

HAWAI'I COMMUNITY COLLEGE COMPREHENSIVE PROGRAM REVIEW REPORT

HUMAN SERVICES PROGRAM

November 30, 2012

Reporting Period: July 1, 2007 to June 30, 2012
Assessment Period: July 1, 2009 to June 30, 2012

Initiator: Dr. Trina Nahm-Mijo, Dept. Chair
Writer: Sandra K. Claveria, Instructor/Coordinator

Program 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 Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college- wide process, the Program Reviews are available to the college and community at large to enhance communication and public accountability.

**HAWAI'I COMMUNITY COLLEGE
COMPREHENSIVE PROGRAM REVIEW REPORT
HUMAN SERVICES PROGRAM**

Part I: Insert Annual Program Review.

College: Hawaii Community College

Program: Human Services

Program did not provide date of the last comprehensive review.

Program Description

At the present, 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 gain skills with hands-on experience. Other required courses for this program are English, Psychology and two Social Science electives.

The Human Service program aligns with the College's mission and Institutional Learning Outcomes providing the specific vocational preparation curriculum which community agencies are willing to recognize as "value added" to a liberal arts back ground in evaluating employability of program graduates.

This program provides an optimum 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 an opportunity to pursue a four-year Liberal Arts or professional program.

Program majors and non-majors are enrolling in the Human Services 110 class and finding them valuable. The program content and structure supports student's in positive life choices and increasing appropriate decision making skills.

Part I. Quantitative Indicators

Overall Program Health: Cautionary

Majors Included: HSER

Demand Indicators	Program Year	Demand Health Call
1New & Replacement Positions (State)	09-1010-1111-12	
	111 123 184	Cautionary
2012_hserv_comprehensive_program_review	1	Human Services Program

2*New & Replacement Positions (County Prorated)	11	5	23
3*Number of Majors	25	26	18
4SSH Program Majors in Program Classes	114	93	63
5SSH Non-Majors in Program Classes	1,038	1,278	1,362
6SSH in All Program Classes	1,152	1,371	1,425
7FTE Enrollment in Program Classes	38	46	48
8Total Number of Classes Taught	18	21	25

Efficiency Indicators	Program Year			Efficiency Health Call
	09-10	10-11	11-12	
9 Average Class Size	21.3	21.8	19	
10 *Fill Rate	93%	90%	87%	
11 FTE BOR Appointed Faculty	1	1	1	
12 *Majors to FTE BOR Appointed Faculty	25	25.5	17.5	
13 Majors to Analytic FTE Faculty	14.4	11.9	7.3	
13a Analytic FTE Faculty	1.7	2.1	2.4	
14 Overall Program Budget Allocation	\$63,393	\$111,577	\$108,272	Healthy
14a General Funded Budget Allocation	\$63,393	\$111,577	\$82,299	
14b Special/Federal Budget Allocation	\$0	\$0	\$0	
14c Tuition and Fees	Not Reported	Not Reported	\$25,973	
15 Cost per SSH	\$55	\$81	\$76	
16 Number of Low-Enrolled (<10) Classes	3	3	4	

Effectiveness Indicators	Program Year			Effectiveness Health Call
	09-10	10-11	11-12	
17 Successful Completion (Equivalent C or Higher)	78%	77%	74%	
18 Withdrawals (Grade = W)	8	20	15	
19 *Persistence (Fall to Spring)	56%	56%	44%	
20 *Unduplicated Degrees/Certificates Awarded	29	8	16	
20a Degrees Awarded	0	0	0	
20b Certificates of Achievement Awarded	0	0	0	Cautionary
20c Advanced Professional Certificates Awarded	0	0	0	
20d Other Certificates Awarded	29	8	16	
21 External Licensing Exams Passed	Not Reported	Not Reported	N/A	
22 Transfers to UH 4-yr	2	3	3	
22a Transfers with credential from program	0	0	0	
22b Transfers without credential from	2	3	3	

program

Distance Education: Completely On-line Classes	Program Year 09-1010-1111-12		
23Number of Distance Education Classes Taught	1	1	1
24Enrollment Distance Education Classes	29	34	19
25Fill Rate	97%	100%	95%
26Successful Completion (Equivalent C or Higher)	79%	88%	79%
27Withdrawals (Grade = W)	0	1	0
28Persistence (Fall to Spring Not Limited to Distance Education)	0%	76%	80%

