**HAWAII COMMUNITY COLLEGE**

**UNIT REVIEW REPORT**

**[UNIT NAME]**

**March 2, 2015**

**July 1, 2013 to June 30, 2014**

Initiator: [Initiator Name]

Writer(s): [Writer(s) Name]

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***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.***

**Unit Review Outline**

**Cover Sheet**

**Outline Page**

**Unit Description**

**Unit Mission**

**3YR Review Report Summary**

**CERC Comments and Feedback**

**Part I: Quantitative/Qualitative Indicators**

**A. Annual Report of Program Data (ARPD) Data Grid**

**B. ARPD Data Analysis**

**C. Other Data, Trends & Factors**

**Part II: Analysis of the Unit**

 **A. Alignment with Institutional Mission & Learning Outcomes (ILOs)**

**B. Strengths & Weaknesses**

**Part IIIA: Unit Outcomes and Assessment**

 **A. Unit Outcome(s) Assessed**

 **B. Expected Level of Achievement**

 **C. Assessment Strategy/Instrument**

 **D. Results of Unit Assessment**

 **E. Next Steps**

**Part IIIB: Unit Outcomes and Assessment**

 **A. Course Assessment**

 **B. 20% Course Review**

**Part IV: Action Plan**

 **A. Previous Goals (Unit Actions) & Planning**

**B. New Goals (Action Strategies) and Alignment**

**Part V: Resource Implications**

 **A. Cost Item 1**

 **B. Cost Item 2**

 **B. Cost Item 3**

**Part VI: Justification for Unit Existence**

**Unit Description**

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| *(Official Description - then provide more in depth explanation of what this unit does, who it serves and generally describe its accomplishments)*  |

**Unit Mission**

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| *(Official Unit Mission)*   |

**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.*

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**CERC Comments and Feedback**

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| *CERC Comments as listed in most recent Comprehensive Review:* |
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| *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).”*
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**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*](http://www.hawaii.edu/offices/cc/arpd/instructional.php?year=2014&action=quantitativeindicators&college=HAW)

*List below any data elements related to the Unit.*

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|  | **2011-2012** | **2012-2013** | **2013-2014** |
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**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.*

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| **Demand Health** | **Efficiency Health** | **Effectiveness Health** |
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| **Overall Health** |
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**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.*

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| *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.* |
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**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.***

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| *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*  |
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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.”***

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| *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.* |
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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.”***

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**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.”***

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**B. Strengths and Weaknesses**

**1) Strengths (Top 3 defined)**

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| **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 |  |
| S2 |  |
| S3 |  |

**2)Weaknesses (Top 3 defined)**

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| **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 best ways to market classes in Kona. 47% of the classes scheduled in Kona were cancelled due to low enrollment.* | *Example:**Hire a program coordinator for West Hawaii (see Resource Implication).* |
| W1 |  |  |
| W2 |  |  |
| W3 |  |  |

**Part IIIA: Unit Outcomes and Assessment**

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

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

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

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| *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: |
| Strategy/Instrument 2: |
| Strategy/Instrument 3: |

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

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| *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.*  |
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| **Changes Implemented as a result of Assessment** | **Evaluation of the changes that were implemented** |
| *Change 1:* | *Evaluation of Change 1:* |
| *Change 2:* | *Evaluation of Change 2:* |

**E. Next Steps** *– Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Unit as a result of Unit Outcome assessments. For example, changes to rubrics, changes to level of expectation, changes to services provided, etc.*

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**Part IIIB: Course Assessment & 20% Course Review
(Section IIIB pertains only to units with courses)**

**A. Course Assessment**

**1) Course(s) Assessed --** *List the course(s) (Alpha/#) assessed during this reporting period.*

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| *Example:**Courses: SUBS 140, 245, 268**PLO#1: Satisfy the addiction studies educational requirements for Hawaii State Department of Health Alcohol and Drug Divisionʻs (ADAD) Certification:**Embedded in PLO#1 are PLOʻs 2, 3, 4, & 5* |
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**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.”*

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

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| *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.*

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| *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.* |
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| **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:* |
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**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.*

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**B. 20% Course Review**

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

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| **Course Alpha Number** | **Course Title** |
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**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*](http://hawaii.hawaii.edu/ovcadmin/admin-manual/haw5-250.pdf)*)*

