

APPENDIX

Academic Master Plan Priority Actions

The following AMP priority actions correspond with the academic planning priorities discussed in the previous section. They are organized by program, and they reference actions each program has identified through its review processes and evaluations. Priority actions also include College-wide initiatives. As discussed in “The Academic Master Plan: Purpose and Ongoing Development” (page two), this section is updated annually.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review
1. Accounting (ACC) Program Actions								
1.1 Complete articulation agreement with LeeCC, KapCC, MauiC, KauCC, and WinCC						✓	Work on articulation with other campuses continues through participation with PCC.	
1.2 Survey graduates		✓ (workforce)				✓	No formal survey of accounting graduates was performed. No longer a program	
1.3 Use survey results to revise Program Learning Outcomes						✓	Program Learning Outcomes are evaluated on a continuous basis by accounting faculty and in conjunction with advisory council. Survey no longer a program priority.	
1.4 (2013) Continue working through PCC to complete articulation agreements among the UH campus system								Faculty is actively working with the Accounting PCC.
1.5 (2013) Continue to provide in-class and open lab tutoring for courses with low success rates								Successful completion percentage stayed the same for 2012-13 to 2013-14. Withdrawals decreased from 42 to 31.
1.6 (2013) Through faculty advising and mentoring increase the number of full-time students and of students successfully completing and graduating from the program		✓						Number of majors stayed the same for 2012-13 to 2013-14, which can be seen as positive considering the 8% drop in enrollment experienced by HawaiiCC during this period (1761 in 2013; 1623 in 2014). There was an increase from 11 to 15 of the Unduplicated Degrees/Certificates Awarded and an increase of 2 to 4 Transfers to UH 4-yr programs from 2012-13 to 2013-14.
1.7 (2014) Develop a mechanism for tracking students to determine why students are not completing/transferring or why they are not continuing. Use this information to develop intervention strategies. Our goal is to retain and graduate/transfer accounting students.		X	X	X				

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2. Administration of Justice (AJ) Program Actions								
2.1 Assess two AJ courses						✓	Completed assessments for AJ 280 and 285.	
2.2 Survey graduates		✓ (workforce)				✓	Draft completed. Survey to be delivered in Spring 2014.	AJ Coordinator on leave Fall 2014 and on Sabbatical leave Spring 2015. Survey postponed to AY 2015-16.
2.3 Use survey results to revise Program Learning Outcomes						✓	Pending survey results at the end of Spring 2014.	Pending survey results at the end of Spring 2016.
2.4 (Spring 2013) Increase Native Hawaiian AJ graduates transferring to 4-yr universities		✓	✓					
2.5 (2014) Increase Native Hawaiian AJ graduates transferring to 4-yr universities.	X	X				X		

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3. Agriculture (AG) Program Actions								
3.1 Create curriculum to meet the indentified agriculture related sustainability needs for Hawai'i Island based on the CEDS 2010 report.							Has invested much of its efforts in new agricultural curriculum to noncredit training and outreach. The Ag Program is supporting this effort; to date >140 hours of training has been or is in development. Classes begin summer2013	Pending with no progress in credit program. The college has invested much of its efforts in new agricultural curriculum to noncredit training and outreach. The Ag Program is supporting this effort; to date >140 hours of training has been or is in development. Classes
3.2 Develop an AS degree in Agriculture and/or modify the existing CA and AAS to correspond to community needs.		✓	✓				AAS has been modified to conform to requirements of accreditors. AS is not currently a priority program action unless later it is found necessary to help create a stronger pathway with UHH.	
3.3 Modify current program curriculum to create an AS Degree and a stronger pathway to UHH or other 4-year institutions.		✓ (graduation)	✓				A stronger pathway has been created with UHH. Five courses now articulate as compared with one previously.	
3.4 Improve learning environment through greater access to computers, software, tools and equipment.		✓ (workforce)					Improvements were made in this area. Solar equipment, postharvest processing equipment, basins, containers, salad spinner, cane juicer, essential oil extractor, bee keeping equipment and irrigation and hydroponic materials were obtained and integrated into program courses. Computers, software, tractors and other tools are expected in the next reporting	
3.6 Increase the capacity of the program.		✓ (workforce)					This area is in planning and may begin in Fall 2014 to align best with course flow of program if demand remains strong. Curriculum and teaching materials will be refined and improved for a lecturer or lecturers that will be hired to teach additional program courses.	This area is in planning and will be informed by fall 2015 enrollment numbers. Curriculum and teaching materials will be refined and improved for a lecturer or lecturers that will be hired to teach additional program courses.
3.7 (2013) Greenhouse bee pollination-research, demonstration, and value-added project		✓ (workforce)			X	X		Ongoing

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4. Architectural Engineering and CAD Technology (AEC) Program Actions								
4.1 Add Engineering courses to the AEC curriculum, attracting students, meeting workforce needs and providing additional options for students interested in earning a baccalaureate degree	✓	✓	✓			✓	Course content and descriptions have been developed. Communication with the proposed UHH Engineering Program is currently taking place.	
4.2 Create stackable certificates leading to a higher degree, provides students more options, allowing them to progress in manageable steps. (The AEC program)	✓	✓		✓		✓	The AEC program has since added a CA degree. We are in the process of researching stackable certificate formatting to assess the “fit” of our land surveying coursework as a separate certificate.	
4.3 Develop multiple levels of certification/training in Green Building Technology	✓	✓		✓	✓	✓	The AEC program had in place the means to promote green technology training and certification through a combination of course work delivered in the AEC 126 Sustainable Architecture curriculum plus other training venues through OCET. In addition, faculty worked one-on-one with individual students interested in pursuing their professional certification through the U.S. Green Building Council. Over the past several years 2-3 students per year (8 total) took on this demanding/challenging opportunity. Thus far the AEC program as 4 graduates who have earned the LEED Green Associate credential.	

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4.4 Create an AS degree as an additional pathway, providing an opportunity for a transfer level degree targeting students seeking a bachelor degree	✓	✓	✓				With no AS degree in place as of yet, an articulation agreement between UHM's school of Arch and the AEC program is in place. This involves their acceptance of transfer credits, and /or a waiver from having to take two Manoa ARCH courses, provided the student has taken and passed, with a C or better, four AEC courses: AEC 115, 118, 130, 138. AEC plans to further develop implementing a pathway to UHM's School of Architecture and the College of Engineering.	
4.5 (2014) Provide access to current technology that supports student learning.	X	X				X		

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5. Auto Body Repair and Painting (ABRP) Program Actions								
5.1 Complete implementation of new ICAR LIVE Curriculum						✓	Completed	
5.2 Seek extramural funding for equipment replacement.						✓	Completed	
5.3 Pursue training opportunities for faculty, locally and out of state						✓	In progress	
5.4 (2013) Implement the virtual painter for assessment		✓				✓		
5.5 (2014) Successfully implement the new four block courses, replacing the existing 24 modular courses.								

