

HAWAII COMMUNITY COLLEGE PROGRAM REVIEW REPORT

Administration of Justice

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.

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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 program provides students with a solid background in the field of Administration of Justice by offering a variety of courses designed to prepare students for careers within the criminal justice system. The program combines the scientific study of law enforcement, the court system and corrections, along with a focus on the administration of these systems. An important component of the program is the study of the causes and effects of crime and the ways in which society responds to such behavior. This program is designed to prepare students to obtain a two- year degree with the knowledge and skills needed to enter a career upon graduation. It also academically prepares students who wish to continue their degree at a four-year institution. A student who successfully completes 12 credits of AJ courses at HawCC may receive up to 6 additional AJ credits for completing basic police recruit training as required by government law enforcement agencies. An internship program is also available to students who wish to earn college credit by working in the AJ field. Students can earn up to 6 credits, which can be applied to the program. Students interested in the internship program should contact the AJ Coordinator.

In addition to the Associate of Science Degree, the AJ program offers two certificates for students majors. The 13-credit Certificate of Completion in Homeland Security provides in-service professionals and students interested in entry-level careers in the Transportation Security Administration, and the 23-credit Certificate in Criminal Justice Addictions Professional prepares students seeking careers working with incarcerated individuals who are addicted to alcohol and/or other drugs.

The AJ program also encourages its student majors to participate in co-curricular activities such as service learning activities in the community, and joining the AJ Student Club. For example, AJ students participate in the annual October Family March Against Domestic Violence. The AJ Club have also raised funds to donate personal care and hygiene items to the women and children at the Hilo Domestic Violence Shelter.

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.*

1. New Curriculum - AJ 131, 230, 281, 282 approved
2. New Certificates- 13-credit Certificate of Completion in Homeland Security & 23-Credit Certificate of Completion in Criminal Justice Addictions Professional approved.
3. AJ Student Club Reactivated

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 CAUTIONARY	Effectiveness Health CAUTIONARY
<p>This writer disagrees with the "Unhealthy" call for the AJ program because it does not adequately reflect the AJ program's curriculum or the type of students seeking the AS Degree in AJ. CIP Code 43.0107 is defined: "A program that prepares individuals to perform the duties of police and public security officers, including patrol and investigative activities, traffic control, crowd control and public relations, witness interviewing, evidence collection and management, basic crime prevention methods, weapon and equipment operation and maintenance, report preparation and other routine law enforcement responsibilities," http://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cipid=88546. Furthermore, CIP 43-0107 is not congruent nor does it fit the AJ Program's description as stated in the College's catalog.</p> <p>Using CIP 43-0107 (Criminal Justice/Police Science) as data for the AJ program is superficial and shortsighted as the data does not take into account the breadth and depth of the program. The AJ program does not focus primarily on educating and training law enforcement officers. In fact the AJ program's former name "Police</p>	<p>The fill-rate was approximately 81.5%, which is determined to be Healthy. However, the number of majors to one BOR FTE Appointed Faculty was 132.5/1, which is Unhealthy. The Healthy fill-rate and Unhealthy program majors to FTE BOR Appointed Faculty explains the "Cautionary" call for Efficiency.</p>	<p>Persistence from Fall to Spring was 75.3% which is determined to be Healthy. This also represented an increase of 8% compared to the previous year. This increase was probably due to the new AJ Education Specialist who helps with academic advising and AJ Club activities. However, Unduplicated Degrees/Certificates Awarded increased by 1 compared to the previous year, up from 22 to 23. However, the 23 degrees awarded surpassed the 15 law enforcement jobs by 8. It should be noted that only five of the 23 graduates were seeking law enforcement jobs.</p>

Science" was changed to Administration of Justice in 1987 to meet the needs of student majors and to reflect the emerging careers within the field of criminal justice. In fact, only 30% of AJ program majors report interest in law enforcement careers, while 70% of program majors report wanting careers within the three major components of AJ system, including corrections, adult and youth offender services, homeland security, support and administrative staff for law enforcement, courts, and corrections, and non-profit and private entities that interface with the AJ system, such as group and half-way houses, alcohol and drug treatment, workforce development that service offenders. Lastly, student majors who are interested in professional careers such as probation and parole officers, or law degrees transfer to 4-year colleges and later graduate schools. They begin their academic journey by majoring in AJ - AS Degree program.