*to create a new schedule.*

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| **Course Alpha Number** | **2014-2015** | **2015-2016** | **2016-2017** | **2017-2018** | **2018-2019** |
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**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*](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.*

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| **Goals /AMP Unit Actions** | **Progress Evaluation & Evidence of Achievement** |
| *Examples:**Goal: Increase opportunities for island-wide trainingAMP 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 #.#) |  |
| Goal 2 |  |
| Goal 3 |  |

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

**Define Goal (Action Strategy) 1**

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| **Goal 1 --** *Example: Reduce non-credit course cancellation rates to less than 20%.* |
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**Alignment of Goal 1 to ILO(s)**

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| **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.*  |
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**Alignment of Goal 1 to Strategic Plan (SP)**

<http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_20082015_102909.pdf>

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| **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.*  |
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| **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.* |
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**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>

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

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| **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* |  |  |
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| **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.* |
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**Calendar of planned activities for Goal 1 --** *In chronological order, briefly describe the procedures/activities planned to achieve Goal 1*

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| **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*
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**Define Goal (Action Strategy) 2**

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**Alignment of Goal 2 to ILO(s)**

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| **Explain how Goal 2 aligns with ILO(s) and provide supporting rationale** |
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**Alignment of Goal 2 to Strategic Plan (SP)**

<http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf>

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| **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.** |
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| **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.* |
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**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*](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*](http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf)

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

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|  | **STEM** | **Graduation Remediation Workforce** | **Student Transfer** | **Underserved Populations** | **Green Curricula** | **Program Development** |
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| **UH System Collaboration (if applicable) –*** *include collaboration efforts w/other campuses*

*include alignment with the UHCC Initiatives* [*http://uhcc.hawaii.edu/OVPCC/*](http://uhcc.hawaii.edu/OVPCC/) *(listed on the left of John Morton's picture).* |
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**Calendar of planned activities for Goal 2 --** *In chronological order, briefly describe the procedures/activities planned to achieve Goal 2*

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| **Activity** | **When will the activity take place** |
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**Define Goal (Action Strategy) 3**

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**Alignment of Goal 3 to ILO(s)**

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| **Explain how Goal 3 aligns with ILO(s) and provide supporting rationale** |
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**Alignment of Goal 3 to Strategic Plan (SP)**

<http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf>

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| **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.** |
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| **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.* |
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**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*](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*](http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf)

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

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|  | **STEM** | **Graduation Remediation Workforce** | **Student Transfer** | **Underserved Populations** | **Green Curricula** | **Program Development** |
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| **UH System Collaboration (if applicable) –*** *include collaboration efforts w/other campuses*

*include alignment with the UHCC Initiatives* [*http://uhcc.hawaii.edu/OVPCC/*](http://uhcc.hawaii.edu/OVPCC/) *(listed on the left of John Morton's picture).* |
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**Calendar of planned activities for Goal 3 --** *In chronological order, briefly describe the procedures/activities planned to achieve Goal 3*

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| --- | --- |
| **Activity** | **When will the activity take place** |
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**Part V: Resource Implications**

**A. Cost Item 1**

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| --- | --- | --- |
| **Description** | **Type**● Personnel● Facilities● Equipment● Health/Safety● Others (Define) | **EstimatedCost** |
| *Example: 1.0 fte APT B, West Hawaii* | *Personnel* | *$55,000* |
|  |  |  |

**Alignment of Cost Item 1 to Strategic Plan (SP)**

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

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| **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.* |
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**Alignment of Cost Item 1 to Strength(s)**

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| **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* |
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**Alignment of Cost Item 1 to Weaknesses(s)**

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| **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**

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| --- | --- | --- |
| **Description** | **Type**● Personnel● Facilities● Equipment● Health/Safety● Others (Define) | **Estimated Cost** |
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**Alignment of Cost Item 2 to Strategic Plan (SP)**

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| **Explain how Cost Item 2 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide****supporting rationale** |
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**Alignment of Cost Item 2 to Academic Master Plan (AMP) (if applicable)**

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| **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)**

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| --- |
| **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) | **EstimatedCost** |
|  |  |  |

**Alignment of Cost Item 3 to Strategic Plan (SP)**

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| **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)**

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

**Alignment of Cost Item 3 to Strength(s)**

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| --- |
| **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)**

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| --- |
| **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.)

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