Hawai'i Community College
Office of the Chancellor

UNIVERSITY of HAWAI'I
HAWAI'I
COMMUNITY COLLEGE

November 18, 2013

TO: Dr. Marie Smith, Chair, ACCJC Visiting Team
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

FROM: Noreen Yamane, Chancellor

SUBJECT: Hawai'i Community College Follow-Up Report 2013 – Supplemental Evidence

Subsequent to the submittal of the Hawai'i Community College (College/HawCC) Follow-Up Report (dated October 15, 2013), several actions have transpired to meet the recommendations of the Accrediting Commission for Community and Junior Colleges (ACCJC). The enclosed documents are part of the supplemental evidence that was not available for inclusion in the Follow-up Report at the time of submittal.

Supplemental Evidence

Document A: Letter dated August 30, 2013, from Student Government Presdient Jodi Ariyoshi & Student Activities Chair Naomi Glimane-Kim to HawCC Chancellor Noreen Yamane

[Note: The Hawai'i Community College Student Council, in addition to the other governing bodies (College Council and Academic Senate), also reviewed and endorsed a copy of the draft Follow-up Report at their August 30, 2013 meeting prior to its submittal.]

Document B: Hawai'i Community College Academic Master Plan: 2013-2014

[Note: The Academic Master Plan (AMP) was adopted on August 30, 2013, pending final edits, by the Academic Senate. Upon completion of the final edits, the AMP was endorsed by Academic Senate on September 27, 2013 and by the College Council on October 11, 2013. In addition, the AMP was forwarded to the Student Council for their review and endorsement.]

Document C: Hawai'i Community College Resources Master Plan: 2013-2014

[Note: The Resources Master Plan (RMP) was endorsed by the Academic Senate on October 25, 2013 with reservations and recommendations that the RMP should be reviewed, revised, edited, and approved by the Academic Senate and College Council on a yearly basis. The College Council endorsed the RMP on November 8, 2013.

200 W. Kawili St.
Hilo, Hawai'i 96720-4091
Telephone: (808) 933-0806
Fax: (808) 974-7692
www.hawaii.hawaii.edu
An Equal Opportunity/Affirmative Action Institution

In addition, the RMP was forwarded to the Student Council for their review and endorsement.]

Document D: Hawai'i Community College Technology Master Plan: 2013-2015

[Note: The Technology Master Plan: 2013-2015 was endorsed by the College Council on August 30, 2013 and by the Student Council on September 20, 2013. At the Academic Senate meeting on September 27, 2013, the TMP was endorsed, pending edits. Then on October 25, 2013, the Academic Senate endorsed the TMP with an attachment that included edits. Only the revised cover page and attachment are included as the original TMP was previously included in the Follow-up Report.]

Document E: Institutional Effectiveness & Planning
http://hawaii.hawaii.edu/ieap/

[Note: As part of the college's actions to enhance its institutional effectiveness, the Integrated Planning Process, Annual Program & Unit Reviews, and Comprehensive Program & Unit Reviews were evaluated and modified as reflected in the updated narrative and diagrams.]

Document F: General Education (GE) course certification process & forms

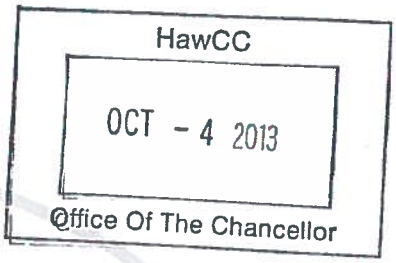
[Note: Several actions taken by the Academic Senate in the implementation of the college's GE course certification process that were approved by the Academic Senate and the Chancellor are included as part of this documentation.]

DOCUMENT A

UNIVERSITY of HAWAI'I
HAWAI'I
COMMUNITY COLLEGE

HAWCC Student Council
C/O Student Life Coordinator L. Leslie, Advisor
200 W. Kawili St.
Hilo, HI 96720

August 30th, 2013



Hawaii Community College Chancellor Noreen Yamane
200 W. Kawili St
Hilo, HI 96720

Dear Chancellor Noreen Yamane:

On August 26th, 2013 2013 the HAWCC Student Council got an email with the attached ACCJC Draft 3 Follow-up Report for the Hawaii Community College. The Student Council took one week to look this over individually and was added to the agenda for our August 30th, 2013 Student Council Meeting. During that meeting a motion to support was made, 2nd and passed with a 2/3 majority vote.

Furthermore this is what had happened during that meeting. Attached you will find the supporting minutes that endorse that the Hawaii Community College Student Council is in support of the ACCJC Draft 3 Follow-up Report for the Hawaii Community College that was drafted on August 23rd, 2013 as proposed. Please let the HAWCC Student Council know if there are any amendments/ or adjustments and if the Student Council can help implement this initiative.

Lastly thank you for all your support for the Hawaii Community College, Its Student Body and the HAWCC Student Council.

Best,

Jodi Ariyoshi

SG President Jodi Ariyoshi

Naomi Glimane-Kim

SAB Chair Naomi Glimane-Kim

On behalf of the Hawaii Community College Student Council

UNIVERSITY of HAWAI'I
HAWAI'I COMMUNITY COLLEGE

HawCC
OCT - 4 2013
Office Of The Chancellor

Student Council Meeting
Minutes #8
August 30th, 2013
EHI: Kanikeao (Manono 379-1) 10:00am-12:00pm
WHI: B5 Conference Room

I. Meeting called to order: 10:18am (time)

A. Roll call (Allotted Time: 20 min total.)

II. Student Council

NO.	Position	Name	Present at roll call / Time in	Time out	NO. of Absences
1)	SG PRESIDENT	JODI ARIYOSHI	ABS		1
2)	SG VICE PRESIDENT	ERIC ARANUG	X		
3)	SG WHI VICE PRESIDENT	MARIAH ANCONA	ABS		3
4)	SG SECRETARY	CHERISSE SOUZA	X		
5)	SG TREASURER	DUANE NISHIMOTO	X		
6)	STUDENT ACTIVITIES CHAIR	NAOMI GLIMANE-KIM	X		1
7)	STUDENT ACTIVITIES VICE CHAIR	ARDIS EBLACAS	X		2
8)	STUDENT ACTIVITIES WHI VICE CHAIR	CARYN MASUTOMI	X		
9)	STUDENT ACTIVITIES SECRETARY	SHANNEN HATAYAMA	X		
10	STUDENT ACTIVITIES TREASURER	MARIETA CARINO	X		1
11	STUDENT REPRESENTATIVE	YARDEN DAVIS	X		3
12	STUDENT REPRESENTATIVE	MALIA DUVAUCHELLE	X		
13	ADVISOR	LARISSA LESLIE	X		

A. Quorum ascertained through roll call: Yes X No _____

B. Agenda #8 approved as: Circulated _____ / Amended X

Vote: 9-0-0 Motion: SG Vice President Aranug 2nd SA Secretary Hatayama

C. Minutes #7 approved as: Circulated _____ / Amended X

Vote: 9-0-0 Motion :SA Secretary Hatayama 2nd SA Chair Glimane-Kim

III. Executive Reports

A. Caucus Report-Advisor Leslie discussed dissatisfaction with Vendor Office Max. 2500 Student planners were ordered and only 500 were delivered at the current time.

IV. Committee Reports (Allotted Time: 5 min ea.)

A. Ad-hoc committees
   1) Sustainability Committee
      A. SA Chair Glimane-Kine could not log-on to access meeting; Will try to contact again.
   2) Komohana Campus Task Force (KCTF)
   3) Palamanui Campus Task Force (PCTF)
      A. Discussion on building date of 2013
   4) 2013 Retreat Committee
      A. SA Secretary Hatayama move to motion to dissolve 2013 Retreat Committee. 2nd: SG Treasurer Nishimoto. Vote: 9-0-0. Approved.
   5) RISO Day
      A. SA Secretary stated that there are only (2) clubs committed. He is also working with the Japan Club.
      B. Advisor Leslie suggested to discard hosting a coffee talk session in order to qualify for the banner.
   6) Welcome Back Week
      A. SA Treasurer stated that Welcome Back Week was a success. The food was a big hit with the students.
      B. Student Representative Davis stated that WHI's Welcome Back Week was also a success. She shared with Student Council the results of their survey.
      C. Advisor Leslie stated that one of the tents that was setup outside of Kau Wa'a would be permanent until the end of the semester. She also shared that for future events, any tents that are bigger than 700 square feet will need a permit. The cost is $25. Temporary food permits are also required when food is being served to the general public.
   7) Elections Committee
      A. Advisor Leslie stated that there are (3) CTE vacancies and (1) LBRT vacancy
      B. Next meeting is Friday, September 6, 2013 at 9:00am to 9:30am

V. Unfinished Business (Allotted Time: 15 min ea.)
   A. Roberts Rules- Advisor Leslie discussed form on conducting meetings. She also pointed out that any discussion should be directed to the chair first. Advisor Leslie pointed out that if there will be any outside speakers at Student Council meetings, they will need to make contact ahead of time and be put on the agenda.

VI. New Business (Allotted Time: 20 min ea.)

   A. SG Treasurer Nishimoto move to motion approval of the AAJC Draft Follow-up Report. 2nd: SA Chair Glimane-Kim. Vote: 9-0-0. Approved.
   B. Legislature Budget- For Sending Delegates to Legislature- $2500.00 from SG and $2500.00 from SA has been reserved. Discussion on if members want to attend and preparations that need to be made beforehand.

   C. RISOS- Invitation to attend Student Council meetings once a month- Discussion that Student Council meetings are open for anyone to attend.

VII. Announcements
   A. Next Meeting: September 6th, 2013 @ 10:00am-12:00pm EHI Kaneikeao (Manono 379-1), WHI B5 Conference Room

Adjournment
Time: 12:26pm

Minutes #8
Approved
August 30th, 2013

DOCUMENT B

UNIVERSITY of HAWAI'I®

HAWAI'I

COMMUNITY COLLEGE

ACADEMIC MASTER PLAN
2013-2014

Table of Contents

Section	Page
The Academic Master Plan: Purpose and Ongoing Development	2
Institutional Foundations for the Academic Master Plan	3
Demographic Foundations for the Academic Master Plan	4
Existing Academic Programs	5
Academic Master Plan Priorities	5
Academic Master Plan Priority Actions	15

The Academic Master Plan: Purpose and Ongoing Development

Adopted by the Academic Senate on August 30, 2013, Hawai'i Community College's Academic Master Plan (AMP) is the framework for the College's academic planning efforts. As presented in the College's Integrated Planning for Institutional Effectiveness policy (HAW 4.201), the development and regular review of the Academic Master Plan is the responsibility of the vice chancellor for academic affairs, who consults with department/division chairs, discipline faculty, and the Academic Senate.

The Academic Master Plan documents actions the College will implement as part of its efforts to meet the academic needs of its students, the workforce, and the island-wide community it serves. The ultimate goal of the AMP is to create learning experiences that will help students succeed in becoming culturally aware and contributing members of society.

The AMP presents the College's academic planning priorities and their corresponding actions, which are presented by program beginning on page 15. Academic planning priorities align with the College's institutional foundations, including its Mission, Vision, and Strategic Plan. Planning priorities were developed based on information gathered through the College Effectiveness Review Committee (CERC), program and unit review processes, faculty and staff dialogue, enrollment analysis, and an examination of external trends and factors, such as workforce needs and University of Hawai'i (UH) System initiatives. Initially drafted in Fall 2011 through a process involving faculty, staff, and administration, the AMP was circulated College-wide for comments and edits. It went through several revisions before being finalized in Fall 2013.

To ensure currency and relevance, the Academic Master Plan is designed to be an evolving document. It will be updated regularly and will specify academic priority planning areas and their corresponding actions, which will be identified through the following processes:

1. Comprehensive Program and Unit Reviews: On an annual basis, the AMP will be updated to include the academic priority actions that have been specified by those programs that have completed their review cycles.
2. Annual Reviews: Yearly updates may also include academic priority actions specified by programs in their Annual Reviews.
3. UH System initiatives: The College may update the AMP to include academic priority actions that align with System initiatives.
4. Strategic Plan updates: The College's Strategic Plan is updated every five years. The College will update the AMP narrative on the same five-year cycle to ensure that priority planning areas align with those presented in the Strategic Plan.
5. CERC review: As part of its evaluation of college planning processes, the CERC will provide recommendations for updates to the AMP.

Annual updates will be made at the close of each academic year and be presented at the start of the following academic year.

Institutional Foundations for the Academic Master Plan

The following are integrated throughout the AMP, providing the foundation for its priorities.

Mission Statement

Hawai'i Community College (Hawai'iCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E 'Imi Pono" (seeking excellence). Aligned with the UH Community Colleges System's mission, we are committed to serving all segments of our Hawai'i Island community.

Vision Statement

To promote student learning, Hawai'i Community College will emphasize the knowledge and experience necessary for students to pursue academic achievement. As lifelong learners, the students will become productive and engaged citizens capable of meeting the complex challenges of a global community.

Institutional Learning Outcomes

Institutional Learning Outcomes affirm what students will be able to do based on their experiences at the College. The development, revision, and assessment of Hawai'iCC's institutional learning outcomes belong with the College Council. The College's institutional learning outcomes, effective Fall 2013, follow:

1. Our graduates will be able to communicate effectively in a variety of situations.
2. Our graduates will be able to gather, evaluate, and analyze ideas and information to use in overcoming challenges, solving problems, and making decisions.
3. Our graduates will develop the knowledge, skills, and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Kauhale

Kauhale is a Hawaiian word that traditionally means "the Hawaiian village." Hawai'iCC embraces the concept of *kauhale*, uniting all components of the College into an "academic village without walls." *Kauhale* promotes the "community" in the College's Mission Statement, encouraging success by promoting dialogue, planning, innovation, and assessment across traditional College divisions and units. It sustains E 'Imi Pono (seeking excellence) as it brings together the collective skills, knowledge, and experiences of the College and community to advance the success of students.

Strategic Plan

The Strategic Planning process at Hawai'iCC begins at the UH System level. The UH System Strategic Plan and the UH Community College Strategic Plan determine the direction at the College. Goals and objectives are discussed and agreed upon, providing an avenue through which the College can receive additional funds via performance-based funding. The Hawai'iCC Strategic Plan sets 37 quantitative goals, which the College reports on annually.

Review Processes and the College Effectiveness Review Committee
Programs and units are required to conduct annual reviews and comprehensive five-year reviews to assess student learning, program demand, and efficiency; external factors impacting the program; and planned program improvements. These reviews contain data analysis that is integral to program improvement decisions and action strategies. Program reviews and action plans are tied to the College's Strategic Plan, and are determinants in resource allocation at both the College and System levels.

The College Effectiveness Review Committee (CERC) provides an in-depth evaluation of Comprehensive Program and Unit Reviews. The CERC has extensive College-wide representation and serves to assess program/unit contributions to the College. CERC members evaluate comprehensive review results and provide feedback.

In addition, beginning Fall 2014, an institutional effectiveness review will be implemented by the CERC to provide an overall evaluation of the processes. The CERC will convene a Closing Meeting of CERC committee members, Academic Senate and College Council chairs, and administrators. Subsequently, the College will communicate the evaluation results and use them as the basis for continuous improvement of planning and institutional effectiveness.

Outcomes Assessment
Hawai'iCC requires programs and units to set performance goals as part of their assessment plans. When assessment results fall short, programs analyze results and implement strategies designed to advance program quality. Data are reported in Comprehensive Program and Unit Reviews, which are tied to institutional planning decisions.

The College seeks to conduct all courses with appropriate tertiary-level rigor and quality. Assessment of learning outcomes at the program and course levels help faculty to evaluate students and contribute to the College's function in awarding credit, degrees, and certificates. Assessment of outcomes is systematic and ongoing. Programs demonstrate student achievement of outcomes through the College's annual and comprehensive program reviews and assessment processes.

The AMP and outcomes assessment reported by the program and unit review processes create a reciprocal relationship. Activities identified as priorities by the AMP influence academic program development and outcomes assessment. Assessment of learning outcomes provides evidence of achievement and areas needing improvement. These results, in turn, influence the priorities identified by the AMP. This ongoing process promotes success at all levels.

