Fifty-one years ago, the Hawai‘i State Legislature passed the Hawai‘i Community College Act of 1964, which directed the University of Hawai‘i Board of Regents to develop and administer a system of community colleges. This year marks the 51st Anniversary of the signing of Act 39, which provided for the transfer of Honolulu, Kapi‘olani, Kaua‘i, and Maui technical schools from the State Department of Education to the University of Hawai‘i. Governor John A. Burns signed the Hawai‘i Community College Act into law on April 23, 1964. The actual transfer of the schools took place on July 1, 1965, while the changing of names took place a year later on July 1, 1966. From that day forward, our names would be forever changed from “technical schools” to “community colleges.” The other three colleges soon followed. UH Leeward Community College opened its doors in the fall of 1968 in the abandoned buildings of Pearl Kai Elementary. A permanent 49-acre campus overlooking Pearl Harbor was opened in 1971. In 1969, the State Legislature transferred administration of Hawai‘i Technical School from the DOE to the University in 1969 and was renamed Hawai‘i Community College. However, from 1970 to 1990, the College was a part of the University of Hawai‘i at Hilo, until it joined the Community College System in 1990. UH Windward Community College was established in 1972 at the foot of the Ko‘olau’s in Kane‘ohe. When we were established 51 years ago, our mission was defined by three broad categories: preparation for transfer, preparation for a career, and community service. We have fulfilled that mission and much more. Today, the UH Community Colleges:

- Are the largest sector of the UH System, providing education for more than 70% of its undergraduates;
- Provide at least a portion of the education and training received by approximately 40% of UH baccalaureate graduates;
- Educate much of the State’s workforce in more than 70 fields of study;
- Have graduates that are renowned around the world for their skills, talent and brilliance;
- Have expanded its mission to include economic development for the state and our region.
Achieving The Dream

ACHIEVING THE DREAM is a multiyear national initiative to help more community college students succeed. The initiative is particularly concerned about student groups that have traditionally faced the most significant barriers to success, including low-income students and students of color. Achieving the Dream emphasizes the use of data to drive change, and is especially interested in closing achievement gaps. As a national multiyear effort involving some of the best community colleges across the country, the initiative focuses attention and resources directly on those practices that will enable the UH Community Colleges to meet its stated goals by developing institutional practices that enhance students’ success. The five AtD Goals are:

**Goal 1**: Increase the numbers of students, especially Native Hawaiian, low-income, and other under-served students, who successfully complete Remedial/Developmental courses and move on to and succeed in degree/certificate applicable courses.

**Goal 2**: Increase the numbers of students, especially Native Hawaiian, low-income, and other under-served students, who successfully complete “gatekeeper” courses, such as introductory math and English courses.

**Goal 3**: Increase the numbers of students, especially Native Hawaiian, low-income, and other under-served students, who complete all courses they take, earning a grade of C or higher.

**Goal 4**: Increase the numbers of students, especially Native Hawaiian, low-income, and other under-served students, who re-enroll in the Colleges from one semester to the next.

**Goal 5**: Increase the numbers of students, especially Native Hawaiian, low-income, and other under-served students, who earn certificates and/or degrees.

The Achieving the Dream Leader College designation gives national recognition for sustained improvement in student outcomes at community colleges. University of Hawaii Community College System became an Achieving the Dream Leader College in 2012. Leader colleges have shown at least three years of improvement on at least one of the Achieving the Dream measures of students’ success and have demonstrated commitment to and progress on the five principles of Achieving the Dream:

- Committed leadership
- Use of evidence to improve programs and services
- Broad engagement
- Systemic institutional improvement
- Equity

This honor signifies our commitment to closing achievement gaps and improving student success by creating a culture of evidence within the system.

Hawai‘i Strategy Institute

The 2015 Hawai‘i Strategy Institute brings together faculty and staff from the seven colleges in the University of Hawai‘i Community Colleges, who are engaged in best practices, innovations, and strategies that lead to increased student success. The Hawai‘i’ Strategy Institute is modeled after the national Achieving the Dream’s annual DREAM Institute. Besides learning about what their colleagues are doing, participants also learn about national student success trends in higher education. This year’s institute focuses on the UHCC’s efforts to increase students’ success through its newly created Student Success and Academic Strategic Action Council.
### Hawai‘i Strategy Institute
**Equity and Excellence; Supporting Student Success**

**March 6-7, 2015**
**Leeward Community College**

**Friday, March 6, 2015**

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<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
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<tbody>
<tr>
<td>08:00 - 09:00</td>
<td>Registration</td>
<td>Concourse</td>
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<tr>
<td>08:00 - 09:00</td>
<td>Breakfast</td>
<td>Uluwehi Café</td>
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<tr>
<td>08:40 - 10:00</td>
<td>General Assembly</td>
<td>Tuthill Courtyard</td>
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<tr>
<td></td>
<td>Oli by Kalani Flores, Leeward Community College</td>
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<td></td>
<td>Welcome by Dr. Manny Cabral, Chancellor, Leeward Community College</td>
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<td>Mission and Vision by Dr. John Morton, Vice President for Community Colleges, University of Hawai‘i Community Colleges</td>
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<td></td>
<td>Keynote: Dr. Rob Johnstone, “Student Success Trends I Higher Education”</td>
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<tr>
<td>10:10 - 11:40</td>
<td>Workshop Session 1A</td>
<td>Various Locations</td>
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<td>10:10 - 11:00</td>
<td>Workshop Session 1B</td>
<td>Various Locations</td>
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<tr>
<td>11:10 - 12:00</td>
<td>Workshop Session 2</td>
<td>Various Locations</td>
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<tr>
<td>12:00 - 01:15</td>
<td>Lunch</td>
<td>Uluwehi Café</td>
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<td></td>
<td>Speaker: Richard Wacker, President/CEO, American Savings Bank</td>
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<td>“Aligning Higher Education and the Economic Needs of the State”</td>
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<td>01:15 - 02:05</td>
<td>Workshop Session 3</td>
<td>Various Locations</td>
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<tr>
<td>02:15 - 03:30</td>
<td>Discipline Meetings and Special Interest Meetings</td>
<td>Various Locations</td>
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<tr>
<td>03:45 - 04:15</td>
<td>General Assembly</td>
<td>Tuthill Courtyard</td>
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<td></td>
<td>Panel: DREAM Institute, Facilitated by Dr. Bernadine Fong, AtD Coach Announcements: Kamuela Chun</td>
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**Saturday, March 7, 2015**

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<tr>
<td>08:00 - 09:00</td>
<td>Registration</td>
<td>Concourse</td>
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<td>08:00 - 09:00</td>
<td>Breakfast</td>
<td>Uluwehi Café</td>
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<td>09:00 - 10:00</td>
<td>General Assembly</td>
<td>Tuthill Courtyard</td>
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<td></td>
<td>Welcome: James Goodman, Dean of Arts and Sciences, Leeward Community College</td>
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<td>Keynote Speaker: Dr. Gary Lopez, “The Mission of Public Education and the Promise of Personalized Learning”</td>
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<td>10:10 - 11:00</td>
<td>Workshop Session 4</td>
<td>Various Locations</td>
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<tr>
<td>11:10 - 12:00</td>
<td>Workshop Session 5</td>
<td>Various Locations</td>
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<td>12:00 - 01:10</td>
<td>Lunch</td>
<td>Uluwehi Café</td>
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<td></td>
<td>Speaker: Dr. Peter Quigley, Associate Vice President for Community Colleges</td>
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<td></td>
<td>“Overview of the Student Success and Academic Strategic Action Council (SSASAC)”</td>
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<tr>
<td>01:20 - 02:20</td>
<td>College Meetings</td>
<td>Various Locations</td>
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<tr>
<td>02:30 - 03:00</td>
<td>General Assembly</td>
<td>Tuthill Courtyard</td>
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<td></td>
<td>Panel: Student Voices, Facilitated by Hylie Santos, Windward Community College</td>
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<td>Closing Remarks: Suzette Robinson, Academic Affairs Program Officer</td>
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WORKSHOP SESSION 1A
10:10 – 11:40 a.m.
(90 Minute Sessions)

Understanding Generational Differences to Best Service Your Customer
BE 101
Billie Takaki Lueder, Honolulu Community College

For the first time in history, four generations are working side by side. In addition to these four generations we are servicing our youngest generation entering our campuses - Generation Z. Different values, experiences, styles, and activities create misunderstandings and frustrations. By understanding the general communication styles of each generation are able to best service our colleagues, peers, and more importantly, our students. Join me for a fun and engaging session as we explore the qualities that make each generation unique.

