HAWAI'I COMMUNITY COLLEGE
COMPREHENSIVE PROGRAM REVIEW (CPR)

HUMAN SERVICES PROGRAM

NOV. 15, 2017

3-Year Review Period:
July 1, 2014 to June 30, 2017
AY14-15, AY15-16 and AY16-17

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability.

Please see http://hawaii.hawaii.edu/files/program-unit-review/

Please remember that this review should be written in a professional manner. Mahalo.

PART I: PROGRAM DATA AND ACTIVITIES

Program Description

Provide the short program description as listed in the current catalog.
Program Description This certificate prepares students for entry- and mid-level entry employment in such diverse settings as group homes and halfway houses; correctional, developmentally delayed, and community mental health centers; family, child and youth agencies; and programs concerned with special needs such as alcoholism, drug abuse, family violence, homelessness, and aging. In 2014-15, the Human Services Program changed from offering a Certificate of Completion to a **Certificate of Competence**. This change is reflected in the 2016-2017 catalog. The 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 local 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.

Previous Comprehensive Review Information

Provide the year and URL for the location of this program's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	**2012**
URL	http://hawaii.hawaii.edu/files/program-unit-review/docs/2012_hserv_comprehensive_program_review.pdf
Provide a short summary of the CERC's evaluation and recommendations from the program's last Comprehensive Review. Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report.	The last Comprehensive Review for this program looked at ways to help improve the program and explore ways to strengthen its connection to transfer degrees at UHH. Human Services students can now get their Human Services Certificate as well as pursue a Liberal Arts Degree with a Concentration in either Sociology or Psychology with an embedded HSER Certificate in the requirements as a direct pathway to a major in Sociology or Psychology at UHH. Continue to work on other pathways to assist our students to be employable in the community, e.g. Community Health Worker. Also working with MOA's with University of Manoa for online BA in Social Science and possibly a BSW.

<u>**ARPD Data: Analysis of Quantitative Indicators**</u>
Program data can be found on the ARPD website: **http://www.hawaii.edu/offices/cc/arpd/**

<mark>**Please attach a copy of the program's data tables for the three years under review**
and submit with this Comprehensive Program Review (CPR).</mark>
a) **If you will be submitting this CPR in hard copy, print and staple a copy of the data tables for the three years under review to the report; the icon to print the data tables is on the upper right side, just above the data tables.**
OR
b) **If you will be submitting this CPR in digital form (WORD or PDF), attach a PDF copy of the data tables for the three years under review along with the digital submission; the icon to download the data tables as a PDF is in the upper right of the screen, just above the data tables.**

Analyze the program's ARPD data for the 3-year review period.

Describe, discuss, and provide context for the program's AY15 through AY17 data, including the program's health scores in the Demand, Efficiency, Effectiveness and Overall Health categories.

<u>Cautionary</u>. This data is incorrect because of the following reasons:
The number of majors must be incorrect as seen in the amount of certificates awarded for graduation (between 22 and 29 per year) when the number of major is only between 9 and 7

The program can handle more majors. It is most often true that HSER students who would like to be enrolled as full-time students are advised about changing their primary major to LBRT or LBRT with PSY Concentration and add HSER as a Secondary Curriculum, when they do not meet the required English prerequisites to be enrolled in ENG 22, PSY 100 and the 6 credits of Social Environment Electives. Technically, the HSER CO is supposed to be earned in 3 semesters. Even if a student met the ENG 100/102 placement levels to take PSY 100, they won't be able to be enrolled full-time. However, the majority of the program's successful graduates transfer to UH Hilo.

The majority of students do not want to be enrolled in only 1 class. Because Financial Aid will only pay for classes that count towards the students' major, they will choose to change their primary majors to LBRT. Additionally, to work in the HSER field, students are encouraged to not only pursue an Associate's degree, but also a Bachelor's (and even Master's) degree.

Human Services students are hired in a variety positions, not only being employed by the County of Hawaii. They work for non-profit agencies, in retail (HR), as well in some health institutions and federal positions, so to measure outcomes only by the county jobs would be incorrect.