In conclusion, the Unhealthy call based on CIP Code 43.0107 for the AJ Program's "Demand" is inconclusive and unreliable. As such, the UH System needs to replace the current CIP Code 43.0107 Criminal Justice/Police Science with CIP Code 43.0104 Criminal Justice/Safety Studies for the AJ Program to meet the emerging needs of students and criminal justice industries. It should be also noted that UH-Hilo, Chaminade University, and Hawaii Pacific University use CIP Code 43.0104 Criminal Justice/Safety Studies for their AS and BA degrees. See:
<https://www.hirenethawaii.com/vosnet/drills/program/eduprogdrill.aspx?session=progdetail&geo=1501000000&zip=&radius=&geotype=&city=>

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)

Five AJ courses were offered online, with an enrollment of 107 and fill-rate of 82%. Successful completion with a "C" or better was at 70%. Only 3 students withdrew from online classes compared to 14 withdrawals from the previous year. It appears that offering Laulima seminars for students prior to the start of the semester is helpful for students. In addition, providing training and institutionalizing teaching standards and assessments for online instructors are equally important.

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

The program did not meet Perkin's Core Indicators 2P1 Completion by 7% ; and 3P1 Student Retention or Transfer by 1%. It is unclear as to why the program did not meet its goals for both core indicators.

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?

Collaborate with Hawaiian Lifestyles program, Achieving the Dream Initiative and UHH AJ program to devise strategies to increase the number Hawaiians and Pell recipient graduates. Apply for Perkins Funding to assist with retention, transfer and program activities that support student majors and program faculty.

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.

Discussion between HawCC and Chaminade University to create articulation agreement so HawCC's AJ graduates interested in furthering their education can transition into Chaminade's BA Degree program in Criminal Justice.

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 AJ 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 Hawaii Island community.

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 AJ program's curriculum prepares our graduates to communicate effectively by requiring students to participate in: 1. small and large group discussions, both online and face-to-face; 2. individual and group presentations; interviewing criminal justice professionals; 3. practicum classes; 4. service learning and outreach activities on campus and in the greater community, via class assignments and/or through the AJ Student Club.

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

The AJ program curriculum provides challenging assignments and real-life scenarios that require our

students to think critically about the situation as it relates to the student and greater community, then take steps to research, examine data, discuss theoretical perspectives and form conclusions to problem solve and make decisions.

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

The AJ program curriculum invites and honors the cultural values and shared experiences of our students to encourage respect and understanding for diverse cultural communities and the host Hawaiian culture. This is accomplished through class discussions and assignments that relate to historical systems of justice in Hawaii, service learning activities that relate to Hawaiian cultural practices, and AJ Club activities.

B. Program Mission – Write Official Program Mission

The mission of the Associate of Science Degree in Administration of Justice is to provide student majors with a solid background in the field of the Administration of Justice by offering a variety of courses designed to prepare students for entry level careers within the criminal justice system and related agencies and organizations that service youth and adult offenders.

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. AJ Adjunct Faculty	Adjunct faculty are leaders in their field of expertise and provide up-to-date information and emerging trends occurring in the industry. Their influence allow our students opportunities to visit criminal justice agencies, including the police department, criminal courts, correctional centers, agencies that provide services to youth and adult offenders and victims, and practicum sites.
S2. Education Specialist	Assists with program faculty with day-to-day program operations, academic

	advising, data collection, campus and community outreach, and student club activities.
S3. New Program Curriculum	Provides students with new information and emerging career pathways within the AJ systems, i.e. Homeland Security-TSA Agents, Addictions Professionals for correctional facilities; Youth Prevention Specialists

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. 1 FTE faculty and 1 Ed. Spec. to provide academic advising to 133 AJ majors.	1. 2013 Instructional Annual Report of Program Data Overall Program Health - Efficiency Indicators "Cautionary" Call due to insufficient program staffing. 2. Counseling Department no longer provides academic advising to AJ majors.	
W2. Lack sufficient office space for academic advising, program operations and report writing.	1 FTE Faculty and 1 Ed. Spec. share same 10 x 12 square foot office space to provide academic advising to AJ majors and program operations. It is impossible to do report writing during work hours due to the amount of students that frequent the AJ program office.	
W3. Laptop computers are outdated	Program laptop computers were purchased in 2006 & 2009	

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

AJ 280 Current Issues in Administration of Justice

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."