FAST PATH: A Solution to Increase Workforce Development Through Higher Education
BE 105
Jessica Yamamoto, Hawai‘i Community College

As a recipient of a Department of Labor grant, Hawaii Community College Rural Hawaii is transforming the way education is delivered through the development of innovative, accelerated, online and hybrid learning programs. Entitled “Fast Path”, this initiative’s purpose is: to increase employability, career enhancement, and the number of residents who obtain postsecondary education. Come hear about program success achieved through the utilization of creative strategies such as: collaboration and engagement with community and business partners; employing non-traditional outreach methods targeting non-traditional students (Veterans, underemployed, unemployed, rural pocket communities) to close the achievement gaps; a myriad of student support services; and more! In addition, the team will share encouraging program outcomes, valuable lessons learned, and recommendations for continued program viability and sustainability.

Round Table Discussion: Assessment Management
BE 107
Facilitator: Louise Pagotto, Kapi‘olani Community College
TBA, Hawai‘i Community College
Pat Patterson, Honolulu Community College
Amy Yamashiro, Kapi‘olani Community College
Pat McGrath, Kaua‘i Community College
Jeff Judd, Leeward Community College
Eric Engh, UH Maui College
Maggie Ward, UH Maui College
Jan Lubin, Windward CC

Join us for a facilitated discussion for faculty responsible for coordinating and managing learning outcomes assessment on their campus. Other faculty and staff who have an interest in what’s happening across the system in outcomes assessment are welcome to attend. Questions to be addressed: How is each campus managing the process of outcomes assessment, the archiving of documents, the tracking of activities, and the reporting of results? Who is doing this work? What is working? What challenges is each campus still facing?

The participants will leave the discussion with a deeper understanding of assessment practices across the system, a network of like-minded individuals who can continue to support each other’s endeavors, and quite likely some brilliant ideas to implement on their own campus.

Designing Problem-based Activities in Support of Student Job Readiness
BE 108
Elaina Malm, Kapi‘olani Community College
This workshop explores the design features and benefits of effective problem-based activities that engage students and support student success. The presenter will demonstrate a business writing simulation designed for ESL 100 based on 21st century job skills. Assessment is also discussed. This presentation introduces examples of a range of problem-based activities applicable to social sciences, humanities, science, math and other fields. Participants will be given tools to design their own problem-based activities and hands-on experience in planning activities that meet the needs of their students.

Walking a Labyrinth – Learning Simple Techniques to Clear and Calm One’s Mind and Answer Important Questions
LA 101

Robert Burton, UH Maui College

The labyrinth –not a maze- has only one path to the center and same path brings one back out. It is the most ancient symbolic design in the world and it speaks to both the eye and the mind. The classical labyrinth design, consisting of seven rings of paths within eight concentric walls, is the most common and universal throughout history. Therefore this will be a three part experiential workshop. The first part will be in the classroom to expand one’s knowledge base about labyrinths, the types of labyrinths and their varied uses, especially focusing on personal development aspects of contemplative walking. In the second part we will ask and contemplate our “question” (developed in the classroom part) as we walk a full sized seven circuit labyrinth (weather permitting) with the group and journaling about the experience. The third part will be a reconvening of the group to share one’s experience(s) (if willing) during the walk, be they positive or negative or neutral.

Introduction to Mindset Coaching: Understanding a Fixed Mindset and Strategies to Change Negative Self-Talk
LA 102

Lead Facilitator: Sabrina C. Sullivan, Leeward Community College

Ever wonder why people have a fixed mindset? How can you assist in fostering a growth mindset in the classroom? In this workshop participants’ will be given a brief overview of fixed mindset based on Carol Dweck’s work and how stress plays a key factor in mindset. Participants will engage in activities, discuss how to change inner dialogue, and be given handouts on classroom strategies to foster a growth mindset. At the conclusion of this workshop the participant will be able to:

- Identify a fixed mindset
- Employ strategies to change negative self-talk in the classroom
- Take away a strategy to assist students to develop a Growth Mindset
- Increase student retention

Hawai‘i Papa o Ke Ao: Student Success Through Hawaiian Cultural Components in Assignments and Curriculum
LA 103

Trina Nahm-Mijo, Hawai‘i Community College
Kuki Alapai, Hawai‘i Community College
Sandra Claveria, Hawai‘i Community College
Malia Corpus, Hawai‘i Community College
Jaysha Mauga-Kaili, Hawai‘i Community College
Emmaline Villanos, Hawai‘i Community College

This workshop will demonstrate how students, especially Native Hawaiians, can become more engaged in their educational journeys by faculty creating assignments that integrate Hawaiian concepts into them. Two examples will be presented: 1) In an entry-level Introduction to Human Services class, the Hawaiian relationship to “Wai (water)” is explored and its consequences for public policy and water rights; and 2) In an exit-level Writing Intensive class, students are asked to write an Identity Essay in which the integration of Hawaiian language and metaphors are allowed. Student presenters will share highlights of their projects as well as the impact on them as students and community members. Participants will be guided to think about how they can integrate Hawaiian concepts and values into their own classes.

Kauhale Ola: Community Engagement Supports Developmental Writing at Hawai‘i Community College
LA 105

Sage U. Takehiro, Hawai‘i Community College

Students must survive an often intimidating and discouraging gauntlet of core requirements in order to pursue a career that engages their interests. Courses that encourage students to explore their interests and personal goals make core education relevant to degree-seeking students. When we have successful students, we have a successful community. This presentation will explore the positive impacts of required community event and service reports in developmental writing classes; how students develop their research and writing skills while learning about themselves, their community, and their function in society; and why personal and community exploration is critical in all stages of education.

College Courses at the High Schools: A Growing Trend in Dual Enrollment on Oahu
LA 106

Michael Barros, Honolulu Community College
Gus K. Cobb-Adams, Windward Community College
Kami Kato, Leeward Community College
Sheldon Tawata, Kapi‘olani Community College

Select states across the nation have offered college courses on high school campuses creating a pathway toward a college degree, especially for underrepresented youths. Programs like Early College or Middle College has provided a platform to close the achievement gap in college attainment. Locally, early college initiatives are a growing trend as a way to expose high school students to the rigor of college and increase the college going rates with Hawai‘i’s high school graduates. Currently on the island of Oahu, Kapi’olani, Honolulu, Leeward, and Windward Community College are offering early college opportunities at various high schools across the island. A panel of early college coordinators will talk in detail on the execution, maintenance, and possible sustainability of the early college initiatives, as well as the success rates of those who enrolled in these courses.

Meeting in the Gray Space: Using Unpredictability to Foster Authentic Learning
LA 107

Eric Engh, UH Maui College
Neil Stotts, UH Maui College

Too often our developmental students feel alienated in our classrooms. When a gap develops between their identity and the expectations of instructors, many end up “going through the motions” to pass the course, but fail to experience the personal growth that sustains a rigorous journey to degree completion. This workshop shares effective strategies gleaned from years of experimentation, refinement, and success developed in UHMC’s developmental English and Mu‘o A’e Native Hawaiian student success programs that invite both instructor and student to meet in an unpredictable “gray space” where “real selves” are challenged to come alive in the classroom.

The presentation will guide participants through the student experience of several learning strategies that develop learning outcomes, not as ends in themselves or as hallmarks of academic assimilation, but as...
tools to empower voices and grow identities.

Take away: Strategies to use in the classroom to cultivate authentic writing and help students connect their college education with personal growth.

A Taste of Team-Based Learning: An Introduction to an Approach in Using Small Groups to Promote Active Learning, Collaboration, and Interaction that Facilitates Discovery and Understanding in the Community College Setting.

Kathleen Hagan, UH Maui College

According to the US Department of Labor, “soft skills” are a key to modern workplace success. The Team-Based Learning (TBL) approach develops communication, teamwork, problem solving and critical thinking, while developing students’ ability to apply key concepts related to the subject matter. This workshop will engage the participants in a TBL experience. At the end of the session, participants will be able to define TBL, describe the four essential principles of TBL, identify the advantages of TBL, and list the steps to implement TBL in a course. Lessons learned include preparing students to give and receive peer feedback. In TBL, group formation involves purposeful distribution of student assets (e.g., previous work experience, previous coursework) and liabilities (e.g., limited English proficiency, socio-economic disadvantages) to give chances for all to contribute and succeed in small group performance. A formal study of results has not been performed in the current setting, but exam results have maintained steady while student preparation, participation, and peer interaction have increased dramatically from the former lecture and large group discussion approach. TBL has been widely used at the national level in medical and business education. With wider use in Hawai‘i community colleges in various disciplines, targeted best practices can be developed and shared to help prepare our students to meet the demands of the modern workforce.

