APPENDIX
Academic Master Plan Priority Actions

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

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review	2014-2015 Annual Review	2016-2017 Annual Review
1. Accounting (ACC) Program Actions										
1.1 Complete articulation agreement with LeeCC, KapCC, MauiC, KauCC, and WinCC (continue for 2015-16)						✓	Work on articulation with other campuses continues through participation with PCC.		Begin investigating whether we can develp and offer an A.S. degree modeled along the lines of offerings at Kapi'olani CC and Leeward CC.	
1.2 Survey graduates	✓ (workforce)					✓	No formal survey of accounting graduates was performed. No longer a program priority.			
1.3 Use survey results to revise Program Learning Outcomes						✓	Program Learning Outcomes are evaluated on a continuous basis by accounting faculty and in conjunction with advisory council. Survey no longer a program priority.			
1.4 (2013) Continue working through PCC to complete articulation agreements among the UH campus system								Faculty is actively working with the Accounting PCC.		
1.5 (2013) Continue to provide in-class and open lab tutoring for courses with low success rates								Successful completion percentage stayed the same for 2012-13 to 2013-14. Withdrawals decreased from 42 to 31.		
1.6 (2013) Through faculty advising and mentoring increase the number of full-time students and of students successfully completing and graduating from the program		✓						Number of majors stayed the same for 2012-13 to 2013-14, which can be seen as positive considering the 8% drop in enrollment experienced by HawaiiCC during this period (1761 in 2013; 1623 in 2014). There was an increase from 11 to 15 of the Unduplicated Degrees/Certificates Awarded and an increase of 2 to 4 Transfers to UH 4-yr programs from 2012-13 to 2013-14.		
1.7 (2014) (2015-16)Develop a mechanism for tracking students to determine why students are not completing/transferring or why they are not continuing. Use this information to develop intervention strategies. Our goal is to retain and graduate/transfer accounting students.	X	X	X						Continue conversations about developing a mechanism for tracking students to determine why students are not completing/transferring or why they are not continuing. Use this information to develop intervention strategies. Our goal is to retain and graduate/transfer accounting students.	The conversation about a mechanism for tracking students is ongoing. As evidenced in this program review, the program needs help connecting data numbers with student names.
(2014-15) Hiring and mentoring a qualified accounting faculty aligns with Performance measure D.1: Recruit, renew and retain a qualified, effective, and diverse faculty, staff, and leadership.									We continue to seek this position to be filled and want to hire this person to start in Fall 2016.	The program successfully hired a new faculty member starting fall 2016. She successfully made it through fall 2016, teaching 5 different classes and reported back for spring 2017 to teach someadditional new classes.

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(Fall 2016-17) Complete assessments for AY 2016-17										Faculty is committed to student learning assessment and is attempting to make ongoing assessment a priority.
(Summer 2017) Write assessment plans for AY 2017-2018										Assessment is a way to improve teaching and improved teaching should result in improved student learning, which hopefully will improve participation, retention, and graduation.
(AY 2017-2018) Review accounting program curriculum										
2. Administration of Justice (AJ) Program Actions										
2.1 Assess two AJ courses						✓	Completed assessments for AJ 280 and 285.			
2.2 Survey graduates		✓ (workforce)				✓	Draft completed. Survey to be delivered in Spring 2014.	AJ Coordinator on leave Fall 2014 and on Sabbatical leave Spring 2015. Survey postponed to AY 2015-16.		
2.3 Use survey results to revise Program Learning Outcomes						✓	Pending survey results at the end of Spring 2014.	Pending survey results at the end of Spring 2016.		
2.4 (Spring 2013) Increase Native Hawaiian AJ graduates transferring to 4-yr universities		✓	✓							
2.5 (2014) Increase Native Hawaiian AJ graduates transferring to 4-yr universities.	X	X				X				
Increase communication/collaboration with UH-Hilo's AJ Program. Set up support system for HawCC graduates for a seamless transfer. (AY 16-17)										
3. Agriculture (AG) Program Actions										
3.1 Create curriculum to meet the indentified agriculture related sustainability needs for Hawai`i Island based on the CEDS 2010 report.							Has invested much of its efforts in new agricultural curriculum to noncredit training and outreach. The Ag Program is supporting this effort; to date >140 hours of training has been or is in development. Classes begin summer2013	Pending with no progress in credit program. The college has invested much of its efforts in new agricultural curriculum to noncredit training and outreach. The Ag Program is supporting this effort; to date >140 hours of training has been or is in development. Classes began summer 2013 and are still being offered.		
3.2 Develop an AS degree in Agriculture and/or modify the existing CA and AAS to correspond to community needs.		✓	✓				AAS has been modified to conform to requirements of accreditors. AS is not currently a priority program action unless later it is found necessary to help create a stronger pathway with UHH.			
3.3 Modify current program curriculum to create an AS Degree and a stronger pathway to UHH or other 4-year institutions.		✓ (graduation)	✓				A stronger pathway has been created with UHH. Five courses now articulate as compared with one previously.			

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~~3.4 Improve learning environment through greater access to computers, software, tools and equipment.~~		✓ (workforce)					Improvements were made in this area. Solar equipment, postharvest processing equipment, basins, containers, salad spinner, cane juicer, essential oil extractor, bee keeping equipment and irrigation and hydroponic materials were obtained and integrated into program courses. Computers, software, tractors and other tools are expected in the next reporting period.			
3.6 Increase the capacity of the program.		✓ (workforce)					This area is in planning and may begin in Fall 2014 to align best with course flow of program if demand remains strong. Curriculum and teaching materials will be refined and improved for a lecturer or lecturers that will be hired to teach additional program courses.	This area is in planning and will be informed by fall 2015 enrollment numbers. Curriculum and teaching materials will be refined and improved for a lecturer or lecturers that will be hired to teach additional program courses.		
3.7 (2013) Greenhouse bee pollination-research, demonstration, and value-added project		✓ (workforce)			X	X		Ongoing		
(2014-15) Need to hire a lecturer to ease primary instructor's course load.									Ongoing.	
(2015-16) Expand course to cover entrepreneurial farming, soft skills, and farm to table marketing strategies.									This plan is expansive in scope and needs more time and development to implement.	Two courses have been updated to integrate farm to table initiative in AY 2016-17. Ongoing.
(2016-17) Build a multi-use structure at the farm lab.										Develop project with legislators and admin on funding proposal and general planning and building of structure.
(2016-17) Develop a Farm Manager position to assist with HawCC farm operations.										Submit job description, supporting documentation to admin in AY 16-17. The goal is to have position approved by the legislature for permanent G-funding.
4. Architectural Engineering and CAD Technology (AEC) Program Actions										
4.1 Add Engineering courses to the AEC curriculum, attracting students, meeting workforce needs and providing additional options for students interested in earning a baccalaureate degree	✓	✓	✓			✓	Course content and descriptions have been developed. Communication with the proposed UHH Engineering Program is currently taking place.			
4.2 Create stackable certificates leading to a higher degree, provides students more options, allowing them to progress in manageable steps. (The AEC program	✓	✓		✓		✓	The AEC program has since added a CA degree. We are in the process of researching stackable certificate formatting to assess the "fit" of our land surveying coursework as a separate certificate.			

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4.3 Develop multiple levels of certification/training in Green Building Technology	✓	✓		✓	✓	✓	The AEC program had in place the means to promote green technology training and certification through a combination of course work delivered in the AEC 126 Sustainable Architecture curriculum plus other training venues through OCET. In addition, faculty worked one-on-one with individual students interested in pursuing their professional certification through the U.S. Green Building Council. Over the past several years 2-3 students per year (8 total) took on this demanding/challenging opportunity. Thus far the AEC program as 4 graduates who have earned the LEED Green Associate credential.			
4.4 Create an AS degree as an additional pathway, providing an opportunity for a transfer level degree targeting students seeking a bachelor degree	✓	✓	✓				With no AS degree in place as of yet, an articulation agreement between UHM's school of Arch and the AEC program is in place. This involves their acceptance of transfer credits, and /or a waiver from having to take two Manoa ARCH courses, provided the student has taken and passed, with a C or better, four AEC courses: AEC 115, 118, 130, 138. AEC plans to further develop implementing a pathway to UHM's School of Architecture and the College of Engineering.			
4.5 (2014) Provide access to current technology that supports student learning.	X	X				X				
(2016) Transform existing walk in closet into a GREEN LAB for multiple uses.										This goal for the green lab was not achieved in AY 2016.
(2016) Replace aging printers to keep up with reproduction of plans for the Model Home Project and other instructional drawing sets for class work and the college.										This goal was partially achieved. Two printer were acquired for CAD Labs I and II for students to print their assignments.
(2016) Seek funding to hire peer tutors to support student success in our specific rigorous trade to increase graduation rates.										This goal was temporarily achieved with the hiring of an AEC tutor to assist students in advancing technology courses as part of the Rural Hawaii Grant project.
(2016-17) Search for instructor to teach surveying courses.										
(2017) Seek funding to upgrade existing GPS hand held devices for use in GIS/GPS cursework.										
5. Auto Body Repair and Painting (ABRP) Program Actions										