Demographic Foundations for the Academic Master Plan

The significant size and rural nature of Hawai'i Island create a challenge in serving the needs of all prospective students, especially since Hawai'iCC is the only comprehensive, open-door institution of higher learning on the island. The College seeks to meet student needs island-wide through campuses on both the east and west sides of the island, face-

to-face courses in a number of rural locations, and distance-learning options, including interactive video and online classes.

Hawai'iCC's students are primarily Hawai'i Island residents. As presented in the College's 2012 Self-Evaluation of Educational Quality and Institutional Effectiveness Report, student population is diverse, with the greatest proportion of students claiming Native Hawaiian or Part-Hawaiian ancestry. Many students come directly from high school, but more than half are above the age of 21, and a consistently high percentage fall between the ages of 25 and 48. The College typically has a greater number of females enrolled than males, and a significant number of students are first generation college students.

Economics

Economically Hawai'i Island is one of the most economically depressed areas of the state. Recent census data shows the island's estimated median household income to be the lowest in the state and the percentage of citizens living in poverty the highest. With the majority of the College's students coming from the island, it is safe to assume that a significant number of students are struggling financially. Similarly, significant percentages of the College's service area contend with major health risks, with drug and alcohol abuse being of great concern. Major economic sectors include public employment, tourism, retail, and healthcare.

Existing Academic Programs

The College offers more than 25 associate degrees and more than 35 certificate and noncredit programs. Degree, certificate, and program offerings include liberal arts, Hawai'i Life Styles, Hawaiian Studies, public services, health services, technical trades, and the intensive study of the English language. The College catalog provides a current listing of academic program offerings: http://hawaii.hawaii.edu/catalog/docs/10-curricula_and_programs.pdf.

Academic Master Plan Priorities

Increasing Graduates in Science, Technology, Engineering and Math (STEM)

The shortage of students and workers in STEM fields in the United States is a significant issue. A report from the National Commission on Community Colleges released in 2008 indicated that the United States should plan on a 25.1 percent increase in the number of associate degrees awarded and a 19.7 percent increase in bachelor's degrees awarded to meet the nation's needs in STEM fields. The role of community colleges is critical in these high-demand fields. The Commission's report concludes that one of the most productive ways to proceed is for community colleges to provide the first two years of undergraduate work, with the understanding that properly qualified students with associate degrees can transfer to four-year campuses with status as juniors.

The *Hawai'i Statewide Comprehensive Economic Development Strategy 2010* identifies STEM clusters as of particular interest to the state. These include information technology, life sciences, scientific research and development, engineering, technical consulting

services, medical and diagnostic testing, energy, digital media and other related services. The study also identifies careers in these industries as providing above average wages.

Hawai'i County strengths in STEM identified by the 2010 study include the following:

1. the presence of observatories and their related headquarters;
2. the Natural Energy of Hawai'i Authority;
3. the Digital Media Arts program at Hawai'iCC;
4. Geographic Information Systems and Geographic Positioning Systems courses at Hawai'iCC;
5. renewable energy projects such as Cellana and Sopogy;
6. a unique living laboratory of natural resources;
7. robotics and STEM curriculum in Hawai'i County K-12;
8. the location of a number of technology companies — e.g., Liquid Robotics, Wave Glider CO2 and Big Island;
9. tax incentives provided to support technology industry development.

Hawai'i Community College currently offers several specific associate degrees and certificates in STEM fields, including Nursing, Digital Media Arts, Information Technology and Tropical Forest Ecosystem and Agroforestry Management, as well as an Environmental Studies Academic Subject Certificate. Many of these degrees provide a pathway from high school to the College or from the College to a four-year degree. For example, the College's Nursing Program provides a pathway to UH Hilo's bachelor's degree in nursing. Several Performance Measures and Action Strategies in Hawai'iCC's Strategic Plan involve expanding academics for STEM programs of study. For the past several years the College has not met performance goals in the STEM area. The College is committed to finding ways to improve its current STEM programs and develop new programs of study targeting students interested in STEM fields.

Student Completion: Graduation, Remediation and Workforce Training

Graduation rates and remediation is another higher education issue that in recent years has received extensive press. Education studies on graduation rates typically consider the number of students graduating from high school followed by the number of high school graduates who enroll in college. In Hawai'i both numbers are below the national average. Based on a 2006 study, the percentage of students graduating from high school was 53 percent; the average in Hawai'i was 32 percent. The same study reported the national rate of high school students going to college at 41 percent; the Hawai'i rate was 36 percent. Graduation studies also look at the number of high school graduates who enter college and graduate. Data from the National Center for Education reported the national average for 2008 was 30.5 percent for two-year colleges. Hawai'i Community College averages a graduation rate of 20 percent for students completing in three years. While this is below the national average, it is one of the highest rates in the University of Hawai'i Community College (UHCC) system.

A primary deterrent to improving graduation rates is the high percentage of students who enter college and discover they will need to complete remedial education courses in math, reading and/or writing before they can begin their degree program in earnest. These

students may find themselves working hard but making little progress toward their degree. At Hawai'iCC a student who places in the lowest level math class has three to four remedial math classes to pass before he or she can take a math course required to earn an AA degree. Many of these students give up, especially when more than one remedial course is required. According to the U.S. Department of Education, only 17 percent of high school graduates required to take a remedial reading course and 27 percent required to take a remedial math course persevere, ultimately earning a bachelor's degree.

In response to projected workforce development needs, President Barack Obama's American Graduation Initiative focuses on reforming and strengthening community colleges, giving them the resources students need and the results workers and businesses demand. Through this plan the president projected that an additional five million U.S. students could earn degrees and certificates over the next decade. Many of these graduates are anticipated to fill demand for "middle-skilled" workers in industries requiring more than a high school diploma and less than a bachelor's degree. These industries represent the greatest number of future job openings and, as such, they are projected to have the highest worker shortages in the years ahead. This presents an opportunity as well as challenge for community colleges.

A popular model to meet the demand for a college-educated workforce is the stackable certificates model developed by Columbus State Community College in Ohio. Stackable certificates allow adults to have a fast track to enter college and complete basic academic remediation in order to get into the "workforce pipeline." Stackable certificates include a progression of certificates — entry-level, intermediate, and advanced — each targeted to bring adults to a specific point along the education continuum. Research in Washington State supports the stackable certificate model, finding that adults who complete at least one year of college with an advanced technical certificate reach a tipping point at which they see a tangible payoff from postsecondary education in the form of a boost in earnings. Academic areas targeted by the Washington State study include healthcare, welding, and advanced manufacturing.

The College's commitment to addressing the varied educational goals of its population and providing current workforce education and training can be seen in the breadth of its programs, services, and student-success initiatives. The College's program review processes and use of data as evidence help identify successes, as well as programs and initiatives in need of improvement. Similarly, graduation, remediation and workforce training are the focus of numerous Performance Measures and Action Strategies in Hawai'iCC's Strategic Plan. The college realizes that some of its programs need updating, infrastructure needs to be improved, and state of the art equipment secured. It uses its program and unit review processes to identify and prioritize these needs.

Student Transfer

A federal education survey shows that 81.4 percent of students entering community college for the first time say they eventually want to transfer and earn at least a bachelor's

degree. Unfortunately only 11.6 percent of these entering students do so within six years. This suggests that community colleges need to improve and strengthen transfer paths.

The College Board, along with other national institutions, recognizes that community colleges play an important role in providing low-cost higher education opportunities for students. The Board's July 2011 report states that "[P]ublic community colleges — and the students they serve — have an increasing visibility among policymakers who see these institutions as serving greater numbers of students at a lower cost. They are also becoming more popular among students and parents who are anxious to extend their higher education resources in the face of rising four-year college tuition and academic competition."

With lower tuition rates than UH System universities, Hawai'iCC offers a more affordable option for island residents seeking higher education. Student transfer to baccalaureate degree programs is encouraged and is a Performance Measure in the College's Strategic Plan. The majority of Hawai'iCC students who transfer choose to attend a UH System university, with UH Hilo being the most popular choice. The UHCC System has encouraged a number of best practices to encourage transfer, such as common numbering of courses. Similarly, the UH System has introduced automatic admission to encourage community college students to transfer, in hopes of improving degree attainment in the state. Automatic admission targets graduating UHCC students, automatically admitting them to their choice of the three UH baccalaureate campuses. The initiative, while promoting student transfers, puts additional pressure on the need for community college students to be adequately prepared for the academic rigor they will experience as they enter their chosen program of study as a college junior. Hawai'iCC's assessment processes seek to validate student learning is occurring and provide an indicator of academic level.

Hawai'iCC student transfer increased slightly from Fall 2005 to Fall 2011. By number, 155 students transferred to another UH campus in 2005; in Fall 2011, transfers totaled 162. The College's Strategic Plan has several Performance Measures and Action Strategies focused on increasing the number of students who successfully transfer to baccalaureate institutions.

Underserved Populations: Native Hawaiians

The University of Hawai'i system recognizes and honors its responsibilities to the indigenous people of Hawai'i and to Hawai'i's indigenous language and culture. "To fulfill this responsibility, the University ensures active support for the participation of Native Hawaiians at the University and supports vigorous programs of study and support for the Hawaiian language, history, and culture" (UH Web site, 2011).

Hawai'i Papa O Ke Ao was developed to meet the University of Hawai'i's commitment to Native Hawaiians. Through a collaborative multi-campus effort, a plan is being developed to make the University of Hawai'i a leader in Hawaiian education. In turn, Hawai'iCC is tasked with developing an action plan for implementation of Hawai'i Papa O Ke Ao.

Hawai'iCC acknowledges the centrality of the Native Hawaiian culture in its educational mission. In fact, one of its three institutional learning outcomes focuses on the need for students to develop the knowledge, skills, and values required to make contributions to the community in a manner that respects diversity and Hawaiian culture. The college's adoption of *kauhale* is another indication of its commitment to develop cross-disciplinary, cultural, and community relationships as a means to increase student learning and cultural awareness.

Research shows that post-secondary institutions serving Native American students have identified a variety of best practices for promoting academic success of indigenous students. Some of these include:

1. consulting and engaging tribal communities;
2. providing connections to family and culture;
3. supporting positive Indian identity;
4. finding Indian role models or mentors in the student body and the faculty and staff;
5. providing comprehensive, integrated student support services;
6. using culturally relevant curriculum and teaching;
7. tailoring programs to fit student schedules and other specific needs.

Research also indicates college dropout rates are typically the highest between the first and second years. In response, colleges are developing programs to support these students in hopes of increasing retention; data being collected conclude that participation in such programs, such as first-year experience (FYE), positively affects the persistence rate of underserved student populations. Northwest Indian College (NWIC) in particular has developed a successful first-year experience model.

The NWIC program is based on collaboration between student services faculty and staff, and instructional faculty. Remaining respectful of native perspectives and values, the model builds a community of learners in ways that increase student success and support. Specifically, it helps students complete pre-college math and English while gaining successful learning skills, develops students' ability to think contextually and to integrate content, and increases students' self-awareness by helping them identify and maintain cultural and tribal relevancy. NWIC has found it important to engage family members in college life, helping them support student efforts. NWIC has also developed transfer degrees based on Native American curricula; one example is an Associate of Science in Life Sciences, which uses STEM as its focus within the Native American Studies curriculum.

Hawai'iCC's participation in the Achieving the Dream (AtD) initiative underscores the College's commitment to better serve Native Hawaiians, along with other underserved populations. AtD is a multiyear national initiative that emphasizes the use of data to drive change, and is especially interested in closing achievement gaps. The College's Strategic Plan includes an entire section focused on educational success for Native Hawaiians.

Underserved Populations: Low-Income Students

According to the College Board, about 40 percent of community college student populations are classified as low-income. At Hawai'iCC this number is higher, with more than 55 percent of students identified as low income. College Board data reports that the average full-time community college student had more than $6,000 in unmet need in 2011-2012, that approximately 66 percent of young community college students work more than 20 hours per week to help pay for school and family obligations, and that 58 percent attend college part-time to accommodate work, with only 7.8 percent of part-timers earning a two-year degree in four years. Regrettably, in the end, most community college dropouts leave college for financial reasons according to a 2011 Public Agenda Report for the Bill and Melinda Gates Foundation.

Data such as these has resulted in a number of different initiatives across the country aimed at helping low-income students succeed and complete college. Colleges are finding that their mission needs to extend beyond academic needs if they are going to retain low-income students. These students in particular have many outside factors standing in the way of student success; if they do not receive help connecting with resources that can provide relief, they will likely drop out, often leaving behind a hold on their student account for financial aid payback. Colleges have used stackable certificates (also identified as a workforce solution) as an academic incentive for low-income students, enabling them to earn certificates at various steps in their education, providing them with a greater chance of finding a job in the event their education is interrupted by outside factors.

Studies show completion rates for developmental courses are particularly low for low-income students. Learning communities, defined as small groups of students who take coordinated classes together, is deemed an effective retention strategy. Offering "one-stop shopping" which provides students with multiple services at the same time and place has also proven effective. Integrating traditional student support services with intensive academic instruction and supports in an effort to speed students' advancement from developmental to college-level courses is another strategy for helping low-income students stay in college and graduate.

The University of Hawai'i received funding in 2011-2012 to increase the number of low-income middle and high school students statewide who are prepared to enter and succeed in post-secondary education through GEAR UP Hawai'i, the Gaining Early Awareness and Readiness for Undergraduate Programs from the U.S. Department of Education. Hawai'iCC applied and received a portion of these GEAR UP monies, using them to increase the number of low-income students who are prepared to enter and succeed in postsecondary education by encouraging academic success, facilitating the transition to college, and increasing access to financial aid resources

A portion of the incentive funding available to the UH Community Colleges in 2012 is being awarded based on meeting goals related to low-income students. Additional funds are also identified System-wide for the purpose of expanding financial aid programs, improving remedial/developmental education and augmenting the Achieving the Dream

initiative, all of which relate to needs of low-income students. The Hawai'iCC Strategic Plan includes numerous Performance Measures addressing the need to increase the success of low-income students as an underserved population. These include increasing enrollment, promoting success and graduation, and successfully completing developmental courses.

The College has developed a variety of strategies to improve retention rates of students placed in remedial classes and will continue to look for solutions, using data to determine outcomes. It is aware of the outside forces affecting its students and is seeking a way to better handle non-academic problems affecting student achievement. The dollar amount of financial aid awards has significantly increased over the last five years, and efforts continue to help students receiving financial aid be aware of the obligation they are under to successfully complete their courses.

Underserved Populations: English Language Learners

The 2008 study *Reach Higher, America*, completed by the National Commission on Adult Literacy, reports that the need and demand for English Language Learner (ELL) services is far greater than the supply of programs and qualified teachers. The study concludes that the number of immigrants with limited or no English language proficiency requires an increased focus on ELL; it also suggests that ELL training be integrated with postsecondary courses helping ELL participants obtain education that will lead to higher paying jobs. Co-enrollment in adult education and postsecondary courses is another recommendation made by the study.

A specific program reported in the *Reach Higher, America* study is the Integrated Basic Education and Skills Training program developed in Washington State in response to a system that had required years for low-skilled and non-English speakers to learn basic skills before beginning workforce training. In this program, students are dual-enrolled in adult education and a community college, allowing them to progress more quickly and receive a post-secondary certificate or degree. It also uses stacked certificates, which have proven effective in workforce training and in improving academic success for low-income students.

Differing academic language needs of ELL populations complicates the educational process. ELL students include newly arrived immigrants, long-term immigrants, and international students. These student populations have different needs, with the long-term immigrants' needs typically not met by either ELL or English courses. These students, based on a California study, could benefit most from specialized ELL instruction in writing. The study emphasizes that that learning English does not only happen in reading and writing classes and that ELL students' academic language development is most improved when faculty support is provided across disciplines.

Some colleges have developed successful vocational ELL programs. These programs integrate English language learning with occupational training. Vocational ELL programs are typically a partnership between ELL and vocational (Applied Technical Education) instructors. Such programs are often the first step to new careers, and some colleges are

offering career ladder programs that help students advance to progressively higher level jobs. A challenge posed by such programs is their high cost per student.