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6. Auto Mechanics Technology (AMT) Program Actions								
6.1 Review course level outcomes and submit necessary curriculum forms to update course outlines and syllabus.						✓	Created rubrics that were approved by program advisory committee. There are documented increases of student achievement for each student learning outcome.	
6.2 Develop and document assessment strategies for student learning outcomes.		✓ (graduation)				✓	Created rubrics that were approved by program advisory committee. There are documented increases of student achievement for each student learning outcome.	
6.3 Develop a system to track the results of students taking the ASE exams		✓ (workforce)				✓	Obtained phone numbers of students. Has proved effective in the charting of students for follow up on ASE test taking. Results show that 90% of students have acquired certifications within five years of graduation. Results have shown that students have a lower success rate in the areas of engine performance and engine mechanical. The program will attempt to improve these areas by modifying instruction and replacing outdated	
6.4 (2013) Incorporate biodiesel instruction in the existing curriculum.		✓ (workforce)			✓	✓		
6.5 (2013) Design new module for air conditioning to address the new refrigerant designed for mobile units. Due to be released in 2015.		✓ (workforce)			✓	✓		
6.6 (2013) Provide instruction on Super Critical State Fuel Injection System. Will drastically reduce dependency on fossil fuel and increase fuel mileage.		✓ (workforce)			✓	✓		

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6.1 (2014) Utilize technology to teach students about repairs – The program will use Mitchell On Demand, a computer based repair manual that is commonly used in the industry.								Currently being used but subscription needs to be renewed in 2013. The renewal will be very, very critical for the AMT Program to meet its goals.
6.2 (2014) Explore and research incorporating Hybrid and EV technology into the curriculum. Make changes to curriculum, if necessary.								Ongoing.
6.3 (2014) Request funds to upgrade computer systems to meet current diagnostic systems that have blue tooth systems.								Ongoing.
6.4 (2014) Incorporate biodiesel instruction in the existing curriculum.					X	X		

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7. Business Technology (BTEC) Program Actions								
7.1 Using the Business Technology Medical Office Assistant (MOA) curriculum to create a stackable certificate; population target will be the 400+ students who self identify as pre-nursing majors many of whom fall in the underserved populations of low income and ESL	✓	✓		✓			The BTEC program now has the certificate in place and markets the MOA curriculum to potential students. This will no longer be a program action since the certificate has been implemented. We will substitute the VOA as a new program action.	Complete.
7.2 Offer MedA 107 in Spring 2013		✓					MEDA 107 has been offered and is continuing to be offered during spring semesters. This will no longer be a program action.	We had offered it and enrollment did not justify continuing to offer it. This course will no longer be offered. This will no longer be a program action.
7.3 Work in partnership with other UHCC Business programs to explore and if appropriate, seek external accreditation through the Accreditation Council for Business Schools and Programs						✓	Discussed this at the program coordinating council and program advisory council meetings and the members indicated that the cost and effort expended seeking external accreditation would not be valuable to students seeking employment. If students earned a Certified Administrative Professional (CAP) certificate through the International Association of Administrative Professionals (IAAP) would be more valuable to employers as it shows evidence of individual proficiency. This will no longer be a program action. We would like to explore the possibility of IAAP CAP certification in its place.	Complete
7.4 (Spring 2013) Develop and implement VOA program to increase the pool of nontraditional BTEC students.						✓		Program development. We have not had enough enrollment to offer the new VOA courses yet. We are still working at exploring strategies to market the courses and the VOA program. Need time.

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7.5 (Spring 2013) Prior Learning Assessment initiative at HawCC.						✓		BTEC program has worked with UH system to further the PLA initiatives at HawCC. CBIE assessments have been developed and shared with the system. In addition, courses have been made available for assessment by portfolio. Two pilot portfolios have been assessed and have been returned with feedback to the PLA coordinator.
7.6 (Spring 2013) Improve student support and support Kauhale concept in BTEC.		✓		✓				Graduation Remediation Workforce. Underserved Populations. Will continue to explore student support strategies and implement as appropriate. Need time.
7.7 (2014) Improve Student Support Initiatives <ul style="list-style-type: none"> • Explore strategies to increase nontraditional students in BTEC program. • Explore strategies to attract Native-Hawaiian students to BTEC program. • Increase and improve design and delivery of distance learning offerings. • Increase completion of degrees and certificates. • Continue to implement and explore strategies to market the VOA program to increase the pool of nontraditional BTEC students. 		X		X		X		

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8. Carpentry (CARP) Program Actions								
8.1 Utilize green building technology and sustainable landscaping when constructing the annual model home.		✓			✓		The 2013-2014 Model Home has incorporated pertinent instruction and procedures relating to sustainability in the designing and construction of the model home. Included are energy star rated roofing, thermal radiant barrier, low/no VOC paint, solar water heating, photovoltaic energy system, energy star rated appliances/light bulbs and carpet made from recycled products. The agriculture program has incorporated native plants in its landscaping and a Hydroponic green house.	
8.2 Create a Certificate within the Carpentry program for students who plan to pursue going into the Carpenters Union, targeting underserved populations whose education may be interrupted by outside responsibilities.		✓	✓				The program has a certificate track where General Education electives are not required; this pathway earns a Certificate of Achievement. All disciplinary courses must be completed, along with English, two math, and two blue print reading courses.	
8.3 Complete curriculum modifications to formally incorporate “green and sustainability” concepts into curriculum.		✓			✓		Green and sustainability concepts are concurrently interjected within the lessons of constructing the model home.	
8.4 Include students in the annual model-home project from other applicable programs.						✓	The Machine Welding and Industrial Mechanics Technology program no longer participates in the program. The Diesel, Electricity, and the Architectural Engineering and CAD programs are other programs involved in the model home project.	
8.5 Investigate and develop, if appropriate, a program in mechatronics.		✓		✓				
8.6 Investigate and develop, if appropriate, a program in sustainable building maintenance		✓		✓	✓			
8.7 (Spring 2013) Have students certified in utilizing and care of the Power actuated nailer.		✓ (workforce)				✓		Power Actuated Nailer Certification – Spring 2014

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9. Culinary (CULN) Program Actions								
9.1 Purchase new equipment		✓ (workforce)				✓	no monies allocated 2012-2013	No monies allocated in 2012-2013. Perkins proposal up for review in Spring 2015.
9.2 More distinguished Chef visits		✓ (workforce)				✓	Roy Yamaguchi, Alan Wong, Ed Kenney, Chef Mavro, and Russell Siu were guests chefs	Through collaboration with HCEF (Hawaii Culinary Educational Foundation) & strong instructor collaboration with industry, program increased its visits from distinguished chefs such as Roy Yamaguchi, Alan Wong, Ed Kenney, Mavro, and Sam Choy.
9.3 Change menu to more healthy foods.		✓ (workforce)			✓	✓	More organic products, gluten free, and local produced products were used this year.	Use of more organic products. An increase in vegetables and lowering of protein portions were implemented on various menus.
9.4 (2013) Sustainability in facility usage and equipment. Purchase supplies and equipment that will incorporate all tenets of sustainable issues.		✓ (workforce)			✓			All AC units within facility are programed for minimal "run time". Replacement faucets housed with water saving attachments. Implementation of recyclable take out containers and vessels.
9.5 (2013) Investigate on the purchase of more "Green cleaning supplies."		✓ (workforce)			✓			Use of environmentally friendly dish soap was incorporated within all kitchen facilities. Use of corrosives for cleaning were minimized.
9.6 (2013) Move to increase our use of local produce and products to support farmers and improve menus.		✓ (workforce)			✓			Further collaboration with the Agriculture Program and Hawaii Lifestyles Program to include sustainable farming products into our menus. Within the past two years, the culinary program has increased its use of local and sustainable products on our menus.
9.7 (2014) Implementation of Live Text into program labs.		X				X		

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10. Diesel Mechanics (DISL) Program Actions								
10.1 We will continue to promote and award the Caterpillar/Hawthorne Student Scholarship Award at the high school and new and returning students to the diesel program.						✓	We will continue to have a strong relationship with these companies.	On going.
10.2 Develop a recruitment flyer featuring non-traditional students and the modular Diagnostic Information System.						✓	Near Completion.	
10.3 Donation of diesel engines and other training and related materials						✓	We will continue to have a strong working relationship with this local Caterpillar company to support the program. The program has received two engines and other training materials that are currently being used in the curriculum.	
10.4 Industry training						✓	Students have been receiving training from some of the local companies.	We have been having industry training from some of the local companies for the students. Here are some of the companies that contribute to these events. Caterpillar-Hawthorne Pacific Corp, Cummins Pacific, Cummins West, Power Generation, and Bendix Brakes.
10.5 Develop relationships with manufacturers nationwide						✓		Matson Navigation company and Caterpillar-Hawthorne Machinery company has helped ship training materials from the mainland to Hilo. The training materials are currently being used in the curriculum.
10.6 (2013) Update student learning outcomes and develop assessment for the courses.						✓	We have modified all of the diesel mechanic courses from 28 different modules to six course modules. Student learning outcomes, course objectives, course topics, and assessments have been modified to meet the new course modifications.	
10.7 (2013) Develop assessment strategies for students learning outcomes.						✓		