Perkins IV Core Indicators 2010-2011	Goal	Actual	Met
291P1 Technical Skills Attainment	90.10	0.00	Not Met
302P1 Completion	45.00	0.00	Not Met
313P1 Student Retention or Transfer	56.00	88.89	Met
324P1 Student Placement	51.00	66.67	Met
335P1 Nontraditional Participation	N\A	N\A	N\A
345P2 Nontraditional Completion	N\A	N\A	N\A

Last Updated: August 6th, 2012

[Glossary](#) | [Health Call Scoring Rubric](#)

Part II. Analysis of the Program

Demand:

The program is rated Cautionary. This is due to the numbers of Majors and the SSH Program Majors in Program classes that have dropped. This is due to the changes in requirements for financial aid.

The SSH Non-majors in Program classes is still in high demand and continually growing.

Number of Classes taught continues to increase.

Efficiency:

The program is rated Healthy for efficiency. Review of the data indicates consistency. Low enrollment classes occur on the West Hawaii campus.

Effectiveness:

The rating is Cautionary. The completion rate and persistence rate dropped. This may have been caused by program faculty being out due to illness during the AY2011-12 as well as changes in financial aid which limit students taking coursework outside their majors.

Part III. Action Plan

Action Plan:

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 Financial Aid officer to discuss financial aid revisions that may affect Human Services students and also work with the Registrar to assist students in declaring their secondary major as Human Services. This would allow a way to collect data to determine a more accurate number of majors.

Work with Department Chair to continue to collaborate with University of Hawai`i-Hilo Sociology and Psychology departments to best prepare Human Services students for transition from Hawai`i Community College to the University of Hawaii-Hilo.

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 the Program from a Certificate of Completion (21 credits) to a Certificate of Achievement (24-27 credits).

Part IV. Resource Implications

At this point, there is no resource implications for the Action Plan.

Program Student Learning Outcomes

For the 2011-2012 program year, some or all of the following P-SLOs were reviewed by the program:

**Assessed
this
year?**

Program Student Learning Outcomes

- PROGRAM STUDENT LEARNING:** The underlying foundation for these outcomes is knowledge, skill and a positive attitude of people who work with people in a variety of occupations under the umbrella of Human Services. It inculcates students with an awareness of sense of self, sense of place and sense of confidence in making cognitive choices for their future. 1. E ho'ala hou a pa'a pono - Through reflection of values and self awareness portrays a respectful attitude harmonizing with place, culture and diverse perspectives. 2. Ike - Evaluate employment and educational opportunities through a comprehensive awareness of the function of Human Services in the community. 3. Malama a pa'a pono - Utilize communication skills and implementation strategies to assess the multiple causes of social issues and concerns.
- 1 Yes

A) Evidence of Industry Validation

This assessment focused on PSLO 1 and 3 focusing on self and community.

Self and Community: Engage in activities demonstrating understanding of one's relationship with one's communities and environments.

1. Develop an awareness of self and the role of a helping professional.
2. Maintain a humble attitude in the role of a human services worker.

B) Expected Level Achievement

Students submitted reflection papers of a 4-8 hour community service experience that was one of the requirements of the class.

Out of 106 total submissions, 20% or 22 artifacts were assessed.

C) Courses Assessed

7 sections of Soc. Sci. Dept. course offerings participated

4 sections of IS 101 Building Bridges, 2 sections of HSER 110 Introduction to Human Services and 1 section of FAMR 230:Human Development.

D) Assessment Strategy/Instrument

ASSESSMENT ASSIGNMENT FOR COURSE LEARNING OUTCOME for

SELF AND COMMUNITY – Engage in activities demonstrating understanding of one's relationship with one's communities and environments.

1. VOLUNTEER 4-8 hrs. at a human service organization, project or event (to be cleared with Instructor)

WRITE A REFLECTION PAPER: CLOSELY FOLLOWING THE FOLLOWING GUIDELINES:

1. You should number each of your responses, exactly as described below:
2. Paper should be 2-4 pages in length (*minimum of 500 words*)
3. Format should be double spaces, 12 cpi, and 1 inch margins

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?