Studies of ELL programs at community colleges conducted by the Council for the Advancement of Adult Literacy provide evidence that the academic progress of ELL students is directly affected by the number of instructional hours they take. In response to these results, some colleges offer "high-intensity" classes, which meet between 12 and 20 hours per week. The most successful of these programs offer students the ability to progress through levels of ELL within one semester. Data suggest ELL students improve their English more in intense, shorter periods than when an equivalent class time is spread over a longer period.

Major barriers to ELL student success, similar to that of low-income students, are the responsibilities of adult life, including families and jobs. Lack of transportation, poor housing, and lack of access to public services are additional deterrents. Assisting students with these needs is typically outside the mission of the College. However, unless support services are provided, the progress of ELLs will be severely limited.

Lack of quality instruction is another barrier to success commonly reported by ELL studies. It is important for ELL teachers to have specialized professional backgrounds and experience. Recommended academic preparation is a master's degree in Teaching English to Speakers of Other Languages, Applied Linguistics, or a related degree that includes a concentration of advanced coursework in second language methodology. ELL instructors need professional development to stay current with new approaches that incorporate research-based practices and instructional technologies.

The ELL population of the Hawai'i Island is growing both in number and as a percentage of the county's total population. Currently, Hawai'iCC serves a student population with speakers of 43 different languages. In particular the county has a growing number of native Spanish and Portuguese speakers, with census data showing an increase from 9.5 percent (14,111) in 2000 to 11.8 percent (22,035) in 2010. In 2010, home languages other than English were spoken by 19.1 percent of those aged five and over, compared to approximately 15 percent in 2000

The UH System, UHCC System and Hawai'iCC Strategic Plans emphasize diversity and participation in a globally competitive workforce. In order to cultivate a community of learners with varied ideas, cultures, and world views, the College encourages international student enrollment and student exchange. To promote academic success for ELL students, as well as to foster cross-cultural awareness, Hawai'iCC offers both non-credit and credit ELL classes.

Non-credit classes are available through the Intensive English Program (IEP). This program offers five 8-week sessions a year for students who do not meet the College's admission requirement for international students. This 20-hour a week program includes courses in Writing and Grammar, Reading and Vocabulary, and Listening and Speaking,

as well as tutoring and lab time. The IEP is accredited by the Commission on English Language Program Accreditation (CEA).

IEP students are approximately 80 percent international and 20 percent resident. These students are lower-level ELLs and are not necessarily seeking academic opportunities. However, about 85 percent of IEP students articulate to the credit ELL courses offered through the English department. To support resident students' ability to access financial aid, lower levels of credit ELL courses are cross-listed with the IEP.

In considering the specific needs of Hawai'iCC's ELL student population, the English department currently offers six ELL courses which align with native-speaker English courses. However, the ELL strand provides for additional credit hours to support language development. Courses are designed to bring students to college level in terms of reading, writing, and grammar. Other ELL course offerings being considered are academic listening, academic speaking, and a 100-level writing course.

Non-credit and credit courses follow best practices through the following approaches:

1. integrating listening, speaking, reading, and writing in all courses;
2. approaching reading and writing development holistically;
3. emphasizing language use rather than form;
4. emphasizing authentic meaning and function;
5. teaching skills in context.

Additional considerations for ELL populations include access to comprehensive academic and transitional/adjustment support, student organizations, tutoring services, student mentors, and service learning.

Related to the College's Strategic Plan goals for student recruitment, retention and completion, the following actions are proposed to support ELLs at both the Hilo and UH Center, West Hawai'i campuses:

1. establishment of bridge and outreach programs within the community;
2. establishment of a Multicultural/International Office;
3. establishment of a language lab for English language learners, as well as those studying Hawaiian and Japanese;
4. opportunity for authentic academic language development through community engagement.

Green Curricula and Sustainability

President Barack Obama, in a 2010 address to the White House Summit on Community Colleges, specifically mentioned "green jobs" as an area of training applicable to the mission of community colleges. In response, community colleges nationwide begin developing and redesigning curricula to meet the increasing need to train workers for green jobs.

Some noteworthy examples include the following:

1. Eastern Iowa Community Colleges – Best Practices in Environmental and Energy Technology Education: A Guide for Improving Programs;
2. Los Angeles Trade-Tech: Documented green workforce education initiatives.

The *State of Hawai'i 2050 Sustainability Plan* is the product of one of the most comprehensive community-based planning efforts in Hawai'i's history. It is a blueprint for a sustainable Hawai'i, identifying goals for Hawai'i's sustainable long-term future, strategies for achieving goals, indicators to measure sustainability, intermediate steps for the year 2020, and public accountability for progress. Education, rather than being made a separate goal, is integrated into each goal of the 2050 plan.

A November 2011 Hawai'i County Green Workforce Development Summit identified areas of support needed to make it possible for the county to reach sustainability goals. Areas of support identified as currently missing include "...public education, apprenticeships and certificate programs; ongoing research and development; renewable energy incentives; and yielding more funding sources for private ventures." Summit attendee, Rick Vidgen, CEO of Big Island Carbon, reported that "the pool of competent younger people, possessing the right skills set, is 'limited, scarce even.'" He is looking into developing internship opportunities at Big Island Carbon, a biomass facility that produces granular activated carbon from macadamia nut shells.

Hawai'i's private sector has an estimated 11,145 green jobs, which is 2.4 percent of the state's total private employment. By 2012, it is projected that green jobs will increase by 26 percent to 14,048, 2.9 percent of the private sector's employment. The county is expected to have the highest growth rate in green jobs in the state, with the number of jobs increasing from approximately 1,222 to 1,732 by the end of 2012. Occupations projected to grow most rapidly are solar and insulation technicians.

The Hawai'iCC Strategic Plan does not specifically mention green curricula; rather it refers to the need to respond to workforce development shortages and industry needs. Related strategies include surveying employers and incumbent workers to determine higher education needs, seeking funds for specialized programs, offering non-credit certificate programs, and collaborating System-wide on rapid response training.

To support sustainable initiatives, the College's Strategic Plan Action Strategies include using green building principles in campus planning and in repair and maintenance, reducing energy use, replacing existing vehicles with hybrid and electronic transportation, and developing a comprehensive plan to achieve campus climate neutrality on both sides of the island.

The College's efforts in the area of green curriculum have been initiated in credit programs such as Architectural Engineering and CAD Technology, Carpentry, Hawai'i Life Styles and Hawaiian Studies, Liberal Arts, Tropical Forest Ecosystem and Agroforestry Management, and Agriculture. The Electrical Installation Maintenance and

Technology program is incorporating photovoltaic instruction and hands-on training into its Department of Hawaiian Homelands capstone model-home project. In addition, the Office of Continuing Education and Training has developed non-credit green curricula, such as training in the installation of photovoltaic technology.

Program Development
The College recognizes that academic priorities must be supported by healthy programs, which need to operate efficiently and effectively to deliver academic services and ensure ongoing improvements through processes such as outcome assessment. Reductions in state funding, along with the issues of rising tuition and the affordability of education, intensify the need for the College to monitor its programs and activities closely, and specify priority actions that will support their delivery.

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 3), this section will be updated annually.

1. Accounting (ACC) Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
1.1 Complete articulation agreement with LeeCC, KapCC, MauiC, KauCC, and WinCC						✓
1.2 Survey graduates		✓ (Workforce)				✓
1.3 Use survey results to revise Program Learning Outcomes						✓

2. Administration of Justice (AJ) Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
2.1 Assess two AJ courses						✓
2.2 Survey graduates		✓ (Workforce)				✓
2.3 Use survey results to revise Program Learning Outcomes						✓

3. Agriculture Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development

3. Agriculture Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
3.1 Create curriculum to meet the identified agriculture related sustainability needs for Hawai'i Island based on the CEDS 2010 report		✓			✓	
3.2 Evaluate courses currently offered and those that are needed to determine the sustainability of an AS degree in Agriculture; currently a CA and AAS are offered		✓	✓			
3.3 Develop an AS degree in Agriculture and/or modify the existing CA and AAS to correspond to community needs		✓	✓			
3.4 Modify current program curriculum to create an AS Degree and a stronger pathway to UHH or other 4-year institutions.		✓ (graduation)	✓			
3.5 Improve learning environment through greater access to computers, software, tools and equipment		✓ (Workforce)				
3.6 Increase the capacity of the program		✓ (Workforce)				

4. Architectural Engineering and CAD Technology (AEC) Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
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	✓	✓	✓			
4.2 Create stackable certificates leading up to the AAS degree, providing students more options, allowing them to	✓	✓		✓		

4. Architectural Engineering and CAD Technology (AEC) Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
acknowledge their progress in manageable steps. (The AEC program currently offers only an AAS degree.)						
4.3 Develop multiple levels of certification/training in Green Building Technology	✓	✓		✓	✓	
4.4 Create an AS degree as an additional pathway, providing an opportunity for a transfer level degree targeting students seeking a bachelor degree	✓	✓	✓			

5. Auto Body Repair and Painting (ABRP) Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
5.1 Complete implementation of new ICAR LIVE Curriculum						✓
5.2 Seek extramural funding for equipment replacement.						✓
5.3 Pursue training opportunities for faculty, locally and out of state						✓

6. Auto Mechanics Technology (AMT) Program Action	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
6.1 Review course-level outcomes and submit necessary curriculum forms to update course outlines and syllabus						✓
6.2 Develop and document assessment strategies for student learning outcomes.						✓
6.3 Develop a system to track the results of students taking the ASE exams		✓ (Workforce)				✓

7. Business Technology (BTEC) Program Action	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development

7. Business Technology (BTEC) Program Action	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
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	✓	✓		✓		
7.2 Offer MedA 107 in Spring 2013		✓				
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						✓

8. Carpentry Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
8.1 Utilize green building technology and sustainable landscaping when constructing the annual model home		✓			✓	
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		✓	✓			
8.3 Complete curriculum modifications to formally incorporate "green and sustainability" concepts into curriculum.		✓			✓	
8.4 Include students in the		✓		✓	✓	

8. Carpentry Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
annual model-home project from other applicable programs: Electrical Maintenance and Installation Technology, Machine Welding and Industrial Mechanics Technologies, Agriculture						
8.5 Investigate and develop, if appropriate, a program in megatronics.		✓		✓		
8.6 Investigate and develop, if appropriate, a program in sustainable building maintenance		✓		✓	✓	

9. Culinary (CULN) Program Action	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
9.1 CULN 185 will be substituted for FSHN 185						✓

10. Diesel Mechanics Technology (DISL) Program Action	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
10.1 Promote and award the Caterpillar/Hawthorne Student Achievement Award at the high school and continuing student level						✓
10.2 Develop a recruitment flyer featuring non-traditional students and the Modular Diagnostic Information System						✓
10.3 Work with Hawthorne for donations of current diesel engines						✓
10.4 Form a technical maintenance council: group of industry people who will make classroom presentations and hold training workshops. The purpose will be to make						✓

10. Diesel Mechanics Technology (DISL) Program Action	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
sure students are exposed to current industry training and trends						
10.5 Develop relationships with manufacturers nationwide						✓
10.6 Review and update student learning outcomes						✓
10.7 Develop assessment strategies for student learning outcomes						✓

11. Digital Media Arts (DMA) Program Action	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
11.1 Develop a Digital Media Arts 2+2 program with UH Hilo Art Department.			✓			
11.2 Improve persistence and completion rates. • Educational Specialist meeting with students and helping with internship placement one semester prior to the student registering for the internship class. • The program will guide the student in the graduation process. • The program will contact each eligible student to apply for graduation. • Advising students target graduation in one year of entering the program. • The program will require mandatory resume workshops. • The program will implement mock interview workshops.		✓ (Graduation) (Workforce)				✓
11.3 To keep the DMA	✓					✓

11. Digital Media Arts (DMA) Program Action	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
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.						

12. Early Childhood Education (ECE) Program Action	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
12.1 Monitor the transfer and completion rate of students from the ECE program to the University of Hawai'i at West Oahu (UHWO) BASS-ECED The Hawai'iCC AS-ECE is articulated with the UHWO Bachelor's Degree in Social Science with a concentration in ECE. Hawai'iCC students completing their AS-ECE degree receive automatic admission to UWHO.		✓	✓			

13. Electrical Installation and Maintenance Technology (EIMT) Program Action	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
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	✓	✓ (workforce)				

13. Electrical Installation and Maintenance Technology (EIMT) Program Action	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
provide another option for Natural Science electives.						
13.3 Acquire funds to provide more trainer kits to enhance Model Home Practicum Lab Projects.		✓ (workforce)				✓

14. Electronics Technology (ET) Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
14.1 Acquire proper equipment and workbenches so students may run labs without having to deal with test equipment malfunctions						✓
14.2 Align program to mirror UH Maui's AS program to facilitate student transfer into UH Maui's BAS program			✓			
14.3 Build a strong advisory council team that can help guide the program in a direction that will fulfill community needs		✓ (Graduation) (Workforce)				✓

15. English Language Learner (ELL) Curriculum and Intensive English Program (IEP) Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
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		✓		✓		
15.2 Utilize best practices in curriculum development and teaching of IEP and ELL courses		✓		✓		
15.3 Work with Student Services to provide		✓		✓		

15. English Language Learner (ELL) Curriculum and Intensive English Program (IEP) Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
comprehensive, integrated student support services, especially since students are entering into a new culture in addition to learning a new language						
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		✓		✓		
15.5 Develop a mentorship program for ELL/IEP students		✓		✓		
15.6 Develop culturally relevant curriculum		✓		✓		
15.7 Establish a language lab for all languages taught at the College — Hawaiian, Japanese, and English		✓	✓	✓		
15.8 Provide professional development for ELL instructors that focuses on state of art practices in teaching ELL students		✓	✓	✓		✓
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		✓	✓	✓		

16. Fire Science (FIRE) Program Action	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
16.1 Establish Fire 293, this would be an Internship Course with the Hawai'i Fire Department. This course would be available to seniors		✓ (workforce)				

16. Fire Science (FIRE) Program Action	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
about to graduate. Resolve liability issues.						
16.2 Establish a Bachelor of Science in Fire and Emergency Services Degree program at either UHH or Hawai'iCC			✓			
16.3 Establish STEP with USFS Region 5		✓ (workforce)				✓

17. Hawai'i Life Styles (HLS) and Hawaiian Studies (HWST) Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
17.1 Complete curriculum modifications to strengthen the HLS Lawai'a, Mahi'ai and Hula tracks, making them true terminal degrees		✓		✓		
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		✓	✓	✓		
17.3 Complete renovation of HLS faculty staff office space to appropriately house programmatic resources				✓		✓
17.4 Provide support for preparing faculty and staff for pursuits in higher degrees				✓		✓
17.5 Assess current grant initiatives and resources and prepare for institutionalization of programming and personnel				✓		✓
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		✓	✓	✓		

17. Hawai'i Life Styles (HLS) and Hawaiian Studies (HWST) Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
institutional data studies for end users to utilize in programmatic and institutional decision making						
17.7 Seek and develop internships		✓	✓	✓		
17.8 Seek Board of Regent Approval for an Hawaiian Studies AA Degree		✓	✓	✓		
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	✓	✓	✓	✓	✓	

18. Hospitality and Tourism (HOST) Program Action	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
18.1 Move into new facilities at Hawai'i Community College – Palamanui starting Fall 2015 with continued classroom, online Laulima, and videoconferencing instruction to Hilo						✓
18.2 Establish closer relationships with the world-class Kohala resorts, including cooperative programs and internships		✓ (Workforce)				
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)				

19. Human Services (HSERV) Program Action	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
19.1 Create a needs assessment that can explore		✓ (Graduation)				

19. Human Services (HSERV) Program Action	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
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).		(Workforce)				
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			✓			
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.		✓ (Graduation) (Workforce)				✓

20. Information Technology (IT) Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
20.1 Create stackable certificates culminating with the existing (or modified) AS degree	✓	✓		✓		
20.2 Develop and implement strategies to increase course				✓		

20. Information Technology (IT) Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
completion, improving retention and graduation rates.						
20.3 Develop a stackable certificate in Health IT	✓	✓		✓		
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		✓		✓		
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.			✓			

21. Liberal Arts Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
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)	✓	✓	✓			
21.2 Seek Authorization to Plan from Board of Regents for new AS-NS degree	✓	✓	✓			
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		✓	✓			
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		✓	✓	✓		