Striving for the Highest Quality Distance Learning Classrooms: The Distance Learning Professional Development and Mentoring Program at UH Maui College

Kathleen Hagan, UH Maui College

Beginning in Summer 2014, the Distance Learning Committee at UH Maui College has been developing and implementing a Distance Learning Professional Development and Mentoring Program designed to more formally and thoroughly assist UHMC distance instructors in creating the highest quality distance learning experiences for students. The program strives to create a more collaborative peer assistance approach for distance instructors as they develop, improve, and teach distance courses at UHMC. Additionally, the program regularly provides workshops with the campus at-large on strategies and considerations important for both distance courses as well as traditional face-to-face classes. The workshop will provide an overview of the program, discuss the early successes, as well as the early lessons as the UHMC Distance Learning Committee continues to refine and hone the program moving forward, with the ultimate goal of making the program the highest quality, sustainable, and institutionalized. Opportunities for audience participation, discussion, and collaboration across campuses will be incorporated into the presentation.

The UH Maui College panel presenters consist of Distance Learning Committee members involved in the creation, implementation, and refinement of the Distance Learning Professional Development Program at UHMC. The presenters are distance instructors, an outreach center coordinator, and an instructional designer. Each of the presenters has played an integral role in the creation of the emerging Distance Learning Professional Development Program at UHMC.

An Overview of Hawaii’s Public Workforce System and the Partnership between DLIR and the UHCCs.

Scott Murakami, University of Hawai‘i Community Colleges
Elaine Young, Workforce Development Council
Rolanse Crisafulli, O‘ahu Worklinks

Workforce development is a critical factor in any healthy economic system. Working in partnership with public and private organizations, the State of Hawai‘i Department of Labor and Industrial Relations, Oahu Worklinks (the American Job Center provider on O‘ahu) and the University of Hawai‘i Community Colleges collective address Hawai‘i’s workforce needs. Attendees at this workshop will get an overview of the public workforce system and how Workforce Development Council, Workforce Development Division, the American Job Centers provider and the University of Hawai‘i Community Colleges better coordinate and address workforce development issues throughout the State of Hawai‘i. Participants will also receive and over of the new Workforce Innovation and Opportunity Act the reauthorized Workforce Investment Act (WIA) and under critical differences in the new legislation.

Ho‘a Coach Training

Kathy Helfrich, Windward Community College

For faculty and staff interested in learning coaching techniques for use in the classroom, when working with students one-on-one, and any time a student needs to evaluate their educational goals. A coach makes an insurmountable problem seem doable, a far-away goal achievable when taken step-by-step. Over the past 19 months the Ho‘a Coaches have seen remedial level students persist and excel with coaching. Every student needs someone to talk things over with, so they regularly remind themselves of their personal and educational goals. Coaching keeps students of all levels in school and insures their enduring success.

This workshop will give an overview of the coaching program as it currently exists at UHCC campuses, an introduction to coaching techniques, and a review of UHCC coaching successes to date. Participants interested in being trained in Ho‘a Coaching Program’s methods and techniques will have the opportunity to sign up for professional development workshops to be presented by the Ho‘a Coaching Program throughout the fall and summer.

The Limit Does Not Exist! Student Success in Transfer Level Mathematics Courses at Kapi‘olani Community College

Andrew Pak, Kapi‘olani Community College
Austin Anderson, Kapi‘olani Community College
Dennis Perusse, Kapi‘olani Community College

This session gives an overview of several strategies that have proven to be effective in improving student success and student engagement at Kapi‘olani Community College. Amongst the topics to be presented will be the accelerated program, a sneak peek at a new online Calculus Course, undergraduate research in mathematics, writing to learn mathematics, and effective use of Lualima. Some of the strategies have come about with the help of NSF funding given in the hopes of improving the number of Native Hawaiian students in STEM areas.

8
Most of the strategies could be easily implemented at other UHCC campuses.

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**Mālama Honua: Take Your Class on a “Worldwide Voyage”**

*LA 230*

Hye Jung Kim - Google guru for PVS; Crew member in training; Math Lecturer at Kapiolani Community College  
Darienne Dey - Safety Officer on Samoa to Aotearoa leg; Math Lecturer at UH West O‘ahu  
Catherine Walker - Crew member in training; Assistant Professor of Mathematics at Leeward Community College  
Bob Perkins - MARR Program Coordinator at Honolulu Community College; Hikianalia Captain for Tahiti to Samoa, Samoa to Samoa, and Samoa to Aotearoa legs.

Hōkūle‘a has set sail on a voyage around the world and the Polynesian Voyaging Society wants educators to get involved! Education is at the heart of the WWV. Join us for a discussion of the educational opportunities available to you and your students. Hear from UH System faculty about their experiences as crew members and how to connect classrooms with the Hawai‘i’s voyaging canoes. In addition, special guests will introduce us to the Propagate Peace Project. This session will conclude by planting several native trees (getting dirty is encouraged but not required).

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**Using Google Drive to Increase Office Productivity and Efficiency**

*LC 102*

Leanne Urasaki, Hawai‘i Community College

As clerical and APT staff, you support student success by providing support services to your offices, departments and the campus. One way to cut down the clutter in your email, keep track of file versions and to improve the productivity and efficiency of your office is to start using Google Drive. Using Google Drive you can share files with other users who can edit/work on them in real-time.

This workshop will be geared for clerical/support staff, but is open to anyone wanting to learn the basics of Google Drive. Learn how to:

- Create, upload and share files
- Collaborate & comment on shared files
- Manage and organize files
- Customize Google Drive/Documents using third-party programs

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**The Gathering Place**

*GT 105*

In between sessions, please feel free to connect with colleagues in GT 105. The room will serve as a “gathering place” to network with your colleagues or simply to re-charge up your electronic devices.

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**Workshop Session 1B**

10:10 – 11:00 a.m.  
(50 Minute Sessions)

**Culture and Disability in Oceania**

*BE 102*

Jane Jarrow, Disability Access Information and Support (DAIS)

We know what the U.S. laws say about the mandated inclusion of students with disabilities in higher education. But with some indigenous populations, their cultural traditions may make it difficult to use the services we have to offer. Come and explore “how the other half lives” and discover how cultural mores impact on people with disabilities.

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**Proven Strategies to Develop Awesome Student Employees**

*BE 104*

Lexer Chou, Leeward Community College  
Ron Felipe, Leeward Community College  
Lori Lei Hayashi, Leeward Community College

Engaged student employees are more productive, more satisfied, and require less supervision. We will share ways in which we engage, support, and recognize student employees at Leeward Community College. Find out how we developed our Student Employee of the Year Award Luncheon and annual campus-wide Student Help Summer Activity. This workshop will include time to ask questions, share best practices and learn from each other.

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**Engaging Students through Civic Issues: An Introduction to the National SENCER Project**

*FA 101*

Amy Schacter, Santa Clara University  
Christine DeCarlo, National Center for Science and Civic Engagement

Science and Education for New Civic Engagements and Responsibilities (SENCER) is NSF’s leading initiative to reform undergraduate science education. SENCER applies the science of learning to the learning of science, all to expand civic capacity. SENCER courses and programs connect science, technology, engineering, and mathematics content to critical local, national, and global challenges - an approach that makes science more real, accessible, and civically important. Because it offers a powerful pedagogy approach, the SENCER model can provide a model for many disciplines. The SENCER workshop will introduce teaching through a civic issue and provide examples of SENCER courses both nationally and in Hawaii. A team from SENCER and its Center for Innovation SCI-West and National Center for Science and Civic Education are visiting Hawaii and this workshop is an opportunity for interested faculty that could not attend the SENCER Institute held last week.

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**QUANTWAY with Math 81 at Kapiolani Community College**

*FA 102*

Mary Ann Esteban, Kapiolani Community College

Math 81 is an algebraic foundations course taught at Kapiolani Community College since fall 2004 using interactive and collaborative learning style. This course offers an alternate pathway for non-STEM students the opportunity to pursue Math 100 after one semester. The redesigned Math 81 incorporates the use of MyMathLab and a capstone Dream Live project, an engagement piece in which students present and illustrate their choice of profession resulting from consideration of personal strengths, values, and lifestyle expectations, as well as financial calculations involving feasibility of their future dream home. Success rates have been in the 60-80% range. Student and faculty perspectives will be included.