Goal: 80% of students assessed will achieve good or excellent for research paper

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: 22 Research Papers placed in an envelope was collected from the instructor of the AJ 280 during the Spring 2013 semester. From the envelope, five (20%) research papers were randomly drawn as a sample to be assessed by program faculty and education specialist. A rubric for research papers was used to assess the five sample research papers.

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.

100% met "excellent" or "good" levels, as follows: 1 of 5 student research papers was assessed as "excellent", and 4 of 5 student research papers were assessed as "good".

AJ faculty are required to provide students with assignment rubrics, so students understand of the criteria used for grading their assignments. A research paper is the capstone for the AJ 280 course.

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.*

Program faculty will continue to provide grading rubric for student assignments, as it appears that students who understand the grading criteria do well in their assignments.

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.*

9/27/2013 Minutes of ACC Advisory Council; Completed Rubrics by Advisory Council Members.
4/10/2013 Minutes of AJ Advisory Council Minutes

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
AJ 101	INTRODUCTION TO ADMINISTRATION OF JUSTICE
AJ 103	CRIMINAL INVESTIGATIONS I
AJ 104	CSI: VIOLENT CRIME FORENSICS
AJ 131	ETHICS IN PUBLIC SERVICES
AJ 150	CORRECTIONAL PROCESS
AJ 170	PRIVATE SECURITY
AJ 180	INTRODUCTION TO HOMELAND SECURITY
AJ 181	INTELLIGENCE ANALYSIS & SECURITY MANAGEMENT
AJ 182	TRANSPORTATION & BORDER SECURITY
AJ 208	CRIMINOLOGY
AJ 210	JUVENILE JUSTICE
AJ 220	CONSTITUTIONAL LAW
AJ 221	CRIMINAL LAW
AJ 230	PREVENTION SPECIALIST
AJ 233	POLICE ORGANIZATION & MANAGEMENT
AJ 234	POLICE AND COMMUNITY RELATIONS
AJ 250	CORRECTIONS PROCEDURES
AJ 256	DOMESTIC VIOLENCE/CHILD ABUSE
AJ 280	CURRENT ISSUES IN ADMINISTRATION OF JUSTICE
AJ 285	NARCOTICS, VICE & ORGANIZED CRIME
AJ 290B	AJ PRACTICUM I
AJ 290C	AJ PRACTICUM II
AJ 290D	AJ PRACTICUM III

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
AJ 101 - INTRODUCTION TO ADMINISTRATION OF JUSTICE		X	X		
AJ 103 - CRIMINAL INVESTIGATIONS I					X
AJ 104 - CSI: VIOLENT CRIME FORENSICS				X	
AJ 131 - ETHICS IN PUBLIC SERVICES		X			
AJ 150 - CORRECTIONAL PROCESS					X
AJ 170 - PRIVATE SECURITY					
AJ 180 - INTRODUCTION TO HOMELAND SECURITY					X
AJ 181 - INTELLIGENCE ANALYSIS & SECURITY MANAGEMENT		X			
AJ 182 - TRANSPORTATION & BORDER SECURITY		X			
AJ 208 - CRIMINOLOGY					X
AJ 210 - JUVENILE JUSTICE		X	X		
AJ 220 - CONSTITUTIONAL LAW	Fall				
AJ 221 - CRIMINAL LAW		X			
AJ 230 - PREVENTION SPECIALIST					
AJ 233 - POLICE ORGANIZATION & MANAGEMENT					
AJ 234 - POLICE AND COMMUNITY RELATIONS					
AJ 250 - CORRECTIONS PROCEDURES					
AJ 256 - DOMESTIC VIOLENCE/CHILD ABUSE			X		
AJ 280 - CURRENT ISSUES IN ADMINISTRATION OF JUSTICE	Spring				
AJ 285 - NARCOTICS, VICE & ORGANIZED CRIME				X	
AJ 290B - AJ PRACTICUM I		X	X		
AJ 290C - AJ PRACTICUM II		X	X		