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10.8 (2013) Incorporate Environmental parts washer in lab activities. These are some of the training aide systems used for teaching and demonstration of Bendix brake board, differential assembly, and international electronically control diesel engine.		✓ (workforce)			✓	✓		
10.9 (2013) Update current diesel engines from mechanical to electronically controlled. Some of these engines have been here for the past 25 years.		✓ (workforce)				✓		
10.10 (2013) Purchase heavy duty truck wireless lifting system, 48 tons, 6 set.		✓ (workforce)				✓		

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11. Digital Media Arts (DMA) Program Actions								
11.1 Develop a Digital Media Arts 2+2 program with UH Hilo Art Department.			✓					
11.2 Improve persistence and completion rates.		✓ (workforce) (graduation)				✓		
11.3 To keep the DMA current and competitive in this complex and multi-faceted hi-tech field, the program will research, train instructor, and/or recruit qualified instructors to teach programming for mobile devices such as tablets and smart phones. The future of communication is in these devices.	✓					✓		
11.4 (2013) Recruitment via high schools visitations, open house, hosting of visiting student to the DMA lab will be continuing. The program promotion via the website, social media are kept current and active.						✓	DMA website has been updated, and the redesign of the DMA DVD is in progress. On facebook. Recruited at several high schools, provided tours of DMA lab, etc.	On going.
11.5 (Spring 2013) Grant Development DMA will continue to work with Alu Like Inc. of Honolulu to pursue grant opportunities to support Native Hawaiians, and others all others, in career and technical education, and to support ongoing student support initiatives.							AY 12-13 the program was awarded \$250,000 From Alu Like's Native Hawaiian Career and Technical Education Program (NHCTEP). The program did not reapply for this grant cycle for the coming year. Delete.	
11.6 (2013) Continue student learning outcome assessment. Working with instructors to reflect on assessment results and using these results to make adjustments in the curriculum.							All PLO assessments are up to date. And participation with lectures is ongoing. According to CERC recommendations: assessment should be operational and ongoing and not a goal. Delete.	

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11.7 (2013) Professional Development the DMA program, with funding from the Native Hawaiian Career and Technical Education Program (NHCTEP) grant, will continue to invest in its instructional staff in order to maximize the learning experience of the students both in the classroom and in the program as a whole.						✓	The NHCTEP grant sent four instructor/staff to the 2013 Native Hawaiian Education Association Conference, March 21-22. The grant also sent educational Specialist to the 2013 Hawaii International Conference on Education	
11.8 (2013) The DMA program will continue its efforts to develop a 2+2 program in digital Media Arts with UH Hilo Art Department.			✓			✓	The last meeting with UHH art faculty/administration determined that for the 2+2 to go forward we at the HawCC will once again work on the AS degree proposal. And continue to develop an alignment of UHH digital media course to the HawCC Digital Media Program.	On going.
11.9 (2013) To improve persistence and completion rates.		✓						
11.10 (2013) To once again work on the AS degree.		✓	✓			✓		

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12. Early Childhood Education (ECED) Program Actions								
12.1 Monitor the transfer and completion rate of students from the ECE program to the University of Hawaii at West Oahu (UHWO) BASS ECED. The Hawaii ICC AS-ECE is articulated with the UHWO Bachelor's Degree in Social Science with a concentration in ECE. Hawaii ICC students completing their AS ECE degree receive automatic admission to UHWO.		✓	✓				<p>No formal mechanism has been established to monitor the transfer of these students. The transfer of students with an AS degree in Early Childhood Education to UHWO has been made seamless with the institutionalization of automatic acceptance into the UHWO BA in Social Sciences with a concentration in Early Childhood Education. Although the mechanism has been seamless the transfer for the students has not been as seamless since the change in UHWO's general education requirements.</p> <p>Most students have found that they need to take additional lower division general education courses in order to fulfill their general education requirements for UHWO. In addition students who do not seek early advising find that they have taken classes that do not fulfill the UHWO general education requirements, which adds to courses that they must take in order to graduate with a BA degree from UHWO.</p>	<p>The Institutional Researcher has developed a program that will provide the information regarding students transferring to 4-year UH system institution. A specific advising sheet is being developed for students who plan to transfer to UHWO by a counselor to provide to assist the advisor and student to make appropriate decisions regarding general education choices. Delete from AMP.</p>
12.2 (2013) Increase certificate and degree completion.						✓		<p>According to the ARDP certificates and degree completion have increased slightly, however with the decline in the number of majors may impact the certificate and degree completion numbers.</p>
12.3 (2013) Determine the training/educational needs of the Early Childhood community in West Hawaii and how Hawaii Community College's Early Childhood Education Program can best meet these needs.						✓		<p>Conversations with the lecturer as well as a few employers have not yield any definitive needs or how the needs could be met.</p>

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12.4 (2014) Increasing the number of certificates and degrees will increase the numbers of individuals who are qualified to work with young children in private and public school programs.		X		X		X		

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13. Electrical Installation and Maintenance Technology (EIMT) Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	
13.1 Establish a photovoltaic curriculum to implement the PV Grid-Tie system already purchased through Perkins	✓	✓ (workforce)			✓			
13.2 Design a new 3-credit curriculum on basic photovoltaic systems for EIMT majors only. EIMT students will have basic AC/DC theories and electrical safety. This class would provide another option for Natural Science electives.	✓	✓ (workforce)						
13.3 Acquire funds to provide more trainer kits to enhance Model Home Practicum Lab Projects.		✓ (workforce)				✓		
13.4 (Spring 2013) Photovoltaic Training for EIMT students					✓		DHHL Model Home 2010-2011 and 2012 – 2013, both structures were supplied by PV systems installed by EIMT students. We will be conducting our third Model Home with a Photovoltaic system installation.	
13.5 (Spring 2013) Pursue to obtain funds to provide more trainer kits to enhance Model Home Practicum Lab Project.							Perkins was obtained and EIMT 20 & 22 students are using the trainers to enhance their understanding of forth coming applications that will be conducted at the Model Home Project.	
13.6 (2013) Replace EIMT 20 & 22 furniture (classroom #24) for student safety, comfort & success. EIMT's cap is 20 students, which is a large enrollment. Our students should be able to sit comfortably during our long classroom contact hours. Classroom #24 has a larger quantity of students than second-year EIMT student enrollment.								Complete.

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13.7 (2013) Requested funding for a new shop truck, or a major overhaul to prolong EIMT's aging shop truck. Shop truck is the main vehicle for EIMT shop/program function to obtain materials, delivering of students & materials to participate on Model Home Cap Stone Project.								

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14. Electronics Technology (ET) Program Actions								
14.1 Acquire proper equipment and workbenches so students may run labs without having to deal with test equipment malfunctions						✓	Developing the Electronics Technology program required proper test equipment and workbenches. We have acquired enough test equipment to perform lab with up to 15 students. The workbenches are not electronics workbenches, they are workbenches from RAC but will suffice for the time being but we need to supply proper lighting for the benches.	
14.2 Align program to mirror UH Maui's AS program to facilitate student transfer into UH Maui's BAS program			✓				Delete. UHMCC has a terminal Computer technology BAS program. It is a terminal degree because the program is not an engineering accredited program.	
14.3 Build a strong advisory council team that can help guide the program in a direction that will fulfill community needs		✓ (workforce) (graduation)					The advisory council has been updated. We now have the representative from West Hawaii and also from HELCO.	
14.4 (2013) Modify program so that it is relevant to community needs.		X				✓		

