

III. HawCC Strategic Outcomes and Performance Measures, 2008-2015

HawaiiCC Strategic Outcomes & Performances									
<u>Strategic Outcome:</u>	<u>Performance Measures</u>		<u>HawCC Action Strategies:</u>	<i>LBRT</i>	<i>Academic Support</i>	<i>OSS</i>	<i>OCET</i>	<i>Ho'olulu</i>	<i>Kauhale</i>
General Comments				no feedback; still waiting for response	had meeting with Joni and rest of group	Hettie tracking financial aid for NH students; tracking Admissions in NH numbers; counseling not looking specifically looking, but working with Kekuhi re: shared responsibilities	KSBE Alu Like Oha Kamehameha Schools supported summer explorations for 3 summers. Aliu Like and Oha sent CAN participants; non-credit and credit Eletctronics Subspace and CISCO - Debbie to send	meeting with other NH councils at other campuses to steamline hawaiian classes from 2 to 4 years; talking to MRC get kanakas to school.	no report
A1.	A1.1	a.	Assess the needs and numbers (by age) of Native Hawaiian residents and growth patterns in targeted districts through agencies such as community health organizations, the DOE & KSBE						
A1.	A1.1	b.	Incorporate results for Native Hawaiians into Strategic Enrollment Management (SEM) by priority areas						

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A1.	A1.1	c. Establish a branch campus in West HI, one of the most underserved areas in the state, to meet the higher education needs of Native Hawaiians						
A1.	A1.1	d. Build capacity island wide to work in conjunction with the D.O.E. and P-20 program initiatives where it would best serve the most Native Hawaiian students						
A1.	A1.1	e. Fund an APT Band A Computer Programmer for SQL programming to provide better tracking of Native Hawaiian students						
A1.	A1.1	f. Create a university relations office using the UHM model to include graphics/duplication, alumni relations, marketing. Serve as a clearing house for legislative support services						
A1.	A1.1	g. Seek funding to provide accommodations and services to Native Hawaiian students with disabilities						
A1.	A1.2	a. Increase need-based institutional aid (non private & non federal) for Native Hawaiian students by shifting funds						

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A1.	A1.2	b. Explore additional Native Hawaiian funding sources through KSBE, Alu Like, OHA, other Hawaiian agencies, and private donors						
A1.	A1.2	c. Identify barriers for Native Hawaiians that prevent access to financial aid (e.g. Pell grants) and use mitigation measures, such as working with parents to complete the FAFSA						
A1.	A1.3	a. Increase (by 3%) the number of Native Hawaiian students enrolled in developmental course(s) through immediate advising after results of COMPASS placement testing are received so that within the first year, students are registered in appropriate developmental class(es)						
A1.	A1.3	b. Fund a mobile facility to provide island-wide placement testing to ensure Native Hawaiian students are enrolled in the courses that will help them succeed						

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A1.	A1.3	c. Develop and implement a policy, through the Academic Senate, that requires Native Hawaiian students to enroll in their first year in at least one developmental course when results of COMPASS place students in more than one developmental course						
A1.	A1.3	d. For Native Hawaiian students who have not decided on a major, include in a first year experience: development of literacy skills in areas such as reading, computer and technology, global understanding; exploration of STEM and other career options						
A1.	A1.3	e. Utilize the program review process to evaluate Native Hawaiian developmental education enrollment and completion to determine effectiveness						
A1.	A1.3	f. Provide tutoring options for Native Hawaiian students in courses with low success rates						
A1.	A1.4	a. Provide tutoring options for Native Hawaiian students in courses with low success rates						

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A1.	A1.4	b. For Native Hawaiian students who have not decided on a major, include in a first year experience: development of literacy skills in areas such as reading, computer and technology, global understanding; exploration of STEM and other career options						
A1.	A1.4	c. Expand articulation agreements with four-year institutions and publicize to Native Hawaiian students and provide appropriate advising services for Native Hawaiian students to benefit from these transfer opportunities						
A1.	A1.4	d. Develop focused degrees that lead to a four-year degree pathway and market to Native Hawaiian students						
A1.	A1.4	e. Use Enrollment data to focus on strategic recruitment, retention, graduation and transfer of Native Hawaiian Students						
A1.	A1.4	f. Provide the necessary academic and student support services focused on high risk Native Hawaiian students						