The last few years, County jobs have been between was 12 to 14, and that was considered healthy; now it is it is cautionary, so the Health Call may have been calculated incorrectly. Human Services is a program that empowers students to believe in themselves, and it shows in the number of SSH Non-and in SSH in All Program Classes.

Efficiency	Cautionary. Data shows that the fill rate went up 13% which is positive. There is only one appointed faculty. It needs to be emphasized that our program helps to increase the number of students claiming Liberal Arts as their major.
Effectiveness	Unhealthy: We are a three-semester program. Student complete the program in December, so our retention from Fall to Spring will always fluctuate year to year.
Overall Health	Cautionary: Human Services Program may be a small program but this program benefits other programs to look healthy with the amount of majors (Liberal Arts). We are the stepping stone that empowers students to believe in their potential to achieve their goal in getting their AA degree.

Describe, discuss, and provide context for the program's data in the Distance Education, Perkins Core Indicators, and Performance Funding Indicators categories, as applicable.

N/A we do not offer distance education.

We have met 1 P1, 21P1 and 4P1. Did not meet 3P1 because we are not a transferable degree; 5P1 and 5P2 are "N/A"
Data is incorrect on line 35and 36. You can see on line 20d we have 22 certificates awarded and majority of them are Native Hawaiian.

Numbers are small but the impact is deep. Many of the students who begin in this program are remedial students with a passion to want to excel but come with fear and shame that they are not good enough and a pride that may block them from believing in themselves. This program helps to inform, ignite, and instill in students a belief in themselves that they can pass the English and Math requirements. Their behavior to keep trying is an important part of this program, to give them the skills to continue on. Once they realize their own potential to excel, they are more apt to push through the fear.

The Human Services program provides a specific vocational preparation curriculum that community agencies recognize as "value-added" to a liberal arts background when evaluating the employability of program graduates. This program provides an optimal synthesis of practical experience and academic study that affords a two-year student the opportunity to more clearly define personal and/or vocational goals, gain minimum competencies that can be applied to entry-or mid-level employment in the human services area, and/or go on to pursue a Bachelor's or professional degree in this or a related field.

This program gives hope to those who come with all the issues that prevents them from believing. This all relates to Human Services because student's passion is to help others yet it all starts with a belief in self.

PROGRAM ACTIVITIES

Report and discuss all major actions and activities that occurred in the program during the 3-year review period, including the program's meaningful accomplishments and successes.
Also discuss the challenges or obstacles the program faced in supporting student success and explain what the program has done to address those challenges.
For example, discuss:
- Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing;
- New certificates/degrees;
- Personnel and/or position additions and/or losses;

- Other changes to the program's operations or services to students
  - Created Liberal Arts with Concentration in Sociology with Human Services as part of the pathway
  - Created Liberal Arts with Concentration in Psychology with Human Services as part of the pathway
  - Collaborated with Trade Adjustment Assistance Community College and Career Training (TAACCCT) and with University of Hawaii Maui College to create a Community Health program with a cohort of students to be completed at the end of Spring 2018.
  - Revised CLOs for HSER 110 in the Course Outline of Record.
  - Conducted a Learning Community with English 22 and Human Services, which empowered students with tools to continue on and complete English 100 in the next semester.

Contributions to the College

Discuss how the program aligns with and supports the College's institutional effectiveness and helps the Kauhale achieve our shared goals by describing how the program contributes to the achievement of our Mission, Vision and Institutional Learning Outcomes.

> _**MISSION**: To promote lifelong learning, Hawai'i Community College will emphasize the knowledge and experience necessary for Kauhale members to pursue academic achievement and workforce readiness. Aligned with the mission of the UH Community Colleges, we are committed to serving all segments of our Hawai'i Island community._
>
> **http://uhcc.hawaii.edu/OVPCC/strategic_planning/mission.php**
>
> _**VISION**: Our Kauhale of lifelong learners will be productive and engaged citizens capable of meeting the complex challenges of our island and global communities._

Human Services program is a stepping stone that allows our students to gain self-awareness and confidence to meet their personal and academic goals and begin their journey to becoming fully employed and contributing members of our island community. Almost all of our students stay on the Big Island and continue their work in the human services field in a variety of positions and types of employment. This program provides a safe, supportive yet challenging 'ohana environment in which students can grow, thrive, push past their barriers, and find the strength to take their place as healers in our community.