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**Automatic Degree Pathways**

*FA 201*

Joanne Itano, University of Hawai'i System  
Delia Acevedo, University of Hawai'i System

As Kay McClenny famously said, “Students don’t do optional”. To this
end much work has been done of late to clarify pathways in course selection in order to decrease the time to completion and make college more affordable. These are challenging goals because each student can have a different pathway to completion. Technology can play a significant role in getting and keeping students on the path toward degree completion. The technology model operates like a GPS device. It guides students to their desired destinations; in the event that they go off course, it recalculates and presents a new optimal pathway to degree completion. The University of Hawai‘i is now utilizing these tools. This presentation will focus on the student tool and its complement – an administrative tool that visually represents the institutional responsibility to offer the curriculum that students need to stay on track for graduation.

Supplemental Supports in Remedial Math & English – How Have They Fared?
FA 202

Lily Chan-Harris, Hawai‘i Community College

This presentation will outline the various supplemental supports available to Hawai‘i Community College students, under the auspice of the US Department of Labor C3T-1 grant Just in TIME program. These supports are designed to strengthen students’ remedial and developmental math/English skills, thereby increasing their college readiness, course completion, and retention. Forms of delivery, participant demographics, resources used, assessment outcomes, student feedback, and challenges will be discussed. Workshop attendees will also be invited to share their own success stories and challenges from their own campuses.

Reducing Time to Degree for Students Through Transcript Evaluations and Prior Learning Assessment.
FA 214

Joel E. Paula, Hawai‘i Community College

This workshop will introduce two different ways Hawai‘i Community College is reducing the time it takes for students to earn a college degree while ensuring the integrity of the college academic program is kept and a rigorous academic process is maintained. Comprehensive Transfer Credit Evaluations and Prior Learning Assessments are the two key features and the two main strategies are: (a) to utilize faculty who wish to participate in this venture to approve, develop and implement a process in their respective fields and (b) to ensure communication of ideas, methods, processes and information travels freely between students, faculty, counselors, administration and staff. This workshop will address the outcomes met, the outcomes not met, and ideas on how to improve on processes and student success.

Highlighting Retention and Relevance for CTE Composition Students Through Problem-Based Learning
LA 104

Michelle Igarashi, Leeward Community College
Susan Waldman, Leeward Community College

Combining Problem-based Learning with an Accelerated Learning Program helps developmental CTE composition students understand purpose in their writing and focus their research efforts. In fall 2013, Michelle Igarashi piloted a CTE-focused developmental reading and writing course at Leeward Community College, with plans to expand in order to accommodate the College’s requirement for ENG 100 for CTE students seeking an A.S. Susan Waldman comes to class as President and CEO of Waiaanae Farm, once for an introduction and once as a client to assess student efforts. Waiaanae Farm is the Problem-Based Learning scenario that Susan developed for her ENG 100 classes. The use of a fictitious enterprise allows Michelle’s students wide leeway in terms of proposing businesses to service it. This collaboration simulates a real-world problem for these developmental students, while retaining the safety of the college classroom.

The Struggles of a Writing Center
LA 228

Conred Maddox, Honolulu Community College

Create a discussion on Writing Center difficulties generating student and instructor buy-in on a community college campus. Specifically, how to get students to realize the value of meeting with a writing coach to improve his or her skills, as well as, how to get instructors to trust that the writing center is 1) not writing papers for students, and 2) how to get instructors to trust coaches who have only completed 200 level English courses.

Kuali Curriculum Management with Banner Integration
LA 229

Mitchell S. Okuma, Hawai‘i Community College

The presenter will be providing a brief introduction as to what the Curriculum Management campus representatives have been working on and will solicit feedback and input from the Banner campus representatives on how they would like a new Curriculum Management System to integrate with Banner. It will be an opportunity for him to meet the representatives from the different campuses as well as for the representatives to meet him. They are working on an aggressive schedule and if things go as planned they hope to begin testing as early as this summer. Please come and join us in helping us achieve this goal.

The Gathering Place
GT 105

In between sessions, please feel free to connect with colleagues in GT 105. The room will serve as a “gathering place” to network with your colleagues or simply to re-charge up your electronic devices.

Do Your Technical Standards Work For You or Against You?
BE 102

Jane Jarrow, Disability Access Information and Support (DAIS)

Many programs in the community college curriculum have significant hands-on or practicum components and thus have developed technical standards, along with academic standards, to assess student progress and mastery. Well-developed technical standards help to delineate the learning outcomes and skills taught in the program, giving all students a chance to “self-select” as to their interest and appropriateness to the field. Poorly developed technical standards can obscure what is really important, and potentially are open to legal challenge.

Quantitative Reasoning at UHM: New Requirements, New Challenges
BE 104

Monica Stitt-Bergh, University of Hawai‘i at Mānoa

University of Hawai‘i at Mānoa (UHM) plans to make changes to
general education to ensure that students, regardless of major, exit with quantitative reasoning (QR) competency. The proposals to change UHM general education specify replacing Symbolic Reasoning with Quantitative Reasoning and either adding a new Focus Quantitative Reasoning requirement or infusing QR in the curriculum, starting with Diversification science and social science courses. Join this interactive session to learn the current status of the proposed general education changes and to give input on implementing a QR curriculum. Conversation questions for attendees to discuss include the following: How would Foundations QR change the first-year curriculum? How would a QR Focus requirement change the curriculum? How can QR across-the-curriculum benefit student learning? How can it offer faculty new opportunities to develop QR courses?

“Cheap”, “Quick”, and “Easy” Instructional Program Online Course Redesign
FA 102
Michael Cawdery, Leeward Community College
Brent Hirata, Leeward Community College
Jeff Judd, Leeward Community College

In the session, presenters will engage participants with developing baseline ideas associated with the various phases of the project including planning, design, development, delivery, assessment, evaluation, and maintenance. Participants will create conceptual planning maps through small group discussion and collaboration using their own unique contexts and challenges. At the end of this session participants will have outlined the basic steps needed to design their distance education courses with support from two team members who completed the process. Creating course redesign will help to enhance the quality of online programming and provide increased access to quality education for part time students, working students, students in rural, remote, and neighbor island contexts. Additionally, our simple data collection methods will ensure you’re your success can be documented. We hope to provide opportunities to increase student engagement, course success, and graduation rates, by scaling this project to programs, departments, and colleges across the system.

Who Are Our Students? Achieving the Dream and Meeting the Need
FA 201
Steve Shigemoto, Honolulu Community College
Nadine Leong-Kuria, Honolulu Community College
Sarah Myhre, Honolulu Community College
Stefanie Sasaki, Honolulu Community College

Have you ever seen a need in your program or department? We did. Join us for a discussion of our process for applying for the Achieving the Dream and Part-time Student Innovation grants. Find out how we applied the available resources to make our case, and how your College’s Institutional Research Analyst can help. Learn how to access demographic and descriptive information such as the UH IRAO Data Access Portal and results from the CCSSE.

Assessing the Well-Being of Our Students
FA 202
Susan Dik, Kapi‘olani Community College
Bob Moeng, Kapi‘olani Community College

Collegial conversations are so important. One such conversation was the genesis of this workshop. We will share with you some insight into what characteristics employers seek in new employees (our graduates) and the potential impact a prospect’s well-being may have in their employment success. Selected findings of a study published by Gallup and Purdue University that examines several indices of well-being of graduates will be presented and interpreted. In addition, we will report on the results of assessment of the well-being of START-UP scholarship recipients and gauge how the scholarship may have contributed to their well-being. We welcome a broader conversation of how we as faculty/staff may amend the well-being of our students and encourage colleagues to identify methods for assessment.

Student Success and Academic Strategic Action Council (SSASAC)
FA 214
Peter Quigley, Office of the Vice President for Community Colleges
Details of the SSASAC, including purpose, objective, membership and responsibilities, method of operation.

ICAN – A Statewide Partnership Solutions Addressing Adult Basic Education and Improving Work and College Readiness.
LA 104
Jarret Yip, C3T Rd1 Educational Specialist
Deborah Miyao, Department of Education Community School for Adults

The ICAN Program was designed to provide a statewide solution to in preparing adult learners with basic skills necessary to enter into the University of Hawai‘i Community Colleges or enter into Hawai‘i’s workforce. Teaming with the State of Hawai‘i’s Department of Education and fueled by funding through the TAACCCT round 1 grant, participants will learn how this partnership will provides a common, coordinated and leveraged solution that is sustainable beyond the life of the grant.