AJ 290D - AJ PRACTICUM III		X	X		
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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.
2.1 Assess two AJ Courses	Completed assessments for AJ 280 and 285
2.2 Survey graduates	Draft completed. Survey to be delivered in Spring 2014
2.3 Use survey results to revise Program Learning Outcomes	Pending survey results at the end of Spring 2014

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>
Increase Native Hawaiian AJ graduates transferring to 4-yr universities

Alignment of Goal 1 to ILO(s)

Explain how Goal 1 aligns with ILO(s) and provide supporting rationale
<i>Example:</i> Goal 1 aligns with ILO2 (Critical Thinking) by ... Goal 1 aligns with ILO3 (Community contribution) by ...
ILO 2
ILO 3
ILO 1

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 aligns with SP Action Strategy A1.1.c Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved) by ...

Goal 1 does not align 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 ...

A1.4d. Develop focused degrees that lead to a four-year degree pathway and market to Native Hawaiian student

A1.4e. Use Enrollment data to focus on strategic recruitment, retention, graduation and transfer of Native Hawaiian students

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.*

1. Use Enrollment data to focus on strategic recruitment, retention, graduation and transfer of Native Hawaiian students

2. Expand articulation agreements with four-year institutions and publicize to Native Hawaiian students and provide appropriate advising services for Native Hawaiian students to benefit from these transfer opportunities

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
Increase Native Hawaiian AJ graduates transferring to 4-yr universities		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.

N/A

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:</i> Collaborating with other CCs complete SUBS AA Degree Authorization to Plan (AtP)	<i>Example:</i> Fall 2015
Develop and implement survey for Native Hawaiian AJ majors to determine academic strengths, needs, abilities and preferences.	Spring 2014
Analyze survey data	Spring 2014
Collaborate with Hawaiian Lifestyles and Achieving the Dream programs to increase academic and personal support for Native Hawaiian AJ majors	Spring 2014
Complete articulation agreement with Chaminade University.	May 2014

Define Goal (Action Strategy) 2

None

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

<p>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.</p>

<p>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.</p>

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

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

Define Goal (Action Strategy) 3

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
2 Lap Top Computers	Equipment	2 @ 2,500 = 5,000

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 ...
A2.4c. Expand articulation agreements with four-year institutions and publicize to students and provide appropriate advising services for students to benefit from these transfer opportunities
A2.5b. Expand Distance Learning support as indicated by program/unit review analyses with consideration for technical support staff and online course development assistance for faculty
E1.d. Use information from the program review process to establish an annual campus-wide depreciation schedule of equipment/tools to estimate an appropriate line item for biennium and supplemental budget requests

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
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
None

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."

W3. Laptop computers are outdated

Program laptop computers were purchased in 2006 and 2009. Laptop computers are needed for program work done outside of office. The program office space is shared by two staff and has heavy student visitation, and not conducive to writing reports, assessments, curriculum and class preparation.

B. Cost Item 2

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

Alignment of Cost Item 2 to Strategic Plan (SP)

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

A2.4f. Provide the necessary academic and student support services focused on high risk students

E1.b. Incorporate R/M schedule and equipment needs into planning for West Hawai'i Campus. Utilize funding to plan, design, & begin construction of East Hawai'i/Manono campus; master plan should be based on needs assessment to include but not be limited to: instruction, student, staff, facilities, technology and parking for capacity of 5,000 headcount by 2015

E1.d. Use information from the program review process to establish an annual campus-wide depreciation schedule of equipment/tools to estimate an appropriate line item for biennium and supplemental budget requests

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

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

New Strategy

Alignment of Cost Item 2 to Strength(s)

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."

S1. AJ Adjunct Faculty

S2. Education Specialist

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>
<p>W2. Lack sufficient office space for academic advising, program operations and report writing.</p> <p>The program office space is too small to accommodate two program staff. The office has heavy student traffic, and is not conducive to writing reports, assessments, curriculum, and class preparation.</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)

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

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

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

Alignment of Cost Item 3 to Strength(s)

<p>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."</p>

Alignment of Cost Item 3 to Weaknesses(s)

<p>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."</p>

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.)