ILO #1: Communicate effectively in a variety of situations.

Human Services students learn to communicate effectively by first gaining a sense of self and making positive connections in and out of class. By the middle of the program, for example, HSER 193 students write a research paper on cultural and ethical competencies and also work as a two-person team to orally present their findings to their classmates, including a team-created written brochure and a power-point presentation.

ILO #2: Utilize critical thinking to solve problems and make informed decisions.

By gaining a sense of self and place helps them to think through their problems and make wiser choices. For example, HSER 110 requires students to create an interview strategy and questions, go into the community and interview a user of public social services or a worker in the human services field, analyze the interview results, and then write a paper describing what they learned and how it impacts them personally on their journey to becoming a human services professional.

ILO # 3: Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawaiʻi island, as well as other cultures of the world.
Human Services students are required to do community services which gives them the opportunity to utilize their skills to create a better world. For example, all Human Services students are invited to participate in the Unity with Aloha club, which does a lot of community and College-based service projects each year. They are encouraged and supported to reflect on their service experiences and make such service a regular part of their professional working lives.

ILO #4: Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.
Human Services students go through a process of looking at self, learning educational and employment skills ,and local resources for future employment. HSER 193 includes sessions at the Career and Job Development Center to learn about potential jobs in the community. As

well, we bring in employment specialists from ALU LIKE, Inc., a Native Hawaiian-serving grant-funded non-profit that specializes in employment services, and other local employment agencies. We do this so that students can gain a good understanding about how to make wise choices for their future employment.

ILO #5: Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.

Human Services student will continue to learn about diversity and the importance of respecting each others differences as not to create ethnocentrism. We focus strongly on setting safe, compassionate and stable learning environments (which many do not have at home), so we can foster the best learning possible. Humor is a HUGE part of our teaching strategy. When students can smile, their minds and hearts can open.

ILO #6: Contribute to sustainable environmental practices for personal and community well-being.

Human Services students look at the holistic approach to dealing with the wellbeing of people and the community. This, of course, includes aloha ʻāina and malama kaiaulu. For example, HSER 110 students do community service including local native plant restoration projects with the Admin of Justice student club.

Learning-Outcomes Assessments
For assessment resources and PDF copies of all submitted assessment reports from the program during the 3-year review period, please see the [Assessment Reports Archive](#).

[X] **The program faculty/staff have reviewed the program record on Kuali KSCM and hereby affirm that all information, including all program learning outcomes (PLOs), are correct.**

[ ] **The program faculty/staff have reviewed the program record on Kuali KSCM and have found that all or some information is incorrect and hereby affirm that the program will submit proposal(s) for revision(s), as appropriate.**

Kuali KSCM: https://hawaii.kuali.co/cm/#/courses

Program Learning Outcomes (PLOs)

List the Program Learning Outcomes (PLOs) as recorded on Kuali KSCM.

- Portray a respectful attitude harmonizing with place, culture, and diverse perspectives, through a reflection of values and self-awareness.
- Evaluate employment and educational opportunities through a comprehensive awareness of the function of Human Services in the community.
- Utilize communication skills and implement strategies to assess the multiple causes of social issues and concerns.

Discuss the program's successes and challenges in helping program majors achieve its overall Program Learning Outcomes (PLOs).

Include a summary discussion of the results of any PLO assessments voluntarily undertaken by the program's faculty.

Human Services faculty work with all majors to assure that they have mastered the PLOs and basic industry skills by the time they achieve their Certificate of Competency to prepare them for the social services field. As evidence that our students have achieved these PLOs, most of our students are able our transfer to UH-Hilo or find employment in the local social service agencies directly after earning their CO from this program.

Course Learning Outcomes (CLOs)

List all program courses (alpha/#/title) that were assessed during the 3-year review period.

The program faculty was not able to conduct any course assessments in the three-year review period due to needing more focused departmental support and professional development in assessment. While this is not an excuse, as a one-faculty program, assessment has in the past taken a back seat to everyday teaching and student support

work. However, the program faculty member has been working with the Assessment Coordinator, has updated the assessment schedule and is committed to properly conducting regular assessments on-going in the future.

