

HAWAII COMMUNITY COLLEGE UNIT REVIEW REPORT

Curriculum Support

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July 1, 2013 to June 30, 2014

Initiator: Joni Onishi

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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Unit Description

(Official Description - then provide more in depth explanation of what this 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.

Unit Mission

(Official Unit Mission)

As part of the Academic Support Unit, the Curriculum Support Unit promotes student learning by providing support to the college community. This support is focused to the maintaining of the college's curriculum management systems records. As well as supporting of curriculum proposal/approval functionality provided by the college's curriculum management system.

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

This Unit is only 1 year old. A temporary full time position was filled July 2013. Unit Mission and Outcomes were defined.

In Fall 2013 12 Support Sessions were scheduled; 0 were cancelled; 12 held with 18 people in attendance
In Spring 2014 8 Support Sessions were scheduled; 3 were cancelled; 5 held with 5 people in attendance

Fall 2013: Although 7 reported having received assistance 15 responded to quality of assistance
Spring 2014: Although 11 received assistance 16 responded to quality of assistance

In July 2013, temporary position for Curriculum Support was filled. This person's role is to provide dedicated support to the support and maintenance of HawCC's curriculum management system.

Announcement was made during Summer of 2013 that UH System will make the move from Curriculum Central to Kuali. Work initiated among all campus to discuss what will be involved and to prepare for implementation and migration.

Prior to July 2013, the Curriculum Support subunit did not have its own unit outcomes nor was it required to complete an annual or comprehensive or assessment report. Unit Outcomes and Annual/Assessment reports were defined and generated for the first time.

ACCJC required that all courses have Student Learning Outcomes (SLOs). Extensive work was done to update information within Curriculum Central to meet goal.

Administration has implemented a Fast Track Processing method in implementing changes to curriculum outline information.

General Education (GE) placed requirement for a "Course Outline of Record (COR)" as part of the GE application process. Curriculum Support Specialist is responsible for the delivery of this report to faculty upon request, provided that all curriculum information is available. If the curriculum information is not complete, the Curriculum Support Specialist delivers a "Course Outline on File (COF)" to the requestor.

In addition to working on Curriculum Central, the Curriculum Central Specialist was asked to serve on CERC committee. Decision made by CERC members that each member should serve a three year term on commitment.

CERC Comments and Feedback

CERC Comments as listed in most recent Comprehensive Review:

None available.

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)."*

N/A

Part I: Quantitative/Qualitative Indicators

A. Annual Report of Program Data (ARPD) Data Grid -- **Pertains to only Library, Technology Resources, Testing Service, and Tutoring Service.**

Look up 2014ARPD data at: <http://www.hawaii.edu/offices/cc/arpd/index.php>

List below any data elements related to the Unit.

Not Applicable

B. ARPD Data Analysis -- **Pertains to only Library, Technology Resources, Testing Service, and Tutoring Service.**

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

- *Based on data, determine and justify Health Calls – Healthy, Cautionary, Unhealthy*
- *If this Unit is scheduled for Comprehensive Review, analyze Unit over 3 years.*

Not Applicable

C. Other Data, Trends & Factors -- *Report non-ARPD data, trends or factors that can be used to analyze the unit's strengths and weaknesses.*

- *Provide any non-ARPD data and a brief analysis in terms of the Unit's demand, efficiency and effectiveness, e.g., a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc.*

- Describe trends including comparisons to any applicable standards, such as government regulations, national standards from accrediting associations, etc.
- Describe any external factors affecting the unit or additional unit changes not included elsewhere.

Example:

There is a national trend toward on-line training, which requires expensive technological advancements and curriculum development.

Bureaucratic restrictions limit OCET's flexibility to be innovative, collaborative and entrepreneurial.

In an effort to maintain course and program information availability at the college a dedicated support specialist is required. The support specialist provides assistance to faculty in submitting curriculum proposals on the curriculum management system. He also provides information to faculty and administration to help them ensure that the curriculum is current, accurate and complete and that curriculum policies are addressed and satisfied.

In addition, with the UH System plan to migrate to a one system curriculum management system on Kuali, his expertise is valuable in ensuring the curriculum needs of HawCC are addressed in the migration and implementation of the new system.