Stop, Collaborate, and Listen: Collaborative Learning Strategies for the Classroom
AM 209
Michelle Shin, Kapi‘olani Community College
Ana Bravo, Kapi‘olani Community College

Help your students stop working in isolation: let’s motivate them to collaborate and engage with each other and listen despite differences! The Association of American Colleges and Universities (AAC&U) has identified collaborative learning as a High Impact Education Practice and, while this is a method that many already utilize, moving it to the forefront as an integral part of a course with clearly defined goals and a premeditated process can benefit students through engagement, ownership, and problem solving skills. This practice also promotes an atmosphere of inclusivity and recognizes and appreciates our differences while working to form and build upon common bonds. Our session will cover the benefits of collaborative learning, potential obstacles and solutions, and assessment methods. We will take a closer look at group dynamics, team building activities, sample rubrics, peer assessment techniques, and assignments from courses targeting students in the developmental level (IS 109 and English 22). These skills, ideas, and practices can easily translate over to any course or discipline. Throughout this workshop, you will participate in activities you can use in your classroom now!

Collegial Communication – Building Good Working Relationships (Offered both days)
LA 228
Julie Patoa, UH Maui College
Angela Gannon, UH Maui College

Learn tips to improve workplace communication skills, build strong and positive relationships at work in order to make your work more enjoyable and productive. Understand how to be more sensitive towards others via email, phone, and in-person conversations. Activities will include hands-on practice and reflections of others’ perspectives to help attendees cope with adapting to various types
of communication skills. Participants will be revitalized from this experience.

**It Takes More Than a Running Start: An Overview of the Waiākea High School Early College Program**

*BE 229*

*Lokelani Brandt, Hawai‘i Community College*

*Andrew Frias, Waiākea High School*

*David Urakami, Waiākea High School*

In the spring of 2013, Waiākea High School collaborated with Hawai‘i Community College to create an innovative and much needed college readiness program that targeted primarily at-risk students. Traditionally, the Running Start Program has served as the link between local high schools and colleges. This workshop will focus on the creation and implementation of the Waiākea High School Early College Program. This program combines high school and college courses in a rigorous, supportive environment that enables students to graduate with a minimum of 12 college credits and tools for being college, career, and community ready. This workshop will highlight how student success at the early college level is intimately connected to programmatic infrastructure, course content, relevancy, student success strategies, and recruitment. Each panelist will present on the various components that make this model successful and applicable to other institutions.

**LUNCH in the Uluwehi Café**

**12 noon – 1:20 p.m.**


**WORKSHOP SESSION 3**

**1:30 p.m. – 2:20 p.m.**

**(50 Minute Sessions)**

**C3T Round 1 Program Update**

*BE 101*

*Jarret Yip, Honolulu Community College*

*Jennifer Tran, Honolulu Community College*

The University of Hawai‘i Community Colleges (UHCC), a leader in innovative teaching, received $24.6 million in 2011 to partner with Hawai‘i’s businesses and state agencies to develop new training programs and support existing ones by providing pathways that lead to jobs in the agriculture, energy and health industries. In support of Hawai‘i’s initiatives to diversify its economy and improve its food and energy self-sufficiency, this multi-year grant initiative has helped individuals complete their education and train for jobs that are needed in today’s highly competitive economy. Participants are able to experience employer-driven course work that builds on their knowledge base while receiving a broad range of support services to ensure successful completion of the program and job placement. This workshop provides an overview of C3T Round 1’s current status, ongoing project initiatives, along with follow-up measures and participant tracking outcomes.

**New Challenges for/with Students with “New” Disabilities**

*BE 102*

*Jane Jarrow, Disability Access Information and Support (DAIS)*

For years, higher education has been challenged by the emergence of new populations of students with disabilities. We started with students who were blind, deaf, or in a wheelchair. Then came the LD students, then the students with ADHD. Students with Traumatic Brain Injuries presented new challenges, echoed today by students with concussions. Recently, we have seen a significant rise in numbers of student on the autism spectrum, students with psychological disabilities, students with significant food/environmental allergies. What are our responsibilities to these students on campus and in classes?

**“hi im in ur clas wen is it”: Bridging the Online Divide; Promoting Success and Communication among Students at Developmental Levels.**

*BE 104*

*Anne Miller, Hawai‘i Community College*

Two years ago, I received this email from a student: “hi im in ur clas wen is it” with no greeting or closing; I had no idea what class this student was talking about or who he or she was. Besides the obvious problems in spelling, grammar, and email etiquette, this actually speaks to an even bigger problem. It turns out that the class in question was an online class. We know our students are online on their phones and tablets practically 24/7, so why is online instruction such a problem? It is problematic in many ways even with seasoned students, but for students in developmental courses, the problems are more difficult. Many would say it is better not to offer these courses online for this very reason; however, these are often the students who most need an alternative venue because they are working, caring for young children and/or elders, and lack the resources to physically come to campus. Engagement is touted as the solution, but how do we achieve it? How do we even get them to the courses? The aim of this roundtable discussion is to discover what our students in the developmental courses need to be successful in the online venue and how best to create it with them. It is about promoting equal access to education in an unequal world.

**Student Centered Success – A Comprehensive Model of Wrap around Services**

*BE 105*

*Ina Miller Cabasug, Honolulu Community College*

*Silvan Chung, Honolulu Community College*

*Carol Kagimoto, Honolulu Community College*

*Lianne Nagano, Honolulu Community College*

*Kristi Teruya, Honolulu Community College*

*Jolene Suda, Honolulu Community College*

Come and learn how Honolulu Community College’s Academic Support Division – Student Success Center came to fruition and hear about the nuts and bolts of our comprehensive wrap around service model. Witness first-hand how the collaborative efforts between: Career Services, C.A.R.E (college achievement retention experience), C3T-academic coaching, Testing and Tutoring, and TRIO-SSS, have worked hand-in-hand towards the common goal of STUDENT CENTERED SUCCESS. This is a great session for those that are interested in finding out how different departments can share resources (program and personnel), engage, and support one another to meet the on-going changing and challenging needs of our students through their life’s journey. We will attempt to share with you are various initiatives and activities we have rollout, including both associated challenges and successes. Some of the activities we will highlight include: various retention activities, our academic alert system, developmental education counseling, alternative placement, English and math boot camps, peer/professional coaching, registration of continuing students campaign calls, student engagement activities, collaborative/scheduled/ embedded tutoring, IKEA student success workshops, intrusive servicing, and the importance of closing the loop with career and job placement services.
Passing a DevEd course does not necessarily indicate students will be successful. In fact, research shows that quite often students recoil and potentially choose to fail when they start to struggle in subsequent courses. This stems from “doubts about belonging and doubts about ability [which] often feed on each other, and together they created a sense of helplessness”. David Yeager, et al. studied this phenomenon and created an intervention treatment that increased students from lower socioeconomic situations persistence rates. In addition, Carol Dweck penned a book that focuses on helping the reader to change his or her mindset from fixed, i.e., intelligence is fixed to growth, i.e., intelligence is like a muscle that with exercise can be grown. Consequently, we redesign both the reading and writing curriculums to use Dweck’s “Mindset” text and Yeager’s intervention treatment. While Yeager’s treatment is only a 45 minute reading and writing exercise at the beginning of the semester (and has shown to effective), we built both courses around his treatment. Thus, both the reading and writing classes focus reading and writing assignments around changing the students’ mindset from fixed to growth.

American Mathematical Association of Two-Year Colleges: Opportunities and Support from a National Professional Organization. (Offered both days)

BE 108

Nancy Sattler, American Mathematical Association of Two-Year Colleges

AMATYC is the only national organization advocating for community college mathematics students and faculty. Membership includes a journal and discounted registration to its Annual Conferences but AMATYC is much more than a magazine and a meeting.

AMATYC President Nancy Sattler will describe then lead a discussion of the organization, its current initiatives involving developmental education, mathematics for technical programs, and placement and assessment. She will also lead a discussion of AMATYC-sponsored opportunities for professional development, service, and leadership.

What is “Students’ Right to Their Own Language” and What Does it Mean for My Teaching?

FA 202

Robyn Tasaka, University of Hawai‘i Maui College
Derek Snyder, University of Hawai‘i Maui College
Kahele Dukelow, University of Hawai‘i Maui College

The Conference on College Composition and Communication, “the world’s largest professional organization for researching and teaching composition” since 1949, adopted the Students’ Right to Their Own Language (SRTOL) in the 1970s. This workshop will share this document and what it offers to teachers of writing—in English departments and more broadly. SRTOL begins, “We affirm the students’ right to their own patterns and varieties of language—the dialects of their nurture or whatever dialects in which they find their own identity and style.” This resolution denies “the myth [that] a standard American dialect has any validity” and asserts that “the claim that any one dialect is unacceptable amounts to an attempt of one social group to exert its dominance over another.” Presenters will share how SRTOL informs their teaching and student assessment practices in a variety of classes, including developmental and transfer-level courses in writing and other subject areas, and the ultimate effect this has on student achievement. Classroom practices inspired by SRTOL affect all students, but especially those who do not write in “perfect” academic English. Presenters will address the implications of SRTOL-informed teaching and assessment for students from different backgrounds (e.g. non-native speakers of English, speakers of Pidgin/Hawai‘i Creole English).