21. Liberal Arts Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
21.5 Adopt GE LOs as PLOs and institute an alignment process						✓
21.6 Continue efforts to assess course learning outcomes to align with PLOs and ILOs						✓
21.7 Utilize the program review process to evaluate developmental education enrollment and completion to determine effectiveness; meet once a year as a program				✓		✓

22. Machine, Welding, and Industrial Mechanics Technologies (MWIM) Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
22.1 Revise program learning outcomes to be validated by industry						✓
22.2 Develop industrial mechanics curriculum and submit to CRC						✓
22.3 Institute industrial mechanics course offerings						✓
22.4 Expand course offerings as equipment/trainers become available						✓
22.5 Continuously evaluate/modify MWIM curriculum						✓
22.6 Continuously communicate with industry partners		✓ (workforce)				✓

23. Marketing (MKT) Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
23.1 Survey graduates		✓ (workforce)				✓
23.2 Use survey results to determine better strategies for student attraction						✓

23. Marketing (MKT) Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
23.3 Network with Advisory Council members to build stronger relationships and find new members		✓ (workforce)				✓

24. Associate in Science Degree in Nursing (NURS) Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
24.1 Move into new facilities at Hale Aloha and Palamanui		✓ (workforce)				✓
24.2 Recruit and retain qualified nursing faculty as positions are vacated			✓			✓
24.3 Create a seamless transition from ASN to BSN with UH-Hilo			✓			

25. Practical Nursing (PN) Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
25.1 Explore feasibility of using distance education to offer the program in sites other than East Hawai'i and expand admissions				✓		✓
25.2 Utilize Laulima as a partial or total method of teaching all program courses						✓
25.3 Determine and implement a method to obtain adequate employment data						✓

26. Substance Abuse Counseling (SUBS) Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
26.1 Complete course assessments				✓		✓
26.2 Survey graduates		✓ (workforce)				✓
26.3 Use survey results to revise Program Learning Outcomes						✓
26.4 Initiate AS Degree Planning proposal to BOR						✓

26. Substance Abuse Counseling (SUBS) Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
26.5 Meet with UH-Hilo's Psychology and Sociology Departments to discuss initiation of 2 plus 2 Program			✓			✓

27. Tropical Forest Ecosystem and Agroforestry Management (TEAM) Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
27.1 Survey graduates		✓ (workforce)				✓
27.2 Use survey results to revise Program Learning Outcomes						✓
27.3 Work with the Advisory Board to continue adapting and revising the program to meet the needs of the employers		✓ (workforce)				✓
27.4 Work with the Natural Resources Career Pathways program to increase enrollment						✓
27.5 Continue to work with Jr Forest TEAM club throughout Hawai'i Island						✓
27.6 Assess PLOs						✓
27.7 Complete articulation agreement with UHH and UHM		✓ (graduation)	✓			✓
27.8 Continue to work with potential employers to provide internship opportunities for students		✓ (workforce)				
27.9 Work with local organizations to provide service learning opportunities		✓ (workforce)				

28. The Learning Center (TLC) / Hale Kea Testing Center (HKTC) Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development

28. The Learning Center (TLC) / Hale Kea Testing Center (HKTC) Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
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.	✓			✓		✓
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.		✓ (graduation)				✓
28.3 Create a better check-in system that can track and						✓

28. The Learning Center (TLC) / Hale Kea Testing Center (HKTC) Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
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.						

29. Library – East Hawai'i Mookini Library Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
29.1 Find different methods of instruction to engage students and provide data for assessment		✓ (Graduation)				✓
29.2 Improve discovery of the library's collection resources by implementing new collection management tools.						✓
29.3 Outreach to departments who have not used library services. 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.		✓ (Graduation)				✓

30. UH Center WH Library and Learning Center Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
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						✓

30. UH Center WH Library and Learning Center Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
tools – PRIMO One search.						
30.3. Outreach to WH instructors and online instructors who have not used library services.		✓ (Graduation)				✓

31. College-wide Priority Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
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	✓	✓	✓	✓		
31.2 Collaborate with Student Services and the GEAR UP grant to develop and implement a mandatory new-student orientation program	✓	✓	✓	✓		
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.	✓	✓	✓	✓		
31.4 Hire an assessment/data analysis coordinator for the First Year Experience (FYE) initiative	✓	✓	✓	✓		✓
31.5 Hire a Retention / Persistence Counselor	✓	✓	✓	✓		✓
31.6 Form a cross-disciplinary team to strategize and develop initiatives focused on course	✓	✓	✓	✓		✓

31. College-wide Priority Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
completion, retention, persistence, and graduation/transfer						
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				✓		
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.				✓		
31.10 Provide faculty and staff development opportunities through Ha'akumale, Wahi Pana and iHa'akumale workshops and credit/non-credit opportunities				✓		✓
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				✓		

31. College-wide Priority Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
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		✓		✓		
31.17 Partner with the University of Hawai'i at Hilo (UHH) to provide mental health counseling for students		✓		✓		
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	✓	✓	✓	✓		✓

DOCUMENT C

UNIVERSITY *of* HAWAI'I®

HAWAI'I

COMMUNITY COLLEGE

RESOURCES MASTER PLAN
2013-2014

Table of Contents

Section	Page
Resources Master Plan: Purpose and Ongoing Development	2
Institutional Foundations for the Resources Master Plan	3
Funding and Support for the Resources Master Plan	4
Resources Master Plan: Participation by College Sectors	6
Resources Master Plan Priorities	7

Resources Master Plan: Purpose and Ongoing Development

Hawai'i Community College's Resources Master Plan (RMP) presents the resource priorities the College is pursuing to support a sustainable, effective institution of higher learning. As presented in the College's Integrated Planning for Institutional Effectiveness policy (HAW 4.201), the development and regular review of the Resources Master Plan is the responsibility of the vice chancellor of administrative affairs, who coordinates the plan in response to resource priorities identified through the College's review processes.

The RMP presents funding sources and support, the College's major participating institutional sectors, and current resource priorities, which are presented by College sectors beginning on page six.

The College's resource priorities align with its institutional foundations, including the College Mission, Vision, and Strategic Plan. Resource priorities are developed based on information gathered through program and unit review processes, faculty and staff dialogue, enrollment analysis, and an examination of external trends and factors, such as workforce needs and University of Hawai'i (UH) System initiatives.

To ensure currency and relevance, the Resources Master Plan is designed to be an evolving document. It is updated annually and specifies ongoing resource priorities, which are identified through the following:

1. The Academic Master Plan (AMP): On an annual basis, the RMP is updated to include resource needs associated with AMP priority actions.
2. Annual Reviews: Yearly updates also include resource priorities determined through the Annual Review and Budget Process.
3. UH System initiatives: The College updates the RMP to include resource priorities that support System initiatives.
4. Strategic Plan updates: The College's Strategic Plan is updated every five years. The College updates the RMP on the same five-year cycle to ensure that resource priorities align with those presented in the Strategic Plan.

Through the CERC's annual institutional effectiveness review, the RMP is also evaluated to ensure ongoing improvements to the process. The College updates the RMP as needed in response to recommendations generated from the CERC's Closing Meeting, which provides an annual evaluation of the College's integrated planning processes.

Annual updates are made at the close of each academic year and are presented at the start of the following academic year.

Institutional Foundations for the Resources Master Plan

The following are integrated with the College's review processes, ensuring that the associated RMP priorities maintain a firm institutional foundation.

Mission Statement

Hawai'i Community College (Hawai'iCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E 'Imi Pono" (seeking excellence). Aligned with the UH Community Colleges System's mission, we are committed to serving all segments of our Hawai'i Island community.

Vision Statement

To promote student learning, Hawai'i Community College will emphasize the knowledge and experience necessary for students to pursue academic achievement. As lifelong learners, the students will become productive and engaged citizens capable of meeting the complex challenges of a global community.

Institutional Learning Outcomes

Institutional learning outcomes affirm what students will be able to do based on their experiences at the College. The development, revision, and assessment of Hawai'iCC's institutional learning outcomes belong with the College Council. The College's institutional learning outcomes, effective Fall 2013, follow:

1. Our graduates will be able to communicate effectively in a variety of situations.
2. Our graduates will be able to gather, evaluate, and analyze ideas and information to use in overcoming challenges, solving problems, and making decisions.
3. Our graduates will develop the knowledge, skills, and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Kauhale

Kauhale is a Hawaiian word that traditionally means "the Hawaiian village." Hawai'iCC embraces the concept of *kauhale*, uniting all components of the College into an "academic village without walls." *Kauhale* promotes the "community" in the College's Mission Statement, encouraging success by promoting dialogue, planning, innovation, and assessment across traditional College divisions and units. It sustains E 'Imi Pono (seeking excellence) as it brings together the collective skills, knowledge, and experiences of the College and community to advance the success of students.

Strategic Plan

The Strategic Planning process at Hawai'iCC begins at the UH System level. The UH System Strategic Plan and the UH Community College Strategic Plan determine the direction at the College. Goals and objectives are discussed and agreed upon, providing an avenue through which the College can receive additional funds via performance-based funding. The Hawai'iCC Strategic Plan sets 37 quantitative goals, which the College reports on annually.

Review Processes and the College Effectiveness Review Committee
Programs and units are required to conduct annual reviews to assess student learning, program demand, and efficiency; external factors impacting the program; and planned program improvements. These reviews contain data analysis that is integral to program improvement decisions and action strategies. Program reviews and action plans are tied to the College's Mission, Institutional Learning Outcomes, Strategic Plan, and Academic Master Plan, and are determinants in master plan priorities.

The College Effectiveness Review Committee (CERC) provides an in-depth evaluation of Comprehensive Program and Unit Reviews, conducted on a five-year cycle. The CERC has extensive College-wide representation and serves to assess program/unit contributions to the College. CERC members evaluate comprehensive review results and provide feedback that contributes to identifying master plan priorities.

To ensure that there is ongoing evaluation of the College's integrated planning activities, beginning Fall 2014, an institutional effectiveness review will be implemented by the CERC to provide an overall evaluation of the various processes. The CERC will convene a Closing Meeting of CERC committee members, Academic Senate and College Council chairs, and administrators. Subsequently, the College will communicate the evaluation results and use them as the basis for continuous improvement of planning and institutional effectiveness, including making master plan updates.

Outcomes Assessment
Hawai'iCC requires programs and units to set performance goals as part of their assessment plans. Based on assessment results, programs and units implement strategies designed to advance program and unit quality. Data are reported in Comprehensive Program and Unit Reviews and Annual Reviews, which are tied to institutional planning decisions, including resource allocation.

Funding and Support for the Resources Master Plan

To obtain priority resources, the College accesses the following funding streams:

UHCC Facilities and Environmental Health Office and Repair and Maintenance Allocation
The College submits RMP priorities for campus infrastructure projects, including repairs, maintenance, and capital improvements, to the UHCC Facilities and Environmental Health Office (http://uhcc.hawaii.edu/OVPCC/facilities/index.php).
Across the System, the UHCC Facilities and Environmental Health Office coordinates building maintenance and new construction, as well as occupational and environmental health and safety services and support. Once a year, the UHCC associate vice president for administrative affairs and UHCC Facilities and Environmental Health Office representatives tour the campus to determine potential projects for funding. In addition, the System's vice chancellors for administrative affairs meet annually to identify projects for UHCC-funding consideration.

General Funds: Biennium Budget and Supplemental Requests
The College makes permanent personnel requests through the University of Hawaii's general funds budget, which is submitted to the Legislature every two years, following its biennium cycle. In addition, the UH System may make supplemental budget requests on non-cycle years.

As a portion of the overall UH System budget, the community colleges typically receive approximately 30 percent of appropriated general funds. Funds are awarded to individual colleges based on personnel requests that include positions required to address enrollment growth and changing workforce needs, both integral to the College's Mission and Strategic Plan. The College uses data from its review processes to prioritize and submit such personnel requests, which are included in the Resources Master Plan.

Tuition, Fees and Special Funds (TFSF)
The College uses Tuition, Fees, and Special Funds to support a variety of resource needs, including those related to personnel, service contracts, and equipment.

The College's TFSF funding includes tuition monies, as well as UH System funds provided to support enrollment increases and research and training. In addition, the College receives funds from the UH System based on its performance in the following strategic priority areas:

1. degrees and certificates awarded;
2. degrees and certificates awarded to Native Hawaiian students;
3. degrees and certificates awarded to students in Science, Technology, Engineering, and Math (STEM) fields;
4. the number of low-income students participating the federal Pell Grant program;
5. the number of transfers from the College to baccalaureate campuses.

In alignment with the UH System, the College has specified these areas as Strategic Plan goals and includes them as criteria for evaluating program and unit resource requests for the RMP.

Extramural Funds
The College applies extramural funds to specific projects resulting from federal, state, and private awards for contracts and grants. Most extramural funds are administered through the University Office of Research Services.

The College's current extramural funding includes grants from Achieving the Dream, Alu Like, College Access, Community College Career and Technical Training, the Department of Transportation, the Rural Development Project, Title III, and the U.S. Department of Agriculture.

To support resources identified in the RMP, the College focuses on obtaining extramural funding that aligns with its master plan priorities.

Foundations and Private Funds
To support scholarships, endowments, equipment purchases, program support, faculty development and other critical activities, the College has access to monies from private gifts that are administered by the UH Foundation. The College's UH Foundation accounts total approximately $330,000. Where applicable, the College directs foundation funds to support RMP priorities.

The Resources Master Plan: Participation by College Sectors

As an institution, Hawai'i Community College is comprised of five major sectors, all of which participate in the Resources Master Plan through the College's review processes. Each sector – based on the Annual Reviews of its respective programs and units – submits an Annual Review and Budget Report that prioritizes that sector's resource requests. The College's administrative team evaluates these resource requests for inclusion in the RMP, based on need and alignment with the Mission, Strategic Plan, and Academic Master Plan.

1. Academic Affairs
The Academic Affairs unit is made up of instructional programs and academic support service units. Instructional programs include those in Career and Technical Education (CTE) and Liberal Arts and Public Services. CTE has more than 15 programs offering more than 40 degrees and certificates. Liberal Arts and Public Services has more than 10 programs offering more than 20 degrees and certificates. The academic support service units include those addressing technology needs and supplemental academic support, such as tutoring, testing, assessment, and institutional research. To participate in the RMP, each program and unit submits an Annual Review, which includes resource requests. The deans and vice chancellor of academic affairs evaluate and prioritize resource requests in their Annual Review and Budget Report. The administrative team then determines items to be included in the College's RMP.

2. Student Affairs
Student Affairs includes eight units that provide a range of student services, including admissions, financial aid, and registration; counseling, transfer assistance, and career and job development; and records and data management. To participate in the RMP, each Student Affairs unit submits an Annual Review, which includes resource requests. The vice chancellor of student affairs evaluates and prioritizes resource requests in his Annual Review and Budget Report. The administrative team then determines items to be included in the College's RMP.

3. Administrative Affairs
Administrative Affairs includes the Business Office, Budget and Fiscal Management; Human Resources; and Planning, Operations, and Maintenance. To participate in the RMP, each Administrative Affairs unit submits an Annual Review, which includes resource requests. The vice chancellor of administrative affairs evaluates and prioritizes resource requests in his Annual Review and Budget Report. The administrative team then determines items to be included in the College's RMP.

4. The Office of Continuing Education and Training
The Office of Continuing Education and Training (OCET) includes the following units: Apprenticeship, the Intensive English Program, and Workforce Development.
To participate in the RMP, each unit submits an Annual Review, which includes resource requests. The OCET director evaluates and prioritizes resource requests in his Annual Review and Budget Report. The administrative team then determines items to be included in the College's RMP.

5. UH Center, West Hawai'i
The UH Center, West Hawai'i functions as a single unit administered by a director. It provides operational support to program activities at the College's West Hawai'i campus. Based on input from the center's faculty and staff, the director evaluates and prioritizes resource requests in his Annual Review and Budget Report. The administrative team then determines items to be included in the College's RMP.