Part II: Analysis of the Unit

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 Unit Review, your description of how this Unit 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 unit supports the UH Community College's mission by providing:

- *access to post-secondary education in Hawaii*
- *training workforce needed in the State, the region, and internationally*
- *opportunities for personal enrichment, occupational upgrading and career mobility through non-credit courses and activities*
- *contributions that stimulate the cultural and intellectual life of the community*

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

2) ILO Alignment

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

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

Example:

OCET provides a wide range of professional development workshops that help participants improve their communication skills as well as many online classes with topics such as Keys to Effective Communication and Grant Writing. Test preparation classes include a review of written communication skills. Short-term international programs for students visiting from abroad focus on basic communication skills in English.

No alignment to ILO1

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 Unit Review your description of how this Unit supports ILO2. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Unit does not support this ILO, write "No alignment to ILO2."

No alignment to ILO2

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 Unit Review your description of how this Unit supports ILO3. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Unit does not support this ILO, write "No alignment to ILO3."

No alignment to ILO3

B. Strengths and Weaknesses

1) Strengths (Top 3 defined)

State Strength	Using supporting evidence, describe why this is a strength
<i>Example:</i> OCET hires knowledgeable and responsive instructors	<i>Example:</i> Class evaluations showed that 98% of students agreed or strongly agreed that the instructors were knowledgeable about the class subject matter and 96% agreed or strongly agreed that the instructors were responsive to their learning needs.
S1 Dedicated curriculum support personnel	1) With the addition of a dedicated curriculum support personnel, all the course catalog information was able to loaded into Curriculum Central (ie alpha, number, title, description, requisites). 2) On demand support more readily available to faculty regarding their curriculum central supporting needs.
S2 Curriculum Support Personnel has Technical background	1) Data was shared between curriculum database and assessment database. 2) Present staff is able to assist with form development to aid in curriculum related activities. (i.e., The development of a Fast Track Form and the creation of the Course Outline of Record Template) 3) Present staff was able to create reports to assist administration in reviewing status of curriculum related activities. <ol style="list-style-type: none"> a. CLOs were inventoried for all courses and reports provided to deans and VCAA of what was missing b. Status information of course reviews was provided to deans and VCAA.
S3 Curriculum Support Personnel has Service oriented focus	1) Present staff is constantly looking for ways to improve and assist faculty and administration in ensuring that the college curriculum records are current, accurate, and complete.

2) Weaknesses (Top 3 defined)

State Weakness	Using supporting evidence, describe why this is a Weakness	Proposed solution
<i>Example:</i> Lack of island-wide professional staffing	<i>Example:</i> Program coordinators are based in East Hawaii which makes it difficult to design classes for the West Hawaii community. Many classes are cancelled due to not knowing the community as well as best ways to market classes in Kona. 47% of the classes scheduled in Kona were cancelled due to low enrollment.	<i>Example:</i> Hire a program coordinator for West Hawaii (see Resource Implication).
W1 Present personnel is on temporary hire	Each year contract for staff member needs to be renewed. With the current budget situation at the UH System level temporary positions could be released. Strengths that were gained with the	Convert temporary position to permanent position.

	addition of a dedicated curriculum support specialist would be lost and faculty and administration would need to take on the burden themselves.	
W2 Lack of mobile equipment	At times, support specialist is asked to perform presentations or attend meetings where the use of a laptop or other mobile device like an ipad would be useful.	Acquire a laptop that could be shared among the Academic Support Unit members. **(At the time of writing this review (October 2014, a laptop has since been assigned to support specialist)

Part IIIA: Unit Outcomes and Assessment

A. Unit Outcome(s) Assessed -- *List the Unit Outcome(s) assessed during this reporting period.*

Example: (UO1) OCET will provide training that is relevant to the needs of the Hawaii Island community

(UO1) The Curriculum Support Unit provides resources and services to faculty and staff to manage and maintain the College's curriculum information

(UO2) The Curriculum Support Unit works with faculty and staff to ensure that the curriculum information stored in the college's curriculum management software system is current, accurate, and complete.

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% or more participants will choose "Strongly Agree" or "Agree" when asked whether OCET successfully provides training relevant to the needs of the Hawaii Island community on course evaluation.*

100% of 2013-2014 courses stored in Curriculum Central

100% of 2013-2014 courses have SLOs

100% of 2013-2014 programs stored in Curriculum Central

85% positive satisfaction of support provided to faculty and staff for curriculum related needs

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

Example: OCET seeks community feedback on personal and professional training needs via evaluation forms collected at the conclusion of every course, as well as through focus groups.