RAD Next Steps: Helping Students to Establish a Deeper Connection with Readings

LA 101

Do you require reading in your course? Do you struggle with getting your students to read actively and deeply? If so, come find out what is new with RAD since we’ve expanded to campuses system wide. If you’ve attended one of our RAD trainings, if you’re interested in finding out what all of the buzz is about, or if you just want to be a part of the conversation about how RAD can continue to meet the needs of students and faculty as student literacy evolves, this roundtable is for you. Come to hear what is working for faculty across the disciplines, but also come to help us refine our goals for RAD’s future. What difficulties are you having with reading in your classes? How can we all work together to be sure that students are challenged and that their literacy needs are being met? Take away some strategies for incorporating reading into your course, AND share your views about the role of reading in the future of higher education.

An Alternative Approach to Developmental Math

LA 102

Hae K. Okimoto, University of Hawai‘i
Davilla Riddle University of Hawai‘i at Mānoa

Instead of providing developmental math education once students arrive at our institutions, this workshop will discuss a summer pilot project that prepared students to qualify for college level math, or at least move up in the developmental sequence. Curriculum was based on the EdReady online system that assesses, refreshes or teaches math skills, to prepare students for college. Participants will not only learn of the outcomes of the pilot, but experience EdReady and engage in a discussion of how to use EdReady for math redesign.

Implementing a Cohort Model Approach to On-Time Graduation

LA 103

Laurie Lawrence, Leeward Community College
Summer Miles, Leeward Community College

In fall 2013, Leeward Community College-Wa‘ianae implemented a pilot program that employs a cohort to encourage students to graduate on time. The G2FO (Going to Finish On-Time) program requires students to take a 15 credit full-time load each semester, and provides several layers of supports to help facilitate their success and persistence. Participants in this workshop will learn about the structure of the program and lessons learned during implementation. Preliminary data from Cohorts 1 & 2 that indicate the program is having an impact on student success and persistence will be shared. This data includes developmental English and math success and yield rates, fall to spring and fall to fall persistence rates, and projected graduation rates. In addition, information on plans for scaling up this program at both Leeward CC campuses using 2014-2019 Title III grant funds will be shared.
How do you create an authentic culture of evidence for which improvement is the central tenet? How do you ensure that assessment adds value to student learning and also serves accreditation purposes? How do you benchmark the quality of your students learning? This session will address issues related to going beyond a compliance mentality and engaging faculty and students in assessment that promotes more effective teaching and more profound learning.

A Cross-Disciplinary Enquiry into Music and Mathematics: Lessons in Motivation, Persistence, and Performance
LA 106
Anne Ku, UH Maui College
Amirhossein Amiraslani, UH Maui College
Ka'ala Carmack, Windward Community College
Stephen Fox, UH Maui College

Research shows a close link between music and math in education. The patterns and the rhythms in the music train the brain for math learning. On intelligence and achievement tests, people with musical training outscore those without. Some of the most brilliant scientists and mathematicians are gifted musicians, but the reverse relationship doesn’t hold. Intrinsic motivation and self-discipline drive musicians to persist, investing thousands of hours in deliberate practice to achieve excellence in performance. How can we empower developmental math students with the confidence that they can and will succeed, in the same way that students of musical performance are motivated? How can we make math education more engaging? How can effective teaching methods in collaborative music-making transfer to community learning in mathematics? Does the positive correlation between music and math translate to other studies, such as music and medicine? How can we increase overall student persistence, through lessons learned in the teaching of music? This discussion forum explores the synergies between the two disciplines, highlighting examples of effective teaching methods and feedback from students. One veteran student at UH Maui College said, “Taking piano class made all the difference in the world. It got me through math which I needed for my degree. Playing the piano helped me memorize theories and formulas of college algebra. Math was frustrating. Music was therapeutic.”

Supplemental Nutrition Assistance Program (SNAP)...
Removing Barriers of Entry into Hawai‘i’s Workforce.
LA 107
Michael Moser, Windward Community College
Geneva Spear, Department of Human Services

Session participants will have an opportunity to learn about an exciting new partnership between the State of Hawaii Department of Human Services and the University of Hawai‘i Community Colleges being piloted at Windward Community College’s Office of Continuing Education and Training. The Supplemental Nutrition Assistance Program also known as SNAP is a federally sponsored program. With appropriations from the US Department of Agriculture, administered through the state of Hawaii Department of Human Services, the SNAP provides eligible recipients with tuition assistance for non-credit workforce training or established credit programs, financial assistance for books and mandatory fees, childcare assistance, service learning, and much more.

Labor Market Information (LMI): Where to Get It and How to Use It.
LA 108
Scott Murakami, University of Hawai‘i Community Colleges
Phyllis Dayao, State of Hawai‘i Department of Labor and Industrial Relations
Russell Uyeno, Honolulu Community College

Labor Market Information (LMI) provides forecast of labor trends based on previous levels of employment and economic activity. In this session, participants will have an opportunity to view and follow along with data tools available to the public through the Department of Labor and Industrial Relations Hawai‘i Workforce Infonet (HIWII). Participants will also have the opportunity to view UHCC tools that forecast workforce development. The Economic Modeling Specialist International provides additional unsuppressed data that can provide additional insights into LMI for planning and program perspectives. The participants will learn about other types of LMI including job posting analytics (also known as real time LMI) and the use of statistical tools like predictive analytics to improve anticipated shocks to employment in Hawai‘i.

Innovative Programs at Kauai, Kapi‘olani, and Windward Community College Offer Transformative Experiences for Students
LA 109
Sarah Akina, Windward Community College
Kimo Perry, Kaua‘i Community College
Rebecca Yund, Kaua‘i Community College
LaVache Scanlan, Kapi‘olani Community College

Learn how three innovative programs, at different phases of implementation, provide transformative experiences for students otherwise not likely to pursue a college education because of financial or other barriers limiting college access. Through generous funding from private donors and the institutional commitment of the colleges and the University of Hawai‘i Foundation, these three programs offer scholarship, academic and personal support to help students build a foundation for success in the first year of college. Students enrolled in these programs are more likely to persist and graduate, and outperform other first-year students in several achievement measures. The results also indicate that these projects are significantly improving the success of Native Hawaiian students and helping to close the achievement gap this population faces. Learn how the Hawaiian pedagogy and student support services provided through these comprehensive programs are enriching the lives of students and demonstrate why the open door policy is so important for the communities we serve. Information on how these programs are trying to scale up and ideas on how similar programs could be created on your campus will be shared.

100% Retention and Placement... the Ship Building and Repair an Industry Based Workforce Partnership
LA 110
Maricar Pilotin-Freitas, Department of Labor and Industrial Relations
Lance Kimura, Department of Labor and Industrial Relations
Keala Chock, Honolulu Community College
Jeff Lane and Jeff Schultz

Hawai‘i’s remote geographic location requires a healthy and vibrant shipping industry. Working with Ship Repair Association of Hawaii, Honolulu Community College and the State of Hawai‘i Department of Labor and Industrial Relations Workforce Development Division designed a unique workforce training solution aimed at stabilizing the ship repair industry in Hawai‘i. Participants of this workshop will learn how this innovative solution achieved 100% retention and completion for dislocated worker in Hawai‘i.
**Growth Mindset Goal Setting (Offered both days)**

**LA 111**  
Holiaka Juarez, (Lead Presenter) Kaua'i Community College

“The secret of change is to focus all of our energy not on fighting the old, but on building the new”, Socrates. Based on Carol Dweck’s Growth and Fixed Mindset definitions, this workshop addresses specific strategies to utilize Growth Mindset characteristics in goal setting and life planning. Using the UHCC C3T Academic Coaching model, participants will engage in activities, discuss how to change inner dialogue regarding SMART goals and be given handouts on classroom strategies to foster goals for growth. At the conclusion of this workshop the participant will be able to identify fixed and growth mindsets in relation to goal setting; employ use of strategies to change negative self-talk regarding personal and professional goals; take away a strategy to assist students in developing a Growth Mindset goal; and increase student retention.

**Mapping Your Entrepreneurial Ecosystem: Staying at the Top of the Food Chain!**

**LA 227**  
Dirk Soma, Kaua'i Community College

In the jungle of today’s world where limited resources are getting harder to find and fierce competitors lurk in the shadows, it’s imperative that we create strategic alliances and forge strong partnerships. In this session, participants will have the opportunity to map out their Entrepreneurial Ecosystems and discuss ways to work within them to enhance student outcomes, increase professional competence, and increase operational effectiveness.