Resources Master Plan Priorities

Resources Master Plan priorities fall into the following categories: facilities; personnel; licenses and contracts; equipment; supplies and related; and college initiatives and operations. Resources are organized by College sector, and they present priorities identified through the College's review processes and subsequent evaluations. RMP resources that are needed to execute priority actions identified in the College's Academic Master Plan (AMP) include reference to corresponding AMP action items. As discussed in "Resources Master Plan: Purpose and Ongoing Development" (page 2), the College updates its resource priorities annually.

1. Academic Affairs: Resource Priorities	Facilities	Personnel	Licenses and Contracts	Equipment	Supplies and Related	College Initiatives and Operations
1.1 Agriculture: Resources to support increased program capacity (AMP 3.6)	✓	✓			✓	
1.2 Architectural, Engineering and CAD Technology: Provide resources to support adding engineering courses (AMP 4.1)	✓	✓				
1.3 Auto Body Repair and Painting: Provide resources to implement ICAR LIVE Curriculum, equipment replacement, and faculty training (AMP 5.1-5.3)		✓		✓	✓	
1.4 Auto Mechanics Technology: Resources for a					✓	

1. Academic Affairs: Resource Priorities	Facilities	Personnel	Licenses and Contracts	Equipment	Supplies and Related	College Initiatives and Operations
system to track the results of students taking the ASE exams (AMP 6.3)						
1.5 Business Technology: Resources to support external accreditation through the Accreditation Council for Business Schools and Programs (AMP 7.3)			✓			
1.6 Digital Media Arts: Resources for instruction in mobile device instruction (AMP 11.3)		✓			✓	
1.7 Electrical Installation Maintenance and Technology: Resources for trainer kits to enhance Model Home Practicum Lab Projects (AMP 13.3)					✓	
1.8 Electronic Technology: Resources for lab-test equipment (AMP 14.1)					✓	
1.9 English Language Learner, Hawai'i Life Styles, Liberal Arts: Resources for a language lab (AMP 15.7)	✓	✓			✓	
1.10 Hawai'i Life Styles: Resources renovation of HLS offices and institutionalization of grant programming and personnel (AMP 17.3 and 17.5)	✓	✓				✓
1.11 Information Technology: Resources for an APT to gather data and track students (AMP 20.4)		✓				
1.12 Liberal Arts: Resources for computer-equipped classrooms and remedial / developmental instruction (AMP 21.4, 31.16)	✓	✓			✓	
1.13 Practical Nursing: Resources for distance-education sites (AMP 25.1)	✓				✓	

1. Academic Affairs: Resource Priorities	Facilities	Personnel	Licenses and Contracts	Equipment	Supplies and Related	College Initiatives and Operations
1.14 Academic Support: Resources to support programs and initiatives for student completion, targeting high-need areas such as STEM and student remediation (AMP 31.1, 31.13, 31.15)	✓	✓			✓	✓

2. Student Affairs: Resource Priorities	Facilities	Personnel	Licenses and Contracts	Equipment	Supplies and Related	College Initiatives and Operations
2.1 Counseling: Resources for mandatory new student orientation, First-Year Experience, and a retention specialist (AMP 31.2, 31.4, 31.5)		✓			✓	✓
2.1 Counseling: Resources to partner with UH Hilo for mental health counseling (AMP 31.17)		✓	✓			
2.2 Admissions: Resources to support recruitment of students from underrepresented areas (AMP 31.13)		✓			✓	✓
2.3 Financial Aid: Resources to expand financial aid programs (AMP 31.16)		✓			✓	✓
2.4 Records: Resources for personnel to support the registrar and evaluate transcripts		✓				

3. Office of Continuing Education and Training: Resource Priorities	Facilities	Personnel	Licenses and Contracts	Equipment	Supplies and Related	College Initiatives and Operations
3.1 Intensive English Program: Resources for professional development for ELL instructors		✓				
3.2 Administrative: Resources for marketing, clerical, and grant-writing personnel		✓				
3.3 Programs: Resources for non-credit classroom space	✓					

4. UH Center, West Hawai'i: Resource Priorities	Facilities	Personnel	Licenses and Contracts	Equipment	Supplies and Related	College Initiatives and Operations
4.1 Resources to support testing for distance-education classes	✓	✓				
4.2 Resources to support mobile placement testing		✓				
4.3 Resources to support campus security and maintenance		✓				
4.4 Resources to support media classrooms used for distance education		✓				

5. Administrative Affairs: Resource Priorities	Facilities	Personnel	Licenses and Contracts	Equipment	Supplies and Related	College Initiatives and Operations
5.1 Human Resources: Resources for professional development and secure storage	✓	✓				
5.2 Business Office: Resources for support staff, Kuali training and professional development		✓				
5.3 College-wide Operations: Technology manager		✓				✓

DOCUMENT D

TECHNOLOGY MASTER PLAN
2013 – 2015

Endorsed by
Academic Senate
On October 25, 2013
&
College Council
On November 8, 2013

ATTACHMENT

Hawai'i Community College Academic Senate
Recommended edits for
Hawai'i Community College Technology Master Plan
Dated October 10, 2013

The Academic Senate met on September 27, 2013 and approved the Hawai'i Community College Technology Master Plan with the following recommended edits. These recommendations appear here as an attachment to the original report.

Below are the recommended edits:

Footer for document should read HawCC Technology Master Plan or Hawaii Community College Technology Master Plan.

Page 11, Goal 4 should read: Provide technology training to faculty, lecturers, staff, managers, and administrators.

Page 32, add to list of Session Attendees and Discussion Board participants: Misty Carmichael and Ellen Okuma.

The Senate liked College Council's idea to add a cover page, which will identify the document as the Technology Master Plan.

DOCUMENT E

Contents

Program and Unit Review 2

The Annual Review and Budget Process (ARBP) 2

Programs and Units: The Annual Review and Budget Report 2

Annual Review and Budget Reports and the Hawai'i Community College Annual Budget and Action Plan Report 3

Breaking It Down: The Annual Review and Budget Process by College Sector 3

Academic Affairs: 3

Student Affairs 3

Administrative Affairs 4

Office of Continuing Education and Training 4

UH Center at West Hawai'i 4

The Comprehensive Program/Unit Review Process 4

Figure 1: Annual Review and Budget Process 6

Figure 2: Comprehensive Program & Unit Review Process 7

Hawai'i Community College
The Program and Unit Review Process

Program and Unit Review

Program and unit review at Hawai'i Community College is a process of identifying and planning for actions and resources needed to support a vibrant college that responds to the educational needs of Hawai'i Island. It is a two-part process, with College-wide involvement.

The first part of the process is an annual review by programs and units that is used to update the College's master plans, including the Academic Master Plan, the Resources Master Plan, and the Technology Master Plan. The second part of program review is a five-year comprehensive review that includes information from the annual review and is used to demonstrate the value of the academic program or service unit to the college.

The Annual Review and Budget Process (ARBP)

The goal of the Annual Review and Budget Process (ARBP) is to identify and plan for actions and resources needed to sustain and improve the College's programs and units. Responsibility for initiating annual reviews and budget reports rests with the College's lead administrators, including the vice chancellor for academic affairs, the vice chancellor for student affairs, the vice chancellor for administrative affairs, the director of the Office of Continuing Education and Training, and the director of the UH Center, West Hawai'i.

Programs and Units: The Annual Review and Budget Report

Essential components of the Annual Review and Budget Report for the instructional programs include the following:

1. analysis of the Annual Review of Program Data (ARPD) supplied by the University of Hawai'i Community College (UHCC) System institutional research office;
2. assessment of program and course learning outcomes;
3. alignment with the College's Mission, Institutional Learning Outcomes, Strategic Plan goals, and the Academic Master Plan.

Program reports serve to analyze demand, effectiveness, and efficiency; identify needed improvements; determine necessary actions; and request needed resources required based on demonstrated evidence.

Essential components of the Annual Review and Budget Report for the service units include the following:

1. analysis of the Annual Review of Program Data (ARPD), when available;
2. assessment of unit outcomes;

3. alignment with the College's Mission, Institutional Learning Outcomes, and Strategic Plan goals.

Unit reports assist in improving effectiveness and efficiency in service delivery; identify needed improvements; determine necessary actions; and request needed resources required based on demonstrated evidence.

Annual Review and Budget Reports and the Hawai'i Community College Annual Budget and Action Plan Report

Based on program and unit reports, the administrator for each of the College's five administrative sectors writes an overall Annual Review and Budget Report, which is sent to the College Council and Academic Senate for review and comment. These reports are forwarded to the administrative team, which includes the chancellor, three vice chancellors, two deans, and two directors. The team develops institutional initiatives, sets priorities, and writes the Hawai'i Community College Annual Budget and Action Plan Report. The Hawai'i Community College Annual Budget and Action Plan Report is published College-wide and informs the updating of the College's Academic Master Plan (AMP), Technology Master Plan (TMP), and Resources Master Plan (RMP).

Breaking It Down: The Annual Review and Budget Process by College Sector

Academic Affairs: Academic Affairs is comprised of instructional programs and academic support service units. Instructional programs fall under Career and Technical Education (CTE) and Liberal Arts and Public Services. CTE is comprised of four divisions with 17 programs offering 44 degrees and certificates. Liberal Arts and Public Services is comprised of four divisions with 12 programs offering 21 degrees and certificates. Academic division chairs report to the dean of CTE or the dean of Liberal Arts and Public Services. The academic support service units include Academic & Administrative, Banner, Computer Services, Curriculum Support, Data Technology, Mo'okini Library, Institutional Assessment, Institutional Research, Instructional Technology Support Office, Learning Center and Hale Kea Advising & Testing Center, Web Development, Media Services, Web Support, and West Hawaii Library & Learning Center. The heads of the academic support units report directly to the vice chancellor for academic affairs.

Program faculty and academic support unit faculty and staff write an Annual Review and Budget Process Report for their respective instructional programs or service units. Reports are sent to the division chairs or vice chancellor for academic affairs, who write comprehensive reports for their division, prioritizing actions and budget items. Division-chair reports are sent to the respective dean or vice chancellor for academic affairs, who reviews the reports and assists the vice chancellor for academic affairs in writing the Annual Review and Budget Report for Academic Affairs.

Student Affairs: Student Affairs is comprised of ten units: Admissions & Records, Career & Job Development Center, Counseling, Financial Aid, First Year Experience, Graduation Pathways & STAR, Ha'awi Kokua, Information Center, Student Life, and Transfer Center.

Each unit's faculty and staff write an Annual Review and Budget Process Report. Reports are sent to the vice chancellor for student affairs, who writes the Annual Review and Budget Report for Student Affairs.

Administrative Affairs: Administrative Affairs is comprised of four units: Budget & Fiscal Management, Business Office, Human Resources, and Planning, Operations, & Maintenance.

The head of each unit, assisted by staff, writes an Annual Review and Budget Process Report. Reports are sent to the vice chancellor for administrative affairs, who writes the Annual Review and Budget Report for Administrative Affairs.

Office of Continuing Education and Training. The Office of Continuing Education and Training is comprised of three units: Apprenticeship, the Intensive English Program, and Non-credit Programs.

The head of each unit, assisted by staff, writes an Annual Review and Budget Process Report. Reports are sent to the director, who writes the Annual Review and Budget Report for the Office of Continuing Education and Training.

UH Center at West Hawai'i: The UH Center at West Hawai'i functions as a single unit providing operational support to the College's West Hawai'i campus.

Faculty and unit heads write an Annual Review and Budget Process Report focusing on support services provided to the center. Reports are sent to the center's director, who writes the Annual Review and Budget Report for the UH Center, West Hawai'i.

The Comprehensive Program/Unit Review Process

Every five years, following a rotating schedule, each academic program and service unit writes a summative report analyzing their effectiveness in addressing program or unit outcomes, Institutional Learning Outcomes, and the College's Strategic Plan goals. Responsibility for initiating the comprehensive review process rests with the College's administrators, including the vice chancellor for academic affairs, vice chancellor for student affairs, vice chancellor for administrative affairs, director of the Office of Continuing Education and Training, and the director of the UH Center, West Hawai'i.

Program and unit faculty and staff write a Comprehensive Instructional/Unit Program Review summarizing data from the prior five years' annual program reviews. Programs also look at current trends, anticipating changes five years forward. Reports include a summary of the following:

1. program/unit health indicators;
2. program effectiveness related to the College Mission and ILOs; alignment with the AMP and the Strategic Plan; improvements implemented and goals achieved; strengths and weaknesses; learning outcome assessment; and trends;
3. new goals and plans for achievement;

4. a statement of the program's or unit's value to the College.

The process of writing and reporting comprehensive reviews follows the same structure as the annual reviews and reports. Final reports are sent to the respective vice chancellor or director who submits the report to the College Effectiveness Review Committee (CERC). Each comprehensive report is reviewed by the College Effectiveness Review Committee (CERC). The CERC includes extensive College-wide representation and serves to evaluate each program's or unit's worth to the College. Each program or unit receives an individualized report from the CERC. Feedback from the CERC is to be included in the program or unit annual review the following year.

HAWAI`I COMMUNITY COLLEGE
COMPREHENSIVE PROGRAM/UNIT REVIEW PROCESS

Step	*Task*	*Responsibility*	*Timeline*	*Check when complete*
1.	The ***Vice Chancellor for Academic Affairs*** (VCAA) will work with the VC's and Director's to develop an updated list of their programs that will be expected to perform comprehensive reviews. The ***Initiator*** will also be identified and the comprehensive schedule will be updated as needed.	VCAA	June	
2.	The ***Vice Chancellor for Academic Affairs*** (VCAA) announces comprehensive program/unit review cycle to campus including the due date, data availability and link to ARPD website.	VCAA	August	
3.	The ***Vice Chancellor for Academic Affairs*** (VCAA) will invite the IR to the first Admin Meeting in September, to communicate changes and share information about the upcoming program and unit review process.	VCAA	September	
4.	***Institutional Research (IR)*** prepares necessary training materials for P/U Reviews and notifies the VCAA when training is ready.	IR	October	
5.	The ***VCAA*** notifies the Chancellor, and all other Vice Chancellors (VC) and Directors that training is ready and will be scheduled.	VCAA	October	
6.	The **IR** provides data and training to Program/Unit initiators.	IR	October	
7.	The ***VCs and Directors*** provide training specific to their groups (i.e. the VCAA provides training specific to the Academic Support group) The **IR** will provide assistance by request.	VCs Directors IR	October	
8.	***Initiator*** or other program/unit member writes PR/UR using the appropriate HawCC Comprehensive Program/Unit Review Template. If writer is not the initiator, then writer will submit PR/UR to Initiator for review at least one (1) week prior to VCAA published deadline.	Initiator/PR/UR writer(s)	August – November 15	
9.	***Initiator*** *reviews* and requests any necessary changes of the writers. Once the review is ready the initiator submits PR/UR to VCs and Directors by published deadline.	Initiator	Program-Unit Review Deadline	
10.	***VCs and Directors*** *review* and submit Comprehensive PR/UR to the ***webmaster*** for posting on the program & unit review website.	VCs Directors Webmaster	End of November	
11.	***VCAA*** finalizes the College Effectiveness Review Committee (CERC) membership and notifies them of the availability of the Comprehensive PRs/URs on the program & unit review website. **VCAA will provide training to CERC members**.	VCAA	Early December	
12.	Total quality improvement will be sought to evaluate the program/unit review process every year. VCs and Directors will be invited to the feedback sessions as well as the feedback summary meeting by the ***IR***, so that they can act on needs within their respective areas. Changes to the program/unit review process that occur due to this evaluation will be documented by the ***IR*** and published to the program & unit review website by the ***Webmaster***.	VCs Directors IR Webmaster	December January	
13.	Feedback from the assessment of our program review process will be taken back to the University of Hawaii Community Colleges Instructional Program Review Committee (UHCC IPRC) where appropriate. This group will evaluate the suggested process improvements and make changes accordingly. This will ensure that we are improving our program review process year over year. Our IPRC	Chancellor IPRC Rep(s)	Next Scheduled UHCC IPRC Meeting Date	