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review	2014-2015 Annual Review	2016-2017 Annual Review
5.1 Complete implementation of new ICAR LIVE Curriculum						✓	Completed			
5.2 Seek extramural funding for equipment replacement.						✓	Completed			
5.3 Pursue training opportunities for faculty, locally and out of state						✓	In progress			
5.4 (2013) Implement the virtual painter for assessment		✓				✓				
5.5 (2014)Successfully implement the new four block courses, replacing the existing 24 modular courses.										
(2015) Increase skill level of students with hands on training with new equipment that will improve technical skills.									Perkins Grant provided. Program purchased i5 spot welder and an aluminum repair station, allowing the ABRP program to be at the cutting edge of technology, increasing skill level which may lead to increased enrollment.	
(2016-17) Increase enrollment in the program by attending all career fairs we are invited to.										Ongoing.
6. Auto Mechanics Technology (AMT) Program Actions										
6.1 Review course level outcomes and submit necessary curriculum forms to update course outlines and syllabus.						✓	Created rubrics that were approved by program advisory committee. There are documented increases of student achievement for each student learning outcome.			
6.2 Develop and document assessment strategies for student learning outcomes.		✓ (graduation)				✓	Created rubrics that were approved by program advisory committee. There are documented increases of student achievement for each student learning outcome.			
6.3 Develop a system to track the results of students taking the ASE exams		✓ (workforce)				✓	Obtained phone numbers of students. Has proved effective in the charting of students for follow up on ASE test taking. Results show that 90% of students have acquired certifications within five years of graduation. Results have shown that students have a lower success rate in the areas of engine performance and engine mechanical. The program will attempt to improve these areas by modifying instruction and replacing outdated equipment.			
6.4 (2013) Incorporate biodiesel instruction in the existing curriculum.		✓ (workforce)			✓	✓				
6.5 (2013) Design new module for air conditioning to address the new refrigerant designed for mobile units. Due to be released in 2015.		✓ (workforce)			✓	✓				

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6.6 (2013) Provide instruction on Super Critical State Fuel Injection System. Will drastically reduce dependency on fosil fuel and increase fuel mileage.		✓ (workforce)			✓	✓				
6.1 (2014) Utilize technology to teach students about repairs – The program will use Mitchell On Demand, a computer based repair manual that is commonly used in the industry.								Currently being used but subscription needs to be renewed in 2013. The renewal will be very, very critical for the AMT Program to meet its goals.		
6.2 (2014) Explore and research incorporating Hybrid and EV technology into the curriculum. Make changes to curriculum, if necessary.								Ongoing.		
6.3 (2014) Request funds to up-grade computer systems to meet current diagnostic systems that have blue tooth systems.								Ongoing.		
6.4 (2014) Incorporate biodiesel instruction in the existing curriculum.					X	X				
(2015-16) Block courses: Collapse 14 courses into 5 to allow for flexibility, allowing instructors to tailor courses according to student strengths and weaknesses.									New block courses have been improved.	
(2016-17) Review the new courses implemented. Run out the old courses.										Ongoing.
7. Business Technology (BTEC) Program Actions										
7.1 Using the Business Technology Medical Office Assistant (MOA) curriculum to create a stackable certificate; population target will be the 400+ students who self-identify as pre-nursing majors many of whom fall in the underserved populations of low income and ESL	✓	✓		✓			The BTEC program now has the certificate in place and markets the MOA curriculum to potential students. This will no longer be a program action since the certificate has been implemented. We will substitute the VOA as a new program action.	Complete.		
7.2 Offer MedA 107 in Spring 2013		✓					MEDA 107 has been offered and is continuing to be offered during spring semesters. This will no longer be a program action.	We had offered it and enrollment did not justify continuing to offer it. This course will no longer be offered. This will no longer be a program action.		

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7.3 Work in partnership with other UHCC Business programs to explore and if appropriate, seek external accreditation through the Accreditation Council for Business Schools and Programs						✓	Discussed this at the program coordinating council and program advisory council meetings and the members indicated that the cost and effort expended seeking external accreditation would not be valuable to students seeking employment. If students earned a Certified Administrative Professional (CAP) certificate through the International Association of Administrative Professionals (IAPP) would be more valuable to employers as it shows evidence of individual proficiency. This will no longer be a program action. We would like to explore the possibility of IAAP CAP certification in its place.	Complete		
7.4 (Spring 2013) Develop and implement VOA program to increase the pool of nontraditional BTEC students.						✓		Program development. We have not had enough enrollment to offer the new VOA courses yet. We are still working at exploring strategies to market the courses and the VOA program. Need time.	The VOA certificate is till being offered and has added two new courses to the elective list. Ongoing.	
7.5 (Spring 2013) Prior Learning Assessment initiative at HawCC.						✓		BTEC program has worked with UH system to further the PLA initiatives at HawCC. CBIE assessments have been developed and shared with the system. In addition, courses have been made available for assessment by portfolio. Two pilot portfolios have been assessed and have been returned with feedback to the PLA coordinator.		
7.6 (Spring 2013) Improve student support and support Kauhale concept in BTEC.		✓		✓				Graduation Remediation Workforce. Underserved Populations. Will continue to explore student support strategies and implement as appropriate. Need time.	Program brought assigned counselors and others into classes to introduce students to the counselors and their services. Students found this to be helpful and made them feel special and part of the HawCC ohana.	
7.7 (2014) Improve Student Support Initiatives • Explore strategies to increase nontraditional students in BTEC program. • Explore strategies to attract Native-Hawaiian students to BTEC program. • Increase and improve design and delivery of distance learning offerings. • Increase completion of degrees and certificates. • Continue to implement and explore strategies to market the VOA program to increase the pool of nontraditional BTEC students.	X	X		X		X			The VOA certificate is till being offered and has added two new courses to the elective list. Continuous.	Ongoing.

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(2016-17) Implement structural improvements to promote persistence to attain a degree and timely completion.										
(2016-17) Anticipate and align curricula with community and workforce needs.										
8. Carpentry (CARP) Program Actions										
8.1 Utilize green building technology and sustainable landscaping when constructing the annual model home.		✓			✓		The 2013-2014 Model Home has incorporated pertinent instruction and procedures relating to sustainability in the designing and construction of the model home. Included are energy star rated roofing, thermal radiant barrier, low/no VOC paint, solar water heating, photo-voltaic energy system, energy star rated appliances/light bulbs and carpet made from recycled products. The agriculture program has incorporated native plants in its landscaping and a Hydroponic green house.			
8.2 Create a Certificate within the Carpentry program for students who plan to pursue going into the Carpenters Union, targeting underserved populations whose education may be interrupted by outside responsibilities.		✓	✓				The program has a certificate track where General Education electives are not required; this pathway earns a Certificate of Achievement. All disciplinary courses must be completed, along with English, two math, and two blue print reading courses.			
8.3 Complete curriculum modifications to formally incorporate "green and sustainability" concepts into curriculum.		✓			✓		Green and sustainability concepts are concurrently interjected within the lessons of constructing the model home.			
8.4 Include students in the annual model home project from other applicable programs.						✓	The Machine Welding and Industrial Mechanics Technology program no longer participates in the program. The Diesel, Electricity, and the Architectural Engineering and CAD programs are other programs involved in the model home project.			
8.5 Investigate and develop, if appropriate, a program in megatraonics.		✓		✓						
8.6 Investigate and develop, if appropriate, a program in sustainable building maintenance		✓		✓	✓					
8.7 (Spring 2013) Have students certified in utilizing and care of the Power actuated nailer.		✓ (workforce)				✓		Power Actuated Nailer Certification – Spring 2014		
(2016-17) Provide a First Aid /CPR/AED class for all 1st year students.										All incoming students are given a First Aid class in their 1st two semesters.
9. Culinary (CULN) Program Actions										

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review	2014-2015 Annual Review	2016-2017 Annual Review
9.1 Purchase new equipment		✓ (workforce)				✓	no monies allocated 2012-2013	No monies allocated in 2012-2013. Perkins proposal up for review in Spring 2015.	(2014-15) Updated used equipment from WH CULN to expand its patisserie, confectinary, and Garde Manger lab assignments in CULN 150, 252, 240 and 220.	
9.2 More distinguished Chef visits		✓ (workforce)				✓	Roy Yamaguchi, Alan Wong, Ed Kenney, Chef Mavro, and Russell Siu were guests chefs	Through collaboration with HCEF (Hawaii Culinary Educational Foundation) & strong instructor collaboration with industry, program increased its visits from distinguished chefs such as Roy Yamaguchi, Alan Wong, Ed Kenney, Mavro, and Sam Choy.		
9.3 Change menu to more healthy foods.		✓ (workforce)			✓	✓	More organic products, gluten free, and local produced products were used this year.	Use of more organic products. An increase in vegetables and lowering of protein portions were implemented on various menus.		
9.4 (2013) Sustainability in facility usage and equipment. Purchase supplies and equipment that will incorporate all tenents of sustainable issues.		✓ (workforce)			✓			All AC units within facility are programed for minimal "run time". Replacement faucets housed with water saving attachments. Implementation of recyclable take out containers and vessels.		
9.5 (2013) Investigate on the purchase of more "Green cleaning supplies.		✓ (workforce)			✓			Use of environmentally friendly dish soap was incorporated within all kitchen facilities. Use of corrosives for cleaning were minimized.		
9.6 (2013) Move to increase our use of local produce and products to support farmers and improve menus.		✓ (workforce)			✓			Further collaboration with the Agriculture Program and Hawaii Lifestyles Program to include sustainable farming products into our menus. Within the past two years, the culinary program has increased its use of local and sustainable products on our menus.		
9.7 (2014) Implementation of Live Text into program labs.		X				X				
(2015) Maintain high enrollment in the program every year.									Achieved by advertising and advising potential students and participating in public events like the Food & Wine Festival, Taste of the Hawaiian Range and involvement with the DOE and CTE programs. This is a constant effort for faculty and staff of the CULN program.	
(2016-17) Implement Combination Cooker into multiple Culinary courses.										
(2016-17) Plan to integrate healthier menu options in the Café.										
10. Diesel Mechanics (DISL) Program Actions										
10.1 We will continue to promote and award the Caterpillar/Hawthorne Student Scholarship Award at the high school and new and returning students to the diesel program.						✓	We will continue to have a strong relationship with these companies.	On going.		

