

HAWAI`I COMMUNITY COLLEGE ANNUAL UNIT REVIEW TEMPLATE

Curriculum Support

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Initiator: Mitchell S. Okuma

Writer(s): Mitchell S. Okuma

Program/Unit Review at Hawai'i 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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CERC Comments and Feedback (If you submitted a Comprehensive Unit Review in 2011 or 2012, please complete this section)

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

N/A

Unit Description (In addition, give more in depth explanation of what the unit does, who it serves and generally describe its accomplishments)

The Curriculum Support Unit coordinates the use of curriculum software and innovations to support the college's curriculum proposal requirements, process and procedures, storage and maintenance.

Creates and maintains documentation for curriculum software operations.

Trains appropriate faculty and/or staff on the use and maintenance of curriculum software.

Backloads as may be necessary, existing and previously approved courses into the curriculum software database.

Part I: Quantitative Indicators

NO ENTRY

Part II: Analysis of the Unit

Alignment with College Mission and ILOs

Write a brief narrative describing the unit and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

College's mission:

Hawai'i Community College (Hawai'iCC) 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.

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Unit Mission:

The curriculum support unit promotes student learning by providing support to the college community.

Describe how this unit supports the College's mission.

The curriculum support unit supports the college's mission by supporting the faculty and staff that are contributing and fulfilling the college's mission.

Describe how this unit supports the College's Institutional Learning Outcomes below.

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.

Describe how the Unit supports ILO1:

The curriculum support unit indirectly supports ILO 1 by supporting the faculty and staff that are contributing and fulfilling ILO 1.

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

Describe how the Unit supports ILO 2:

The curriculum support unit indirectly supports ILO 2 by supporting the faculty and staff that are contributing and fulfilling ILO 2.

ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Describe how the Unit supports ILO 3:

The curriculum support unit indirectly supports ILO 3 by supporting the faculty and staff that are contributing and fulfilling ILO 3.

Annual Report of Unit Data (ARPD)

Based on the data from this Unit's ARPD, analyze the Unit's strengths and weaknesses in terms of demand, efficiency, effectiveness, and any other data provided. Disregard Indicators not relevant to your unit.

Overall Health-- Cautionary

Demand -- Cautionary

New Curriculum System Implemented

Curriculum Database incomplete and not current.

Only course additions and modifications proposals accepted via new system.

125 Faculty per part time Curriculum Support Specialist

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Efficiency -- Cautionary

4 of support sessions held on Upper Campus during Fall 2012 semester
 1 of support sessions held on Lower Campus during Spring 2013 semester
 1 support sessions held on West Hawaii Campus during Fall 2013 semester
 5 of support sessions held on Upper Campus during Spring 2013 semester

Effectiveness -- Cautionary

26 attendees in Fall 2012 at Upper Campus Sessions
 14 attendees Fall 2012 at Lower Campus Sessions
 1 attendee Fall 2012 at West Hawaii Campus
 8 attendees Spring 2013 (including 1 from West Hawaii via Polycom)
 52 course outlines submitted for approval via Curriculum Central
 18 courses approved

Other Data

Previous Unit Actions

From previous Reviews, list the Unit Actions for this unit. Give a progress report for each Unit Action, describe the degree of achievement. Indicate “Delete” if this Unit Action will no longer be a priority Unit Action

Unit Actions	Progress Evaluation
N/A 1st year submitting ARPD	N/A 1st year submitting ARPD

Significant Unit Actions for 2012-2013. (include gain/loss of positions, changes in procedures, etc.)

1. N/A no Unit Actions specified in 2012-2013

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2.
3.

Analysis of Strengths and Weaknesses

Briefly describe the unit's top 3 strengths and 3 weaknesses. Provide an explanation and supporting evidence for each strength and weakness (e.g. assessment results, data elements from ARPD, surveys, etc.)

Strengths	Using supporting evidence, describe why this is a strength
S1. Implementation of Curriculum Central for course modification approval processing	Plan is to replace paper process with electronic process. This will provide easier access to faculty to curriculum information. This will also improve tracking and auditing of changes in curriculum and the approval process of course modifications.
S2.	
S3.	

Weaknesses	Using supporting evidence, describe why this is a Weakness
W1. Current personnel not fully devoted to Curriculum Central Support	Launch of Curriculum Central Occurred in Fall 2012. Part of task includes migrating data from Banner and loading information from paper files into Curriculum Central. Due to limited hours in day and diverse responsibilities of current personnel (not including Curriculum Central) implementation/data migration is slow.
W2.	
W3.	

Trends and Other Factors

Describe trends including comparisons to any applicable standards, such as government regulations, 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 the unit or additional unit changes not included elsewhere.

