO(s)

ILO 1

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.

A1.1 Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.
New Strategy

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
Create a survey to capture data to support strengths		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).

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
Create survey	Feb. 2014
Distribute survey	End of April 2014

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
None requested at present		

Alignment of Cost Item 1 to Strategic Plan (SP)

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

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

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

Alignment of Cost Item 1 to Strength(s)

<p>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."</p>
<p>Example: No Alignment</p>
<p> </p>

Alignment of Cost Item 1 to Weaknesses(s)

<p>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."</p>
<p> </p>

B. Cost Item 2

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

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
None requested at present		

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.)