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A2.	A2.1.	a. Assess the needs and numbers (by age) of residents and growth patterns in targeted districts through agencies such as community health organizations, the DOE & KSBE						
A2.	A2.1.	b. Incorporate results into Strategic Enrollment Management (SEM) by priority areas						
A2.	A2.1.	c. Establish a branch campus in West HI, one of the most underserved areas in the state						
A2.	A2.1.	d. Build capacity island wide to work in conjunction with the D.O.E. and P-20 program initiatives						
A2.	A2.1.	e. Fund an APT Band A Computer Programmer for SQL programming to provide better tracking of students						
A2.	A2.1.	f. Create a university relations office using the UHM model to include graphics/duplication, alumni relations, marketing. Serve as a clearing house for legislative support services						
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A2.	A2.2	a. Increase need-based institutional aid (non private & non federal) for students by shifting funds						
A2.	A2.2	b. Explore additional funding sources through other agencies and private donors						
A2.	A2.2	c. Identify barriers for students that prevent access to financial aid (e.g. Pell grants) and use mitigation measures, such as working with parents to complete the FAFSA						
A2.	A2.3	a. Increase (by 3%) the number of students enrolled in developmental course(s) through immediate advising after results of COMPASS placement testing are received so that within the first year, students are registered in appropriate developmental class(es)						
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A2.	A2.3	e. Utilize the program review process to evaluate developmental education enrollment and completion to determine effectiveness						
A2.	A2.3	f. Provide tutoring options for students in courses with low success rates						
A2.	A2.3	g. Continue to participate in implementing the CCSSE survey to assess student satisfaction						
A2.	A2.3	h. Conduct the SENSE survey to first year students						



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A2.	A2.4	a. Provide tutoring options for students in courses with low success rates						
A2.	A2.4	b. For students who have not decided on a major, include in a first year experience: development of literacy skills in areas such as reading, computer and technology, global understanding; exploration of STEM and other career options						
A2.	A2.4	c. Expand articulation agreements with four-year institutions and publicize to students and provide appropriate advising services for students to benefit from these transfer opportunities						
A2.	A2.4	d. Develop focused degrees that lead to a four-year degree pathway and market to students						
A2.	A2.4	e. Use Enrollment data to focus on strategic recruitment, retention, graduation and transfer of students						
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A2.	A2.5	a. Conduct a community needs assessment survey island-wide in underserved regions and determine the feasibility of HawCC in meeting the need						
A2.	A2.5	b. Expand Distance Learning support as indicated by program/unit review analyses with consideration for technical support staff and online course development assistance for faculty						
A2.	A2.5	c. Expand and provide maintenance for Distance Learning services at Manono, UH Center (West HI) and satellite sites by: funding support staff at all sites, renovating facilities, updating & replacing instructional enhancements, support equipment & peripherals, including video conferencing						

## HawaiiCC Strategic Outcomes &amp; Performances 2008-2015

Strategic Outcome:	Performance Measures	HawCC Action Strategies:	CTE - BEaT	CTE-CARP	LBRT	Academic Support	OSS	Admin Affairs	OCET	WH
General Comments					MATH 22, Hulu'ena MATH I ABCD, 24, 25, 26	see LBRT	no report	Mike to f/u w/ Bill to send report to me	will check w/ Debbie	ENG assessment for reading and writing, including lecturers, evaluations, and final exams; NSO mandatory; out of class tutors for writing and math
B.	B.1	a. Use enrollment data to focus on strategic recruitment, retention, graduation and transfer	Coordinated Waialae High School visitations to BEaT classes. Recruitment visits by BEaT faculty at Hilo High School business classes.	We are proactive in recruitment, and are always making accomadations concerning retention and graduation. Students' progress are closely monitored not only in their major, but also concerning their related subjects.						
B.	B.1	b. Provide the necessary academic and student support services focused on high risk students		As in most trade programs, teaching doesn't start and stop at set times. Students are constantly monitored and mentored in all aspects of life. We become a "family" of sorts and share and cope with academic as well as personal challenges.						
B.	B.1	c. Expand articulation agreements with four-year institutions and provide appropriate advising services for students to benefit from these transfer opportunities		The trades usually don't progress to 4 year institutions. Our counselors advise them of their options if they seek to change majors or attend a 4 year institution.						
B.	B.1	d. Seek high school partnerships in Career Technical Education pathways	Systemwide DCAPS courses in BUS 120, MKT 120, IT, Cisco (soon BUSN 121 and 123). Big Island high school articulation agreement for selected BEaT courses.	Construction Academy is the Carpentry's Program pathway into our program. If successfully completed, CA students are awarded 3 credits that can be applied to our requirements.						
B.	B.1	e. Provide in-class tutoring options for courses with low success rates	Use peer tutors (Perkins) in selected BEaT courses.	We have used after school tutoring, especially in applied math.						
B.	B.1	f. Include in a first year experience, exploration of career options and the development of literacy skills in areas such as reading, computer and technology, and global understanding								
B.	B.1	g. Seek opportunities to infuse cultural/global awareness into curriculum	Students discuss and research cultural awareness/business etiquette in BUSN 292 and ENG 55.	While working on the Model Home, we instruct and use green building techniques and energy saving strategies that provides global awareness. During construction, we consider the Hawaiian community and culture as we build. The dedication of the MH also invo						
B.	B.1	h. Create and or enhance international exchanges that provide research and exchange opportunities for faculty								
B.	B.1	i. Develop new and enhance existing study abroad opportunities								
B.	B.1	j. Provide opportunities for intercultural interaction between domestic and international students		Our program welcome students from many different cultures and backgrounds. We share and compare and learn about the diversity of each person's customs and culture.						