Strategy/Instrument 1: Surveys: Fall 2013 ASU Survey & Spring 2014 ASU Survey
Academic Support Unit sent out Unit Surveys during the Fall and the Spring Seasons to assist with the assessment services provided by its sub-units.

Fall/Spring Survey questions for Curriculum Support were as follows:

- 1) I am a (faculty member, staff member, administrator, lecturer)
- 2) When I received assistance with Curriculum Central I was (Not satisfied, Satisfied, Very Satisfied)
- 3) Location (East, West, Both)
- 4) Curriculum Central Utilization (proposed new course/program, modified course/program, delete course/program)
- 5) Attended Training/Support or utilized materials (yes, helpful; yes, not helpful; no; other)
- 6) Contact support specialist for assistance (Yes, No)
- 7) Quality of Assistance received (Not satisfied, Satisfied, Very Satisfied)
- 8) Data within Curriculum Central is
 - a. Current
 - b. Accurate
 - c. Complete

Strategy/Instrument 2: Support Session Evaluations – These evaluations were provided at the Hosted support sessions that were held prior to CRC course proposal deadlines.

Strategy/Instrument 3: Statistical Analysis: Number of course proposals submitted in both Fall 2013 and Spring 2014 seasons. They were obtained from the Curricula Affairs Portal report.

D. Results of Unit Assessment - Provide a summary of assessment results.

Example: Out of 998 total response, 78% Strongly Agree and 21% Agree that OCEET provides training that is relevant to the needs of our island community. OCET has offered 162 courses with 2,211 attendees to meet workforce and personal enrichment needs, some of which are repeat customers. OCET provides offer various courses at varying times of the day, week and year to better meet the needs of individuals and businesses. It is important that OCET continually seek innovative ways to conduct training and provide course topics that are most relevant to the community's needs.

Strategy/Instrument 1:

	Fall 2013	Spring 2014	Comments regarding survey	
1. Surveys	63	57	participants went down	
a. faculty members	28 (44.4%)	22 (38.6%)		
b. staff members	19 (30.2%)	26 (45.61%)		
c. administrator	2 (3.2%)	0		
d. lecturer	14 (22.2%)	9 (15.79%)		
2. Location				
a. East	32 (82.5%)	52 (91.23%)		
b. West	10 (15.9%)	4 (7.02%)		
c. Both	1 (1.6%)	1 (1.75%)		
Curriculum Central Surveys	28-32	16-26	participants went down	
10. Curriculum Central Utilization				
a. proposed new course/program				Find out how many new courses were proposed
a.1. Yes	6 (20.7%)	8 (29.63%)	increase	
a.2. No	23	19		
b. modified course/program				Find out how many courses were modified
b.1. Yes	8 (27.6%)	10 (38.46%)	increase	
b.2. No	21	16		
c. delete course/program				Find out how many courses were deleted
c.1. Yes	3 (10.3%)	7 (25.93%)	increase	
c.2. No	26	20		
	Curriculum Central during Fall semester did not			

	support deletion proposals			
11. Attended Training/Support or utilized materials				Find out how many people attended training
a. yes, helpful	13 (44.8%)	9 (34.62%)	decrease	
b. yes, not helpful	1 (3.4%)	0 (0%)	decrease	
c. no	15	17	increase	
d. other	1			
	1 person responded that they were unable to make the training times	100% of those surveyed that attended training/support or utilized materials found them helpful		
12. Contact support specialist for assistance				
a. Yes	7 (23.3%)	11 (40.74%)	increase	
b. No	23	16		
13. Quality of Assistance received				List statistics of some types of assistance provided; ie Fast Track, COR, etc...
a. Not satisfied		1 (6.25%)	increase	
b. Satisfied	11 (73.3%)	8 (50%)	decrease	
c. Very Satisfied	4 (26.7%)	7 (43.75%)	increase	
	Although 7 received assistance 15 responded to quality of assistance	Although 11 received assistance 16 responded to quality of assistance		
14. Data Eval				List number of approved courses
a. current				
a.1. Yes	15 (53.6%)	12 (54.55%)		
a.2. No	2 (7.1%)	1 (4.55%)		
a.3. Don't know	11 (39.3%)	9 (40.91%)		
b. accurate				
b.1. Yes	13 (48.1%)	12 (52.17%)		

b.2. No	2 (7.4%)	3 (13.04%)		
b.3. Don't know	12 (44.4%)	8 (34.78%)		
c. complete				
c.1. Yes	7 (25.9%)	7 (30.43%)		
c.2. No	5 (18.5%)	6 (26.09%)		
c.3. Don't know	15 (55.6%)	10 (43.48%)		