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15. English As A Second Language (ESL) Program Actions								
15.1 Create seamless transfer for students moving from IEP to credit ELL courses; articulate non-credit IEP courses and credit ELL courses as appropriate.		✓		✓			Ongoing	
15.2 Utilize best practices in curriculum development and teaching of IEP and ELL courses.		✓		✓			Ongoing	
15.3 Work with Student Services to provide comprehensive, integrated student support services, especially since students are entering into a new culture in addition to learning a new language.		✓		✓			not completed	
15.4 Provide ELL students' opportunities to be involved in extra-curricular activities, such as becoming members of the International Student Association, helping them acculturate into American college life.		✓		✓			not completed	
15.5 Develop a mentorship program for ELL/IEP students.		✓		✓			not completed	
15.6 Develop culturally relevant curriculum		✓		✓			ongoing	
15.7 Establish a language lab for all languages taught at the College — Hawaiian, Japanese, and English.		✓	✓	✓			Not completed	
15.8 Provide professional development for ELL instructors that focuses on state of art practices in teaching ELL students.		✓	✓	✓		✓	ongoing	
15.9 Develop and implement a strategy to better service the ELL students attending classes at the UH Center, West Hawai'i, where ELL classes are not offered.		✓	✓	✓			ongoing	

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16. Fire Science (FS) Program Actions								
16.1 Establish Fire 293, this would be an Internship Course with the Hawai'i Fire Department. This course would be available to seniors about to graduate. Resolve		✓ (workforce)					I believe the liability issue has been resolved, and plan to continue the establishment of this course.	On going.
16.2 Establish a Bachelor of Science in Fire and Emergency Services Degree program at either UHH or Hawai'iCC			✓				The UHH gave a very positive reponse to my proposal. However, due to budget constraints they wanted to put this on hold for the moment.	Postponed.
16.3 Establish STEP with USFS Region 5		✓ (workforce)				✓	Plan to continue with this. However, CALFIRE and HawCC have established a seasonal employment opportunity for our students.	On going.

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17. Hawaii Life Styles (HLS) and Hawaiian Studies (HWST) Program Actions								
17.1 Complete curriculum modifications to strengthen the HLS Lawai`a, Mahi`ai and Hula tracks, making them true terminal degrees.		✓		✓			No longer applicable. "True" terminal HLS degrees are no longer a focus due to the self assessment/accreditation process wherein below 100-level courses are undesirable. DELETE.	
17.2 Perform comprehensive assessment of current Lawai`a and Mahi`ai AAS degree curriculum, modifying them if appropriate to provide transfer options and/or make them sustainable.		✓	✓	✓			Program faculty will have a 2 day retreat over the Fall 13 break to perform this assessment and make decisions for the sustainability of these tracks. Prior to Fall 11, HLS program decided to only offer Mahi`ai & Lawai`a in 2-year cycles, to effectively teach out students, without beginning new cohorts. We are currently in our 2 nd cycle. The purpose for this is to effectively measure our learners goals, our teaching/curriculum effectiveness based on graduation, persistence & retention, and new enrollment.	
17.3 Complete renovation of HLS faculty staff office space to appropriately house programmatic resources.				✓		✓	One of two recent renovation projects is complete. The other is near completion. Completion date is Dec 31, 2013. DELETE AFTER 12/31/2013. Other future renovation visions are to gut and update (including furniture, lighting, and other cosmetics for the inside of our 380 offices, install solar for the whole office and eventually building, renovate the bathroom facilities in 380, build a haluau lawai`a, landscape the Kapakapakaua Male, install aesthetic water catchment another land friendly efforts.	
17.4 Provide support for preparing faculty and staff for pursuits in higher degrees.				✓		✓	One of our next project goals that we've talked about but have not articulated in our next 10-year plan is including a budget for financially supporting faculty & Staff for achieving higher degrees. Title III & the Native Hawaiian Education Act funding are only two potential sources.	Reevaluate whether this is still a goal for the program.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review
17.5 Assess current grant initiatives and resources and prepare for institutionalization of programming and personnel.							We have learned over the last 15 years of Title III work, that not all functions/positions/activities get institutionalized. Our program has been very fortunate, over the past 15-years to really build the capacity & resources of HLS almost entirely initiated by grant funds including 3-APT positions, 5-instructor positions, 1-program coordinator position, the AAS degree program, the Haakumale protocols program, and video conferencing just to name the more significant contributions, a number of relationships, operations, etc. We will convene meetings to discuss institutionalization of programs/positions in the Sp14 semester.	Will be discussed at the next few grant mgts with administration.
17.6 Improve data based decision making for Native Hawaiian initiatives by incorporating grant outcomes, Strategic Plans, Hawai'i Papa O Ke Ao and other institutional data studies for end-users to utilize in programmatic and institutional decision making.		✓	✓	✓			IOH program has raised the issue of having 1-person organizing data for easy access for decision making and reporting. We are currently expanding the PD for one of the vacant, g-funded, APT positions, to include the data organization, harvest, organizing, syntheses piece of IOH/HLS.	Completed. Redescribed and then gave the position to the campus.
17.7 Seek and develop internships.		✓	✓	✓			This action goes hand in hand with no.4 action above. Having a dedicated person within the program is a next action step towards this end. Currently, individuals in the program recognize that internship is an important economic/learning opportunity for our learners. Individuals make connections in the community and with other UH programs to make internships a regular part of our educational practice. A program effort would be more effective for our learners and for our community.	Reevaluate whether or not this is still a goal & if full position is still necessary for this.
17.8 Seek Board of Regents approval for a Hawaiian Studies AA Degree.		✓	✓	✓			Done (Fall 2013, AA for two more tracks pass the faculty senate).	

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review
17.9 Conduct a workforce assessment project that aligns AAS/AAHS curricula to emerging workforce needs in natural/cultural resources stewardship, which also includes STEM fields.	✓	✓	✓	✓	✓		<p>This effort is sporadic and is given attention by a number of individuals when the need comes up. This effort needs a dedicated APT B staff to inventory & organize connections with the college, connect with organizations, and laize between program instruction and community efforts. As for STEM fields, we continually say & authentically know that “we do STEA(A)M”, but we’ve never articulated how.</p> <p>As part of no. 2, above, a deeper evaluation of how Hula Lawai`a, and Mahi`ai meet emerging workforce needs. And how Hula, Lawai`a & Mahi`ai can create its own workforce.</p>	Reevaluate whether this is still a goal for the program.
17.10 (2013) Plan for Tribal College Accreditation by WNHEC	X	X	X	X	X	✓		
17.11 (2013) Implement new assessment cycle.		✓				✓		
17.12 (2013) Assess, analyze, and interdisciplinarize HLS tracks’ curricula in terms of their potential to engage STEM fields into the Hawaii core, workforce & internship dev. and a healthy Hawaii.	✓	✓				✓		
17.13 (2014) The first order of business in this next AY 2015-2016 is to envision what we would like for the next 10-years.								

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review
18. Hospitality and Tourism (HOST) Program Actions								
18.1 Move into new facilities at Hawai'i Community College – Palamanui starting Fall 2015 with continued classroom, online Laulima, and videoconferencing instruction to and from Hilo.						✓	11/12/13 Construction started on Palamanui campus, 11/21/13 funding of 2.4 million released for culinary equipment, laboratory equipment and solar power. Contractor has 18 months to complete campus, so occupancy starting in Aug. 2015 is very likely. Palamanui Academic Master plan discussed. with faculty and is posted on UH System Web site and the HawCC Web site.	HOST moving into Palamanui facilities August 2015.
18.2 Establish closer relationships with the world class Kohala resorts, including cooperative programs and internships		✓ (workforce)					Added to HOST Advisory Council: HR Director of Four Seasons, Asst. HR Director of Hilton Waikoloa Village, General Manager of Kings Shops, Owner of Personal Butler Service, and Executive Director of Big Island Visitor Bureau. Students experience field trips to resorts once a semester. Cooperative education opportunities are available in resorts or	
18.3 Utilize the skills and talents of resort staff experts in offering presentations and workshops to HOST students at West and East Hawai'i campuses.		✓ (workforce)					Fairmont Orchid Resort Director of HR and Executive Sous Chief visited both campus classrooms physically and by videoconference to discuss job opportunities and the culture of Fairmont Orchid.	
18.4 (2013) Continue to build industry membership on HOST Advisory Council.		✓ (workforce)						
18.5 (2013) Encourage continued improvement in reliability of Laulima and videoconferencing by keeping logs of difficulties in those systems. Technical support and increased connectivity may be needed.						✓		
18.6 (2013) Schedule Housekeeping lab days in nearby hotels.		✓ (workforce)				✓		