Of particular concern are H-SERV 193 and H-SERV 293, which have had low enrollment and not filled sections. The program faculty and adjunct faculty will focus on these courses for assessment in AY17-18 and will continue to work on developing strong assessment strategies for all H-SERV courses in the future. The program is committed to catching up on all assessments and strengthening our assessment practices to better serve our students.

PART II: RESOURCES INVENTORY

Describe and discuss the program's current resources and resource needs.

Describe the status of the following faculty/staff program resources:	
Adequate Academic Support Resources (Library, tutoring, learning and testing facilities).	Our students utilize a variety of resources on Manono and UHH campuses.
Adequate Student Support Services (academic advising, counseling, career guidance).	We work well with our Student support team.
Safe workplace.	Yes, our workplace, however, the door to the classroom Bldg388, room 101, cannot lock from the inside, which is a concern in an active-shooter or other emergency situation.

Adequate and up-to-date computers and software (for program needs).	All OK.
Adequate computer access to allow faculty to do their jobs.	All OK.
Adequate training in computer technology (applications, operating systems, hardware, etc.).	Still learning, but utilize ITSO and IT for help as needed.
Adequate training in audiovisual technology (projectors, ELMOs, polycom, etc.).	Media Services has been good about helping us when needed.
Adequate training in distance learning course development and management (Laulima, etc.).	N/A – no DE courses.

Resource Category	**Resources the program needs to operate effectively:**	**Resources the program already has:**	**What is the program's resource gap?**
A. **Personnel**			
1) **Positions (Functions)**	Fulltime faculty: 1 1 Adjunct faculty (p/t): 1	Fulltime faculty: 1 1 Adjunct faculty (p/t): 1	none

	Part-time lecturer: 1	Part-time lecturer: 1	
2) Professional Development	For fulltime faculty: 2 conferences per year + attendance at annual PCC meeting	Inconsistent opportunities for P.D. Faculty has utilized WO Global Champions for most PD in the past 3 years. Other than HSSI, no other regular PD has been approved.	Need funding for regular and consistent PD for program faculty, at least 1 – 2 major discipline conferences plus additional PD as needed for program development and improvement.
B. Operating Resources			
1) Supplies	Regular supplies are adequate		No gap
2) Contracts	N/A		
3) Equipment	**N/A**		
4) Space and Facilities	Adequate		No gap
C. Technology	Adequate		No gap
1) Hardware	Adequate		No gap
2) Apps or Software	Adequate		No gap	No gaps
3) Tech Support	Adequate		No gap

4) Tech-related Professional Development	Adequate		No gap
5) Tech labs / facilities	N/A		No gap

PART III: 3-YEAR ACTION PLAN & RESOURCE ALLOCATIONS

Provide a detailed narrative discussion of the program's overall 3-Year Action Plan to improve student success for AY18, AY19 and AY20. This 3-Year Action Plan should be based on analysis of the Program's 3-year data trends for student achievement and the overall results of course and program assessments of student learning conducted during the 3-year review period. This 3-year Action Plan must identify the program's specific goals and objectives for the next three years, and must include annual benchmarks and timelines to achieve each goal.
Note: "Budget asks" to accomplish the program's Action Plan may be included in the Action Items below.

HSER program's 3-year action plan is intended to help the program increase and stabilize student majors enrollment by reaching out to our faculty and counseling staff colleagues to make sure they better understand the nature of the HSER program requirements, and advocating for better information going out to potential students who want to major in this program so they can understand the actual work they will need to do in all the courses.

In addition, as the gap analysis above shows, a major gap for this program is the lack of consistent professional development opportunities for the program faculty, so our action plan also includes working with admin and the department to increase funding for P.D. In particular, the faculty need social-service specific P.D., as well as general educational and broad-themed P.D. in order to keep up with the rapid changes in the social service and liberal arts educational fields.

Provide a detailed discussion of how the program's 3-year Action Plan will help the College achieve our Initiatives in the *Strategic Directions 2015-2021* plan:

http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf

Action Goal #1: In the previous year, HSER faculty worked with department and STAR-GPS coordinator to include all three HSER courses as electives in the LBRT concentrations for psychology and sociology. Our goal this next two years is to monitor our majors and make sure that this change has led to improvements in the number of majors enrolled and to make sure that all students who want to take these course have adequate financial aid to do so.