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10.2 Develop a recruitment flyer featuring non-traditional students and the modular Diagnostic Information System.						✓	Near Completion.			
10.3 Donation of diesel engines and other training and related materials						✓	We will continue to have a strong working relationship with this local Caterpillar company to support the program. The program has received two engines and other training materials that are currently being used in the curriculum.			
10.4 Industry training						✓	Students have been receiving training from some of the local companies.	We have been having industry training from some of the local companies for the students. Here are some of the companies that contribute to these events. Caterpillar-Hawthorne Pacific Corp, Cummins Pacific, Cummins West, Power Generation, and Bendix Brakes.		
10.5 Develop relationships with manufacturers nationwide						✓		Matson Navigation company and Caterpillar-Hawthorne Machinery company has helped ship training materials from the mainland to Hilo. The training materials are currently being used in the curriculum.		
10.6 (2013) Update student learning outcomes and develop assessment for the courses.						✓	We have modified all of the diesel mechanic courses from 28 different modules to six course modules. Student learning outcomes, course objectives, course topics, and assessments have been modified to meet the new course modifications.			
10.7 (2013)Develop assessment strategies for students learning outcomes.						✓				
10.8 (2013) Incorporate Environmental parts washer in lab activities. These are some of the training aide systems used for teaching and demonstration of Bendix brake board, differential assembly, and international electronically control diesel engine.		✓ (workforce)			✓	✓				
10.9 (2013) Update current diesel engines from mechanical to electronically controlled. Some of these engines have been here for the past 25 years.		✓ (workforce)				✓				
10.10 (2013) Purchase heavy duty truck wireless lifting system, 48 tons, 6 set.		✓ (workforce)				✓				
(2015) Fill the APT position for the Diesel program. This person will assist in the paperwork side of instruction, filing data and aid in assessment work.									The action plan for the AY 2014-15 period was to fill the APT position. This was achieved in the summer of 2015.	

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(2016-17) Oil reclaimer will be tested and put to use in the diesel shop.										
(2016-17) To edit and rewrite rubrics for performance assessments so that they are easy to kunderstand and outcomes are clear and concise.										
11. Digital Media Arts (DMA) Program Actions										
11.1 Develop a Digital Media Arts 2+2 program with UH Hilo Art Department.			✓						Waiting for UHH to propose the upper division courses for the 2+2 degree.	
11.2 Improve persistence and completion rates.		✓ (workforce) (graduation)				✓				
11.3 To keep the DMA current and competitive in this complex and multi-faceted hi-tech field, the program will research, train instructor, and/or recruit qualified instructors to teach programming for mobile devices such as tablets and smart phones. The future of communication is in these devices.	✓					✓				
11.4 (2013) Recruitment via high schools visitations, open house, hosting of visiting student to the DMA lab will be continuing. The program promotion via the website, social media are kept current and active.						✓	DMA website has been updated, and the redesign of the DMA DVD is in progress. On facebook. Recruited at several high schools, provided tours of DMA lab, etc.	On going.		
11.5 (Spring 2013) Grant Development DMA will continue to work with Alu Like Inc. of Honolulu to pursue grant opportunities to support Native Hawaiians, and others all others, in career and technical education, and to support ongoing student support initiatives.							AY 12-13 the program was awarded $250,000 From Alu Like's Native Hawaiian Career and Technical Education.Program (NHCTEP). The program did not reapply for this grant this cycle for the coming year. Delete.			
11.6 (2013) Continue student learning outcome assessment. Working with instructors to reflect on assessment results and using these results to make adjustments in the curriculum.							All PLO assessments are up to date. And participation with lectures is ongoing. According to CERC recommendations: assessment should be operational and ongoing and not a goal. Delete.			

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~~11.7 (2013) Professional Development the DMA program, with funding from the Native Hawaiian Career and Technical Education Program (NHCTEP) grant, will continue to invest in its instructional staff in order to maximize the learning experience of the students both in the classroom and in the program as a whole.~~						✓	The NHCTEP grant sent four instructor/staff to the 2013 Native Hawaiian Education Association Conference, March 21-22. The grant also sent educational Specialist to the 2013 Hawaii International Conference on Education			
11.8 (2013) The DMA program will continue its efforts to develop a 2+2 program in digital Media Arts with UH Hilo Art Department.			✓			✓	The last meeting with UHH art faculty/administration determined that for the 2+2 to go forward we at the HawCC will once again work on the AS degree proposal. And continue to develop an alignment of UHH digital media course to the HawCC Digital Media Program.	On going.	Waiting for UHH to propose the upper division courses for the 2+2 degree.	Continuous process.
11.9 (2013) To improve persistence and completion rates.		✓								
11.10 (2013) To once again work on the AS degree.		✓	✓			✓				Continuous process.
(2016-17) Conduct Closing the Loop assessments on the following classes: ART 202; ART 113; ART 107D.										
12. Early Childhood Education (ECED) Program Actions										
~~12.1 Monitor the transfer and completion rate of students from the ECE program to the University of 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.~~			✓	✓			No formal mechanism has been established to monitor the transfer of these students. The transfer of students with an AS degree in Early Childhood Education to UHWO has been made seamless with the institutionalization of automatic acceptance into the UHWO BA in Social Sciences with a concentration in Early Child hood Education. Although the mechanisim has been seamless the transfer for the students has not been as seamless since the change in UHWO's general education requirements. Most students have found that they need to take additional lower division general education courses in order to fulfill their general education requirements for UHWO. In addition students who do not seek early advising find that they have taken classes that do not fulfill the UHWO general education requirements, which adds to courses that they must take in order to graduate with a BA degree from UHWO.	The Institutional Researcher has developed a program that will provide the information regarding students transferring to 4-year UH system institution. A specific advising sheet is being developed for students who plan to transfer to UHWO by a counselor to provide to assist the advisor and student to make appropriate decisions regarding general education choices. Delete from AMP.		

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12.2 (2013) Increase certificate and degree completion.						✓		According to the ARDP certificates and degree completion have increased slightly, however with the decline in the number of majors may impact the certificate and degree completion numbers.		
12.3 (2013) Determine the training/educational needs of the Early Childhood community in West Hawaii and how Hawaii Community College's Early Childhood Education Program can best meet these needs.						✓		Conversations with the lecturer as well as a few employers have not yield any definitive needs or how the needs could be met.		
12.4 (2014) Increasing the number of certificates and degrees will increase the numbers of individuals who are qualified to work with young children in private and public school programs.		X		X		X				
(2015) Efficiency will improve with the hiring of the second APT in the Children's Center from temporary to permanent. Research is being done. The SSCI Department has committed its support.										Hired a second ECE faculty member. Efficiency has improved and class size has increased by 8%. Currently in discussion with Administration to move APT position from temporary to permanent.
(2016-17) Offer DE and night courses.										
(2016-17) Recruitment and retention.										
(2016-17) Retool the PACE outreach program.										
13. Electrical Installation and Maintenance Technology (EIMT) Program Actions	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review			
13.1 Establish a photovoltaic curriculum to implement the PV Grid-Tie system already purchased through Perkins	✓	✓ (workforce)			✓					
13.2 Design a new 3-credit curriculum on basic photovoltaic systems for EIMT majors only. EIMT students will have basic AC/DC theories and electrical safety. This class would provide another option for Natural Science electives.	✓	✓ (workforce)								
13.3 Acquire funds to provide more trainer kits to enhance Model Home Practicum Lab Projects.		✓ (workforce)			✓					

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review	2014-2015 Annual Review	2016-2017 Annual Review
~~13.4 (Spring 2013) Photovoltaic Training for EIMT students~~					✓		DHHL Model Home 2010-2011 and 2012 – 2013, both structures were supplied by PV systems installed by EIMT students. We will be conducting our third Model Home with a Photovoltaic system installation.			
~~13.5 (Spring 2013) Pursue to obtain funds to provide more trainer kits to enhance Model Home Practicum Lab Project.~~							Perkins was obtained and EIMT 20 & 22 students are using the trainers to enhance their understanding of forth coming applications that will be conducted at the Model Home Project.			
~~13.6 (2013) Replace EIMT 20 & 22 furniture (classroom #24) for student safety, comfort & success. EIMT's cap is 20 students, which is a large enrollment. Our students should be able to sit comfortably during our long classroom contact hours. Classroom #24 has a larger quantity of students than second year EIMT student enrollment.~~								Complete.		
13.7 (2013) Requested funding for a new shop truck, or a major overhaul to prolong EIMT's aging shop truck. Shop truck is the main vehicle for EIMT shop/program function to obtain materials, delivering of students & materials to participate on Model Home Cap Stone Project.								Funding not available.		
(2015) A mock two bedroom single-family dwelling structure will be built on campus allowing students to perform hands on teaching on electrical installaion and maintenance in residential, commercial and industrial wiring. Students will touch all areas of roughing-in and finishing electrical installations.									No funding has been awarded.	
(2016-17) Stabilizing resources for new arrangement of separate cohort groups. Please see health and safety/emergency funding requests below, and long-term funding requests to support this goal in the AY14-16 Comprehensive Review.										
(2016-17) Increase educational opportunities in photo-voltaic.										
14. Electronics Technology (ET) Program Actions										