Other comments from survey:

1 person responded that they were unable to make the training times
Curriculum Support needs more staff to input and update all the courses in CC. This is such a daunting task that it will take a very long time for one person to do it all!
There are still things that need to be updated, but the process is happening not that we have a Curriculum Central specialist on staff.
This is not the responsibility of the CSS but faculty need to update their course's CORs and do it consistently. As mentioned under the Assessment questions, there are no definitions of Course Learning Outcomes and Course Objectives. Faculty continue to be confused by what to put for Course Objectives.

Strategy/Instrument 2:

Curriculum Central
September 9, 10, 13, 16, 23, and 27, 2013
Hilo Makai and Manono Campuses

Rate your level of agreement on a scale of 1 to 5, with 1 being Strongly Disagree, and 5 being Strongly Agree. Please select only <u>one</u> response for each statement.	Strongly Disagree 1	Disagree 2	Neutral or Undecided 3	Agree 4	Strongly Agree 5
From this session, I feel I gained information and skills that could help improve my effectiveness at Hawaii CC.				1	11
The presenter was effective.				1	11
Overall, I feel this session was valuable and informative.				1	11

Comments

What did you like about this session?

- **We jumped right in and started working right on the modifications**
- **Hands on! (2)**
- **Wonderful – mission accomplished**
- **Very helpful!**
- **Hands on – Mitchell was very helpful & patient! Learning more about CRC**
- **Small class, lot's of questions answered...one on one attention**
- **Opportunity to discuss course mod. and program mod. Issues with Mitchell & other participants**
- **Finished SOC 290 course modification in 2 hrs w/ Mitchell's assistance – great host!**
- **Hands on – informative style**

What am I still confused about?

- **Multiple disciplines**
- **Φ (hopefully!)**
- **N/A**
- **Process**
- **I'll find out as I go**
- **Process – copies?**
- **Process – scan signature pg; make 10 copies ; leave in Annie's box?**
- **Still trying to learn navigation of CC**

What are your suggestions for improvement?

- **Nothing it was Great – not painful like I assumed! :)**
- **Keep emailing reminders**
- **N/A**
- **Need to find a way to require all instructors to attend...**
- **This was good for me**
- **Please have more sessions! So helpful! Mahalo – CWB**
- **October 15, 2013 would be a better deadline because contract renewal/tenure promotion deadlines are 10/1 & 10/4. More ppl would come after they turn in their documents.**
- **Keep having sessions**

No data available for Spring 2014 Training Sessions. Sessions for that season were joint Curriculum Central and Assessment Sessions. Those that attended only required assessment assistance.

Strategy/Instrument #3:

Program Proposals not presently supported on in Curriculum Central so statistics reported here are limited to course proposals

Fall 2013 Course Proposals:

New: 10

Modifications: 31

Deletions: Not supported in Curriculum Central at this time

Spring 2014 Course Proposals:

New: 2

Modifications: 14

Deletions: 1

CLO Fast Track Memo's Processed: 107

Course Outline Modification Fast Track Processed: 16

Course Outline of Record (COR) delivered: 60

Course Outline on File (COF) delivered: 15

There were two comments that are on the subject of training. One, not being able to make the training times and two, regarding the confusion between CLOs and Objectives.

This identifies an area for improvement. In addition, the support specialist's personal use of Curriculum Management Software and some of the support questions/needs that arose during the year show the need for improving training material and the methods of delivery.

One verbal comment/suggestion was made to develop a video demonstration of submitting course proposals. This would address the situation where not all faculty are able to attend training sessions.

Prior to developing a video demonstration, it was decided by the curriculum support specialist to improve the course outline worksheet and develop a Turbo Tax like assistant in course proposals submission. The decision was made also to avoid implementing heavy training on a system that will be retired (ie Curriculum Central will eventually be replaced by Kualu Curriculum Management).

Improving the course outline worksheet and providing training in populating the worksheet is something that could be applicable to either system (Curriculum Central –vs- Kualu Curriculum Management).