E) Results of Program Assessment

As a result of the assessment session, the evaluation team made edits to the Reflection Assignment which they felt might result in stronger papers. The changes had to do with:

1. Being more specific about the expectations of the paper (e.g.) specifying minimum of 500 words
2. Item number 1 was revised to read: "Describe two social issues" instead of "two factors that have contributed to the need for this service". The evaluators felt that more class time needed to be spent on connecting the academic concept of social issues to the agencies that address these needs.
3. A statement was added to Item number 4 on the Reflection Paper to assess if students could more clearly connect their learning in the classroom about social issues with their participation in the community service activity.

F) Other Comments

No content.

G) Next Steps

The SSCI. Dept. members will continue to work together to refine the Assessment.

Part II:

A. Program Effectiveness

- 1. In Table 1, write a brief narrative describing the program. Clearly describe how the program supports the College’s mission and Institutional Learning Outcomes (ILOs).**

Table 1: Description and Alignment with Mission and ILOs

Program Description:

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 aligns with the College’s mission and Institutional Learning Outcomes by providing 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.

PROGRAM MISSION STATEMENT

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.

PROGRAM LEARNING OBJECTIVES

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.

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.

Ike-Individuals searching with insight

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

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.

How does this Program support the College's mission?

The mission and objectives of the Human Services Program align with the mission and vision of Hawai'i Community College in that it embraces Hawai'i's unique culture and promotes student learning by breaking down the walls that may hinder students from recognizing their own strengths, thus helping them to have a belief in self to pursue their educational journey.

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

How does the Program support the ILO:

By informing, igniting and inspiring students to believe, behave and become the best at what they pursue, students become more open to communicating their ideas, skills, and achievements with each other, faculty, their families and the community.

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

How does the Program support the ILO:

In studying different service agencies, social issues, and strategies for social change, students will be able to apply this information to dealing with human service challenges in their communities.

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

How does the Program support the ILO:

Involvement in the community is part of the curriculum of the program. With "place based pedagogy, students have an awareness of Hawaiian culture.

2. In Table 2, list the Program's top 3 goals/plans from the last Comprehensive Review period: AY-2006/07 to AY-2011/12. Evaluate the accomplishments of each goal.

Table 2: Previous Goals

Goal 1:

Met with the Financial Aid officer and reviewed new financial aid revisions that may affect Human Services students.

Goal 1 Evaluation:

The discussion resulted in better advising for students in selecting their major and their classes.

Goal 2

Work with the Registrar to track students who have AA/AS as majors and who can also obtain a HSER Certificate of Completion as "value added" to their degree.

Goal 2 Evaluation:

The Registrar suggested that students could be advised to declare Human Services as a secondary to the major that they have chosen for their AA or AS degree. Without this secondary designation, it is problematic to try and track these students.

Goal 3

Collaborate with University of Hawaii –Hilo, Sociology Department to better prepare Human Services students to transition from Hawai'i Community to UHH and become successful Sociology majors.

Goal 3 Evaluation:

The collaboration has started a relationship that increased the amount of graduates with their Bachelor degrees in Sociology by 25%. A majority of their students come from HawCC.

3. In Table 3, list the Program's Strengths and Weaknesses
 - a. Briefly describe the program's top 3 strengths and 3 weaknesses to include:
 - 1) An analysis of data elements - demand, efficiency & effectiveness (Data may be determined by UHCC System or campus)
 - 2) Other pertinent information

Table 3: Strengths and Weaknesses

Strengths

S1:

Program majors and non-majors are enrolling in HSER. courses and finding them valuable. The program content and structure supports students in making positive life choices and increasing appropriate decision-making skills.

Evaluation:

My e-cale evaluations reflect students statements that Human Services 110 have given them the motivation to continue in school and pursue their education.

S2:

The Human Services certificate can be embedded in other public service A.S. degrees like the Administration of Justice program as well as the Liberal Arts A.A. degree.