**Kīpaepae: Affirming Campus Culture and Shared Sense of Place Through Hawai’i Protocols**

**LA 228**  
Ryan McCormack, Hawai‘i Community College
Jacqueline Van Blarcom, Hawai‘i Community College

At Hawai‘i Community College all new students and guests to the campus are welcomed ceremonially through a process known as Kīpaepae. Utilizing native Hawaiian cultural modes this protocol has brought together faculty and staff from many departments, as well as students and administrators, in the collective acknowledgment of a shared sense of place and campus culture, and stands as a cornerstone of the college’s philosophy of Kauhale. This workshop will introduce participants to the phases of the Kīpaepae and their significance, as well as explore avenues for the development of similar processes at their respective campuses.

**Body Mechanics (Offered both days)**

**LA 229**  
Miles Nirei, University of Hawai‘i Community College System

Proper body mechanics and exercise program will be taught. The benefits include proper body mechanics in work related environments and preventative exercises and stretching techniques.

**Master Your Memory**

**LA 230**  
Chris Gilbert, Leeward Community College

Can’t remember the name of the person you just met? Conquer the memory tricks used by ancient Greek orators to remember facts, names, and lists. Faculty can teach these techniques to their students. A better memory is arguably one of the most valuable skills that can be learned in one sitting.

**The Gathering Place**

**GT 105**

In between sessions, please feel free to connect with colleagues in GT 105. The room will serve as a “gathering place” to network with your colleagues or simply to re-charge up your electronic devices.

**DISCIPLINE and SPECIAL INTEREST MEETINGS**

2:30 p.m. – 3:30 p.m.

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**GENERAL ASSEMBLY – Under the tent in the Tuthill Courtyard 3:45 p.m. – 4:30 p.m.**

Panel: DREAM, Facilitated by Dr. Bernadine Fong, Achieving the Dream Coach

Announcements: Kamuela Chun
SATURDAY, March 7, 2015

GENERAL ASSEMBLY
9:00 a.m. – 10:00 a.m.

Welcome: James Goodman, Dean of Arts & Sciences, Leeward Community College

Keynote: Dr. Gary Lopez, “The Mission of Public Education and the Promise of Personalized Learning”

Since the beginning of our nation we have debated the mission of public education. Some argued that its purpose was to prepare students for the workplace. Others maintained the role of public education is to make active, responsible citizens. With the emergence of the digital global infrastructure, we are poised to rebuild the U.S. public education system so that it can serve both the needs of the state and the needs of the individual. Can digital technology help us move from our current “one-size-fits-all” education system to “personalized learning” and help more students find academic and life success? Gary Lopez, CEO of The NROC Project, explores the promise of digital technology in the reinvention of the products, systems, and business models of education. EdReady, a college and career readiness system funded by the Bill and Melinda Gates Foundation, is presented as an effort to help U.S. public education fulfill its mission to give every citizen a chance to live a full and productive life.

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WORKSHOP SESSION 4
10:10 – 11:00 a.m.
(50 Minute Sessions)

ATE ENGLISH and YOU (The Teacher)

BE 101

Deseree L. Salvador, Hawai‘i Community College

ACCJC accreditation process has brought the need for voc/tech, college-level communication courses into the English teaching conversation. This population of student generally comes to college with experiences, needs, goals and schedules which are not well met by traditional college composition classes. How to best accommodate them will be the topic for this seminar. Sharing materials, talking about “what works”, meeting colleagues across the System, and learning from each other (‘s mistakes) will be among the take away.

Common Sense and a Good Faith Effort

BE 102

Jane Jarrow, Disability Access Information and Support (DAIS)

Complying with the laws governing students with disabilities in higher education generally boils down to just two enjoiners -- use common sense and make a good faith effort to apply rules that are intended to include, rather than exclude, students with disabilities. Looking at some of the recent high profile cases, that may seem counterintuitive. We will discuss how the presumed changing legal landscape is really just more of the same. From supporting deaf or blind doctors, to captioning every video used in class, to stalkers on campus, the rules make it possible to respond appropriately -- if you know how to read them.

EdReady Use Cases in Hawai‘i and the Mainland: What’s Working, and Can It Work for Me?

BE 104

Gary Lopez, Monterey Institute for Technology and Education.

After nearly two years of testing and use, EdReady, a college-math readiness system, has been demonstrated to substantially increase the fraction of entering freshmen that are prepared for college-math and to dramatically shorten the time to readiness. Several “use cases” have emerged in this research as successful approaches to when and how to utilize EdReady inside and outside of the classroom. This workshop will review and discuss these findings and explore how to customize the use EdReady for the needs of workshop participants.

An Opportunity for Hawai‘i Students to Participate in a Study Abroad Program in Ireland: The Culture and Biology of Another Island Ecosystem

BE 105

Robert Brashear-Kauflers, Hawai‘i Community College

Pamela Y. Scheffler, Hawai‘i Community College

Hawai‘i Community College has begun to focus on internationalizing its campus and work with the University of Hawai‘i system to offer more study abroad opportunities for its students. Currently there are faculty led trips to Peru, China, Japan and Honduras, and plans are to expand the offerings. Hawai‘i Community College was selected as part of the 2011-2012 cohort of the Madison Tech College’s capacity Building for Study Abroad grant and has been working to create study abroad opportunities. Culture plays a significant role in Hawai‘i as it also does in Ireland. Bridging cultural aspects with studying the beautiful island environments focusing on coastal habitats, marine aspects and maintaining and conservation of pristine ecosystems will be shared. Presenters will discuss logistics, trip costs, student participation, student evaluation and how this would benefit island students to become better global citizens.

The Hawai‘i Community College Online Course Development Program

BE 107

Leanne Urasaki, Hawai‘i Community College

Jessica Lerma, Hawai‘i Community College

Hawai‘i Community College’s pursuit to provide high quality online courses to its students brought to light the need for comprehensive training and support for its faculty. Now in its third year, the college’s
Online Course Development Program (OCDP) led over 20 faculty members through the process of creating an online class from the ground up. This intensive program, which includes four phases and spans 8-12 months, uses the ADDIE instructional design model to guide a cohort of faculty participants through the process of analyzing, designing, developing, implementing, and evaluating an online course created for instruction at Hawai‘i Community College. Come learn more about the OCDP. See how the program is structured, take a tour of some of the instructional resources, and hear from a past participant about her experiences before, during and after participating in the program.

Producing Homegrown Teachers for Hawai‘i Public Schools
BE 108
Kale‘a Silva, Leeward Community College

Community Colleges are significantly increasing in support of K-12 teacher preparation and seen as viable resources in the struggle against teacher shortage and teacher diversity. Here in Hawai‘i, we understand that there is power in cultivating our own teachers, those who have ties to their home communities, will stay in the profession, and will remain in Hawai‘i. This workshop will highlight three former AAT graduates who began their teaching career as students at Leeward Community College. Despite personal, instructional and institutional barriers, these students persisted, transferred to four-year teacher education programs, and are current DOE classroom teachers. Because of strong relationships fostered at Leeward, and other supports, these students realized their dream of becoming teachers. In addition, data from a recent qualitative dissertation on supports and barriers of Native Hawaiian pre-service teachers at the community college level will be discussed.

Collegial Communication – Building Good Working Relationships (Offered both days)
LA 101
Juli Patao, UH Maui College
Angela Gannon, UH Maui College

Learn tips to improve workplace communication skills, build strong and positive relationships at work in order to make your work more enjoyable and productive. Understand how to be more sensitive towards others via email, phone, and in-person conversations. Activities will include hands-on practice and reflections of others’ perspectives to help attendees cope with adapting to various types of communication skills. Participants will be revitalized from this experience.

An Update on Alternative Placement via High School Transcript
LA 103
Jonathan Kalk, Kaua‘i Community College

This session will provide an update on the alternative placement initiative being piloted at Kauai CC, Maui College, and Windward CC. The focus will be on using student success data in both English and mathematics to answer the questions: Can a student’s high school transcript provide useful information for placement beyond placement test scores? What transcript-based criteria are supported by the data?

Supporting Native Hawaiian Distance Learners
LA 104
Kelley Dudoit, UH Maui College, Moloka‘i
Kilia Purdy-Avelino, UH Maui College, Moloka‘i

UH Maui College, Moloka‘i was awarded an ATD Innovations grant in academic year 2013-2014 to develop and deliver a HWST 270, Hawaiian Mythology course online. The proposal was based on data collected to support that there are not enough online options for students attempting to earn the system-wide Associate Degree in Hawaiian Studies. This workshop will cover the data collected to support the project, online course engagement strategies for Native Hawaiian learners, and results from the course evaluations.