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Part III: Action Plan

Goals and Planning

List the top 3 immediate Unit Actions (Goals) for this unit for unit success. Identify the AMP Priorities (if applicable), College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Unit Action(s) align.

For Academic Support Units: List additional Unit Action(s), not included in the AMP to be implemented for unit success. Identify the AMP Priorities, College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Program Action(s) align.

Unit Action 1	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Implement course additions and modification processing in curriculum central.	Program Develop	ILO 1	None	New Strategy	
	Remediation	ILO 2	None	None	
	Transfer	ILO 3	None	None	

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Narrative of New Strategy for Strategic Plan:

1. As part of Goal A Educational Effectiveness and Student Success/Promote Learning & Teaching for Student Success; Outcome 3 Could be "Ensuring Course and Program Curricula is current and relevant for community needs" Performance Measure 1 would be "Every Program will undergo a review of 20% of curriculum to ensure its effectiveness and value". Should certain items from AMP be a part of Strategic Plan?
2.
3.

Briefly explain how **Unit Action 1** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

Curriculum Central is curriculum management system utilized by 9 of 10 UH campuses. It's purpose is to store (electronically) curricula information and help support Program development by aiding in the process of curricula additions, modifications, and deletions. Curriculum Central also helps remedy an accreditation issue of the storage and maintenance of curricula information. In addition, due to the fact that 9 out of the 10 campuses uses curriculum central, researching course transfer possibilities is greatly improved.

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Calendar of planned activities for **Unit Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 1**

Activity(ies)	When will the activity take place
Example: Fire Drill	Fall 2014

Unit Action 2	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Migrate data from Banner into Curriculum Central	Program Development	None	None	None	
	Remediation	None	None	None	
	Transfer	None	None	None	

Narrative of New Action Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Unit Action 2** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

Curriculum Central is curriculum management system utilized by 9 of 10 UH campuses. It's purpose is to store (electronically) curricula information and help support Program development by aiding in the process of curricula additions, modifications, and deletions. Curriculum Central also helps remedy an accreditation issue of the storage and maintenance of curricula information. In addition, due to the fact that 9 out of the 10 campuses uses curriculum central, researching course transfer possibilities is greatly improved.

Calendar of planned activities for **Unit Action 2** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 2**

Activity	When will the activity take place

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Unit Action 3	AMP Priorities (disregard if NA)	ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Recruit temporary personnel to work full time on Curriculum Central	Program Development	None	D.1	b.	
	Remediation	None	None	None	
	None	None	None	None	

Narrative of New Strategy for Strategic Plan:

1.
2.
3.

Briefly explain how **Unit Action 3** aligns to the College's AMP Priorities (if applicable), ILOs, Strategic Plan, and UH System collaboration (if applicable):

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Calendar of planned activities for **Unit Action 3** – In chronological order, briefly describe the procedures/activities planned to achieve **Unit Action 3**

Activity	When will the activity take place

Part IV: Resource Implications

List Top 3 Cost Items needed for unit success. Identify alignment to the AMP Program Actions (if applicable), Strategic Plan Action Strategies and/or Strengths and/or Weaknesses to address.

Cost Item 1	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		AMP Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"		
convert	Personnel		D.1	b.		None	W1

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temporary position to permanent dedicated staff			None	None		None	None
			None	None		None	None

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Briefly explain why **Cost Item 1** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

Strategic Plan Alignment is specifically D.1.1.b

Cost Item 2	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"		
N/A	Equipmen		None	None		None	None
			None	None		None	None
			None	None		None	None

Briefly explain why **Cost Item 2** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

Cost Item 3	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Action from AMP (ie 4.3) or write "New Strategy"		
N/A	Equipmen		None	None		None	None
			None	None		None	None
			None	None		None	None

Briefly explain why **Cost Item 3** is necessary to meet priorities of unit and/or to address strengths and/or weaknesses.

N/A

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Part V: Unit Outcomes

For the 2012-2013 year, list all Unit Outcomes and check mark those assessed this year.

	Check mark if Assessed this year	Unit Outcomes
1	<input type="checkbox"/>	Unit Outcomes were not defined
2	<input type="checkbox"/>	
3	<input type="checkbox"/>	
4	<input type="checkbox"/>	
5	<input type="checkbox"/>	
6	<input type="checkbox"/>	
7	<input type="checkbox"/>	
8	<input type="checkbox"/>	
9	<input type="checkbox"/>	
10	<input type="checkbox"/>	

A) Expected Level of Achievement – Describe the different levels of achievement for each characteristic of the outcome(s) that were assessed. What 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
N/A

B) Assessment Strategy/Instrument – Describe what, why, where, when, and from whom assessment artifacts were collected.
N/A

C) Results of Unit Assessment
N/A

D) Other Comments – Include any information that will clarify the assessment process report.
N/A

E) Next Steps – Describe what the unit will do to improve the results.
N/A