	Reps will provide a written summary of their meeting with the committee.			
14.	***CERC*** completes standardized review using the Comprehensive PR/UR Evaluation Tool.	CERC VCAA	Mid - February	
15.	CERC response memo is sent to program/unit writers/initiators as feedback for quality improvement. Webmaster will publish CERC response memos.	VCAA Webmaster	March-April	
16.	The ***CERC*** will do a formal evaluation of its effectiveness, through feedback from the PR Initiators /Writers, and CERC members, which is then given to the VCAA. The VCAA will review the feedback for process improvement. The Webmaster will publish the summary of the planned improvements to the program & unit review website.	CERC VCAA	Prior to Summer Break	
17.	The ***VCAA*** will ensure that any documentation used in the evaluation of programs/units, i.e. CERC Evaluation Tools, and Comprehensive Program/Unit Templates, will be modified as needed. The approved documentation will be forwarded to the IR for use in the next program/unit review cycle.	CERC VCAA IR	Prior to Summer Break	
19.	The ***VCAA*** will invite participants of feedback summary group to the final Academic Year Comprehensive Program/Unit Review Closing Meeting to ensure that all of the steps in this process have been completed, and that all documentation has been updated, approved, and ready for use in the Fall.	VCAA VCs Directors IR Assessment Coordinator Webmaster	Prior to Summer Break	

Responsibilities of the Comprehensive Program/Unit Review (PR/UR) writer and initiator

The Comprehensive PR/UR writer conducts the actual program review. The ***initiator's*** responsibilities include the following:

- Recruits PR/UR writer
- Communicates to PR/UR writer all PR/UR needs
- Coordinates self-study
- Provides motivation and direction to the PR/UR writer
- Sets meeting schedule
- Moderates discussions
- Coordinates development and writing of the PR/UR
- Completes and submits PR/UR to respective VC or Director

Updated and approved by VCAA August 1, 2013
Jh edits 8-19-13

Figure 1: Annual Review and Budget Process

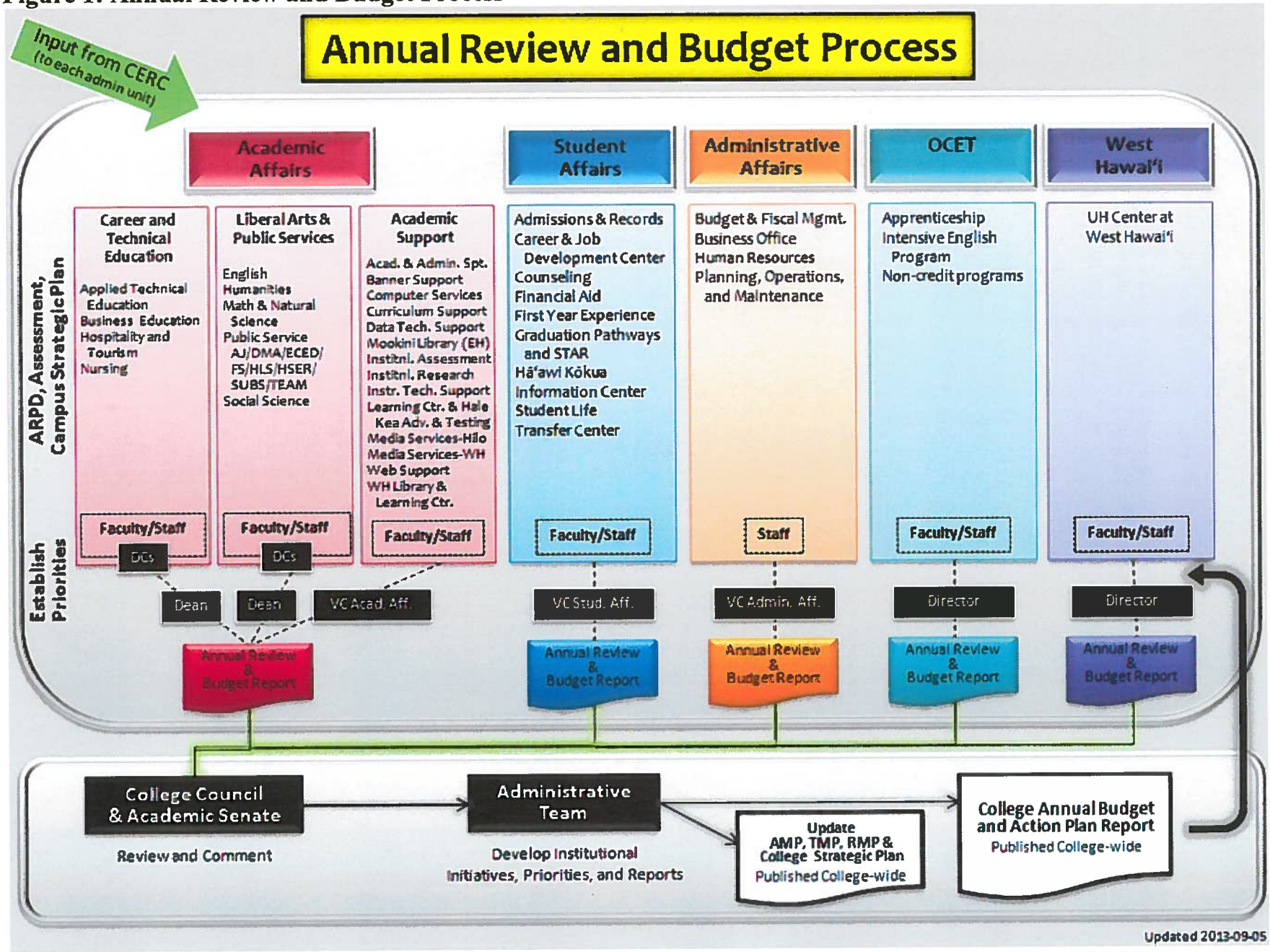
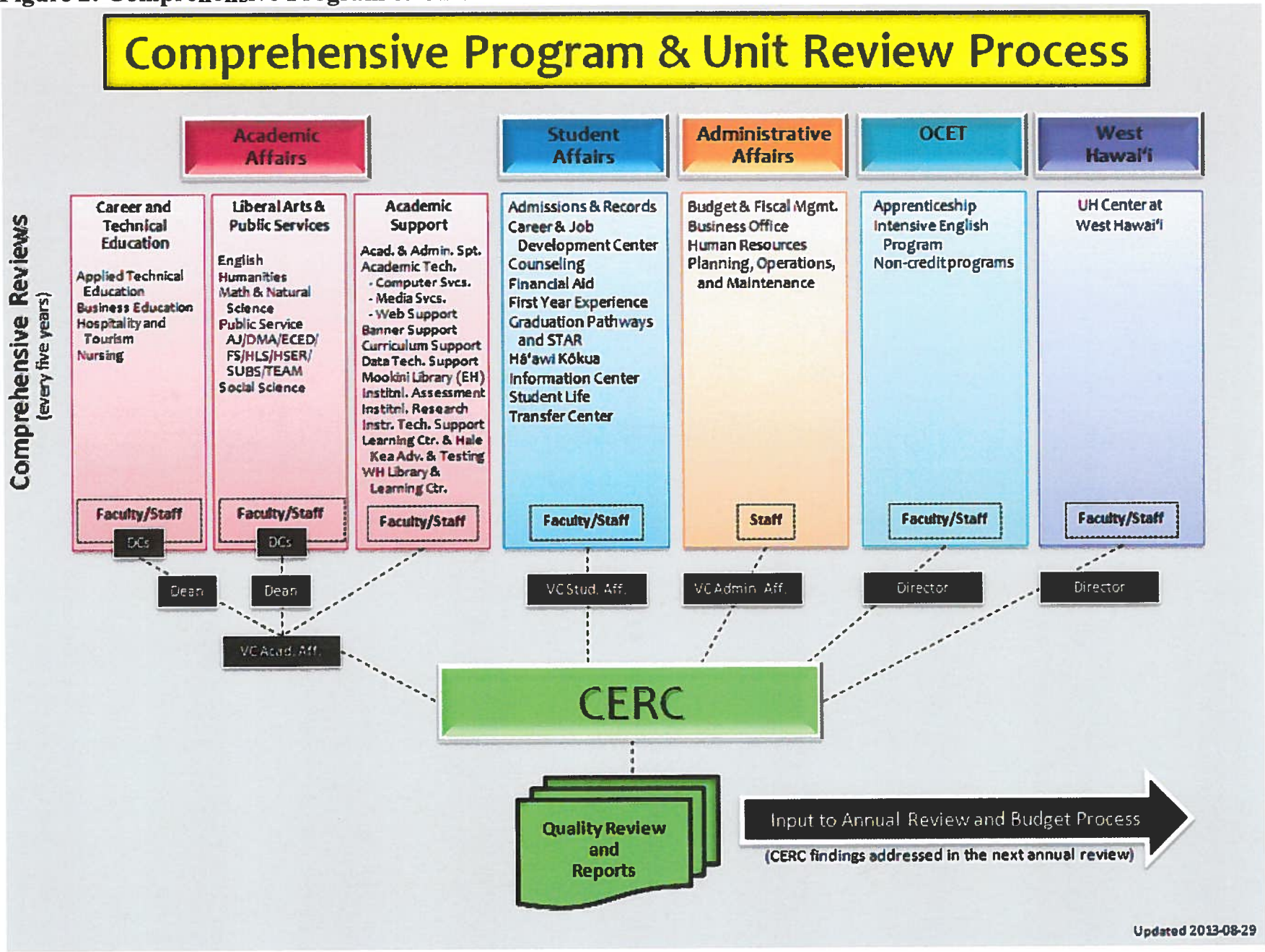
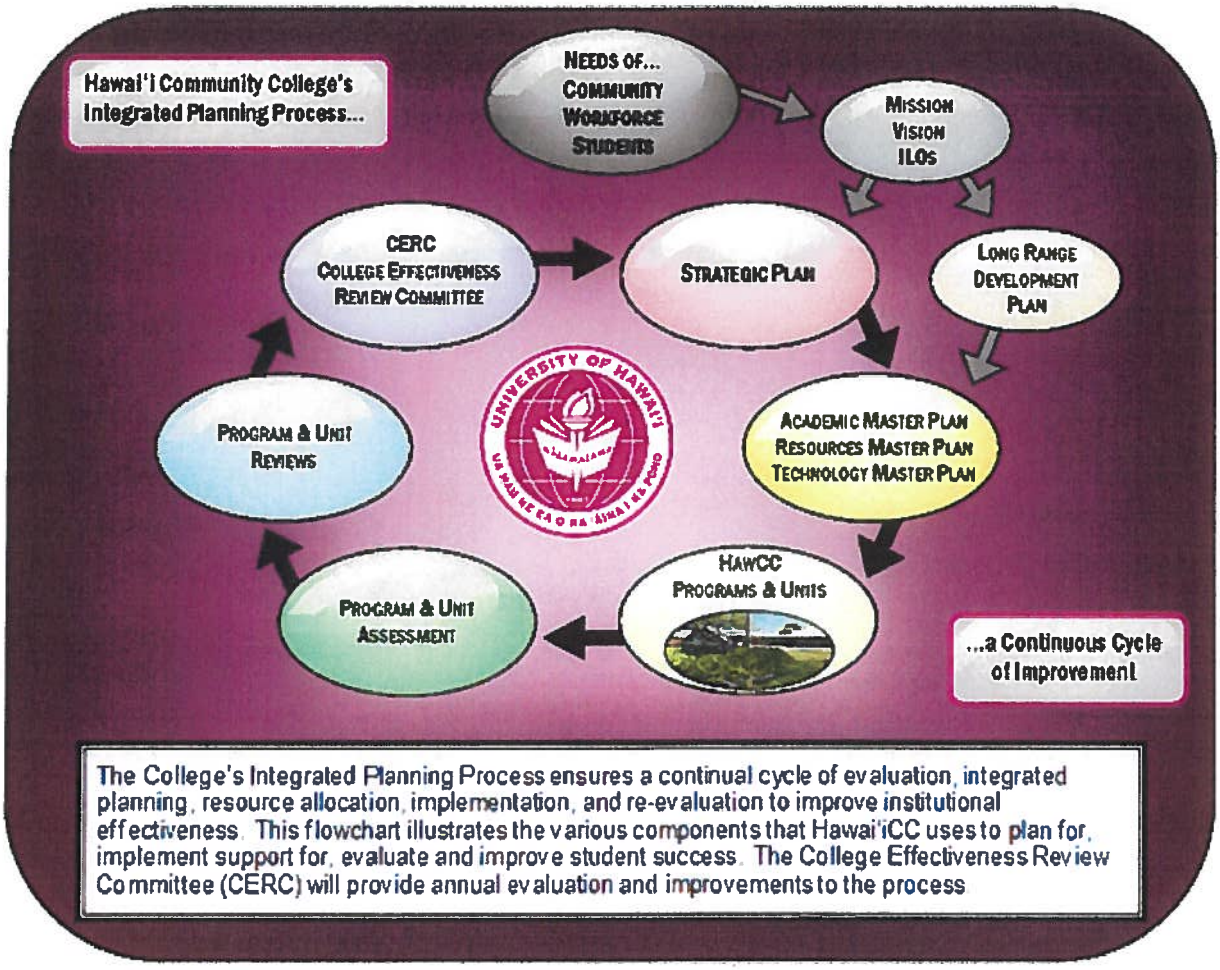


Figure 2: Comprehensive Program & Unit Review Process




Hawai'i Community College's Integrated Planning Process...
Needs of... Community Workforce Students
Mission Vision ILOs
Long Range Development Plan
Academic Master Plan Resources Master Plan Technology Master Plan
HawCC Programs & Units
Program & Unit Assessment
Program & Unit Reviews
CERC College Effectiveness Review Committee
Strategic Plan
...a Continuous Cycle of Improvement
The College's Integrated Planning Process ensures a continual cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation to improve institutional effectiveness. This flowchart illustrates the various components that Hawai'iCC uses to plan for, implement support for, evaluate and improve student success. The College Effectiveness Review Committee (CERC) will provide annual evaluation and improvements to the process

DOCUMENT F

Hawaii Community College Academic Senate

Memorandum

HawCC
OCT - 3 2013
Office Of The Chancellor

Date: October 3, 2013

To: Noreen Yamane, Chancellor

From: Helen Nishimoto, Chair
Academic Senate

Subject: General Education Committee

The Academic Senate met on Friday September 27, 2013 to review the progress and forms generated by the ad hoc General Education Committee. The Senate reviewed and unanimously approved the following: Resolution in Support of the General Education (GE) Course Designation Process, General Education Student Learning Outcome Benchmarks, and General Education Course Designation Process.

Attached, please find the three General Education documents that were reviewed and passed unanimously at the Academic Senate meeting on September 27, 2013. These documents will replace of some of the policies--relevant to General Education-- that we previously approved.

Hawaii Community College Academic Senate

Recommendation

Topic of Recommendation	Resolution in Support of the General Education (GE) Course designation Process
Initiated by	Lou Zitnik and Ellen Okuma, General Education Committee Co-chairs
Resolution number (if appropriate)	n/a
Academic Senate meeting (s) date(s)	September 27, 2013

Rationale:

The Academic Senate met on Friday September 27, 2013 to review the progress and forms generated by the ad hoc General Education Committee. The Senate reviewed the Resolution in Support of the General Education (GE) Course Designation Process. The purpose of this resolution is to confirm the Academic Senate's role, support for the work of the GE committee, and to approve the General Education Designation process. The Academic Senate unanimously approved this resolution at the September 27, 2013 meeting.

Content:

See attached (copy of the Resolution in Support of the General Education Course Designation Process). This document will replace of some of the policies--relevant to General Education--that we previously approved.

Academic Senate Chair's signature (indicates approval) — date: 10-3-13

Chancellor's signature ☑ approved ☐ not approved — Noreen Yamane Chancellor — date: OCT 3 2013

Chancellor's disposition of recommendation (e.g.—codified into HawCC Policy manual with number assigned, referred to appropriate administrator, inclusion in catalog, etc.):

Hawai'i Community College
Academic Senate

Resolution in Support of the General Education (GE) Course Designation Process

Whereas: on May 2, 2013, the Academic Senate Chair, in consultation with the Executive Committee, announced an appointment of two co-chairs to lead a new ad hoc General Education Committee whose charge, in part, is to review, revise and implement a General Education Course Designation Process beginning in Fall 2013; and

Whereas: the co-chairs met in May 2013 with the Academic Senate Chair to develop a constituent-based Committee and identify the entire charge of the Committee; and

Whereas: the appointments and Committee charge was issued on May 31, 2013; and

Whereas: the Committee co-chairs met with the Assessment Coordinator, the Web Developer and the Curriculum Records Support Specialist during Summer 2013 to develop forms and subsequently, drafted a GE Course Designation Process; and

Whereas: the ad hoc GE Committee met on August 19 and September 4 to review the draft GE Course Designation Process and recommended that the co-chairs present it to the Academic Senate for information on August 30; and

Whereas: at the Academic Senate meeting on August 30, the Accreditation Liaison Officer recommended that the ad hoc Committee finalize the GE Course Designation Process and bring it to the Academic Senate for approval on September 27, 2013; now therefore be it

Resolved: that the ad hoc GE Committee recommend that the Academic Senate, on September 27, 2013, approve the General Education (GE) Course Designation Process.