B.	B.2	a. Provide support services for re-entering adults: i.e. non credit to credit conversions and credit for demonstrated skill/experiences, etc.	The Business Technology program has a course waiver/substitution policy for work experience substitution for BUSN 193V.						Non-credit to credit classes have been offered in the Electronics, Early Childhood Education, Business Education and Agriculture areas. KapCC OCET has developed Life Experience Assessment Portfolio (LEAP) to assess credit for prior experiences and HawCC	
B.	B.2	b. Survey employers and incumbent workers to determine higher education needs of workers, scheduling of classes and curriculum		Our program has an advisory board made up of contractors and trade specific business or government employees. They provide guidance and current state of affairs in the construction industry. We also have ties with numerous contractors/business people who					A island-wide survey was conducted by Hastings and Headwell in 2007 to gather feedback of educational needs. Most of the feedback received are from the associations, chambers, One-Stop meetings, and Workforce Investment Board.	
B.	B.2	c. Seek funding for specialized program and student needs identified by survey								
B.	B.3	a. Use enrollment data to focus on strategic recruitment, retention, graduation and transfer in STEM Programs (AEC,AG, AMT, DISL, ET, CULN, IT, NURS, TEAM)								
B.	B.3	b. Develop an articulation agreement in a STEM field								
B.	B.3	c. Provide the necessary academic and student support services focused on high risk students		Same as B.1-b						
B.	B.3	d. Provide in-class tutoring options for courses with low success rates	Hired peer tutors for Accounting and Business Technology courses (for past several years)	After hours tutoring (carpentry) is always offered to any student requesting it.						
B.	B.4	a. Offer non-credit certificate programs to respond to high demand, high skilled, high salary occupations							Certificate programs in green training and health are currently being offered. Discussions are underway to plan for programs in the astronomy industry.	
B.	B.4	b. Collaborate with system wide DOCETs on "rapid response" training							Rapid Response Training is offered for supervisory management training in the "7 Habits of Highly Effective Managers", Medical Reimbursement Specialist and Medical Procedural Coding.	
B.	B.5	a. Assign a counselor to provide services to international students taking non-credit and credit offerings								
B.	B.5	b. Actively participate in the system wide International Education Committee (IEC) representing HawCC to implement initiatives								

<b>B.</b>	<b>B.5</b>	c. Promote articulation efforts between non-credit and credit programs	Working with BTEC PCC to establish articulation agreement with Hawaii Job Corp.						When space allows, non-credit students have been registering for credit classes with the prior approval of the VCAA.	
<b>B.</b>	<b>B.5</b>	d. Assign an Education Specialist to handle visa requirements for non-credit and credit international students								
<b>B.</b>	<b>B.5</b>	e. Develop new international partnerships and linkages								
<b>B.</b>	<b>B.5</b>	f. Develop an International Office to service inbound (international) and out-bound (study abroad) students, and student and faculty exchanges								

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<b>General Comments</b>					
<b>C.</b>	<b>C.1</b>	a.	Establish a grants writing and management office to increase UH extramural fund support	Hired someone to write Educational Talent Search Grant	HLS hired for Title III & Congressional