In regards to the recommendation “Update and maintain Activity Calendar to note key actions required by unit”, it was identified as a need by the curriculum support specialist to improve the quality and efficiency of the support provided to his users. The Curriculum Support Unit is still a very “young” unit only having been established in the past year. Being as such, curriculum support specialist is still learning the details of the needs of his users and the best ways to prepare to fulfill those needs. In addition, assessment measurement tools (i.e. logs and surveys) are being developed as the detailed supporting needs are being discovered.

Changes Implemented as a result of Assessment	Evaluation of the changes that were implemented
<p><i>Change 1:</i> No assessment was completed in 2012-2013 hence no changes were made</p>	<p><i>Evaluation of Change 1:</i> No assessment was completed in 2012-2013 hence no changes were made</p>

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 Unit as a result of Unit Outcome assessments. For example, changes to rubrics, changes to level of expectation, changes to services provided, etc.*

Continue to work on improving training materials on how to use Curriculum Central. Develop a Turbo Tax like method for submitting course proposals.

Continue work on preparing for Kualu Implementation

See if there is a way to host monthly support sessions (like Maui College)

Update and maintain Activity Calendar to note key actions required by unit. Ie Curriculum Proposal Deadlines, User Maintenance, Training Sessions, Annual Report and Assessment, etc...

Continue work on populating missing information within Curriculum Central

Develop tools in data gathering to assist with assessing of quality and effectiveness of support provided

Maintain log of training sessions and participants (also note number of sessions cancelled)

Maintain log of course proposals (new, modification, deletion)

Maintain log of Course Outline of Record and Course Outline on File deliverables

Utilize Academic Support Unit Surveys in assessment analysis

Part IV Action Plan

A. Previous Goals (Unit Actions) & Planning

- Report all new and uncompleted goals from your 2012-2013 report. If your unit is included in the Academic Master Plan (AMP) Appendix, you should use the list of unit actions listed for your unit in the AMP Appendix, except for crossed out items. (<http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>)
- Review and specify which unit actions were addressed/completed during Review Period AY 2013-2014.
- Give a progress report for each unit action that is not yet address/completed and describe the degree to which the goal was achieved over the review period.
- If listed in the AMP, specify unit actions that are no longer being pursued by the unit and should be deleted from the AMP.

Goals /AMP Unit Actions	Progress Evaluation & Evidence of Achievement
<p><i>Examples:</i> Goal: Increase opportunities for island-wide training AMP 29.3: Outreach to departments who have not used library services</p>	<p><i>Examples:</i> Delivered ag training island-wide. Seeking partnership w/new online vendor. Need to find other methods in addition to email.</p>
<p>Goal (or AMP #.#) Work to get current curriculum data into curriculum central</p>	<p>All course in the 2013-2014 Catalog were loaded into Curriculum Central Most recent proposal information was scanned and attached to the courses stored within Curriculum Central.</p>
<p>Goal 2 Ensure that all courses have CLOs</p>	<p>All courses within Curriculum Central have CLOs. Some courses that are planned for deletion show for their CLO "This course will be deleted."</p>
<p>Goal 3 All course and program proposals are to be processed via curriculum central.</p>	<p>All course proposals (New, Modify, Delete) are now supported within Curriculum Central. Program modification proposals are in testing phase.</p>
<p>Goal 4 Participate in Kualii Curriculum Management Migration/Implementation Discussions</p>	<p>Kualii Implementation meetings ongoing. I am on the User Interface (UI) and Workflow Committees.</p>

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

Define Goal (Action Strategy) 1

<p>Goal 1 -- Example: Reduce non-credit course cancellation rates to less than 20%.</p>
<p>Develop a Curriculum Proposal Worksheet that could be used by faculty to help prepare their course proposals prior to entering them into Curriculum Central.</p>

Alignment of Goal 1 to ILO(s)

<p>Explain how Goal 1 aligns with ILO(s) and provide supporting rationale</p>
<p><i>Example: Goal 1 aligns with ILO1. By reducing the cancellation rate of courses, there will be more opportunities to provide training to help improve students' communication skills that will contribute to an educated workforce.</i></p>
<p>Goal 1 does not directly align with ILOs.</p>

Alignment of Goal 1 to Strategic Plan (SP)

http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_20082015_102909.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.

Example: Goal 1 aligns with A.2.1 Increase enrollment in regions and with groups who are underserved by making sure course offerings are what our communities are asking for and concentrate on offering in rural areas.

Goal 1 does not directly align with any goals in the Strategic Plan.

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.