Evaluation:

Only 2 students out of the 62 student in my 110 class claim HSER as their major and none of the students in my HSER 193, and 293 have Human Services as their major, but they still complete the requirements for a HSER. Certificate of Completion.

S3:

Two additional Social Science faculty members who are qualified to teach Human Services courses were hired as FTE faculty at the college in this last review period—one in WHI and one in Hilo.

Evaluation:

The two Social Science faculty continue to teach Human Services courses and to give input into the curriculum and program direction.

Weaknesses

W1:

Financial aid does not pay out full award for Certificate of Completion programs, which results in students declaring other programs as their major.

Evaluation:

In discussion with financial aid faculty I was told that the awards are determined by the length of the program and more monies are given to degree programs rather than certificate programs. This directs the student's choice of major towards degree programs.

W2:

Evaluation:

W3:

Evaluation:

- 4. List the Program Outcomes in Table 4. Indicate the assessment method for each outcome, summarize the data gathered and briefly describe any changes made based on assessment and results of the change from the prior year (closing the loop).**

Table 4: Program Assessment Data

Report on assessment of program outcomes for the past five years. Use the sample format shown below or use your program-specific format.

Program Name: Human Services Program

Date: June 5, 2012

Author(s): Sandra Claveria, Soc. Sci./Public Service Instructor, Trina Nahm-Mijo, Professor/Dept. Chair, Claudia Wilcox-Boucher, Soc. Sci. Instructor

Program Assessment Data

Program SLOs Assessed:

GELO 8: Self and Community: Engage in activities demonstrating understanding of one's relationship with one's communities and environments.

- 1. Develop and awareness of self and the role of a helping professional**
- 2. Maintain a humble competent attitude in the role of a human services worker.**

Evidence of Industry Validation (CTE Programs)

N/A

Expected Level of Achievement

Students submitted Reflection Papers of a 4-8 hour community service experience that was one of the requirements of the class

Of 106 total submissions, 20% or 22 artifacts were assessed.

Course(s) Assessed

**7 sections of Soc. Sci. Dept. course offerings participated in this Assessment of Gelo #8:
4 sections of I.S. 101: Building Bridges to Self, College, and Community
2 sections of HSER. 110: Introduction to Human Services
1 section of FAMR. 230: Human Development**

Assessment Strategy/Instrument

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 hrs. at a human service organization, project or event
(to be cleared with Instructor)**

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
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?

Evaluation Rubric [5-17-12, tnm/cwb/sc]

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

Results of Program Assessment

Course of Action Using the Assessment Results

- 1) **As a result of the assessment session, the evaluation team made edits to the Reflection Assignment which they felt might result in stronger papers. The changes had to do with:**
 - a) **Being more specific about the expectations of the paper (e.g.) specifying minimum of 500 words**
 - b) **Item number 1 was revised to read: “Describe two social issues” instead of “two factors that have contributed to the need for this service”. The evaluators felt that more class time needed to be spent on connecting the academic concept of social issues to the agencies that address these needs.**
 - c) **A statement was added to Item number 4 on the Reflection Paper to assess if students could more clearly connect their learning in the classroom about social issues with their participation in the community service activity.**

- 2) **The evaluation team felt that they would like to refine the Assessment of GELO #8 in the fall 2012 semester with another 7 sections of I.S.101 and HSER. 110 classes, with possible inclusion of some SOC. 100 and FAMR. 230 sections with the revised Reflection Paper Assignment and explore possible wording changes in the rubric**

Next Steps

Questions Arising from this Assessment Round:

- 1) **There is still some concern that the 20% sampling of artifacts taken from each class should reflect the class total, rather than the number of artifacts submitted. The Dept. Chairs should further discuss this issue which affects assessment in general.**

- 2) **In using a 4 point scale, where the averaging of rater scores may end up with a 2.9, what does that really mean, since there is a margin of error. In other words, should an “Approaching” score which is so close to a “Meets” score really be considered not meeting the benchmark? What does “Approaching” really mean in this assessment?**

5. Insert grid showing alignment of courses to program outcomes:

Matrix of Student Learning Outcomes (program level) by Course (add more columns and rows as needed)

Course	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
HSER 110	X	X	X				
HSER 193	X	X					
HSER 293	X		X				

PROGRAM STUDENT LEARNING OBJECTIVES

The underlying foundation for these outcomes is knowledge, skills and a positive attitude of people who work with people in a variety of occupations under the umbrella of Human Services. It allows students with an awareness of sense of self, sense of place and sense of confidence in making cognitive choices for their future.