This goal supports *HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion.*
Tactic: Establish pathways for all degree programs, including transfer pathways from the community colleges.
Tactic: Strengthen and align financial aid resources, policies, and practices for increased access and completion.

By closely monitoring students' enrollment and financial aid issues, we hope to help students increase their probability of completing our program, earning the certificate, finishing their LBRT concentration degree and then transferring to UHH or the workplace.
We expect this work to continue through AY18-19 and any changes identified will be implemented by AY19-20.

Action Goal #2: To make sure the program meets current industry needs on this island, program faculty will outreach to various potential employers of our students in the social service field to confirm that the skills, knowledge, aptitudes, attitudes, and professional work ethics and behaviors that we are teaching our majors remain appropriate to the ever-expanding field of human services. This project is expected to be conducted over the next two years so that we can implement any necessary changes before the end of the next review cycle.

This goal supports *HGI Action Strategy 3: Anticipate and align curricula with community and workforce needs.*
Tactic: Engage systematically with community-based groups to inform program offerings and curricula.

By engaging our social service agency directors and staff on behalf of our students, we will better ensure their employability and will better ensure that our community is served by appropriately trained professionals.

Action Goal #3: Program faculty have identified HSER 110, which is a GE-designated course, as needing further support to ensure that all students who register for the course are

fully aware of what the course covers, and what they will be required to do in order to complete course credits. Some non HSERV majors register for this course but drop out or don't complete their requirements due to not understanding what the course requires. On the other hand, many non-majors have found HSER 110 to be an excellent gateway to their further educational work at the College, especially the community service project. We want to make sure that this very positive course experience is appropriate for all the students who may register for it.

In order to help non-major students, especially those from the trades and other public service programs, to be more successful in completing this course, the program faculty will work with faculty colleagues who serve as academic advisors and the Counseling Center staff on what this course is, what students need to do in order to complete it successfully, and to help those advisors steer to this course those students whom it will most benefit.

This goal supports *HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion.*
Tactic: Improve and stabilize student support services.

Action Goal #4: Program faculty need additional support for professional development in order to keep the program updated and current and to make sure that recent improvements in education for social services students are properly preparing them for their futures.

This goal supports *HGI Action Strategy 2: Implement structural improvements that promote persistence to attain a degree and timely completion.*

Tactics: Provide enhanced professional development to improve teaching and learning.

Without consistent, regular, and appropriate professional development, program faculty cannot keep up with their field nor with best practices in education for the program's very special cohorts of students, many of whom have special needs for culturally-appropriate teaching and learning strategies and also for personally compassionate and sensitive classroom environments. Better PD for the faculty will enhance the program's already-strong support for student success.

ACTION ITEMS to ACCOMPLISH the ACTION PLAN

Provide a detailed description and discussion of <u>each Action Item</u> that the program will undertake to accomplish its 3-Year Action Plan.

Action Item 1:

- **What specific strategies, tactics, initiatives, innovations and/or activities will the program implement to accomplish one or more of the goals described in the 3-year Action Plan above?**

Strategy 1: Closely monitor ALL majors to make sure they understand their options in STAR-GPS, etc.

Strategy 2: Work closely with department colleagues to continue discussions on how to increase opportunities for program majors to complete their education in a timely and not-too-expensive way.

- **How will implementing this Action Item help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs) over the next 3 years?**

Making sure all students have good options and sufficient knowledge to make good enrollment choices is absolutely necessary for this program to continue to succeed.

- *Budget & Resource Asks*: **Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item.** *If no additional or reallocated resources are required to accomplish this Action Item, enter "N/A" below.*
- **Provide justification why this resource is necessary to accomplish this Action Item and the program's Action Plan.**
- **Include the total cost and timeline for purchase or re-allocation.**

None required.

Action Item 2:

- **What specific strategies, tactics, initiatives, innovations and/or activities will the program implement to accomplish one or more of the goals described in the 3-year Action Plan above?**

Program faculty will increase collaborations and enhanced communications with local agency directors and staff to make sure the program is teaching current industry needs.