Not Applicable

Alignment of Goal 1 to Academic Master Plan (if applicable)

Academic Master Plan: http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_20082015_102909.pdf

AMP Appendix: <http://hawaii.hawaii.edu/docs/academicmasterplanappendixpriorityactions.pdf>

Check this box if your Unit is not currently listed in AMP but would like to be added in the next revision.

Indicate which Academic Master Plan (AMP) Action Priorities Goal 1 aligns with (if applicable) and provide supporting reasoning.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
<i>Example: Reduce non-credit course cancellation rates to less than 20%.</i>		X		X		
Not Applicable						

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: The new statewide online registration system will help to improve marketing efforts, access to course information and registration, and data tracking.

Not Applicable

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> 1. Determine base cancellation rate. 2. Improve marketing strategies 3. Monitor enrollment beginning four weeks prior to scheduled class date and increase marketing efforts.	<i>Example:</i> 1. Completed for this Annual Review 2. Ongoing with training and collaboration efforts 3. Ongoing as new strategies are implemented Spring/Summer 2015
Review Curriculum Central Course Outline proposal & compare form against CRC form	Spring 2014
Create Word form fillable version of Course outline proposal.	Spring 2014
Utilize newly developed worksheet to assist with course proposals	Summer 2014

Define Goal (Action Strategy) 2

Update and maintain Activity Calendar to note key actions required by unit.

Alignment of Goal 2 to ILO(s)

Explain how Goal 2 aligns with ILO(s) and provide supporting rationale

Goal 2 does not directly align with ILOs.

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.

Goal 2 does not directly align with any goals in the Strategic Plan.

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

Not applicable

Alignment of Goal 2 to Academic Master Plan (if applicable)

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>

Check this box if your Unit is not currently listed in AMP but would like to be added in the next revision.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
Not applicable						

<p>UH System Collaboration (if applicable) –</p> <ul style="list-style-type: none"> include collaboration efforts w/other campuses <p>include alignment with the UHCC Initiatives http://uhcc.hawaii.edu/OVPCC/ (listed on the left of John Morton's picture).</p>
Not applicable

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
Updates to Activity Calendar occur when required	Updates to Activity Calendar occur when required

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
<i>Example: 1.0 fte APT B, West Hawaii</i>	<i>Personnel</i>	\$55,000
Acquisition of a laptop	Equipment	\$1,000

Alignment of Cost Item 1 to Strategic Plan (SP)

Explain how Cost Item 1 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale
<i>Example: Cost Item 1 aligns with SP A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.) by ...</i>
Not applicable

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

Explain how Cost Item 1 aligns with the Academic Master Plan (AMP) Action Priorities.
<i>Example: Cost Item 1 aligns with Action Priority Underserved Populations because additional equipment is necessary to provide greater access to students.</i>
Not applicable

Alignment of Cost Item 1 to Strength(s)

Explain how Cost Item 1 aligns with Unit Strengths (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."
<i>Example: No Alignment</i>
Curriculum Support Personnel has Technical background – Curriculum Support’s Technical background with the benefits of this cost item request would allow him to be more productive in situations where his technical skills could be utilized away from his desk. ie at meetings or for presentations.
Curriculum Support Personnel has Service oriented focus – Cost Item 1 would allow the support specialist to better provide service and support at locations where a computer is not readily available. ie Conference Room 6A or 6B, Cafeteria, etc...

Alignment of Cost Item 1 to Weaknesses(s)

Explain how Cost Item 1 aligns with Weaknesses (From Part II. Section C). Address and provide
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supporting rationale. If there's no alignment, write "No Alignment."

Lack of mobile equipment - At times, support specialist is asked to perform presentations or attend meetings where the use of a laptop or other mobile device like an ipad would be useful.

To continue to improve and extend the quality of service and support this unit provides to the faculty and staff, technology is required when and where none is already present. A laptop will allow the support specialist to bring technology to where and when it is needed to provide the service and support that is required/desired.

Part VI: Justification for Unit Existence

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

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

In an effort to maintain course and program information availability at the college a dedicated support specialist is required. The support specialist provides assistance to faculty in submitting curriculum proposals on the curriculum management system. He also provides information to faculty and administration to help them ensure that the curriculum is current, accurate and complete and that curriculum policies are addressed and satisfied.

In addition, with the UH System plan to migrate to a one system curriculum management system on Kualii, his expertise is valuable in ensuring the curriculum needs of HawCC are addressed in the migration and implementation of the new system.