HAWAII COMMUNITY COLLEGE
COMPREHENSIVE UNIT REVIEW REPORT

GRADUATION PATHWAYS & STAR

March 2, 2015

July 1, 2013 to June 30, 2014

Initiator: Jason Cifra
Writer: David Loeding

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

The Graduation Pathways/Data Facilitation Unit primarily supports STAR: A University of Hawaii Venture which assists students in their chosen academic pathway by tracking their progress and giving instant feedback. It also provides valuable reports for faculty and administration. Besides supporting STAR component, GPU also provides reports -- both regular and unique ad hoc, in a timely manner.

Unit Mission

The mission of the Graduation Pathways/Data Facilitation Unit is to support the ever changing dynamics of STAR; making complex data and functions easy to understand, helping transform the way students get closer to reaching their intended graduation pathway. Providing unique ad hoc reports and regular reports in a timely manner.

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.*

STAR has become the primary tool used by students to learn exactly where they stand and what still needs to be done to stay on their education/graduation pathway in the most timely, efficient and economical way. This office is responsible for updating changes to those pathways. STAR provide that feedback in a timely manner for students to make the best choices possible. This office also strives to provide necessary information for those that have unable to collect data in the past. We see ourselves as creating new paths of information for all to use.

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 -- <mark>Pertains to only Library, Technology Resources, Testing Service, and Tutoring Service.</mark>

Look up 2014ARPD data at: http://www.hawaii.edu/offices/cc/arpd/index.php
List below any data elements related to the Unit.

	2011-2012 N/A	2012-2013 N/A	2013-2014
1. Building, updating, maintaining STAR with new HawCC catalog updates and responding to data requests utilizing Academic Logic Database.			
1. Creating data reports which have been approved by the VCSA or are standard reports.	N/A	N/A	

B. ARPD Data Analysis -- <mark>Pertains to only Library, Technology Resources, Testing Service, and Tutoring Service.</mark>

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.*

Demand Health	Efficiency Health	Effectiveness Health
good	good	good

Overall Health
good

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.*
STAR is a valuable tool used at all ten UH System schools. This office has been selected to represent STAR as a model school across the UH 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 unit supports the UH Community College's mission by providing:

- Focus on the needs of the student first
- Keep things dynamic; changing and upgrading the product in the spirit of *"E `Imi Pono."*

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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.

***By staying on track using STAR, students will successfully take appropriate courses that will enable them to communicate effectively in a variety of situations*.**

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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."

By staying on track using STAR, students will successfully take appropriate courses that will enable them to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making 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 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."

Using STAR as a tool to graduate, our graduates will then have developed the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

B. Strengths and Weaknesses
1) Strengths (Top 3 defined)

State Strength	Using supporting evidence, describe why this is a strength
Example: *OCET hires knowledgeable and responsive instructors*	*Example:* *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 GPU updates/maintains STAR for HawCC	All UH System schools depend on STAR to inform students of their progress in meeting degree requirements. Effective Fall 2015, STAR will be the definitive source by which campuses will determine if classified, degree-seeking undergraduate students have met the degree requirements for graduation.
S2 GPU facilitates providing data to faculty/staff	As long as VCSA approves of the requested report, this office will create it. Highest ENG/MATH levels/ Native Hawaiians/graduation tracking/PTK members/BEST CLOSING/Student Profiles/important surveys
S3 GPU provides access to STAR Advisor and maintains membership	VCAA authorizes each and every person receiving STAR Advisor access. This office initializes and documents that process.

2)Weaknesses (Top 3 defined)

State Weakness	Using supporting evidence, describe why this is a Weakness	Proposed solution
Example: *Lack of island-wide professional staffing*	*Example:* *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*	*Example:* *Hire a program coordinator for West Hawaii (see Resource Implication).*

	best ways to market classes in Kona. 47% of the classes scheduled in Kona were cancelled due to low enrollment.	
W1 GPU just began operating in Fall 2013	Still establishing best practices, but doing well overall.	Continue working closely with the STAR Team and VCSA
W2 National Surveys	"Gender:" HawCC allows/created a third group="N." National Surveys allow only "F" or "M." This creates a problem for submitting official data to these organizations.	Get National surveys to allow a third group, or prevent HawCC from allowing the "N" group without official authorization.
W3 Due to our catalog not getting published until July every year, there just isn't sufficient time to update STAR in time to officially inform our students which classes to take during Early Registration.	Students are forced to see/use old data from the previous catalog year during new semester registrations. Many programs making changes in the new catalog at the very last minute put students into a difficult position, especially students needing financial aid, because STAR cannot be updated in time to give them accurate and timely information.	The official HawCC catalogue needs to be published at least one and a half years earlier than currently published. This would require instruction to be much more proactive in making future plans and program changes. This office would always put the needs of the student first, regardless.