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<u>Strategic Outcome:</u>	<u>Performance Measures</u>		<u>HawCC Action Strategies:</u>		<i>OSS</i>	<i>Admin Affairs</i>
<b>General Comments</b>						
<b>D.</b>	<b>D.1</b>	a.	By 2015, staff development expenditures will be 1% of total personnel expenditures			effort is on-going
<b>D.</b>	<b>D.1</b>	b.	Evaluate temporary positions for conversion to permanent positions for funding		Admissions half-temp converted to permanent so is now all permanent; Financial Aid temp converted to permanent	
<b>D.</b>	<b>D.1</b>	c.	Fund new positions (faculty/staff) recommended by CERC when necessary and appropriate			effort is on-going
<b>D.</b>	<b>D.1</b>	d.	Fund a Director of Information & Technology position			
<b>D.</b>	<b>D.1</b>	e.	Provide permanent positions (Admin/faculty/staff inc Aux staff) for the WH campus			
<b>D.</b>	<b>D.2</b>					

<b>D.</b>	<b>D.3</b>	a.	Continue to participate in implementing the CCSSE survey to assess student satisfaction	on-going		
<b>D.</b>	<b>D.3</b>	b.	Conduct the SENSE survey to first y	on-going		



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<b>General Comments</b>			
<b>E.</b>	<b>E.1</b>	a. Develop branch campus in West Hawai'i by 2015 to include 2 buildings (40,000 square feet) at Palamanui site	in-progress; road dedication occurred 3/18/2011
<b>E.</b>	<b>E.1</b>	b. Incorporate R/M schedule and equipment needs into planning for West Hawai'i campus. Utilize funding to plan, design, & begin construction of East Hawai'i/Manono campus; master plan should be based on needs assessment to include but not be limited to: instruction, student, staff, facilities, technology and parking for capacity of 5,000 headcount by 2015	effort is on-going
<b>E.</b>	<b>E.1</b>	c. Utilize R/M schedules for Manono campus as upper campus usage is phased out and relocated to Manono	
<b>E.</b>	<b>E.1</b>	d. Use information from the program review process to establish an annual campus-wide depreciation schedule of equipment/tools to estimate an appropriate line item for biennium and supplemental budget requests	
<b>E.</b>	<b>E.2.</b>	a. Establish a grants writing and management office to increase UH extramural fund support	
<b>E.</b>	<b>E.3.</b>	a. Reduce annual KWH/gross sq. ft. by 1% a year	
<b>E.</b>	<b>E.3.</b>	b. Utilize green building principles in campus planning and R/M (e.g., Leadership Environmental & Engineering Design is used for "green building" best practices)	photo voltaic panels installed for Hale Papa A'a

<b>E.</b>	<b>E.3.</b>	c.	Maintain, repair, and replace vehicles owned by the College's programs and consider developing a college vehicle pool, including replacing existing vehicles with hybrid and electronic vehicles	hybrids have been purchased and are in service
<b>E.</b>	<b>E.3.</b>	d.	Initiate and implement the development of a comprehensive plan to achieve campus (East and West) climate neutrality	
<b>E.</b>	<b>E.4.</b>	a.	Seek funding for an assessment resource office to include a coordinator and support staff for outcomes assessment	Assessment Coordinator PD at UH Sys for approval
<b>E.</b>	<b>E.4.</b>	b.	Provide stipend support for integration of community advisory participation in SLO assessment	stipends have been eliminated; food was provided at recent advisory conference
<b>E.</b>	<b>E.4.</b>	c.	Increase capacity for institutional research in areas of program review, Achieving the Dream, tracking East and West Hawai'i students separately, and other data dependent initiatives	previewed TaskStream; AtD team exposed to DataTools
	<b>Other notes:</b>		GRAPE APE certificates - emailed Gayle Cho for more information	
			LEED certifications - emailed Gayle Cho for more information	
			Model home close to LEED platinum	
			Students received round-trip airfare to take LEED certification exam	
			College donated 10 computers to the Paxen groups	
			College donated 12 computers to the YWCA	
			RDP grant for a Sustainability Center Coordinator	
			Business Office (system-wide) conducts annual renewable survey re: recycled products and green cleaning products	
			WH manually keeps track of cans, bottles, paper recycled	
			Beth suggested the college look at doing a footprint calculator	