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review	2014-2015 Annual Review	2016-2017 Annual Review
14.1 Acquire proper equipment and workbenches so students may run labs without having to deal with test equipment malfunctions						✓	Developing the Electronics Technology program required proper test equipment and workbenches. We have acquired enough test equipment to perform lab with up to 15 students. The workbenches are not electronics workbenches, they are workbenches from RAC but will suffice for the time being but we need to supply proper lighting for the benches.			
14.2 Align program to mirror UH Maui's AS program to facilitate student transfer into UH Maui's BAS program			✓				Delete. UHMCC has a terminal Computer technology BAS program. It is a terminal degree because the program is not an engineering accredited program.			
14.3 Build a strong advisory council team that can help guide the program in a direction that will fulfill community needs		✓ (workforce) (graduation)					The advisory council has been updated. We now have the representative from West Hawaii and also from HELCO.			
14.4 (2013) Modify program so that it is relevant to community needs.		X				✓				
(2015)Expand recruiting area for potential students to Oahu and Maui. Also an effort to recruit starting from middle schools and STEM camps.									Ongoing.	
(2016-17) Expanding the advisory committee will be needed to continue. The needs of the local industry has not been realized.										
(2016-17) Realignment of courses and updating material is needed to meet today's technology										
15. English As A Second Language (ESL) Program Actions										
15.1 Create seamless transfer for students moving from IEP to credit ELL courses; articulate non-credit IEP courses and credit ELL courses as appropriate.		✓		✓			Ongoing			
15.2 Utilize best practices in curriculum development and teaching of IEP and ELL courses.		✓		✓			Ongoing			
15.3 Work with Student Services to provide comprehensive, integrated student support services, especially since students are entering into a new culture in addition to learning a new language.		✓		✓			not completed			

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review	2014-2015 Annual Review	2016-2017 Annual Review
15.4 Provide ELL students' opportunities to be involved in extra-curricular activities, such as becoming members of the International Student Association, helping them acculturate into American college life.		✓		✓			not completed			
15.5 Develop a mentorship program for ELL/IEP students.		✓		✓			not completed			
15.6 Develop culturally relevant curriculum		✓		✓			ongoing			
15.7 Establish a language lab for all languages taught at the College — Hawaiian, Japanese, and English.		✓	✓	✓			Not completed			
15.8 Provide professional development for ELL instructors that focuses on state of art practices in teaching ELL students.		✓	✓	✓		✓	ongoing			
15.9 Develop and implement a strategy to better service the ELL students attending classes at the UH Center, West Hawai'i, where ELL classes are not offered.		✓	✓	✓			ongoing			
16. Fire Science (FS) Program Actions										
16.1 Establish Fire 293, this would be an Internship Course with the Hawai'i Fire Department. This course would be available to seniors about to graduate. Resolve liability issues.		✓ (workforce)					I believe the liability issue has been resolved, and plan to continue the establishment of this course.	On going.		
16.2 Establish a Bachelor of Science in Fire and Emergency Services Degree program at either UHH or Hawai'iCC			✓				The UHH gave a very positive reponse to my proposal. However, due to budget constraints they wanted to put this on hold for the moment.	Postponed.		
16.3 Establish STEP with USFS Region 5		✓ (workforce)				✓	Plan to continue with this. However, CALFIRE and HawCC have established a seasonal employment opportunity for our students.	On going.		
(2014-15) Take delivery of the Fire Engine donated by the Honolulu Fire Department.									Fire engine is in the possession of the FIRE Program.	
(2016-17) Establish EMT as part of the FS program curriculum.										
(Fall 2017) Expand the FS program to the Palamanui Campus										
(Fall 2017) Have the Apprentice program build a shelter for our fire engine.										
17. Hawaii Life Styles (HLS) and Hawaiian Studies (HWST) Program Actions										

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review	2014-2015 Annual Review	2016-2017 Annual Review
17.1 Complete curriculum modifications to strengthen the HLS Lawaiʻa, Mahiʻai and Hula tracks, making them true terminal degrees .		✓		✓			No longer applicable. "True" terminal HLS degrees are no longer a focus due to the self-assessment/accreditation process wherein below 100-level courses are undesirable. DELETE.			
17.2 Perform comprehensive assessment of current Lawaiʻa and Mahiʻai AAS degree curriculum, modifying them if appropriate to provide transfer options and/or make them sustainable.		✓	✓	✓			Program faculty will have a 2 day retreat over the Fall 13 break to perform this assessment and make decisions for the sustainability of these tracks. Prior to Fall 11, HLS program decided to only offer Mahi`ai & Lawai`a in 2-year cycles, to effectively teach out students, without beginning new cohorts. We are currently in our 2nd cycle. The purpose for this is to effectively measure our learners goals, our teaching/curriculum effectiveness based on graduation, persistence & retention, and new enrollment.			
17.3 Complete renovation of HLS faculty staff office space to appropriately house programmatic resources.				✓		✓	One of two recent renovation projects is complete. The other is near completion. Completion date is Dec 31, 2013. DELETE AFTER 12/31/2013. Other future renovation visions are to gut and update (including furniture, lighting, and other cosmetics for the inside of our 380 offices, install solar for the whol office and eventually building, renovate the bathroom facilities in 380, build a haluau lawai`a, landscape the Kapakapakaua Male, install aesthetic water catchment another land friendly efforts.			
17.4 Provide support for preparing faculty and staff for pursuits in higher degrees.				✓		✓	One of our next project goals that we've talked about but have not articulated in our nxt 10-year plan is including a budget for financially supporting faculty & Staff for achieving higher degrees. Title III & the Native Hawaiian Education Act funding are only two potential sources.	Reevaluate whether this is still a goal for the program.		
17.5 Assess current grant initiatives and resources and prepare for institutionalization of programming and personnel.							We have learned over the last 15 years of Title III work, that not all functions/positions/activities get institutionalized. Our program has been very fortunate, over the past 15-years to really build the capacity & resources of HLS almost entirely initiated by grant funds including 3-APT positions, 5-instructor positions, 1-program coordinator position, the AAS degree program, the Haakumale protocols program, and video conferencing just to name the more significant contributions, a number of relationships, operations, etc. We will convene meetings to discuss institutionalization of programs/positions in the Sp14 semester.	Will be discussed at the next few grant mgts with administration.		

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review	2014-2015 Annual Review	2016-2017 Annual Review
~~17.6 Improve data-based decision making for Native Hawaiian initiatives by incorporating grant outcomes, Strategic Plans, Hawai'i Papa O Ke Ao and other institutional data studies for end users to utilize in programmatic and institutional decision making.~~		✓	✓	✓			IOH program has raised the issue of having 1-person organizing data for easy access for decision making and reporting. We are currently expanding the PD for one of the vacant, g-funded, APT positions, to include the data organization, harvest, organizing, syntheses piece of IOH/HLS.	Completed. Redescribed and then gave the position to the campus.		
17.7 Seek and develop internships.		✓	✓	✓			This action goes hand in hand with no.4 action above. Having a dedicated person within the program is a next action step towards this end. Currently, individuals in the program recognize that internship is an important economic/learning opportunity for our learners. Individuals make connections in the community and with other UH programs to make internships a regular part of our educational practice. A program effort would be more effective for our learners and for our community.	Reevaluate whether or not this is still a goal & if full position is still necessar for this.		
~~17.8 Seek Board of Regents approval for a Hawaiian Studies AA Degree.~~		✓	✓	✓			Done (Fall 2013, AA for two more tracks pass the faculty senate).			
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.	✓	✓	✓	✓	✓		This effort is sporadic and is given attention by a number of individuals when the need comes up. This effort needs a dedicated APT B staff to inventory & organize connections with the college, connect with organizations, and laize between program instruction and community efforts. As for STEM fields, we continually say & authentically know that "we do STEA(A)M", but we've never articulated how. As part of no. 2, above, a deeper evaluation of how Hula Lawai`a, and Mahi`ai meet emerging workforce needs. And how Hula, Lawai`a & Mahi`ai can create its own workforce.	Reevaluate whether this is still a goal for the program.		
17.10 (2013) Plan for Tribal College Accreditation by WNHEC	X	X	X	X	X	✓				
17.11 (2013) Implement new assessment cycle.		✓				✓				
17.12 (2013) Assess, analyze, and interdiciplinarize HLS tracks' curricula in terms of their potential to engage STEM fields into the Hawaii core, workforce & internship dev. and a healthy Hawaii.	✓	✓				✓				
17.13 (2014) The first order of business in this next AY 2015-2016 is to envision what we would like for the next 10-years.										

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review	2014-2015 Annual Review	2016-2017 Annual Review
(2014-15) Deletion of AAS in Hawaiian Life Styles degree allows program to focus on the AAHWST with emphasis on Hula and Kapuahi.									The program no longer offers the AAS degree. Program faculty and staff worked with students to switch to the AAHWST major or finish the sequence classes for degree attainment.	
(2014-15) Institutionalize Native Hawaiian Counselor position funded by Title III U.S. DOE Grants.									The position has not been institutionalized. However, the program will continue to request and campaign for the Native Hawaiian Counselor position.	
(2014-15) Improve health and safety of classrooms. These improvements would enhance the classroom environment and support student success.									Two 70" tvs were mounted to replace mobile tv. Bldg 381-17 room was repainted. Ten chairs were donated from DMS program to replace broken ones. New Mac desktop was installed for instructor. Program will continue to request funding to replace worn out furniture.	
(2016-17) Fill vacant General funded program positions.										
(2016-17) Look for additional outside funding.										
18. Hospitality and Tourism (HOST) Program Actions										
18.1 Move into new facilities at Hawaiʻi Community College — Palamanui starting Fall 2015 with continued classroom, online Laulima, and videoconferencing instruction to and from Hilo.						✓	11/12/13 Construction started on Palamanui campus, 11/21/13 funding of 2.4 million released for culinary equipment, laboratory equipment and solar power. Contractor has 18 months to complete campus, so occupancy starting in Aug. 2015 is very likely. Palamanui Academic Master plan discussed. with faculty and is posted on UH System Web site and the HawCC Web site.	HOST moving into Palamanui facilities August 2015.	HOST moved into Palamanui facilites in August 2015.	
18.2 Establish closer relationships with the world-class Kohala resorts, including cooperative programs and internships		✓ (workforce)					Added to HOST Advisory Council: HR Director of Four Seasons, Asst. HR Director of Hilton Waikoloa Village, General Manager of Kings Shops, Owner of Personal Butler Service, and Executive Director of Big Island Visitor Bureau. Students experience field trips to resorts once a semester. Cooperative education opportunities are available in resorts or resort restaurants annually.			
18.3 Utilize the skills and talents of resort staff experts in offering presentations and workshops to HOST students at West and East Hawaiʻi campuses.		✓ (workforce)					Fairmont Orchid Resort Director of HR and Executive Sous Chief visited both campus classrooms physically and by videoconference to discuss job opportunities and the culture of Fairmont Orchid.			
18.4 (2013) Continue to build industry membership on HOST Advisory Council.		✓ (workforce)								