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review
19. Human Services (HSER) Program Actions								
19.1 Create a needs assessment that can explore and investigate the needs of the community and how the Human Services program can best serve the community. Research the need for modification of Program from Certificate of Completion (21 credits) to Certificate of Achievement (24-27 credits).		✓ (graduation) (workforce)					I will consult with Dept. Chair to create this needs assessment and will decide how we can have it done.	
19.2 Work with the Department Chair to continue to collaborate with UH-Hilo to better prepare Human Services students for transition from Hawai'iCC to UH-Hilo			✓				Connection with Halaulani has been positive in giving students resources prior to transferring up. Dept. Chair is collaborating with the Psyc. Dept. One of my prior students will be working with the Sociology Professors to come to my classes, making positive connection.	On going.
19.3 Collaborate with peers, counselors, lecturers, and advisory board to get a broader perspective on improving or enhancing the Human Services program. Continue to work with the Financial Aid officer to discuss financial aid revisions that may affect Human Services students. Collaborate with the Registrar to assist students in determining their secondary major as Human Services. This would allow a way to collect data to determine actual number of majors.		✓				✓	Met with Joni, Dept. Chair, Counseling Dept. Chair and Grace Funai to collaborate on how to enhance the program. I then collaborated with Kenoa Dela Cruz who created a sheet of Liberal Art requirement with an emphasis on Human Services. I have presented to the other HSER classes and informed other faculty, counselors, and lecturers on how to utilize this new form to best guide students to declare Liberal Arts or AJ as their primary major and Human as their secondary and in doing so we can get better data on it.	
19.4 (2013) Follow through with a needs assessment to see how HSER can better prepare students for employment in the community.		✓	✓			✓		
19.5 (2013) Collaborate with Sociology and Psychology Depts. of UHH		✓	✓					

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review
19.6 (2013) Create a survey to capture data to support strengths.		✓				✓		

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review
20. Information Technology (IT) Program Actions								
20.1 Create stackable certificates culminating with the existing (or modified) AS degree .	✓	✓		✓			At present, the Certificate of Completion in Computer Support is beginning to be noticed by non-IT majors. The intention of the creation of this certificate is to recruit students who would like to use this certificate to supplement their majors. It is hard to tell from the data provided since it lumped the numbers of certificates and degrees awarded into one. More time is needed in order to make sense out of the data. Referring back to the previous graduation data, 9 degrees and certificates is not an adequate number to start with.	
20.2 Develop and implement strategies to increase course completion, improving retention and graduation rates.				✓			Telephoned and followed up on students who dropped out of the program. Of the six students called, two returned to the IT program in Fall 2012; continued to monitor the results of the modified prerequisites for the IT-CC so that students can possibly obtain their CC in one year (fall-spring, spring-fall). It looks like this strategy is beginning to work out as there is an increase in enrollment. Students are beginning to show interest in pursuing the CC. We will have to monitor this trend for a few years to be able to tell for sure.	On going.
20.3 Develop a stackable certificate in Health IT.	✓	✓		✓			Delete. The Health IT Program is reserved for Kapiolani Community College at present.	
20.4 Pursue Perkins funding to hire an APT to gather data and track students, providing information that can be used to strengthen the program, recruit and retain students, and improve completion rates.		✓		✓				

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review
20.5 Collaborate with UH Hilo to determine the feasibility of using the IT Certificate of Achievement as a stackable certificate within the UH Hilo IT baccalaureate degree.			✓				Have initiated discussions with faculty in the UH Hilo Computer Science department on acceptance of HawCC IT credits in their program. Several of the IT graduates have continued into the UH Hilo Computer Science major.	
20.6 (2013) Increase scholarships and other special opportunities for students (e.g., Akamai).								Akamai scholarships continue to be offered. The Program Coordinator has begun to meet regularly with students to alert them to scholarship or other special opportunities, and to encourage them to apply.
20.7 (2013) Assist students with preparation of resumes and job applications.								Two of six students who have completed the IT program in Spring 2014 have obtained jobs related to IT. (Christopher J. @ Gemini Observatory, and Kelsey Y. @ County of Hawaii.
20.8 (2014) Encourage students to further their education and training.								The first female IT graduate of Hawaiian ancestry was accepted and transferred to UH-Hilo computer science program in Fall 2014. (Lindsey H.)
20.9 (2014) Fill the retired full time faculty position.								On going.
Increase full time faculty from 1 to 2 positions.	X	X	X	X		X		This is an on going goal.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review
21. Liberal Arts (AA-LBRT) Program Actions								
21.1 Develop a new degree: Associate in Science (AS) in Natural Science (NS) with concentration in Environmental Science that articulates to the University of Hawai'i at Hilo (UHH).	✓	✓	✓				ASNS was established as a provisional program; the focus for HawCC is Biological and Physical Sciences.	
21.2 Seek Authorization to Plan from Board of Regents for new AS-NS degree.	✓	✓	✓				Delete, established.	
21.3 Review the Hawai'iCC AA degree looking at the number of GE credits required in comparison to the rest of the UH system.		✓	✓				The LBRT program had two all-LBRT program meetings to discuss this. A follow up meeting is being planned in February. Initial comments indicate a desire to keep the AA degree as is but pathways and a possible reduction in GE credits are still being considered.	
21.4 Identify funds and classrooms to provide English writing classes with computers, enabling writing classes to use technology as a means of achieving student success.		✓	✓	✓			One classroom was transferred from BeAT to English in AY13. At least 1 more classroom, preferable 3, will be needed for English.	
21.5 Adopt GE LOs as PLOs and institute an alignment process.						✓	Delete - complete	
21.6 Continue efforts to assess course learning outcomes to align with PLOs and ILOs.						✓	Alignment is complete; assessment needs to be done.	
21.7 Utilize the program review process to evaluate developmental education enrollment and completion to determine effectiveness; meet once a year as a program.				✓		✓	This still needs to be done for Remedial/Developmental English and Math.	
21.8 From AMP: LBRT is considering the development of pathways/ concentrations/ AA Degrees which transfer to 4 year programs. Those being considered are Psychology, History, and Art.						✓	Conversations with UHH have been initiated.	

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review
21.9 (2013) Establish Positions: ANTH, ASAN, GEOG, BIOL, PHYS, CHECM, English, Math (in priority order)						✓		
21.10 (2013) Create Physics Lab	✓					✓		
21.11 (2013) Upgrade Chemistry Lab.	✓					✓		
21.11 (2013) Two security carts and 35 laptops/tablets each.						✓		
21.12 (2013) Obtain space for offices and meeting rooms						✓		

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review
22. Machine, Welding and Industrial Mechanics Technologies (MWIM) Program Actions								
22.1 Revise program learning outcomes to be validated by industry.						✓	Completed.	
22.2 Develop industrial mechanics curriculum and submit to CRC.						✓	Submitted and accepted.	
22.3 Institute industrial mechanics course offerings.						✓	Completed. Offered to first year students.	
22.4 Expand course offerings as equipment/trainers become available.						✓	Have expanded course offerings and to include industrial mechanics.	
22.5 Continuously evaluate/modify MWIM curriculum.						✓		In progress.
22.6 Continuously communicate with industry partners.		✓ (workforce)				✓		In progress.
22.7 (2013) Implementation of virtual welder trainer.		✓ (workforce)				✓		Completed.
22.8 (2013) Update/redo sheet metal lab. Replace 60 year old equipment as required.						✓		
22.9 (2013) expand Machining curriculum by adding new CNC technologies and generally updating methods consistent with the industry.		✓ (workforce)				✓		