1. E ho’ala hou a pa’a pono

Through reflection of values and self awareness portrays a respectful attitude harmonizing with place, culture and diverse perspectives.

2. Ike

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

3. Malama a pa’a pono

Utilize communication skills and implementation strategies to assess the multiple causes of social issues and concerns.

6. Other Important Considerations

In Table 5, provide other considerations that could affect the program during the next three academic years (e.g. trends noted over the review period, comparisons to any applicable standards, summaries of Student and/or Employer Satisfaction Surveys, Program Advisory Board recommendations, external factors, etc. (if applicable))

Table 5: Other Considerations Affecting the Program.

The economy will be one of the greatest factors that will determine the growth of the Human Services Program. Many of the students struggle with their finances, the prices of gas, the price of childcare, and just being able to survive. Many need to find employment to survive.

One contributing factor to academic survival is how much financial aid is available. Another academic survival is the remedial student attribute shared by many students in the Human Services classes. The students' fear of Math and English prevents them from achieving and they give up too soon.

Part III Goals and Program Improvement

1. Goals for AY 2013 – 2017

List the Program's top 3 goals for Program success in the next Comprehensive Review period: AY 2012/13 to AY 2017/18. Explain how these goals align with the mission, ILOs, UH Program counterparts, etc. (if applicable). Describe how these goals might improve the program and student learning.

Table 6: Goals and Alignment

Goal 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 Achievement (24-27 credits)

ILO alignment

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

UH Collaboration

Innovations

Goal 2

Work with the Department Chair to continue to collaborate with University of Hawaii-Hilo to better prepare Human Services students for transition from Hawai'i Community College to the University of Hawaii-Hilo.

ILO alignment

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

UH Collaboration

Collaborate with the University of Hawaii-Hilo Sociology and Psychology Departments.

Innovations

Goal 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 revisions 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.

ILO alignment

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

UH Collaboration

Innovations

2. Action Plan for Program Improvement

Complete Table 7 to provide justification for Program budget requests

Table 7: Prioritized Top 3 Cost Items (“G” funded requests only)				
<i>(examples given in italics; delete & replace with Program’s items)</i>				
Budget Categories: P=Personnel; E=Supplies Enhanced; EQ=Equipment (>= \$5k); S1x=Program Review Special Fund;				
Budget Guidelines: Position requests should be listed separately; NO B Budget requests should be included				
Priority	\$ amount & budget category* Except R/M	Best fits which Action Strategies in the Strategic Plan and how? If it does not match to any of the existing Action Strategies, you may write a new one for recommendation.	Addresses which strength or weakness?	If currently grant funded, please explain: put date when funding ends and indicate HawCC commitment to support, if any
<i>None at this time</i>				

3. Use Table 8 to indicate staffing levels.

Table 8: Staffing

Faculty/Staff	Number of Positions
Faculty	1 Full load; 2 partial
Lecturers	2
APT	
Clerical	

FORMAT FOR ALL PROGRAM REVIEWS

- 1) **Font: New Times Roman Font, 12 cpi**
- 2) **Margins: 1" top, bottom, left, right**
- 3) **Text Spacing: Single Spaced**
- 4) **Paragraph spacing: Double Spaced, no indentations**
- 5) **Page numbers: bottom/center**
- 6) **Program Review Title and Part Numbers and Titles in Bold**
- 7) **NO Table of Contents**
- 8) **NO Appendices**
- 9) **NO Pictures**
- 10) **Avoid Headers/Footers (if needed, bottom-left footers only)(0.5)**
- 11) **Title Page: see Template**
- 12) **Program Review page length: approx. 8 pages w/out Budget sheets;**

Submission:

Submit one electronic copy to the CERC Chair, suggest PDF format, if possible.

Part I: Insert Annual Program Review

Part II: Complete Attached Comprehensive Program Review Template