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

GPU will focus on completing the 2015-2016 STAR updates, as soon as the catalog is published, now that the new Graduation Pathways component is almost complete. (This is the newest component to STAR which aligns Academic Essentials to Graduation Pathways.) Reports will continue to be made according to specific design of requestors with VCSA approval.

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.*

Provide more information to faculty and staff. Continue to follow/support changes STAR is going through from the STAR TEAM at Manoa.

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: Continue working closely with STAR Team at Manoa.

Strategy/Instrument 2: Continue working closely with VCSA at HawCC.

Strategy/Instrument 3:

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.

No data from previous years. This is the 1st Comprehensive Unit Review for GPU.

Changes Implemented as a result of Assessment	Evaluation of the changes that were implemented

Change 1: Get STAR updates done faster—based on officially published catalog	*Evaluation of Change 1:* N/A
Change 2: Provide authorized reports in a timelier manner.	*Evaluation of Change 2:* N/A

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 working with the available data from STAR Academic Logic DB and STAR_BETA that measures overall usage of the STAR Venture. This office will also continue providing the STAR TEAM with ideas/suggestions for facilitating reports which have UH System usage in which all schools will benefit. An example of this would be the "Student Percentage Complete" report which was initiated by HawCC.

Part IIIB: Course Assessment & 20% Course Review

A. Course Assessment

1) 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*

2) 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."*

3) 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:
Strategy/Instrument 3:
Strategy/Instrument 4:

4) 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.

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:*

5) 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 course assessments. For example, changes to rubrics, changes to level of expectation, any Unit and/or curriculum modifications, etc.*

B. 20% Course Review

1) Courses Reviewed -- *List the Course Alpha/Number and Course Title of courses that were reviewed in AY 2013-2014.*

Course Alpha Number	Course Title

2) 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

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
Examples: *Goal: Increase opportunities for island-wide training* *AMP 29.3: Outreach to departments who have not used library services*	*Examples:* *Delivered ag training island-wide. Seeking partnership w/new online vendor. Need to find other methods in addition to email.*
Goal (or AMP #.#) This is the 1st GPU Unit Review	Information not available
Goal 2 This is the 1st GPU Unit Review	Information not available
Goal 3 This is the 1st GPU Unit Review	Information not available

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

Define Goal (Action Strategy) 1

Goal 1 -- *Example: Reduce non-credit course cancellation rates to less than 20%.*
STAR will strive to meet the degree requirements of degree seeking students at HawCC in accordance with President David Lassner's memorandum dated July 8, 2014 and titled: STAR AS THE OFFICIAL ARBITER OF DEGREE COMPLETION EFFECTIVE FALL 2015 Effective Fa11 2015, STAR will be the definitive source by which campuses will determine if classified, degree-seeking undergraduate students have met the degree requirements for graduation. Students will be able to rely fully on the information provided in STAR for their degree requirements and will be held harmless should any incorrect information in STAR negatively impact their progress to graduation. STAR has already been approved for use in the automatic conferral of certificates earned at UH Community Colleges and must be completely embraced as the definitive source of information on degree requirements for all students seeking a single degree at any UH campus. At a minimum, during AY 2014-2015 all campuses will need to: • Ensure that all undergraduate degree requirements are available in STAR and that all rules for each degree are up-to-date. To assist in this update, a list of the degrees not yet available in STAR is attached. • Complete transfer credit evaluations in a timely manner. • Input program exceptions, i.e. waivers and substitutions, into STAR in a timely manner.

- Implement a process for resolving any discrepancies in a timely manner.
- Establish campus deadlines for program and curricular changes to ensure that accurate rules are in place at the time of the annual campus update of STAR rules.
- Actively communicate to students, advisors, staff and faculty that STAR is the official degree audit system for UH degree requirements.

Alignment of Goal 1 to ILO(s)

Explain how Goal 1 aligns with ILO(s) and provide supporting rationale
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.
By staying on track using STAR, students will successfully take appropriate courses that will enable them to communicate effectively in a variety of situations.

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.

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.*

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
Example: Reduce non-credit course cancellation rates to less than 20%.		X		X		
Graduation Pathway		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: The new statewide online registration system will help to improve marketing efforts, access to course information and registration, and data tracking.

President David Lassners memorandum July 8, 2015:

UNIVERSITY
of HAWAI'I®
SYSTEM

July 8, 2014

MEMORANDUM

TO: Chancellors

FROM: David Lassner
            President

SUBJECT: STAR AS THE OFFICIAL ARBITER OF DEGREE COMPLETION
               EFFECTIVE FALL 2015

STAR, developed by UH Mānoa with the support of the UH System, is the official systemwide degree audit system. STAR is available to all UH students and informs them of their progress in meeting degree requirements.

Currently, students have a variety of ways to obtain degree plans: STAR, program advising sheets, advisors, catalogs, etc. Unfortunately, the information from these various sources may at times be inconsistent and create confusion for students and advisors, particularly for the many students who matriculate at more than one UH campus.