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review
23. Marketing (MKT) Program Actions								
23.1 Survey graduates.		✓ (workforce)				✓	Continuous.	Completed and continuous: Upon program completion graduates are surveyed on their perception of the overall program and offer suggestions for program improvement. Graduates are contacted again a year later and asked (now with industry experience) to offer suggestions for improvement. This will continue.
23.2 Use survey results to determine better strategies for student attraction						✓		Completed and ongoing: The program has responded to industry and student requests by adding courses to program requirements to increase both oral (SPCO 130 or 151) and written (ENG 100) communication skills. The program has also begun plans to address new survey results by revamping the classroom environment to increase mobility and foster creativity.
23.3 Network with Advisory Council members to build stronger relationships and find new members		✓ (workforce)				✓		Completed – The Marketing Program has gained four new Advisory Council members as of Spring 2014.
23.4 (2013) AAS to AS Degree.		✓	✓			✓	Pending.	In progress – With the assistance of the Halaulani Transfer Success Center the Marketing Program has instead created a plan to develop an AA degree. The plan still needs to be assessed to determine whether or not this is the right move for the program. While this may improve transfer rates, with the current AA in Liberal Arts with an emphasis in Business, an AA in Marketing may result in accidental cannibalization resulting in even smaller class sizes. The program will confer with the appropriate supervisors to discuss further.
23.5 (2013) Offer PLA As an option for professional Seeking a degree credential.		✓	✓			✓		Completed – PLA has been offered as an option since Fall 2013.
23.6 (2014) Develop a strong Program identity using industry and alumni data.						X		

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review
24. Nursing, Associate in Science Degree in Nursing (NURS) Program Actions								
24.1 Move into new facilities at Hale Aloha and Palamanui		✓ (workforce)				✓	Hale Aloha is behind schedule and the latest projects for move is in Fall 2014.	Hale Aloha completed. NURS moving into facility Fall 2015.
24.2 Recruit and retain qualified nursing faculty as positions are vacated.			✓			✓	One new faculty was hired for fall 2013 to replace a 9 month faculty who retired last December. Two 9 month faculty have been hired for 1/1/14 to replace the two faculties who resigned in August 2013. Recruitment is underway for two 11 month faculty to replace a faculty who is retiring 1/1/14 and the Director for Nursing Programs who is retiring 12/30/13.	On going.
24.3 Create a seamless transition from ASN to BSN with UH-Hilo.			✓				A memorandum of agreement between the two programs was completed at the end of spring 2013. The agreement provides for a seamless transition between the two programs. ASN students are increasingly interested in transitioning into the BSN.	
24.4 (2013) Offer the emergency medical technician (EMT) classes under the Division of Nursing & Allied Health.	✓	✓	✓			✓		

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review
25. Nursing, Practical (PRCN) Program Actions								
25.1 Explore feasibility of using distance education to offer the program in sites other than East Hawai'i and expand admissions.				✓		✓	Legislature in the 2013 legislative session supported a nursing lab at NHERC in Honokaa. The idea of establishing an outreach practical nursing class has been discussed. However, the interest from NHERC staff has waned. There are many roadblocks to offering the practical nursing program in Honokaa and/or via distance education. It will require time and resources to develop a cohort of students who can meet the proficiency requirements for reading, writing and math and be successful in an outreach program. Although the theory can be offered via distance education, clinical cannot. Hale Ho'ola in Honokaa could provide a long-term care/skilled site but the students would need to have the majority of their clinical experiences at Hilo Medical Center. North Hawaii Community HOspital does not hire LPNs and is therefore not receptive to hosting practical nursing students. Considering the budget constraints, at this time this idea is not currently feasible.	
25.2 Utilize Laulima as a partial or total method of						✓	This goal has been met in that all program courses now use Laulima as a platform to provide all course materials and communicate with students. In addition the one online course uses the platform for the entire course. This goal has been met.	
25.3 Determine and implement a method to obtain adequate employment data						✓	Despite all efforts to increase the number of graduate surveys including use of online surveys, mailed notification, Starbucks cards as rewards and follow up phone calls, the number of surveys completed by graduates continues to be very small. The Division needs assistance from the institutional research with this issue.	

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review
25.4 (2013) Move all the Division of Nursing & Allied Health faculty, staff, classrooms and labs into Hale Aloha, a "green building"		✓ (workforce)				✓	Hale Aloha is behind schedule and the latest projects for move is in Fall 2014.	Work on Hale Aloha is completed. PCRN can move into new facility.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review
26. Substance Abuse Counseling (SUBS) Program Actions								
26.1 2009-2010: Recruit and Hire New SUBS – FTE BOR Appointed Faculty	✓	✓	✓	✓		✓	The CERC and HawCC administration approved new faculty position for program, which was submitted to UH system. However, program was informed that the new position request got "lost" in the UH system, and therefore never forwarded to the State legislature for approval. It is assumed that the 2009 State economic crisis resulted in hiring freeze of new BOR FTE appointed faculty positions.	
26.2 Complete program's core curriculum assessments and course assessments				✓		✓	2008-2009: PLO #1: Satisfy the addiction studies education requirements for Hawaii State Department of Health Alcohol and Drug Division's (ADAD) Certification. Courses: SUBS 140, 245, 268, 270, 294 & 295; Sampling: College records for seven (all) 2009 program graduates; Standard Set: 80% will satisfy ADAD addiction studies requirements; Results: 86% (6/7) program graduates completed SUBS	
26.2 Survey graduates		✓ (workforce)				✓		
26.3 Use survey results to revise Program Learning Outcomes						✓		
26.4 (2013) Prepare and submit an AA Degree in SUBS Planning Proposal to BOR.	✓			✓		✓	AS Degree proposal completed, but not submitted due to change in strategy to initiate AA Degree in SUBS instead. An AA Degree in SUBS is preferable, as it will articulate and facilitate a smooth transition for students seeking to continue their degree at a 4-year university.	
26.5 Meet with UH-Hilo's Psychology and Sociology Departments to discuss initiation of 2 plus 2 Program.			✓			✓	UH – Hilo is open to further discussions regarding a 2 plus 2 agreements with the SUBS program.	

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review
26.6 Increase the number of Native Hawaiian program majors that meet or exceed Perkins IV Core Indicators 2P1 Completion and 3P1 Student Retention or Transfer	✓	✓	✓	✓				

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review
27. Tropical Forest Ecosystem and Agroforestry Management (TEAM) Program Actions								
27.1 Survey graduates		✓ (workforce)				✓		Use survey results to revise Program.
27.2 Use survey results to revise Program Learning Outcomes						✓		In progress. Completed for 2 courses.
27.3 Work with the Advisory Board to continue adapting and revising the program to meet the needs of the employers		✓ (workforce)				✓		Continue to meet with Board. Have increased meetings from annual to twice/year.
27.4 Work with the Natural Resources Career Pathways program to increase enrollment						✓		In progress.
27.5 Continue to work with Jr Forest TEAM club throughout Hawai'i Island						✓		Temporarily suspended due to manpower constraints.
27.6 (2014) Work with UHH to get an articulation agreement put together for TEAM students.								In slow progress.
27.7 (2014) Assess PLOs								Regular assessment as per 5-year plan. Changed to CLO assessment. PLO will be assumed to be assessed as the matching CLO are covered.
27.8 (2014) Assess CLOs								Regular assessment as per 5-year plan.
27.9 (2014) Work with local organizations to provide service learning opportunities.								Continual. Service Learning opportunities provided through TEAM or HawCC Service Learning on a regular basis: 2-5 per month.
28.0 (2014) Increase Program enrollment.								

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review
28. The Learning Center (TLC) / Hale Kea Testing Center (HKTC) Unit Actions								
28.1 Continue to support instruction with materials, tutors, educational technology, and facilities. Remedial/development and gatekeeper initiatives will continue to be areas of focus, along with the exploration of STEM initiatives. TLC and HKATC will look for ways to provide tutoring options for students in courses with low success rates and especially for those students who are in the STEM programs.	✓			✓		✓	TLC will continue to keep this as a priority by exploring tutoring options and best practices in supporting remedial/developmental and gatekeeper classes. In spring2014, TLC will pilot an in-class Math 1 tutor initiative using C3T-1 grant monies.	
28.2 Look for ways to support students who are taking Distance Education courses and for those needing technology assistance. Technology has allowed access to tutorial and distance learning support for students taking DE courses. Many students receive help through online tutorials and most recently, Hawai'iCC students can log in to myUH portal and get assistance 24 hours a day through Smarthinking tutorial services. Tutors competent in using Laulima, word processing, EXCEL, and other computer programs are needed to help assist students who are not computer literate. Professional development workshops may be needed in training tutors to assist this growing population.		✓ (workforce)				✓	This priority of supporting students will continue to be a priority through TLC/HKATC tutor support resources and through 24/7 Brainfuse tutorial services. Workshops in Laulima and other professional development opportunities are made available for tutors to attend to keep current with computer technology to help support students taking DE courses.	

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review
28.3 Create a better check in system that can track and collect data for assessment and reporting purposes. Different tracking tools will be investigated to see which system would be most appropriate for our reporting needs.						✓	No longer a priority since TLC/HKATC will implement STARFISH management system for data collection, appointment making, and reporting purposes. Implementation summer 2014.	
28.4 (2014) Action Plan: Implement better tracking data collection and use data for setting of future goals.								<ul style="list-style-type: none"> • Commercial products were researched, but as of this date, we have not found a tracking system that fits TLC/HKATC's reporting needs. • However, a scheduler was purchased for HKATC which assists with scheduling, confirming, and changing testing appointments on the web. • For 2013-2014, At the end of Spring Starfish is being review to provide better communication with students, faculty, and HKATC. Implementation is projected for Spr 2015
28.5 (2014) Action Plan: Support TLC/ HKATC's computer lab demand with financial resources <ul style="list-style-type: none"> • Research pay for printing 								<ul style="list-style-type: none"> • Pay for printing was reviewed and a program was found to establish this services. The effort is continuing in AY 15.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review
<p>28.6 (2014) Action Plan: HKATC created COMPASS and DE testing manuals that can be used as a training and reference resources to provide the College and community with efficient and effective testing services.</p> <p>The following methods were used to assess and measure this unit outcome: • COMPASS and DE Testing Manuals completed: Yes ___ No ___ In progress ___</p> <p>Data from the following survey questions were used to measure the efficiency and effectiveness of testing services: testing.</p>								<p>Unit Outcomes #3</p> <p>The expected level of achievement has been met by the completion of COMPASS and DE Testing Manuals available for training and reference resources. These manuals will be reviewed and modified, as necessary to reflect changes, by the testing staff. In addition, HKATC has developed a video production and a brochure stressing the importance of the COMPASS test.</p> <ul style="list-style-type: none"> • COMPASS Manual : Completed • DE Manual: Completed <p>Based on the survey questions measuring efficiency and effectiveness of testing services below, results reflect HKATC to have exceeded the expected level of achievement set in the 90-100% (Healthy) range using the testing rubric.</p> <p>HKATC System-wide Common Question Survey Results: Testing Services Satisfactory: 100% Test Administered timely and efficient: 98%</p>
<p>28.7 (2014) Strategy 3 from AY15 Assessment Plan, Expected levels of Achievement: Collect and assess data on computer usage to determine demand, efficiency and effectiveness of present equipment and usage.</p>		X		X				

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review
29. Library -- East Hawaii Mookini Library Unit Actions								
29.1 Find different methods of instruction to engage students and provide data for assessment.		✓ (graduation)				✓	Continued investigating ways to used Googledocs to create library exercises. Worked with the Distance Learning Librarian to administer library Assignments for an online resource which will make it easier for students to find resources they can access. (Delete. No longer a priority action.).	
29.2 Improve discovery of the library's collection resources by implementing new collection management tools.						✓	Implemented Primo (called Mookini Megasearch on library homepage) which allows students to search for multiple media at the same time. Began process of splitting out HawCC online resources from UH online resources which will make it easier for students to find resources they can access. (Delete. No longer a priority action).	
29.3 Outreach to departments who have not used library services.		✓ (graduation)				✓	Need to find other methods in addition to email.	
29.4 (2013) Work with English Program/ESL instructors to expand graded readers collection.							Ordered first list of reader's n Spring 2012. Added additional titles in Spring 2013 (Delete. No longer a priority action).	
29.5 (2013) Strengthen subject liaison activity through outreach to departments to tailor collections and library services to meet student and faculty needs.		✓ (graduation)				✓		Participated in OneThemeOneCollege by creating a library guide and ordering books that fit the water theme. Will need to communicate with different departments about library services.
29.6 (2013) Develop new instructional methods that promote critical thinking skills and information literacy.		✓ (graduation)				✓		Have investigated using different tools and methods and will test in 2014-2015 and beyond. On going.
29.7 (2013) Contribute to efforts to strengthen the P-20 education pipeline by working with area high school librarians to develop the information literacy skills and reading habits their student will need for college and beyond.		✓ (graduation)	✓			✓		Mookini Librarians and the HawaiiCC English DC and UHH Writing Coordinator met with area school librarians in February 2014 to discuss information literacy skills needed by college students. Will need to find ways to continue the discussion. On going.

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30. UH Center WH Library and Learning Center Unit Actions								
30.1. Use the Laulima Information Literacy Unit and find different methods of instruction to engage students and provide data for assessment		✓ (graduation)				✓		
30.2. Improve discovery of the library's collection resources by implementing new collection management tools – PRIMO One search.						✓		
30.3. Outreach to WH instructors and online instructors who have not used library services.		✓ (graduation)				✓		
30.4 (2013) Incorporate an element into the current research and information literacy instruction that we already do that can be assessed and supports the UHCC common SLO and the College ILO#2. Element: Laulima Information Literacy Unit. Finish it and offer it to English instructors for use in their West Hawaii onsite or distance education classes.							Done- Finished with Kate Sim's help. Used with first English class Fall 2013 and Spring 2013 – another English class and an online Univ 101 class participated. Offered to import the unit unto additional English 100, 22, and 102 courses, Fall 2013. Some English instructors did that, plus Univ 101. No results available yet. Spring 2014, Keep offering it to instructors, especially for writing intensive classes that may require student research. One Hawaiian studies instructor may use it in Spring 2014.	
30.5 (2013) Investigate the use of the Information Unit for other Center classes and distance education courses.							Software configuration begin Summer 2012, UH Hilo (who administers our link) went live with a test link Fall 2013. Since it still has some glitches, we have not promoted it to our users yet.	
30.6 (Spring 2013) Revise the library web pages to include changes in electronic information sources accessed from UHH Mookini Library							Began work with Webmaster Daniel Fernandez, Spring 2013 on the library pages and the rest of the West Hawaii site. Reviewed and revised Summer 2013. Daniel retired the old site and launched the entire new West Hawaii web site in August 2013.	

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30.7 (Spring 2013) Add an Apt-Band A Educational Specialist to support the growing distance-education library and testing services now and when the new facility is built at Palamanui in 2013.							Done – Approved in HawCC ADP review April 2009. Submitted in UH Center Comprehensive Unit Review Dec. 2009, 2011 and again in Annual Review Dec. 2011. Have used a casual hire APT A since Oct. 2011, permanent position was filled in March 2013.	
30.8 (Spring 2013) Participate in the final library space planning for the new Center at Palamanui, review plans and prepare for the move. Construction starts in 2013.							Done – reviewed plans and sent comments. The Palamanui space is not much larger than the current space, but the computer lab will be adjacent. Construction began in Nov. 2013. Weeded the collection, taking out 319 items and security stripped the remaining collection.	
30.9 (Spring 2013) Administer the common UHCC student satisfaction survey.							Done April 2013, next survey planned for April 2014.	
30.10 (2013) Improve Laulima ILC unit and promote the incorporation of the Information Competency Unit into all Center based courses as appropriate.								
30.11 (2013) Review the PRIMO research discovery option and promote to students and faculty if it is working.							UH Hilo Library.	
30.12 (2013) Design a way to evaluate student information literacy that is evidence based.							Other UHCC libraries.	

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31. College-Wide Priority Actions								
31.1 Through Hawai'i Life Styles Title III grant, implement activities and programs across the College to strengthen course completion, retention, persistence, and ultimately degree completion	✓	✓	✓	✓			The AAHWST is purposely created to positively affect course completion, retention, persistence, degree completion and transfer to a baccalaureate degree. The Title III Halaulani grant provides support to the students who intend to transfer, focusing on Native Hawaiians and serving all students. A Halaulani Transfer Success Center was established in W. Hawaii and the Manono Campus to provide this service.	
31.2 Collaborate with Student Services and the GEAR UP grant to develop and implement a mandatory new-student orientation program	✓	✓	✓	✓			Kulukulua, Counseling, Advisors, Halaulani, Student Life, Admissions, GEAR UP, and the Office of the Vice Chancellor for Student Affairs continue to develop and create orientation and First Year Success programming through implementation of best practices, professional development, and collaboration with internal and community partners.	
31.3 Institute a campus policy that mandates placement testing and enrollment in English, math, IS 101 – Building Better Bridges student success course, and HwSt 100 – Piko Hawai'i for entering learners placing in two or more developmental courses. Such a policy will provide a whole, supportive, and preemptive program for the entering learner.	✓	✓	✓	✓			Initiatives such as Learning Communities, Success with Math Bootcamp, Running Start, Orientation, advising, intrusive advising with CTE and Math tutoring for students with disabilities support tackling early remediation as early as high school or as soon as students start their first semester. Financial Aid also require PACE and SAP (Satisfactory Academic Progress) to ensure that students are working towards their degree requirements in a timely and successful manner.	
31.4 Hire an assessment/data analysis coordinator for the First Year Experience (FYE) initiative.	✓	✓	✓	✓		✓	The responsibility for data management, including analysis, continue to be shared among the program leads, David Loading, and the Office of the Vice Chancellor for Student Affairs.	

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31.5 Hire a Retention / Persistence Counselor .	✓	✓	✓	✓		✓	A Director of Enrollment Management would serve our programming needs in managing these initiatives and assessment to help steward retention and persistence, which are campus-wide issues.	
31.6 Form a cross-disciplinary team to strategize and develop initiatives focused on course completion, retention, persistence, and graduation/transfer.	✓	✓	✓	✓		✓	LBART Advising Committee is a cross-disciplinary team focusing on intrusive advising and support, identifying retention and persistence issues and resolutions, and ensuring timely graduation. Orientation Advisory Committee is also a cross departmental body to identify how to improve orientation processes on campus. Kuka Kuka with DOE is an initiative that brings the DOE and Community Partners to HawCC to share data, discuss common issues, and jointly implement initiatives to support college and career readiness, retention, persistence, and completion.	
31.7 Revise HAW 5.501 Placement Testing policy and create a Developmental Education policy requiring students placing in two or more developmental courses to take a required sequence of courses.		✓		✓		✓		
31.8 Adopt a campus plan to implement Hawai'i Papa O Ke Ao in accordance with the UH system plan to make the University of Hawai'i a leader in Indigenous (Hawaiian) education.				✓			In progress. Hoolulu Council should be able to provide the College with a DRAFT plan at the start of Fall 2013	
31.9 Create a Hawaiian language committee-- to build parity between the usage of Hawaiian language and English on campus—that would be supported by system funding and resources.				✓			The Hawaiian Language Committee was created for this purpose but was temporarily suspended after the ILOs were translated into Hawaiian.	

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31.10 Provide faculty and staff development opportunities through Ha'akumale, Wahi Pana and iHa'akumale workshops and credit/non-credit opportunities.				✓		✓	Various faculty and staff development opportunities were provided throughout the Academic Year.	
31.11 Develop campus orientation opportunities for current and incoming students, faculty, staff, and administration that includes knowledge, skills, and abilities focused on honoring the Hawaiian culture.				✓		✓		
31.12 Maintain the integration/utilization of the use of kihei for graduation ceremonies.				✓			The use of kiheis for EH and WH graduation ceremonies will be maintained.	
31.13 Seek external, federal funding to develop programs and strategies to increase the pool of community college students from underrepresented areas, increasing the number enrolled in STEM fields.	✓			✓				
31.14 Assess Academic Affairs in terms of divisional structure, department chair release time, and overall job duties in best meeting the needs of the students, the faculty, and the College.						✓		
31.15 Utilize incentive funding received to finance strategies targeting STEM, student remediation, and other high-need areas.	✓	✓		✓				
31.16 Expand financial aid programs and improve remedial/development education by securing a portion of the \$2 million UH system funds set aside for these purposes.		✓		✓				

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31.17 Partner with the University of Hawai'i at Hilo (UHH) to provide mental health counseling for students.		✓		✓			HawCC provides .5 FTE to UHH Counseling Department to provide 16 hours of direct student contact. In addition, the UHH Counseling Department provides consultation, workshop, and training opportunities to HawCC Student and Staff.	
31.18 In anticipation of the construction of Hawai'i Community College Palamanui scheduled for occupancy fall 2014, develop a separate Academic Master Plan specific to the needs of the West Hawai'i.	✓	✓	✓	✓		✓		
31.19 (2013) Seek permanent status for the AA HWST Degree Program.								
31.20 (2013) Increase the number of students, including Native Hawaiians, who graduate with an AAHWST degree.		✓	✓	✓		✓		
31.21 (2013) Increase # of students including Native Hawaiians, who graduate and transfer to a baccalaureate program.		✓	✓	✓		✓		
							In the future, we would like to have a 1.0 FTE Mental Health Counselor.	

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32. Student Life Unit Priorities								
32.1 (2013) Develop ongoing activity calendar to facilitate student engagement, support Unit Outcome 1, including collaborations with other units and programs.		✓ (graduation)						
32.2 (2013) Strengthen assessment methods and data collection		✓ (graduation)						
32.3 (2013) Implement Student ID Cards on campus, allowing for improved data collection at activities and other programming.		✓ (graduation)		✓				

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33. Instructional Technology Support Office Unit Actions								
33.1. (2013) Form a committee in the Academic Senate to discuss development and implementation of DE. Consider and make recommendation on academic policy matters, program development, academic, student and technical support services, and professional development.		✓		✓		✓		
33.2. (2013) Develop web-based Laulima orientation for students.		✓		✓		✓		
33.3. (2013) Increase contact with faculty and work collaboratively to develop new online courses.		✓		✓		✓		

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34. Career and Job Development Center								
34.1 (2013) Expand career and job preparation services to more classes and/or programs, specifically with majors that lead to high demand occupations.	✓	✓ (graduation) (workforce)				✓		This goal was partially achieved. Services were expanded to additional programs and courses, though this was not necessarily done with programs that were identified as those in high demand occupations. This will be a continued goal for 2014-2015. On going.
34.2 (2013) Develop strategies that will improve the return rate for career exploration and resume-writing services.		✓ (graduation) (workforce)				✓		Students were given return appointments at the end of their initial appointments. This was problematic though because it did not produce the outcome that was hoped for. Students either hadn't done their homework in preparation or they didn't always keep the appointment.
34.3 (2013) Conduct a Marketing Campaign to advertise the CAJDC and its services.		✓						This goal was partially achieved. The Facebook account was updated, mass e-mails were sent to students to market the services, and a walk-in schedule was established. The center was unable to purchase a new sign and even though the CAJDC had a table at Welcome Back Week, it did not sponsor its own Open House Event. This will be a continued goal for 2014-2015.

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<p>preparation services to more classes and/or programs. This goal will be continued from last year, but will focus on all programs, not just those in high demand. The rationale for this is that students going into low demand occupations need career and job preparation assistance just as much, and probably even more so than do those going into high demand occupations.</p> <p>Sometimes students decide to go into low demand occupations without knowing that employment will be a challenge. One of the steps in Career Exploration appointments requires students to conduct research relevant to occupations within their areas of interest. "Employment and Outlook" – will there be a need/demand for this career?-- is one of the areas that they can access and view data that is relevant to their occupational interests. That way, if students decide to go into low demand occupations, it is with prior</p>		X	X			X		