Unanimously approved by the Academic Senate, September 27, 2013

Hawaii Community College Academic Senate Recommendation

Topic of Recommendation	HawCC General Education Course Designation Process
Initiated by	Lou Zitnik and Ellen Okuma, General Education Committee Co-chairs
Resolution number (if appropriate)	n/a
Academic Senate meeting (s) date(s)	September 27, 2013

Rationale:

The Academic Senate met on Friday September 27, 2013 to review the progress and forms generated by the ad hoc General Education Committee. The Senate reviewed the HawCC General Education Course Designation Process, which was developed by the ad hoc General Education Committee. The document outlines the process and necessary forms required for courses to receive GE designation.

The Academic Senate unanimously approved this process at the September 27, 2013 meeting.

Content:

See attached (copy of the HawCC General Education Course Designation Process). This document will replace of some of the policies--relevant to General Education-- that were previously approved.

Academic Senate Chair's signature (indicates approval) — date: 10-3-13

Chancellor's signature — ☑ approved ☐ not approved — Noreen Yamane Chancellor — date: OCT 3 2013

Chancellor's disposition of recommendation (e.g.—codified into HawCC Policy manual with number assigned, referred to appropriate administrator, inclusion in catalog, etc.):

Hawai'i Community College
General Education Course Designation Process

The Vice Chancellor for Academic Affairs (VCAA), in consultation with the Division/Department Chairs (DCs) and the Academic Senate's ad hoc General Education (GE) Committee's co-chairs, contacted discipline faculty to identify the priority of courses to be submitted for review during the week May 6, 2013 with a reminder sent on September 1, 2013.

GE Course Designation proposal steps

1. A GE course designation proposal packet will be prepared by the proposer. The packet will include:
   a. *Course Assessment Plan*. After consultation with the department, the proposer and the DC will complete a Course Assessment Plan form (available on the **Assessment** web site) and submit it to the Assessment Coordinator for approval.
   b. *Course Outline of Record*. The proposer requests, via email, a current Course Outline of Record (COR), as defined in **HAW 5.251**, from the Curriculum Records Support (CRS) Specialist. The CRS Specialist will supply the COR; or, if a COR is unavailable, the Specialist will provide a Course Outline on File (COF). The proposer will review the COR or COF for accuracy. If a course modification proposal is required, the proposer will follow campus procedures for updating the course outline on file. For a sample Course Outline on File (COF), **click here for ENG 100**. For a sample Course Outline of Record (COR), **click here for ENG 100**.
   c. *GE Course Designation* form. The proposer and the DC will complete the GE Course Designation form (available on the **GE** web site) for a 100+ level credit course and sign it. The GE Course Designation form requires evidence that indicates how specific assignments or activities support all of the benchmarks in the GE Learning Outcome being sought as the primary designation and how the course meets one of benchmarks for the Critical Thinking GE Learning Outcome.
   d. *Course Articulation* form. The proposer submits a completed Course Articulation form (available on the **GE** web site) to verify the course's current articulation status between HawCC and each campus in the University of Hawai'i System. Verification is determined by using the **UH System Course Transfer Database**. For a sample Course Articulation form, **click here for BOT 101 & BOT 101L**
2. The packet will be sent to a GE Committee co-chair. Formats and number of copies to be sent:
   - Course Assessment Plan approval page (i.e., signed by Assessment Coordinator)—paper (1 copy)
   - Course Outline of Record with verification (i.e., signed by Curriculum Records Support Specialist)—paper (1 copy)
   - GE Course Designation form (completed form signed by proposer and the DC)—paper (1 copy) and digital
   - Course Articulation form (completed with no signature required)—paper (1 copy)
3. A co-chair will distribute the application package to the ad hoc GE Committee members for review. Upon approval by the Committee, the co-chairs will sign the form.

4. Once a course is approved by the GE Committee, the co-chairs will submit a written request to the Academic Senate Chair to place the GE designated course on the next Academic Senate meeting agenda for endorsement.
5. If the Senate endorses the course as being GE designated, the Academic Senate Chair signs the GE designated course form. If the Academic Senate does not endorse the course, the proposer may submit a revised proposal to a co-chair for consideration.
6. The Academic Senate Chair sends the approved form to the VCAA for approval.
7. The VCAA will seek a Memorandum Of Understanding (MOU) with each UH campus to ensure transferability/articulation of the course in GE.
8. If GE articulation MOUs are made for the course, the VCAA approves of the course as a GE designation unless there is a compelling reason not to do so. The VCAA will send the Academic Senate Chair a written explanation why the course will not be approved as a GE designation.
9. If the VCAA approves the course for GE designation, the form is sent to the Chancellor for approval.
10. Once the Chancellor has approved a GE designated course a notice will be sent from the Chancellor's Office to the campus regarding the approved status of the course.

NOTES

- The ad hoc GE co-chairs and committee members will facilitate, assist, and support discipline faculty through the GE course designation process.
- The VCAA will oversee inclusion of the GE designated course in the next HawCC catalog and on the GE web site, and provide for the storage of the GE course designation archives.

Unanimously approved by the HawCC Academic Senate, September 27, 2013

Hawaii Community College Academic Senate
Recommendation

Topic of Recommendation	HawCC General Education Student Learning Outcome Benchmarks
Initiated by	Lou Zitnik and Ellen Okuma, General Education Committee Co-chairs
Resolution number (if appropriate)	n/a
Academic Senate meeting (s) date(s)	September 27, 2013

Rationale:

The Academic Senate met on Friday September 27, 2013 to review the progress and forms generated by the ad hoc General Education Committee. The Senate reviewed the HawCC General Education Student Learning Outcome Benchmarks, which were developed by the ad hoc General Education Committee. There are 10 General Education Student Learning Outcomes and within each, a set of benchmarks identified by letters. Benchmarks were developed by the Academic Senate's ad hoc General Education Committee and were based on what was found in a survey of the literature for standards used by professional organizations and associations to describe competence in specific fields.

The Academic Senate unanimously approved these benchmarks at the September 27, 2013 meeting.

Content:

See attached (copy of the HawCC General Education Student Learning Outcome Benchmarks). This document will replace of some of the policies--relevant to General Education-- that we previously approved.

Academic Senate Chair's signature (indicates approval) — 10-3-13 date

Chancellor's signature — Noreen Yamane Chancellor — OCT 3 2013 date

☑ approved ☐ not approved

Chancellor's disposition of recommendation (e.g.—codified into HawCC Policy manual with number assigned, referred to appropriate administrator, inclusion in catalog, etc.):

HawCC General Education Student Learning Outcome Benchmarks

Procedures to amend General Education Student Learning Outcome Descriptors will be developed by the General Education Committee and confirmed by the Academic Senate.

There are 10 General Education Student Learning Outcomes and within each, a set of benchmarks identified by letters. Benchmarks were developed by the Academic Senate's ad hoc General Education Committee and were based on what was found in a survey of the literature for standards used by professional organizations and associations to describe competence in specific fields. Such organizations include but are not limited to: Association of American Colleges and Universities, National Council of Teachers of Mathematics, Association for College and Research Libraries, etc.

*1. **Communication*** - Speak and write to communicate information and ideas in professional, academic and personal settings.

Speech **Benchmarks** indicate a student is able to:
a. identify and analyze the audience and purpose of any intended communication;
b. use effective oral expression to initiate and sustain discussions, ask questions and obtain information;
c. research, organize, outline, and present informative and persuasive speeches;
d. apply skills of effective listening;
e. develop a main idea clearly and concisely with appropriate content.
Writing **Benchmarks** indicate a student is able to:
a. understand and employ the writing process, including pre-writing, drafting, revising, and editing;
b. develop a main idea clearly and concisely with appropriate content;
c. write an essay with a clear thesis and purpose, in a form appropriate to academic writing;
d. demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics.

2. Critical Reading - Read critically to synthesize information to gain understanding.

Benchmarks indicate a student is able to:
a. identify a writer's purpose, main idea, organizational patterns, tone, audience, bias and point of view;
b. analyze, organize, evaluate, and synthesize ideas from textbooks, periodicals, literature, and electronic sources;
c. use appropriate reading techniques depending on the material and purpose.

3. Critical Thinking - Make informed decisions through analyzing and evaluating information.

Benchmarks indicate a student is able to:
a. identify and analyze assumptions and underlying points of view relating to an issue or problem;
b. formulate research questions that require descriptive and explanatory analyses;
c. recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis;
d. evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence;
e. apply problem-solving techniques and skills, including the rules of logic and logical sequence;
f. synthesize information from various sources, drawing appropriate conclusions;
g. reflect upon and evaluate his/her thought processes, value systems, and worldviews in comparison to those of others;
h. demonstrate the ability to combine elements that lead to new expressions and create new products.

*4. **Information Competency*** – Retrieve, evaluate, and utilize information.

Benchmarks indicate a student is able to:
a. define and articulate his/her information need;
b. retrieve and evaluate information from a variety of sources;
c. synthesize information from a variety of sources;
d. use information ethically, cite it appropriately, and understand what plagiarism is.

*5. **Technological Literacy*** -- Employ computer technology to perform academic and professional tasks.

Benchmarks indicate a student is able to:
a. demonstrate proficiency in using applications such as those used for word processing, spreadsheets and presentations;
b. apply knowledge of security, ethical, and legal standards while using technology;
c. use electronic technology tools such as e-mail, discussion boards, video-conferencing and social networking sites appropriately and with proper etiquette;
d. use basic terminology associated with technology.

6. ***Quantitative Reasoning*** -- Apply mathematical concepts, methods, and problem-solving strategies to analyze, synthesize, and evaluate real-world problems in quantitative terms.

Benchmarks indicate a student is able to:
a. apply appropriate modeling strategies, which include algebraic, statistical, estimation, inductive and/or deductive reasoning techniques to solve real-world problems arithmetically;
b. interpret mathematical models such as formulas, graphs, tables, and schematics, and draw inferences from them;
c. represent mathematical information symbolically, visually, numerically, and verbally to express abstractions and manipulate symbols within a logical system;
d. estimate and check answers to mathematical problems in order to determine reasonableness, identify alternatives, and select optimal results.

7. ***Areas of Knowledge*** -- Utilize methods, perspectives and content of selected disciplines in the natural sciences, social sciences, and humanities.

Natural Sciences **Benchmarks** indicates a student is able to:
a. use the basic terminology of theories, structures or processes *of the natural sciences*
b. demonstrate an understanding of the theories of the *natural sciences,* specifically in the physical or biological sciences
c. use the *scientific method*-- including observation, experimentation and scientific reasoning
Social Sciences **Benchmarks** indicate a student is able to:
a. use the basic terminology of theories, structures or processes in the social sciences;
b. demonstrate an application of social science theories, principles or concepts to understanding one's self, family or community;
c. systematically study human behavior using research methods of the social sciences.
Humanities **Benchmarks** indicate a student is able to:
a. use the basic terminology of the humanities, which encompass the following disciplines: history, philosophy, language, religion and the arts, including visual, performing or creative;
b. demonstrate an understanding of the theories of the humanities;
c. apply methods or modes of inquiry used in the study of the humanities.

8. Self and Community - Engage in activities demonstrating understanding of one's relationship with one's communities and environments.

Benchmarks indicate students are able to:
a. communicate an understanding of community or environmental issues;
b. participate in activities of personal and public concern that are both life enriching and beneficial to the community;
d. analyze what she/he has learned as it relates to a clarified sense of civic identity and continued commitment to public action.

9. Cultural Diversity --Articulate and demonstrate an awareness and sensitivity to cultural diversity.

Benchmarks indicate a student is able to:
a. explain insights about his/her own cultural rules and biases and suspend judgment in valuing his/her interactions with different cultures;
b. demonstrate understanding of the elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices;
c. express an understanding of cultural similarities and differences.

10. Ethics - Behave in an informed and principled manner.

Benchmarks indicate a student is able to:
a. apply the ethical principles of various disciplines.
b. reflect on, analyze and evaluate ethical dilemmas.
c. state the implications of choosing various principles of action.

Academic Senate history of General Education Student Learning Outcomes and Benchmarks (formerly Descriptors)

- First Reading—April 29, 2011
- Second Reading—May 6, 2011
- Action—September 23, 2011; approved as amended, September 23, 2011: Procedures to amend
- General Education Student Learning Outcome Descriptors will be developed by the General Education Committee and confirmed by the Academic Senate
- Communication descriptors revised by Academic Senate, Jan. 27, 2012 and further amended by the Academic Senate, Feb. 17, 2012
- housekeeping edits to selected descriptors, March 2, 2012
- Revisions unanimously approved by the HawCC Academic Senate, September 27, 2013

UNIVERSITY of HAWAI'I
HAWAI'I
COMMUNITY COLLEGE

Hawaii Community College Academic Senate Recommendation

Topic of Recommendation	General Education Course Designation Proposal Form
Initiated by	Ellen Okuma and Lou Zitnik
Resolution number (if appropriate)	n/a
Academic Senate meeting (s) date(s)	October 25, 2013

Recommendation:

The Academic Senate reviewed and unanimously approved the General Education Course Designation Proposal form on October 25, 2013.

The form will be used to submit a course to the General Education Committee in application for General Education Designation.

Rationale:

The ad hoc General Education Committee developed the application form to be used to submit courses to the General Education committee for consideration for GE Designation.

Content:

See attached (copy of the General Education Course Designation Proposal form).

Hunn Nishimoto 10-25-13
Academic Senate Chair's signature (indicates approval) date

Norcen Yamane
Chancellor
OCT 30 2013
Chancellor's signature ☑ approved ☐ not approved date

Chancellor's disposition of recommendation (e.g.—codified into HawCC Policy manual with number assigned, referred to appropriate administrator, inclusion in catalog, etc.):

200 W. Kāwili St.
Hilo, Hawai'i 96720-4091
www.hawcc.hawaii.edu
An Equal Opportunity/Affirmative Action Institution

Hawai'i Community College
Form to be Submitted for General Education Designation Proposal
Course

(Proposal [form] edited and approved by GEC, 10-11-13; to be presented to the Academic Senate for 10-25-13 meeting)

A.

course alpha	course number	course title	course cross listing (if applicable)

B. Effective semester & year for entering students (ie, semester & year of implementation) Ex: Fall 2014

C. General Education Student Learning Outcome being sought as the Primary Designation. All benchmarks within a GELO must be supported.

Select 4. Information Competency

D. Based on the General Education Student Learning Outcome selected in C. (Primary Designation), list the specific course objectives and any relevant course student learning outcomes that support each of the benchmarks in this GELO.

Information Competency – Retrieve, evaluate, and utilize information.		
GE Student Learning Outcome Benchmarks indicate a student is able to:	Course student learning outcomes (caps for "I" and "o") (provide all that support the GELO benchmark)	Course Objectives (may provide supporting explanation as needed, after each one)
a. define and articulate his/her information need	Enter text.	Enter text.
b. retrieve and evaluate information from a variety of sources	Enter text.	Enter text.
c. synthesize information from a variety of sources	Enter text.	Enter text.
d. use information ethically and cite it appropriately, and what plagiarism is.	Enter text.	Enter text.

E. List specific rigorous assignments/activities that are commonly required to evaluate student learning for this course. Give the percentage of the course that is dedicated to each benchmark.

Information Competency – Retrieve, evaluate, and utilize information.			
Benchmark	Course SLOs	Class Activity/ Assignment	% of Course
a. define and articulate his/her information need	Enter text.	Enter text.	
b. retrieve and evaluate information from a variety of sources	Enter text.	Enter text.	
c. synthesize information from a variety of sources	Enter text.	Enter text.	
d. use information ethically and cite it appropriately, and what plagiarism is.	Enter text.	Enter text.	

F. Required Secondary Designation Critical Thinking

Critical Thinking Part 1- Make informed decisions through analyzing and evaluating information (course student learning outcomes and course objectives). Choose one Critical Thinking Benchmark. For the one chosen, in that row, list the specific course objectives and any relevant course learning outcomes that support this Critical Thinking Benchmark.		
GE Student Learning Outcome Benchmarks indicate a student is able to:	Course student learning outcomes (caps for "I" and "o") (provide all that support the GELO benchmark)	Course Objectives (may provide supporting explanation as needed, after each one)
a. identify and analyze assumptions and underlying points of view relating to an issue or problem.	Enter text.	Enter text.
b. formulate research questions that require descriptive and explanatory analyses.	Enter text.	Enter text.
c. recognize and understand multiple modes of inquiry, including investigative methods based on	Enter text.	Enter text.

observation and analysis.		
d. evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	Enter text.	Enter text.
e. apply problem-solving techniques and skills, including the rules of logic and logical sequence.	Enter text.	Enter text.
f. synthesize information from various sources, drawing appropriate conclusions.	Enter text.	Enter text.
g. reflect upon and evaluate his/her thought processes, value systems, and worldviews in comparison to those of others.	Enter text.	Enter text.
h. demonstrate the ability to combine elements that lead to new expressions and create new products.	Enter text.	Enter text.

Critical Thinking Part 2 - Make informed decisions through analyzing and evaluating information (course student learning outcomes and class activities or assignments). For the Critical Thinking Benchmark chosen, in that row, list or describe examples of rigorous assignments/activities that are generally required to evaluate student learning for this course. Give the percentage of the course that is dedicated to this benchmark.

Benchmark	Course SLOs	Class Activity/ Assignment	% of Course
a. identify and analyze assumptions and underlying points of view relating to an issue or problem.	Enter text.	Enter text.	
b. formulate research questions that require descriptive and	Enter text.	Enter text.	

explanatory analyses.			
c. recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	Enter text.	Enter text.	
d. evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	Enter text.	Enter text.	
e. apply problem-solving techniques and skills, including the rules of logic and logical sequence.	Enter text.	Enter text.	
f. synthesize information from various sources, drawing appropriate conclusions.	Enter text.	Enter text.	
g. reflect upon and evaluate his/her thought processes, value systems, and worldviews in comparison to those of others.	Enter text.	Enter text.	
h. demonstrate the ability to combine elements that lead to new expressions and create new products.	Enter text.	Enter text.	

G. **Signature Page: GE Designation Application** Course Proposal

	Information Competency
Course alpha/number/title	Primary GELO Designation

A check here, which is required, indicates that all tenured/tenure-track faculty who have taught the course within the past 5 years approved this proposal

Signature of Submitter Proposer _____ Date _____

A check here, which is required, indicates that all tenured/tenure-track faculty who have taught the course within the past 5 years approved this proposal

Signature of the Division/Department Chair (to be moved to the right so that "Signature..." is flush left with line) _____ Date _____

Signatures of the GEC Co-Chairs (to be moved to the right so that "Signature..." is flush left with line) _____ Date _____

Signature of the Academic Senate Chair (to be moved to the right so that "Signature..." is flush left with line) _____ Date _____

Signature of the Vice Chancellor for Academic Affairs (to be moved to the right so that "Signature..." is flush left with line) _____ Date _____

Save Form Print Form

UNIVERSITY of HAWAI'I
HAWAI'I
COMMUNITY COLLEGE

Hawaii Community College Academic Senate Recommendation

Topic of Recommendation	General Education Course Articulation Status Within the UH System Form
Initiated by	Ellen Okuma and Lou Zitnik
Resolution number (if appropriate)	n/a
Academic Senate meeting (s) date(s)	October 25, 2013

Recommendation:

The Academic Senate reviewed and unanimously approved the Course Articulation Status Within the University of Hawaii System form on October 25, 2013.

The form will be used to identify campuses within the University of Hawaii system that the proposed GE course articulates with.

Rationale:

The Course Articulation Status Within the University of Hawaii System form was developed to assist in determining current articulation as well as potential articulation with other campuses within the University of Hawaii System.

Content:

See attached (copy of the Course Articulation Status Within the University of Hawaii System form).

Hue Nishimoto 10-25-13
Academic Senate Chair's signature (indicates approval) date

Noreen Yamane Chancellor OCT 30 2013
Chancellor's signature ☒ approved ☐ not approved date

Chancellor's disposition of recommendation (e.g.—codified into HawCC Policy manual with number assigned, referred to appropriate administrator, inclusion in catalog, etc.):

200 W. Kāwili St.
Hilo, Hawai'i 96720-4091
www.hawcc.hawaii.edu
An Equal Opportunity/Affirmative Action Institution

Hawai'i Community College
Course Articulation Status Within the University of Hawai'i System (approved by GEC, 9-18-13)

Person completing the form (please print): *Date form completed:*

Date the UH System Course Transfer Database (http://www.hawaii.edu/transferdatabase/li) was checked (use link to glossary for definitions of terms):

Hawai'i Community College course alpha, number and title:

For every campus with which the HawCC course is articulated, fill in the information for each row

	UH Hilo	UH Manoa	UH West O'ahu	Hon CC	Kap CC	Kaua'i CC	Lee CC	Univ. of Maui College	Win CC
Mark with X all campuses with which the course is articulated									
If applicable, provide the equivalent course alpha/number									
If applicable, indicate how the course is accepted (ie, Foundation Hallmark, GE, etc.)									
NOTES									

UNIVERSITY of HAWAI'I
HAWAI'I COMMUNITY COLLEGE

Hawaii Community College Academic Senate Recommendation

Topic of Recommendation: **General Education Course Designation Proposal: Review Rubric**

Initiated by: **Ellen Okuma and Lou Zitnik**

Resolution number (if appropriate): n/a

Academic Senate meeting (s) date(s): **October 25, 2013**

Recommendation:

The Academic Senate unanimously approved the General Education Course Designation Proposal: Review Rubric form on October 25, 2013.

The form provides a section by section review that correlates with the GE Course Designation Proposal form. The review form is designed to include rubrics for evaluation in appropriate sections.

Rationale:

The ad hoc General Education Committee designed the review rubric to facilitate the review process and to ensure a comprehensive and standardized review of GE proposed courses.

Content:

See attached (copy of the General Education Course Designation Proposal: Review Rubric).

Academic Senate Chair's signature (indicates endorsement) — date: 10-25-13

Noreen Yamane
Chancellor

Chancellor's signature ☑ approved ☐ not approved — date: OCT 30 2013

Chancellor's disposition of recommendation (e.g.—codified into HawCC Policy manual with number assigned, referred to appropriate administrator, inclusion in catalog, etc.):

200 W. Kāwili St.
Hilo, Hawai'i 96720-4091
www.hawcc.hawaii.edu
An Equal Opportunity/Affirmative Action Institution

(Final Draft, approved by GEC, 10-11-13)

General Education Course Designation Proposal: Review Rubric

Course: _____ **Date Reviewed:** _____ **Reviewer:** _____

1. **General Education Statement of Philosophy:** *For the learner, general education at Hawai'i Community College fosters self-awareness; broadens the understanding of an individual's roles within communities and environments; supports cultural understanding; emphasizes the breadth and interconnectedness of knowledge; and creates a foundation for continued personal, intellectual and professional development.*

2. **Rubric Levels and Definitions for scoring:**

   Does Not Meet: Has not provided sufficient evidence to support the requirement
   Meets: Has provided sufficient evidence to meet the requirement

3. **Primary Designation being sought:**

4. **Course Assessment Plan approval page:** Completed and verified by Assessment Coordinator **(yes/ no)** _____

5. **Course Outline of Record:** Completed, and verified by Curriculum Records Support Specialist **(yes/no)** _____

6. **Course Articulation form:** Completed (no signature is needed) **(yes/no)**_____

7. **GE Course Designation form--<u>Primary Designation, Alignment</u>, Section D:** (Instructions to proposer*: List the specific course objectives and any relevant course learning outcomes that support each of the benchmarks in this GELO.*) <u>Instructions to reviewer: Indicate the GELO number and the letter of ALL Benchmarks in Column 1 below. Use an **X** to indicate **meets/does not meet.** Provide comments for **"does not meet."**</u>

Benchmarks (GELO # and benchmark letters)	**Course Learning Outcomes—Do they align with and support the benchmarks?**			**Course Objectives—Do they align with and support the benchmarks?**		
	Meets	**Does Not Meet**	**Comments**	**Meets**	**Does Not Meet**	**Comments**

8. **Primary Designation, Assignments/Activities, Section E:** (Instructions to proposer: *List or describe examples of rigorous assignments/activities that are generally required to evaluate student learning for this course. Give the percentage of the course that is dedicated to each benchmark.*) Instructions to reviewer: Indicate the letter of ALL Benchmarks in Column 1 below. If course LOs are numbered, indicate the # in Column 2 below. Use an **X** to indicate **meets/does not meet**. Provide comments for **"does not meet.** Indicate **Yes** or **No** for the % of the course."

Benchmarks (GELO # and benchmark letters)	**Course LOs**	**Is the class assignment/activity sufficient to support the course learning outcome?**		**Is the % of the course indicated for each Benchmark?**	
		Meets	**Does Not Meet**	**Yes/No**	**Comments**

9. **Secondary Designation of Critical Thinking** (Required), **Alignment of chosen Benchmarks, Course Learning Outcomes, and Course Objectives, Section F, Part 1:** (Instructions to proposer: *Choose one Critical Thinking Benchmark. For the one chosen, in that row, list the specific course objectives and any relevant course learning outcomes that support this Critical Thinking Benchmark.*) Instructions to reviewer: Indicate the letter of the chosen Benchmark in Column 1 below. Use an **X** to indicate **meets/does not meet**. Provide comments for **"does not meet"**.

Critical Thinking Benchmark chosen (letter only)	**Course Learning Outcome(s): Does it/do they align with and support the benchmark?**		**Course Objective(s): Does it/do they align with and support the benchmark?**		
	Meets	**Does Not Meet**	**Meets**	**Does Not Meet**	**Comments**

10. **Secondary Designation of Critical Thinking** (Required), **Assignments/Activities, Section F, Part 2:** (Instructions to proposer: *For the Critical Thinking Benchmark chosen, in that row, list or describe examples of rigorous assignments/activities that are generally required to evaluate student learning for this course. Give the percentage of the course that is dedicated to this benchmark.*) Instructions to reviewer: Indicate the letter of the chosen Benchmark in Column 1 below. Use an **X** to indicate **meets/does not meet**. Provide comments for "**does not meet.**" Indicate **Yes** or **No** for the % of the course.

Critical Thinking Benchmark chosen (letter only)	**Course LO(s)**	**Is the class assignment/activity sufficient to support the course learning outcome?**		**Is the % of the course indicated for the Benchmark?**	
		Meets	**Does Not Meet**	**Yes/No**	**Comments**

11. **Signature Page: GE Course Designation Proposal, Section G:** Instructions to reviewer: Check that all signatures and other information required are on the Proposal and indicate with a **Yes** or **No** in Column 2 below. Provide comments if needed for explanation.

Does the Proposal have:	**Yes/No**	**Comments**
Signature of proposer		
Checked box indicating all tenured/tenure-track faculty…		
Date the proposer signed the proposal		
Signature of the DC		
Checked box indicating all tenured/tenure-track faculty…		
Date the DC signed the proposal		

Overall comments:

UNIVERSITY of HAWAI'I
HAWAI'I
COMMUNITY COLLEGE

Hawaii Community College Academic Senate Recommendation

Topic of Recommendation	ad hoc GE Committee Operating Procedures
Initiated by	Ellen Okuma and Lou Zitnik
Resolution number (if appropriate)	n/a
Academic Senate meeting (s) date(s)	October 25, 2013

Recommendation:

The Academic Senate reviewed and unanimously approved the ad hoc General Education Committee Operating Procedures on October 25, 2013.

This document describes the membership of the committee, procedures for conducting meetings and voting,, the application and review process, and the conclusion of the ad hoc GE Committee.

Rationale:

The ad hoc GE Committee developed operating procedures to help guide the functions and operations of the committee.

Content:

See attached (copy of the ad hoc General Education Committee Operating Procedures).

Hiro Nishimoto — 10-25-13
Academic Senate Chair's signature (indicates approval) — date

Noreen Yamane
Chancellor
OCT 30 2013
Chancellor's signature ☑ approved ☐ not approved — date

Chancellor's disposition of recommendation (e.g.—codified into HawCC Policy manual with number assigned, referred to appropriate administrator, inclusion in catalog, etc.):

200 W. Kāwili St.
Hilo, Hawai'i 96720-4091
www.hawcc.hawaii.edu
An Equal Opportunity/Affirmative Action Institution

Hawai'i Community College Academic Senate
ad hoc General Education Committee
Operating Procedures
(Final Draft, GEC approved, 10-11-13)

1. Membership
The First round of membership was filled by a call for volunteers from departments designated by the Committee's charge. Co-chairs were selected by the Senate Chair in consultation with the Senate Executive Committee.

a. Tenure is not a determining factor but BOR faculty appointment is--i.e., a lecturer cannot serve. A department or division chair is ineligible to serve as a voting member. Unless otherwise stipulated, the term of service shall be one year. The ten (10) voting members include:
   - 1 member from each of the following areas: Social Sciences, English, Humanities, Math, Natural Sciences, and Public Services (6)
   - 2 at-Large members (2)
   - 1 General Student Services Support (GSSS) member (1)
   - 1 member of the Academic Senate Executive member (1)

b. If a vacancy in regular membership occurs, co-chairs will request volunteers from the respective department. The Committee will select from the volunteers.

c. If a replacement for a co-chair is needed, the committee will request a replacement from the Academic Senate Chair who will consult with the Executive Committee. It is preferable that the replacement for a co-chair come from within the GEC membership.

d. Duties of the committee members include consulting with their constituents on committee activities, evaluating applications, and facilitating, assisting, and supporting discipline faculty through the GE course designation process.

2. Meetings
Meetings shall be scheduled when needed and at a time and place most convenient for its members. The quorum for meeting and for voting is 6 plus at least 1 co-chair present. Simple Robert's Rules of Order will be used for meetings. Minutes will be taken and once approved, posted in a timely manner. Members will rotate the responsibility for taking minutes (recorder). Prior to the close of each meeting, the recorder for the next meeting will be determined and noted in the minutes.

3. Voting
Co-chairs are non-voting members, except when their vote is required to break a tie. In determining if a course is suitable for designation as a General Education course, a majority (i.e., a minimum of 6) of the committee's voting members constitutes a quorum. Agreement may be reached by consensus or any member may call for a vote, either voice or ballot. Members who have applications from their department being considered will not vote on that application. If recusal is invoked with a minimum of 6 voting members present, no vote will be taken (i.e., fewer than 6 voting members would not allow for a vote to be taken).

4. Application for Gen Ed course designation
Proposals for GE course designation consideration must follow the GE Course Designation

process. Proposals for GE designation will be evaluated according to the GE rubric developed by the Committee and made available to all faculty members. Proposers will be notified in a timely manner if the proposal needs revision, and committee members or co-chairs, if requested, will assist faculty members with ideas for revision. An archive of all committee actions will be kept by the Committee.

5. End of the ad hoc Committee's charge

The Committee's charge ends on the last day of the faculty duty period of the Spring 2014 semester. The Committee will present the Academic Senate Chair and Executive Committee with a summary of its actions, an assessment of its process, documentation, and procedures, as well as suggestions for continuing the work of reviewing courses for inclusion in General Education at HawCC.

6. Amendment to these procedures

The Committee may change these operating procedures at any time by a majority vote of its members.

7. Amendments to Benchmarks, process and documentation

The Committee, in response to concerns from its members or their constituencies, can revise the Benchmarks, application process, and related documentation by a majority vote. Such changes would then have to be submitted to the Senate for approval.