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review	2014-2015 Annual Review	2016-2017 Annual Review
18.5 (2013) Encourage continued improvement in reliability of Laulima and videoconferencing by keeping logs of difficulties in those systems. Technical support and increased connectivity may be needed.						✓				
18.6 (2013) Schedule Housekeeping lab days in nearby hotels.		✓ (workforce)				✓				
19. Human Services (HSER) Program Actions										
19.1 Create a needs assessment that can explore and investigate the needs of the community and how the Human Services program can best serve the community. Research the need for modification of Program from Certificate of Completion (21 credits) to Certificate of Achievement (24-27 credits).		✓ (graduation) (workforce)					I will consult with Dept. Chair to create this needs assessment and will decide how we can have it done.		Collaborated with data personnel to assist in creating a survey for community resources. Survey created, still in the process of having it distributed in the community.	
19.2 Work with the Department Chair to continue to collaborate with UH-Hilo to better prepare Human Services students for transition from Hawaiʻi CC to UH-Hilo			✓				Connection with Halaulani has been positive in giving students resources prior to transferring up. Dept. Chair is collaborating with the Psyc. Dept. One of my prior students will be working with the Sociology Professors to come to my classes, making positive connection.	On going.	Collaboration started with the Sociology and Psychology Department at 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.		✓				✓	Met with Joni, Dept. Chair, Counseling Dept. Chair and Grace Funai to collaborate on how to enhance the program. I than collaborated with Kenoa Dela Cruz who created a sheet of Liberal Art requirement with an emphasis on Human Services. I have presented to the other HSER classes and informed other faculty, counselors, and lecturers on how to utilize this new form to best guide students to declare Liberal Arts or AJ as their primary major and Human as their secondary and in doing so we can get better data on it.		An Advising sheet was developed which assisted students to declare Liberal Arts as their major with Human Services Emphasis. Planning and preparing to implement a Learning Community in collaboration with faculty from Liberal Arts - English Department.	
19.4 (2013) Follow through with a needs assessment to see how HSER can better prepare students for employment in the community.		✓	✓			✓				
19.5 (2013) Collaborate with Sociology and Psychology Depts. of UHH		✓	✓							
19.6 (2013) Create a survey to capture data to support strengths.		✓				✓				

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review	2014-2015 Annual Review	2016-2017 Annual Review
(2014-15) Strengthen connections with UHH to establish a direct pathway for HawCC graduates to a major in Sociology or Psychology programs.										
20. Information Technology (IT) Program Actions										
20.1 Create stackable certificates culminating with the existing (or modified) AS degree .	✓	✓		✓			At present, the Certificate of Completion in Computer Support is beginning to be noticed by non-IT majors. The intention of the creation of this certificate is to recruit students who would like to use this certificate to supplement their majors. It is hard to tell from the data provided since ti lumped the numbers of certificates and degrees awarded into one. More time is needed in order to make sense out of the data. Referring back to the previous graduation data, 9 degrees and certificates is not an adequate number to start with.			
20.2 Develop and implement strategies to increase course completion, improving retention and graduation rates.				✓			Telephoned and followed up on students who dropped out of the program. Of the six students called, two returned to the IT program in Fall 2012; continued to monitor the results of the modified prerequisites for the IT-CC so that students can possibly obtain their CC in one year (fall-spring, spring-fall). It looks like this strategy is beginning to work out as there is an increase in enrollment. Students are beginning to show interest in pursuing the CC. We will have to monitor this trend for a few years to be able to tell for sure.	On going.		
~~20.3 Develop a stackable certificate in Health IT.~~	✓	✓		✓			Delete. The Health IT Program is reserved for Kapiolani Community College at present.			
20.4 Pursue Perkins funding to hire an APT to gather data and track students, providing information that can be used to strengthen the program, recruit and retain students, and improve completion rates.		✓		✓						
20.5 Collaborate with UH Hilo to determine the feasibility of using the IT Certificate of Achievement as a stackable certificate within the UH Hilo IT baccalaureate degree.			✓				Have initiated discussions with faculty in the UH Hilo Computer Science department on acceptance of HawCC IT credits in their program. Several of the IT graduates have continued into the UH Hilo Computer Science major.			

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review	2014-2015 Annual Review	2016-2017 Annual Review
~~20.6 (2013) Increase scholarships and other special opportunities for students (e.g., Akamai).~~								Akamai scholarships continue to be offered. The Program Coordinator has begun to meet regularly with students to alert them to scholarship or other special opportunities, and to encourage them to apply.		
~~20.7 (2013) Assist students with preparation of resumes and job applications.~~								Two of six students who have completed the IT program in Spring 2014 have obtained jobs related to IT. (Christopher J. @ Gemini Observatory, and Kelsey Y. @ County of Hawaii.)		
~~20.8 (2014) Encourage students to further their education and training.~~								The first female IT graduate of Hawaiian ancestry was accepted and transferred to UH-Hilo computer science program in Fall 2014. (Lindsey H.)		
20.9 (2014) Fill the retired full time faculty position.								On going.	On going.	
Increase full time faculty from 1 to 2 positions.	X	X	X	X		X		This is an on going goal.	On going.	
(2015) (2016-17) Increase student major counts.									Despite a general decline in the number of majors for the college, the IT Program has maintained a fairly steady major count.	Ongoing.
~~(2015) Develop and implement curricula in computer security, as part of a system wide, and more broadly national, initiative to focus in the area. Security risks in the digital age are a major concern, and there is much opportunity for students to enter this area of IT.~~									The full time faculty member has started the planning stage to initiate major curricular changes which will enhance computer security training, and these efforts are planned to continue in the coming year.	The Program has successfully created its new cybersecurity Certificate of Competence, including two new courses in cybersecurity in the 2016-17 AY.
(2016-17) Obtain a second full time faculty member in the IT Program which will allow expansion of program offerings.										
21. Liberal Arts (AA-LBRT) Program Actions										
~~21.1 Develop a new degree: Associate in Science (AS) in Natural Science (NS) with concentration in Environmental Science that articulates to the University of Hawai'i at Hilo (UHH).~~	✓	✓	✓				ASNS was established as a provisional program; the focus for HawCC is Biological and Physical Sciences.			
~~21.2 Seek Authorization to Plan from Board of Regents for new AS NS degree.~~	✓	✓	✓				Delete, established.			
21.3 Review the Hawai'iCC AA degree looking at the number of GE credits required in comparison to the rest of the UH system.			✓	✓			The LBRT program had two all-LBRT program meetings to discuss this. A follow up meeting is being planned in February. Initial comments indicate a desire to keep the AA degree as is but pathways and a possible reduction in GE credits are still being considered.			

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review	2014-2015 Annual Review	2016-2017 Annual Review
21.4 Identify funds and classrooms to provide English writing classes with computers, enabling writing classes to use technology as a means of achieving student success.		✓	✓	✓			One classroom was transferred from BeAT to English in AY13. At least 1 more classroom, preferable 3, will be needed for English.			
21.5 Adopt GE LOs as PLOs and institute an alignment process.						✓	Delete - complete			
21.6 Continue efforts to assess course learning outcomes to align with PLOs and ILOs.						✓	Alignment is complete; assessment needs to be done.			
21.7 Utilize the program review process to evaluate developmental education enrollment and completion to determine effectiveness; meet once a year as a program.				✓		✓	This still needs to be done for Remedial/Developmental English and Math.			
21.8 From AMP: LBRT is considering the development of pathways/ concentrations/ AA Degrees which transfer to 4 year programs. Those being considered are Psychology, History, and Art.						✓	Conversations with UHH have been initiated.		Five AA-LBRT concentrations were approved.	
21.9 (2013) Establish Positions: ANTH, ASAN, GEOG, BIOL, PHYS, CHECM, English, Math (in priority order)						✓				
21.10 (2013) Create Physics Lab	✓					✓				
21.11 (2013) Upgrade Chemistry Lab.	✓					✓				
21.11 (2013) Two security carts and 35 laptops/tablets each.						✓				
21.12 (2013) Obtain space for offices and meeting rooms						✓				
(2015) Increase lecture pool to accomodate Early College classes and the Palamanui campus. This area is a high priority.										
(2016-17) Increase number of GE-Designated courses, particularly Science courses and labs.										
(2016-17) Establish Hawaiian-Asian-Pacific (HAP) Committee system criteria or create own; develop designation process; begin soliciting applications for course designations.										Despite an ad hoc HAP Committee meeting throughout Spring '16, and a Spring '16 all-LBRT meeting that shared system HAP criteria for consideration of adoption, the division did not reach a decision on procedures/guildelines for establishing HAP designated courses.
22. Machine, Welding and Industrial Mechanics Technologies (MWIM) Program Actions										

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review	2014-2015 Annual Review	2016-2017 Annual Review
22.1 Revise program learning outcomes to be validated by industry.						✓	Completed.			
22.2 Develop industrial mechanics curriculum and submit to CRC.						✓	Submitted and accepted.			
22.3 Institute industrial mechanics course offerings.						✓	Completed. Offered to first year students.			
22.4 Expand course offerings as equipment/trainers become available.						✓	Have expanded course offerings and to include industrial mechanics.			
22.5 Continuously evaluate/modify MWIM curriculum.						✓		In progress.		
22.6 Continuously communicate with industry partners.		✓ (workforce)				✓		In progress.		
22.7 (2013) Implementation of virtual welder trainer.		✓ (workforce)				✓		Completed.		
22.8 (2013) Update/redo sheet metal lab. Replace 60 year old equipment as required.						✓				
22.9 (2013) expand Machining curriculum by adding new CNC technologies and generally updating methods consistent with the industry.		✓ (workforce)				✓				
(2015) Adjust starting hours of MWIM classes to 7:30/8:00 a.m. This will allow students to attend elective classes.									Research needs to be done for the time changes and earlier start times discussed in the previous year's action plan.	
(2015) Implement minimum math and reading comprehension requirement.									The current instructor feels that the current Math and English requirements are adequate and that there is ample classroom time for the Math problems that are done for the projects in the lab.	
(2015) Implement an intern program for students to gain on the job training.									The action plan from the AY 2014-15 annual report was to adjust starting hours to an earlier time, implement a math and reading comprehension requirement, and implement an intern program where students get on-the-job training.	
(2016-17) To edit and re-write the rubrics for the performance assessments so that they are easy to understand and the expectations and outcomes are clear and consistent.										
(2016-17) The CLOs for the MWIM 65 Advanced Welding course will be re-written.										

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review	2014-2015 Annual Review	2016-2017 Annual Review
(2016-17) The program is in the process of lpurchasing new CNC Milling Machines. It is the goal of the program to have them delivered and assembled and to lhave revised curriculum that reflects the updated software.										
23. Marketing (MKT) Program Actions										
23.1 Survey graduates.		✓ (workforce)				✓	Continuous.	Completed and continuous: Upon program completion graduates are surveyed on their perception of the overall program and offer suggestions for program improvement. Graduates are contacted again a year later and asked (now with industry experience) to offer suggestions for improvement. This will continue.		
23.2 Use survey results to determine better strategies for student attraction						✓		Completed and ongoing: The program has responded to industry and student requests by adding courses to program requirements to increase both oral (SPCO 130 or 151) and written (ENG 100) communication skills. The program has also begun plans to address new survey results by revamping the classroom environment to increase mobility and foster creativity.		
23.3 Network with Advisory Council members to build stronger relationships and find new members		✓ (workforce)				✓		Completed – The Marketing Program has gained four new Advisory Council members as of Spring 2014.		
23.4 (2013) AAS to AS Degree.		✓	✓			✓	Pending.	In progress – With the assistance of the Halaulani Transfer Success Center the Marketing Program has instead created a plan to develop an AA degree. The plan still needs to be assessed to determine whether or not this is the right move for the program. While this may improve transfer rates, with the current AA in Liberal Arts with an emphasis in Business, an AA in Marketing may result in accidental cannibalization resulting in even smaller class sizes. The program will confer with the appropriate supervisors to discuss further.		
23.5 (2013) Offer PLA As an option for professional Seeking a degree credential.		✓	✓			✓		Completed – PLA has been offered as an option since Fall 2013.		
23.6 (2014) Develop a strong Program identity using industry and alumni data.						X				
(2016-17) The Marketing instructor has taken sabbatical to develop management course.										

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development	2012-2013 Annual Review	2013-2014 Annual Review	2014-2015 Annual Review	2016-2017 Annual Review
24. Nursing, Associate in Science Degree in Nursing (NURS) Program Actions										
24.1 Move into new facilities at Hale Aloha and Palamanui		✓ (workforce)				✓	Hale Aloha is behind schedule and the latest projects for move is in Fall 2014.	Hale Aloha completed. NURS moving into facility Fall 2015.		
24.2 Recruit and retain qualified nursing faculty as positions are vacated.			✓			✓	One new faculty was hired for fall 2013 to replace a 9 month faculty who retired last December. Two 9 month faculty have been hired for 1/1/14 to replace the two faculties who resigned in August 2013. Recruitment is underway for two 11 month faculty to replace a faculty who is retiring 1/1/14 and the Director for Nursing Programs who is retiring 12/30/13.	On going.		
24.3 Create a seamless transition from ASN to BSN with UH-Hilo.			✓				A memorandum of agreement between the two programs was completed at the end of spring 2013. The agreement provides for a seamless transition between the two programs. ASN students are increasingly interested in transitioning into the BSN.			
24.4 (2013) Offer the emergency medical technician (EMT) classes under the Division of Nursing & Allied Health.	✓	✓	✓			✓				
(2015) Goal to enroll 10 students into the Kona site cohort in Fall 2016.									10 students enrolled in the Kona cohort Fall 2016.	
(2015) Increase clinical placement sites across the island.									For this AY, we did not increase clinical placement sites.	
(2015) Have students enroll in ATE Virtual Coach in their final semester of the program.									The ATI virtual coach was implemented for all students as part of their last semester and was included as part of their grade in their leadership course.	
(2016-17) Hire a Division Chair.										
(2016-17) Successfully admit 10 students to West Hawaii Kona cohort in Fall 2017.										
Increase percentage of students who successfully complete the AD program on time.										
25. Nursing, Practical (PRCN) Program Actions										

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25.1 Explore feasibility of using distance education to offer the program in sites other than East Hawaiʻi and expand admissions.				✓		✓	Legislature in the 2013 legislative session supported a nursing lab at NHERC in Honokaa. The idea of establishing an outreach practical nursing class has been discussed. However, the interest from NHERC staff has waned. There are many roadblocks to offering the practical nursing program in Honokaa and/or via distance education. It will require time and resouces to develop a cohort of students who can meet the proficiency requirements for reading, writing and math and be successful in an outreach program. Although the theory can be offered via distance education, clinical cannot. Hale Ho`ola in Honokaa could provide a long-term care/skilled site but the students would need to have the majority of their clinical experiences at Hilo Medical Center. North Hawaii Community HOspital does not hire LPNs and is therefore not receptive to hosting practical nursing students. Considering the budget constraints, at this time this idea is not currently feasible.			
25.2 Utilize Laulima as a partial or total method of						✓	This goal has been met in that all program courses now use Laulima as a platform to provide all course materials and communicate with students. In addition the one online course uses the platform for the entire course. This goals has been met.			
25.3 Determine and implement a method to obtain adequate employment data						✓	Despite all efforts to increase the number of graduate surveys including use of online surveyes, mailed notification, Starbuck cards as rewards and follow up phone calls, the number of surveys completed by graduates continues to be very small. The Division needs assistance from the institutional research with this issue.			
25.4 (2013) Move all the Divisionof Nursing & Allied Health faculty, staff, classrooms and labs into Hale Aloha, a "green building"		✓ (workforce)				✓	Hale Aloha is behind schedule and the latest projects for move is in Fall 2014.	Work on Hale Aloha is completed. PCRN can move into new facility.		
(2015) Review the 2015 Ka'u Cohort data.									Three students academically unprepared to enroll were admitted. With additional tutoring, 2 of the 3 students completed the program.	
(2016) Evaluate the effect of the PN curriculum change on: graduate numbers, quality of graduates; movement of graduates into the workforce; number of graduates who attempt to transition directly into AD program.										

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(2016) Analyze changes made, adding PHARM & BIOL 141/142.										
26. Substance Abuse Counseling (SUBS) Program Actions										
26.1 2009-2010: Recruit and Hire New SUBS – FTE BOR Appointed Faculty	✓	✓	✓	✓		✓	The CERC and HawCC administration approved new faculty position for program, which was submitted to UH system. However, program was informed that the new position request got "lost" in the UH system, and therefore never forwarded to the State legislature for approval. It is assumed that the 2009 State economic crisis resulted in hiring freeze of new BOR FTE appointed faculty positions.			
26.2 Complete program's core curriculum assessments and course assessments				✓		✓	2008-2009: PLO #1: Satisfy the addiction studies education requirements for Hawaii State Department of Health Alcohol and Drug Division's (ADAD) Certification. Courses: SUBS 140, 245, 268, 270, 294 & 295; Sampling: College records for seven (all) 2009 program graduates; Standard Set: 80% will satisfy ADAD addiction studies requirements; Results: 86% (6/7) program graduates completed SUBS			
26.2 Survey graduates		✓ (workforce)				✓				
26.3 Use survey results to revise Program Learning Outcomes						✓				
26.4 (2013) Prepare and submit an AA Degree in SUBS Planning Proposal to BOR.	✓			✓		✓	AS Degree proposal completed, but not submitted due to change in strategy to initiate AA Degree in SUBS instead. An AA Degree in SUBS is preferable, as it will articulate and facilitate a smooth transition for students seeking to continue their degree at a 4-year university.			
26.5 Meet with UH-Hilo's Psychology and Sociology Departments to discuss initiation of 2 plus 2 Program.			✓			✓	UH – Hilo is open to further discussions regarding a 2 plus 2 agreements with the SUBS program.			
26.6 Increase the number of Native Hawaiian program majors that meet or exceed Perkins IV Core Indicators 2P1 Completion and 3P1 Student Retention or Transfer	✓	✓	✓	✓						
(2014-15) Review the 2015 Ka'u cohort data.									The Ka'u Cohort was a trial one-time grant funded class and has not been revisited as a feasible distant site at this time.	

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(2014-15) Analyze the changes made, adding Pharmacology and BIOL 141 & 142, was it worth losing nursing course credits?									Since the curriculum changes are still new,there needs to be more time to evaluate the changes. Ongoing.	
(2014-15) Evaluate the effect of the PN Curriculum change on: number of graduates, movement of graduates into the workforce, number of graduates who attempt to transition directly in the AD program.									We currently collect data on a number of graduates as well as job placement information. What we need to understand is the number of graduates who attempt to transition directly in the AD program.	
(2016-17) Hire a new Division Chair.										
(2016-17) Continue to evaluate the changes to the Curriculum as compared to the completion rate and NCLEX pass rates.										
(2016-17) Conduct a thorough needs assessment of demand for LPN's on the Big Island. There are increasing numbers of anecdotal reports of a shortage.										
27. Tropical Forest Ecosystem and Agroforestry Management (TEAM) Program Actions										
27.1 Survey graduates		✓ (workforce)				✓		Use survey results to revise Program.		
27.2 Use survey results to revise Program Learning Outcomes						✓		In progress. Completed for 2 courses.		
27.3 Work with the Advisory Board to continue adapting and revising the program to meet the needs of the employers		✓ (workforce)				✓		Continue to meet with Board. Have increased meetings from annual to twice/year.		
27.4 Work with the Natural Resources Career Pathways program to increase enrollment						✓		In progress.		
27.5 Continue to work with Jr Forest TEAM club throughout Hawaiʻi Island						✓		Temporarily suspended due to manpower contraints.		
27.6 (2014) Work with UHH to get an articulation agreement put together for TEAM students.								In slow progress.		
27.7 (2014) Assess PLOs								Regular assessment as per 5-year plan. Changed to CLO assessment. PLO will be assumed to be assessed as the matching CLO are covered.		
27.8 (2014) Assess CLOs								Regular assessment as per 5-year plan.		
27.9 (2014) Work with local organizations to provide service learning opportunities.								Continual. Service Learning opportunities provided through TEAM or HawCC Service Learning on a regular basis: 2-5 per month.		

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28.0 (2014) Increase Program enrollment.									We visited high schools and participated with career fairs aimed at local youth. Despite the outreach to the local high schools, enrollment is still low in program courses. Ongoing.	
(2016-17) Work with Administration to develop articulation agreements with UHH majors.										
(2016-17) Reduce the need for remedial courses for incoming students.										
28. The Learning Center (TLC) / Hale Kea Testing Center (HKTC) Unit Actions										
28.1 Continue to support instruction with materials, tutors, educational technology, and facilities. Remedial/development and gatekeeper initiatives will continue to be areas of focus, along with the exploration of STEM initiatives. TLC and HKATC will look for ways to provide tutoring options for students in courses with low success rates and especially for those students who are in the STEM programs.	✓			✓		✓	TLC will continue to keep this as a priority by exploring tutoring options and best practices in supporting remedial/developmental and gatekeeper classes. In spring2014, TLC will pilot an in-class Math 1 tutor initiative using C3T-1 grant monies.			
28.2 Look for ways to support students who are taking Distance Education courses and for those needing technology assistance. Technology has allowed access to tutorial and distance learning support for students taking DE courses. Many students receive help through online tutorials and most recently, Hawaiʻi CC students can log in to myUH portal and get assistance 24 hours a day through Smarthinking tutorial services. Tutors competent in using Laulima, word processing, EXCEL, and other computer programs are needed to help assist students who are not computer literate. Professional development workshops may be needed in training tutors to assist this growing population.		✓ (workforce)				✓	This priority of supporting students will continue to be a priority through TLC/HKATC tutor support resources and through 24/7 Brainfuse tutorial services. Workshops in Laulima and other professional development opportunities are made available for tutors to attend to keep current with computer technology to help support students taking DE courses.			

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28.3 Create a better check-in system that can track and collect data for assessment and reporting purposes. Different tracking tools will be investigated to see which system would be most appropriate for our reporting needs.						✓	No longer a priority since TLC/HKATC will implement STARFISH management system for data collection, appointment making, and reporting purposes. Implementation summer2014.			
28.4 (2014) Action Plan: Implement better tracking data collection and use data for setting of future goals.								• Commercial products were researched, but as of this date, we have not found a tracking system that fits TLC/HKATC's reporting needs. • However, a scheduler was purchased for HKATC which assists with scheduling, confirming, and changing testing appointments on the web. • For 2013-2014, At the end of Spring Starfish is being review to provide better communication with students, faculty, and HKATC. Implementation is projected for Spr 2015	Ongoing. Starfish is being used at HKATC for checing in students and keeping track of data needed for reporting purposes.	
28.5 (2014) Action Plan: Support TLC/ HKATC's computer lab demand with financial resources • Research pay for printing								• Pay for printing was reviewed and a program was found to establish this services. The effort is continuing in AY 15.		
28.6 (2014) Action Plan: HKATC created COMPASS and DE testing manuals that can be used as a training and reference resources to provide the College and community with efficient and effective testing services. The following methods were used to assess and measure this unit outcome: • COMPASS and DE Testing Manuals completed: Yes____ No____ In progress____ Data from the following survey questions were used to measure the efficiency and effectiveness of testing services: testing.								Unit Outcomes #3 The expected level of achievement has been met by the completion of COMPASS and DE Testing Manuals available for training and reference resources. These manuals will be reviewed and modified, as necessary to reflect changes, by the testing staff. In addition, HKATC has developed a video production and a brochure stressing the importance of the COMPASS test. • COMPASS Manual : Completed • DE Manual: Completed Based on the survey questions measuring efficiency and effectiveness of testing services below, results reflect HKATC to have exceeded the expected level of achievement set in the 90-100% (Healthy) range using the testing rubric. HKATC System-wide Common Question Survey Results: Testing Services Satisfactory: 100% Test Administered timely and efficient: 98%		

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28.7 (2014) Strategy 3 from AY15 Assessment Plan, Expected levels of Achievement: Collect and assess data on computer usage to determine demand, efficiency and effectiveness of present equipment and usage.		X		X					Collect computer usage data and assess adequacy, equipment and facilities using the computer usage rubric (see computer usage rubric). Demand = TLC: 30% of students using computers per student contacts, HKATC is 80%; Efficiency = TLC 50 students using computers per computer availability, HKATC 80; Effectiveness = CCSSE Survey results combine TLC/KHATC scores to determine adequacy and overall health.	
(2014-15) Increase total number of sessions, unduplicated number of classes, and unduplicated number of teachers' usage of the Centers, especially for students enrolled in STEM related classes. With the implementation of Starfish, we are anticipating an increase in contacts.									10% increase in student usage according to data collection of the center and Starfish. (See tutoring rubric).	
(2016) Since AY 12 request to have a third APT Band A position. HKATC is overextended with increasing testing demands and computer usage. With the demand for services, a full-time APT position is critical.										
(2016-17) Unit Outcome Students receiving tutoring will pass their tutored courses.										
29. Library -- East Hawaii Mookini Library Unit Actions										
29.1 Find different methods of instruction to engage students and provide data for assessment.		✓ (graduation)				✓	Continued investigating ways to used Googledocs to create library exercises. Worked with the Distance Learning Librarian to administer library Assignments for an online resource which will make it easier for students to find resources they can access. (Delete. No longer a priority action.).			
29.2 Improve discovery of the library's collection resources by implementing new collection management tools.						✓	Implemented Primo (called Mookini Megasearch on library homepage) which allows students to search for multiple media at the same time. Began process of splitting out HawCC online resources from UH online resources whick will make it easier for students to find resources they can access. (Delete. No longer a priority action).			

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29.3 Outreach to departments who have not used library services.		✓ (graduation)				✓	Need to find other methods in addition to email.			
29.4 (2013) Work with English Program/ESL instructors to expand graded readers collection.							Ordered first list of reader's n Spring 2012. Added additional titles in Spring 2013 (Delete. No longer a priority action).			
29.5 (2013) Strengthen subject liaison activity through outreach to departments to tailor collections and library services to meet student and faculty needs.		✓ (graduation)				✓		Participated in OneThemeOneCollege by creating a library guide and ordering books that fit the water theme. Will need to communicate with different departments about library services.		
29.6 (2013) Develop new instructional methods that promote critical thinking skills and information literacy.		✓ (graduation)				✓		Have investigated using different tools and methods and will test in 2014-2015 and beyond. On going.		
29.7 (2013) Contribute to efforts to strengthen the P-20 education pipeline by working with area high school librarians to develop the information literacy skills and reading habits their student will need for college and beyond.		✓ (graduation)	✓			✓		Mookini Librarians and the HawaiiCC English DC and UHH Writing Coordinator met with area school librarians in February 2014 to discuss information literacy skills needed by college students. Will need to find ways to continue the discussion. On going.		
30. UH Center WH Library and Learning Center Unit Actions										
30.1. Use the Laulima Information Literacy Unit and find different methods of instruction to engage students and provide data for assessment		✓ (graduation)				✓				
30.2. Improve discovery of the library's collection resources by implementing new collection management tools – PRIMO One search.						✓				
30.3. Outreach to WH instructors and online instructors who have not used library services.		✓ (graduation)			✓					
30.4 (2013) Incorporate an element into the current research and information literacy instructionthat we already do that can be assessed and supports the UHCC common SLO and the College ILO#2. Element: Laulima Information literacy Unit. Finish it and offer it to English instructors for use in their West Hawaii onsite or distance education classes.							Done- Finished with Kate Sim's help. Used with first English class Fall 2013 and Spring 2013 – another English class and an online Univ 101 class participated. Offered to import the unit unto additional English 100, 22, and 102 courses, Fall 2013. Some English instructors did that, plus Univ 101. No results available yet. Spring 2014, Keep offering it to instructors, especially for writing intensive classes that may require student research. One Hawaiian studies instructor may use it in Spring 2014.			

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30.5 (2013) Investigate the use of the Information Unit for other Center classes and distance education courses.							Software configuration begin Summer 2012, UH Hilo (who administers our link) went live with a test link Fall 2013. Since it still has some glitches, we have not promoted it to our users yet.			
30.6 (Spring 2013) Revise the library web pages to include changes in electronic information sources accessed from UHH Mookini Library							Began work with Webmaster Daniel Fernandez, Spring 2013 on the library pages and the rest of the West Hawaii site. Reviewed and revised Summer 2013. Daniel retired the old site and launched the entire new West Hawaii web site in August 2013.			
30.7 (Spring 2013) Add an Apt Band A Educational Specialist to support the growing distance education library and testing services now and when the new facility is built at Palamanuui in 2013.							Done – Approved in HawCC ADP review April 2009. Suubmitted in UH Center Comprehensive Unit Review Dec. 2009, 2011 and again in Annual Review Dec. 2011. Have used a casual hire APT A since Oct. 2011, permanent position was filled in March 2013.			
30.8 (Spring 2013) Participate in the final library space planning for the new Center at Palamanui, review plans and prepare for the move. Construction starts in 2013.							Done – reviewed plans and sent comments. The Palamanui space is not much larger than the current space, but the computer lab will be adjacent. Construction began in Nov. 2013. Weeded the collection, taking out 319 items and security stripped the remaining collection.			
30.9 (Spring 2013) Administer the common UHCC student satisfaction survey.							Done April 2013, next survey planned for April 2014.			
30.10 (2013) Improve Laulima ILC unit and promote the incorporation of the Information Competency Unit into all Center based courses as appropriate.										
30.11 (2013) Review the PRIMO research discovery option and promote to students and faculty if it is working.							UH Hilo Library.			
30.12 (2013) Design a way to evaluate student information literacy that is evidence based.							Other UHCC libraries.			
31. College-Wide Priority Actions										
31.1 Through Hawaiʻi Life Styles Title III grant, implement activities and programs across the College to strengthen course completion, retention, persistence, and ultimately degree completion	✓	✓	✓	✓			The AAHWST is purposely created to positively affect course completion, retention, persistence, degree completion and transfer to a baccalaureate degree. The Title III Halaulani grant proveds support to the students who intend to transfer, focusing on Native Hawaiians and serving all students. A Halaulani Transfer Success Center was established in W. Hawaii and the Manono Campus to provide this service.			

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31.2 Collaborate with Student Services and the GEAR UP grant to develop and implement a mandatory new-student orientation program	✓	✓	✓	✓			Kulukuluua, Counseling, Advisors, Halaulani, Student Life, Admissions, GEAR UP, and the Office of the Vice Chancellor for Student Affairs continue to develop and create orientation and First Year Success programming through implementation of best practices, preofessional development, and collaboration with internal and community partners.			
31.3 Institute a campus policy that mandates placement testing and enrollment in English, math, IS 101 – Building Better Bridges student success course, and HwSt 100 – Piko Hawaiʻi for entering learners placing in two or more developmental courses. Such a policy will provide a whole, supportive, and preemptive program for the entering learner.	✓	✓	✓	✓			Initiatives such as Learning Communities, Success with Math Bootcamp, Running Start, Orientation, advising, intrusive advising with CTE and Math tutoring for students with disabilities support tackling early remediation as early as high school or as soon a students start their first semester. Financial Aid also require PACE and SAP (Satisfactory Academic Progress) to ensure that students are working towards their degree requirements in a timely and successful manner.			
31.4 Hire an assessment/data analysis coordinator for the First Year Experience (FYE) initiative.	✓	✓	✓	✓		✓	The responsibility for data management, including analysis, continue to be shared among the program leads, David Loading, and the Office of the Vice Chancellor for Student Affairs.			
31.5 Hire a Retention / Persistence Counselor .	✓	✓	✓	✓		✓	A Director of Enrollment Management would serve our programming needs in managing these initiatives and assessment to help steward retention and persistence, which are campus-wide issues.			
31.6 Form a cross-disciplinary team to strategize and develop initiatives focused on course completion, retention, persistence, and graduation/transfer.	✓	✓	✓	✓		✓	LBART Advising Committee is a cross-disciplinary team focusing on intrusive advising and support, identifying retention and persistence issues and resolutions, and ensuring timely graduation. Orientation Advisory Committee is also a cross departmental body to identify how to improve orientation processes on campus. Kuka Kuka with DOE is an initiative that brings the DOE and Community Partners to HawCC to share data, discuss common issues, and jointly implement initiatives to support college and career readiness, retention, persistence, and completion.			
31.7 Revise HAW 5.501 Placement Testing policy and create a Developmental Education policy requiring students placing in two or more developmental courses to take a required sequence of courses.		✓		✓		✓				

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31.8 Adopt a campus plan to implement Hawaiʻi Papa O Ke Ao in accordance with the UH system plan to make the University of Hawaiʻi a leader in Indigenous (Hawaiian) education.				✓			In progress. Hoolulu Council should be able to provide the College with a DRAFT plan at the start of Fall 2013			
31.9 Create a Hawaiian language committee-- to build parity between the usage of Hawaiian language and English on campus—that would be supported by system funding and resources.				✓			The Hawaiian Language Committee was created for this purpose but was temporarily suspended after the ILOs were translated into Hawaiian.			
31.10 Provide faculty and staff development opportunities through Haʻakumale, Wahi Pana and iHaʻakumale workshops and credit/non-credit opportunities.				✓		✓	Various faculty and staff development opportunities were provided throughout the Academic Year.			
31.11 Develop campus orientation opportunities for current and incoming students, faculty, staff, and administration that includes knowledge, skills, and abilities focused on honoring the Hawaiian culture.				✓		✓				
31.12 Maintain the integration/utilization of the use of kihei for graduation ceremonies.				✓			The use of kiheis for EH and WH graduation ceremonies will be maintained.			
31.13 Seek external, federal funding to develop programs and strategies to increase the pool of community college students from underrepresented areas, increasing the number enrolled in STEM fields.	✓			✓						
31.14 Assess Academic Affairs in terms of divisional structure, department chair release time, and overall job duties in best meeting the needs of the students, the faculty, and the College.						✓				
31.15 Utilize incentive funding received to finance strategies targeting STEM, student remediation, and other high-need areas.	✓	✓		✓						
31.16 Expand financial aid programs and improve remedial/development education by securing a portion of the $2 million UH system funds set aside for these purposes.		✓		✓						

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31.17 Partner with the University of Hawaiʻi at Hilo (UHH) to provide mental health counseling for students.		✓		✓			HawCC provides .5 FTE to UHH Counseling Department to provide 16 hours of direct student contact. In addition, the UHH Counseling Department provides consultation, workshop, and training opportunities to HawCC Student and Staff.			
31.18 In anticipation of the construction of Hawaiʻi Community College Palamanui scheduled for occupancy fall 2014, develop a separate Academic Master Plan specific to the needs of the West Hawaiʻi.	✓	✓	✓	✓		✓				
31.19 (2013) Seek permanent status for the AA HWST Degree Program.										
31.20 (2013) Increase the number of students, including Native Hawaiians, who graduate with an AAHWST degree.		✓	✓	✓		✓				
31.21 (2013) Increase # of students including Native Hawaiians, who graduate and transfer to a baccalaureate program.		✓	✓	✓		✓	In the future, we would like to have a 1.0 FTE Mental Health Counselor.			
32. Student Life Unit Priorities										
32.1 (2013) Develop ongoing activity calendar to facilitate student engagement, support Unit Outcome 1, including collaborations with other units and programs.		✓ (graduation)								
32.2 (2013) Strengthen assessment methods and data collection		✓ (graduation)								
32.3 (2013) Implement Student ID Cards on campus, allowing for improved data collection at activities and other programming.		✓ (graduation)		✓						
33. Instructional Technology Support Office Unit Actions										
33.1. (2013) Form a committee in the Academic Senate to discuss development and implementation of DE. Consider and make recommendation on academic policy matters, program development, academic, student and technical support services, and professional development.		✓		✓		✓				

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33.2. (2013) Develop web-based Laulima orientation for students.		✓		✓		✓				
33.3. (2013) Increase contact with faculty and work collaboratively to develop new online courses.		✓		✓		✓			The 4th cohort of this ongoing program ended in May 2016. The program will continue again in May 2016 in the 5th cohort to prepare, instruct, and support faculty in the design, development, and teaching of an online course.	
(2016) Develop a digital credentialing badging system to document training and recognize faculty's attainment of technology and online teaching skills.										
(2016) Work directly with faculty through individual consutations.										
34. Career and Job Development Center										
34.1 (2013) Expand career and job preparation services to more classes and/or programs, specifically with majors that lead to high demand occupations.	✓	✓ (graduation) (workforce)				✓		This goal was partially achieved. Services were expanded to additional programs and courses, though this was not necessarily done with programs that were identified as those in high demand occupations. This will be a continued goal for 2014-2015. On going.	On going for Spring 2016: Meet with program faculty to discuss job preparation services and how CAJDC can assist the program and students. Fall 2016: Develop and implement specialized job preparation curriculum. Fall 2016: Plan and conduct cohort resume writing and job search workshops specialized to the needs of each major.	
34.2 (2013) Develop strategies that will improve the return rate for career exploration and resume writing services.		✓ (graduation) (workforce)				✓		Students were given return appointments at the end of their initial appointments. This was problematic though because it did not produce the outcome that was hoped for. Students either hadn't done their homework in preparation or they didn't always keep the appointment.		
34.3 (2013) Conduct a Marketing Campaign to advertise the CAJDC and its services.		✓						This goal was partially achieved. The Facebook account was updated, mass e-mails were sent to students to market the services, and a walk-in schedule was established. The center was unable to purchase a new sign and even though the CAJDC had a table at Welcome Back Week, it did not sponsor its own Open House Event. This will be a continued goal for 2014-2015.	On going. Facebook account to include workshops and Career and Job Fair information. Conduct an Open House to welcome students. Post workshops on the online campus Activities and Events Calendar.	

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