One potential strategy to accomplish this goal is to have the practicum students in H-SERV 193 and/or H-SERV 293 to develop an outreach survey and to implement that survey with local social service agencies during AY18-19; then students in the following year will analyze the results and work with faculty on developing program improvements based on the survey results.

- **How will implementing this Action Item help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs) over the next 3 years?**

Students are working well now to achieve their PLOs, but in the future they may need enhanced skills or different emphases on skills to compete in the workplace. This goal is very future-oriented and seeks to help future cohorts of students become fully employable.

- *Budget & Resource Asks*: **Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item.** *If no additional or reallocated resources are required to accomplish this Action Item, enter "N/A" below.*
- **Provide justification why this resource is necessary to accomplish this Action Item and the program's Action Plan.**
- **Include the total cost and timeline for purchase or re-allocation.**

None at this time, but potentially we may ask for additional support for the survey implementation.

Action Item 3:

- **What specific strategies, tactics, initiatives, innovations and/or activities will the program implement to accomplish one or more of the goals described in the 3-year Action Plan above?**

Program faculty plan to develop a brochure for H-SERV 110 that can be distributed to faculty and Counseling faculty/staff. Also, faculty will seek opportunities to talk about this course in other department's monthly meetings and in other appropriate venues over the next two years.

To develop the brochure, we'll work with External Relations staff (Thatcher Moats) and Counseling faculty/staff.

- **How will implementing this Action Item help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs) over the next 3 years?**

Clearly, if students don't understand the requirements to complete H-SERV 110, they cannot successfully meet their PLOs. However, with better information and advising about this course, we believe more students will meet their PLOs.

- *Budget & Resource Asks*: **Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter "N/A" below.***
- **Provide justification why this resource is necessary to accomplish this Action Item and the program's Action Plan.**
- **Include the total cost and timeline for purchase or re-allocation.**

We will try to do this action item with current funding and resources, but may need small funding later to cover the cost of the brochures if necessary.

Action Item 4:

- **What specific strategies, tactics, initiatives, innovations and/or activities will the program implement to accomplish one or more of the goals described in the 3-year Action Plan above?**

Additional professional development is critically necessary for program improvement. Faculty need the flexibility to seek information about and propose for funding at least two professional conferences per year, one on Oʻahu and one on the continent.

- **How will implementing this Action Item help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs) over the next 3 years?**

Program faculty will continue to assist students in achieving their PLOs, but additional support for professional development will increase and enhance the entire program in a positive way. Additional PD is not just supplementary for this program, it's fundamental in order to keep the program fresh and up to date.

- *Budget & Resource Asks*: **Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item.** *If no additional or reallocated resources are required to accomplish this Action Item, enter "N/A" below.*
- **Provide justification why this resource is necessary to accomplish this Action Item and the program's Action Plan.**
- **Include the total cost and timeline for purchase or re-allocation.**

See below: faculty is asking for one trip per year to an Oʻahu conference and one trip per year to a continental conference in the program discipline area.

AY17-18: one O'ahu conference, approx. cost $1.000
AY18-19: one O'ahu conference, approx. cost $1.000 plus one continent conference, approx. cost $2,500.
AY19-20: one O'ahu conference, approx. cost $1.000 plus one continent conference, approx. cost $2,500.

Total 3-year cost = $6.000

BUDGET & RESOURCE ASKS

For each budget-or-resource-ask detailed in the Action Items above, answer the following questions:	
What are the implications or consequences for the program if this request is not funded?	We will continue on, but won't be improving at the rate we could with the additional P.D.
How can the program build, create, or develop the needed resources within its existing capacity?	This cannot be funded within the program's current resources. College funding is needed.
Can other resources be re-purposed to accommodate this need?	No
Are there other sources to fund this need, such as grants, community partnerships, etc.?	Program faculty will ask UH Foundations staff and the new grant writer, once hired, to assist if necessary.
Can this need be deferred? If so, for how long? What are the consequences if deferred?	We've been deferred for a long time already, but will continue to push forward to provide our students the best education we can with the resources we have.