Recognizing the need for one consistent source of information, at a systemwide meeting with all ten UH campus chancellors on August 23, 2012, it was agreed that STAR shall be the official repository of requirements for all associate and bachelor's degrees. This decision has not been widely communicated and embraced throughout our campuses, so on June 16, 2014, the UH Officers reaffirmed that decision and recommended more direct and specific communication, which this memorandum provides.

Effective Fall 2015, STAR will be the definitive source by which campuses will determine if classified, degree-seeking undergraduate students have met the degree requirements for graduation. Students will be able to rely fully on the information provided in STAR for their degree requirements and will be held harmless should any incorrect information in STAR negatively impact their progress to graduation. STAR has already been approved for use in the automatic conferral of certificates earned at UH Community Colleges and must be completely embraced as the definitive source of information on degree requirements for all students seeking a single degree at any UH campus.

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Chancellors
July 8, 2014
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The use of STAR as the official arbiter of their degree requirements will not be required for Fall 2015 for students concurrently earning more than one undergraduate degree. This requirement will be addressed at a later date.

The impact and necessary steps will vary from campus to campus depending on how much work has already been completed. At a minimum, during AY 2014-2015 all campuses will need to:

- Ensure that all undergraduate degree requirements are available in STAR and that all rules for each degree are up-to-date. To assist in this update, a list of the degrees not yet available in STAR is attached.
- Complete transfer credit evaluations in a timely manner.
- Input program exceptions, i.e. waivers and substitutions, into STAR in a timely manner.
- Implement a process for resolving any discrepancies in a timely manner.
- Establish campus deadlines for program and curricular changes to ensure that accurate rules are in place at the time of the annual campus update of STAR rules.
- Actively communicate to students, advisors, staff and faculty that STAR is the official degree audit system for UH degree requirements.

If there are any questions about this decision or the necessary steps on your campus, please contact Joanne Itano, Interim Executive Vice President for Academic Affairs, at 956-6897 or itano@hawaii.edu.

Attachment

c: Vice Presidents
    Council of Chief Academic Affairs Officers
    Council of Chief Student Affairs Officers (via Jan Javinar)
    Academic Advisors and Transfer Network (via Susan Nishida)
    Registrars (via Russell Chan)
    Ron Cambra, Assistant Vice Chancellor for Undergraduate Education, UH Mānoa
    Gary Rodwell, Director of Advanced Technologies, UH Mānoa

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
Example: 1. *Determine base cancellation rate.* 2. *Improve marketing strategies* 3. *Monitor enrollment beginning four weeks prior to scheduled class date and increase marketing efforts.*	*Example:* 1. *Completed for this Annual Review* 2. *Ongoing with training and collaboration efforts* 3. *Ongoing as new strategies are implemented Spring/Summer 2015*

Complete copying and rolling over current 2014-2015 STAR programs (including the new Graduation Profile programs) before FALL 2015 early registration begins….even though this data does not accurately reflect next Fall 2015 programs….nothing will be published by then.	**Sometime in early April**

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Define Goal (Action Strategy) 2

Alignment of Goal 2 to ILO(s)

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

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.

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.*

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

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

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Define Goal (Action Strategy) 3

Alignment of Goal 3 to ILO(s)

Explain how Goal 3 aligns with ILO(s) and provide supporting rationale

Alignment of Goal 3 to Strategic Plan (SP)

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 (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**

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 ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define)	Estimated Cost
Example: 1.0 fte APT B, West Hawaii	*Personnel*	*$55,000*
Basic office supplies: ink, paper, etc.	**Office supplies**	**$500.00**

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 ...

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.
Example: Cost Item 1 aligns with Action Priority Underserved Populations because additional equipment is necessary to provide greater access to students.

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."
Example: No Alignment

Alignment of Cost Item 1 to Weaknesses(s)

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

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B. Cost Item 2

Description	Type ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define)	Estimated Cost

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

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

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

Alignment of Cost Item 2 to Strength(s)

Explain how Cost Item 2 aligns with Unit Strengths (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

Alignment of Cost Item 2 to Weaknesses(s)

Explain how Cost Item 2 aligns with Weaknesses (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."

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C. Cost Item 3

Description	Type ● Personnel ● Facilities ● Equipment ● Health/Safety ● Others (Define)	Estimated Cost

Alignment of Cost Item 3 to Strategic Plan (SP)

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

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

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

Alignment of Cost Item 3 to Strength(s)

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

Alignment of Cost Item 3 to Weaknesses(s)

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."

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.)

Yes. This office is excited to continue maintaining the updating and monitoring of STAR for HawCC. We anticipate and look forward to providing unprecedented changes as they make them available. We excel utilizing a Peace Corps mentality: Star with nothing, and build/develop something. GPU is proud of this record.

STAR Usage by Students and Faculty during FALL 2013 and SPRING 2014 semester closing: