

Hawai'i Community College

Academic Master Plan 2013-2015

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The Academic Master Plan: Purpose and Ongoing Development

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

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

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

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

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

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

Institutional Foundations for the Academic Master Plan

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

Mission Statement

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

Vision Statement

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

Institutional Learning Outcomes

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

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

Kauhale

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

Strategic Plan

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

funding. The Hawai'iCC Strategic Plan sets 37 quantitative goals, which the College reports on annually.

Review Processes and the College Effectiveness Review Committee

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

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

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

Outcomes Assessment

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

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

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

Demographic Foundations for the Academic Master Plan

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

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

Economics

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

Existing Academic Programs

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

Academic Master Plan Priorities

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

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

The *Hawai'i Statewide Comprehensive Economic Development Strategy 2010* identifies STEM clusters as of particular interest to the state. These include information technology, life sciences, scientific research and development, engineering, technical consulting services, medical and diagnostic testing, energy, digital media and other related services. The study also identifies careers in these industries as providing above average wages.

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

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

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

Student Completion: Graduation, Remediation and Workforce Training

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

A primary deterrent to improving graduation rates is the high percentage of students who enter college and discover they will need to complete remedial education courses in math, reading and/or writing before they can begin their degree program in earnest. These students may find themselves working hard but making little progress toward their degree. At Hawai'iCC a student who places in the lowest level math class has three to four remedial math classes to pass before he or she can take a math course required to earn an AA degree. Many of these students give up, especially when more than one remedial course is required. According to the U.S. Department of Education, only 17 percent of high school graduates required to take a remedial reading course and 27 percent required to take a remedial math course persevere, ultimately earning a bachelor's degree.

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

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

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

Student Transfer

A federal education survey shows that 81.4 percent of students entering community college for the first time say they eventually want to transfer and earn at least a bachelor's degree. Unfortunately only 11.6 percent of these entering students do so within six years. This suggests that community colleges need to improve and strengthen transfer paths.

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

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

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

Underserved Populations: Native Hawaiians

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

Hawai'i Papa O Ke Ao was developed to meet the University of Hawai'i's commitment to Native Hawaiians. Through a collaborative multi-campus effort, a plan is being

developed to make the University of Hawai‘i a leader in Hawaiian education. In turn, Hawai‘iCC is tasked with developing an action plan for implementation of Hawai‘i Papa O Ke Ao.

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

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

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

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

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

Hawai‘iCC’s participation in the Achieving the Dream (AtD) initiative underscores the College’s commitment to better serve Native Hawaiians, along with other underserved populations. AtD is a multiyear national initiative that emphasizes the use of data to drive

change, and is especially interested in closing achievement gaps. The College's Strategic Plan includes an entire section focused on educational success for Native Hawaiians.

Underserved Populations: Low-Income Students

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

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

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

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

A portion of the incentive funding available to the UH Community Colleges in 2012 is being awarded based on meeting goals related to low-income students. Additional funds are also identified System-wide for the purpose of expanding financial aid programs, improving remedial/developmental education and augmenting the Achieving the Dream initiative, all of which relate to needs of low-income students. The Hawai'iCC Strategic Plan includes numerous Performance Measures addressing the need to increase the success of low-income students as an underserved population. These include increasing enrollment, promoting success and graduation, and successfully completing developmental courses.

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

Underserved Populations: English Language Learners

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

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

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

Some colleges have developed successful vocational ELL programs. These programs integrate English language learning with occupational training. Vocational ELL programs are typically a partnership between ELL and vocational (Applied Technical Education) instructors. Such programs are often the first step to new careers, and some colleges are offering career ladder programs that help students advance to progressively higher level jobs. A challenge posed by such programs is their high cost per student.

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

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

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

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

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

Non-credit classes are available through the Intensive English Program (IEP). This program offers five 8-week sessions a year for students who do not meet the College's admission requirement for international students. This 20-hour a week program includes courses in Writing and Grammar, Reading and Vocabulary, and Listening and Speaking, as well as tutoring and lab time. The IEP is accredited by the Commission on English Language Program Accreditation (CEA).

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

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

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

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

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

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

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

Green Curricula and Sustainability

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

Some noteworthy examples include the following:

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

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

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

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

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

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

The College's efforts in the area of green curriculum have been initiated in credit programs such as Architectural Engineering and CAD Technology, Carpentry, Hawai'i Life Styles and Hawaiian Studies, Liberal Arts, Tropical Forest Ecosystem and Agroforestry Management, and Agriculture. The Electrical Installation Maintenance and Technology program is incorporating photovoltaic instruction and hands-on training into its Department of Hawaiian Homelands capstone model-home project. In addition, the Office of Continuing Education and Training has developed non-credit green curricula, such as training in the installation of photovoltaic technology.

Program Development

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