LA 105
Keola Donaghy, UH Maui College
Kenneth Makuakāne
Robin Leihuanani Keali‘inohomoku, UH Maui College

The Institute of Hawaiian Music was established at UH Maui College in 2012, and offers an Academic Subject Certificate in Hawaiian Music. While the goal of the program is to prepare students for careers in the Hawaii music industry, students also learn of the important role that music plays in society. They are encouraged to and supported in their efforts to use their knowledge and talents to support other programs on the UH-MC campus, partner with non-profit and community service organizations, and other causes. This presentation will discuss the program’s strategies and efforts to foster not only student development and industry relations, but also community engagement and social activism through their music. An IHM student who led one such activity will co-present and discuss the genesis of the program’s recent involvement in an important social and political issue on Maui.

Student Success in CTE Programs
LA 106
Cheri Souza, Counselor, Kap‘iolani Community College

Many Career and Technical Education (CTE) students arrive with prior college and/or work experience and are hoping to find the one career that will make them happy. Furthermore, many of these students focus on earning a certificate or degree to improve their current employment and socio-economic status. Based on Hirschy, Bremer, and Castellano’s (2011) conceptual model of student success focused on CTE students at community colleges, this session will address how counselors and faculty can collaborate to best help students interested in completing CTE programs, how we can encourage further education beyond CTE programs, and how to provide support for students who are “redirected” entry into a select admission CTE program.

Body Mechanics (Offered both days)
LA 108
Miles Nirei, University of Hawai‘i Community College System

Proper body mechanics and exercise program will be taught. The benefits include proper body mechanics in work related environments and preventative exercises and stretching techniques.

American Mathematical Association of Two-Year Colleges: Opportunities and Support from a National Professional Organization. (Offered both days)
LA 109
Nancy Sattler, American Mathematical Association of Two-Year Colleges

AMATYC is the only national organization advocating for community college mathematics students and faculty. Membership includes a journal and discounted registration to its Annual Conferences but AMATYC is much more than a magazine and a meeting.

AMATYC President Nancy Sattler will describe then lead a discussion of the organization, its current initiatives involving developmental education, mathematics for technical programs, and placement and
assessment. She will also lead a discussion of AMATYC-sponsored opportunities for professional development, service, and leadership.

Interdisciplinary Research Writing: Process and Pedagogy
LA 110
Robyn Tasaka, UH-Maui College
Tim Marmack, University of Hawai‘i Maui College

This workshop will be facilitated by research writing faculty who have taught courses ranging from developmental to 300-level. We will share research writing activities that we have found successful with students from diverse backgrounds, including overall assignments as well as strategies for topic generation (in particular, pushing students beyond commonly overused ones), surveying and interviewing skills, integrating sources, transitions, introductions, conclusions, and MLA and APA citation. While we have research writing activities to share, we are confident that the same is true of faculty from across the campuses. As a result, the goal of this workshop is to give attendees an opportunity to share and learn from one another strategies for teaching at various stages of the research and research writing process (from brainstorming to evaluating sources to synthesis) in diverse courses (from developmental to transfer-level and from a variety of disciplines).

Coaching for Calm
LA 229
Sue Feltz, University of Hawai‘i Maui College

Using Mindset Coaching techniques this workshop offers an understanding and hands on experience of “stress” and how our brain, body and mind are affected. An experience is just an event to our minds and bodies; it is how we feel about that event that determines its effect upon us. Learn how feeling optimistic, hopeful and confident about our ability to surmount the challenges in our lives increases our overall health, vitality and ability to learn. (Scientists have found that optimism is a better predictor of college success than either SAT scores or high school grades.) Discover the Relaxation Response and other techniques to use for yourself and in your classroom.

The Team Approach in Implementing Open Educational Resources
LC 102
Wayde Oshiro, Leeward Community College
Leanne Riseley, Leeward Community College

Last spring, Cable Green, Director of Global Learning for the Creative Commons, gave a presentation at UHMC on open educational resources (OER). His visit resulted in the birth of an OER initiative across the University of Hawai‘i System. But what does OER mean for your institution? How do you get started? At Leeward CC, we have adopted the team-based approach to using OER in courses. The team consists of at least one librarian, one educational technologist and one faculty (subject matter expert) working together using a systematic, project-based approach for each course adoption of OER. During this session, we will share our model and describe the support provided by the Library and Educational Media Center in faculty adoption and use of OER in their courses. Although, the project is still in its infancy, started in the summer of 2014, we will share lessons learned and our future plans.

The Gathering Place
GT 105

In between sessions, please feel free to connect with colleagues in GT 105. The room will serve as a “gathering place” to network with your colleagues or simply to re-charge up your electronic devices.

WORKSHOP SESSION 5
11:10 – 12:00 noon
(50 Minute Sessions)

Growth Mindset Goal Setting (Offered both days)
BE 101
Haliaka Juarez, (Lead Presenter) Kaua‘i Community College

“The secret of change is to focus all of our energy not on fighting the old, but on building the new”, Socrates. Based on Carol Dweck’s Growth and Fixed Mindset definitions, this workshop addresses specific strategies to utilize Growth Mindset characteristics in goal setting and life planning. Using the UHCC C3T Academic Coaching model, participants will engage in activities, discuss how to change inner dialogue regarding SMART goals and be given handouts on classroom strategies to foster goals for growth. At the conclusion of this workshop the participant will be able to identify fixed and growth mindsets in relation to goal setting; employ use of strategies to change negative self-talk regarding personal and professional goals; take away a strategy to assist students in developing a Growth Mindset goal; and increase student retention.

Disability Throughout History
BE 102
Jane Jarrow, Disability Access Information and Support (DAIS)

This session will explore how people with disabilities have been viewed, isolated, hidden, and celebrated throughout US history. From Abraham Lincoln to FDR, from eugenics laws to the ADA, the status and visibility of people with disabilities has been in flux for many years in the United States. Where have we come from -- and where are we now?

The Three Step Online Course Design Process
BE 104
Greg Walker, Leeward Community College

During this presentation participants will review and discuss how to create an online course using a three step design process: decide, categorize and list all activities, assessments and corresponding point values for your online course; decide and assign each activity and assessment (including non-graded items) to a weekly schedule; and, create a weekly modules, with seven standard components, for each week of the online course.

The heart of online courses are learning activities. It is CRITICAL that online courses be structured around activities, not content. In step one you list each learning activity and assessment, and their corresponding point values. In step two you organize your activities and assessments into a weekly schedule.

Getting lost within an online course is one of the most common frustrations for online learners. To help learners easily navigate and understand how content is presented, a typical online course is structured week-to-week, just like a traditional classroom course. In step three, to help learners navigate within your online course, you establish a repeating pattern by using a template to create your weekly modules for your course.
MySuccess is a program at all the UH Community Colleges to coordinate interventions to address students’ issues. Instructors identify concerns about students and then the system allows for interventions to be coordinated between counselors and other campus services. In the fall 2014 semester instructors and staff identified over 7000 concerns about students. The quick identification of student’s issues and coordinated, timely interventions increase student retention. MySuccess targets additional some services to specific groups of students including Native Hawaiians, Early Admit, Developmental Education, TRiO and others. Join us to learn how MySuccess is benefitting your campus and share best practices from across from across the UH Community Colleges.

**So You Got the Teaching Job. Now What? Classroom Management and Best Teaching Practices for Today’s Classrooms.**

**BE 108**

Sam Giordanengo

New college teachers are very knowledgeable in their content but very few have been taught any kind of pedagogy or classroom management skills. In this session participants will learn best teaching practices and how to effectively teach what they know. This session is designed for new teachers who feel confident in their field of expertise but perhaps could use some tools to help them reach their student population. By the end of the session participants will have been exposed to useful classroom management techniques and why having a solid teaching philosophy will not only help them be a better teacher but also be an inspiration to their students.

**Bridging Campuses for Native Hawaiian Students**

**LA 101**

**Ka’ohu Alo- Windward Community College**

**Hylie Santos- Windward Community College**

**Matt Chong- Windward Community College**

**Jennifer Quirk- UH Mānoa**

Hūlili is a federally funded collaborative program between Windward Community College (WCC) and the University of Hawai‘i at Mānoa (UHM) to improve the transfer and success of Native Hawaiian students. The program is geared towards recent high school graduates who want to earn an Associate of Arts degree at Windward CC and Bachelors at UHM. Hūlili is dedicated to producing more highly skilled and educated Native Hawaiian leaders. At WCC the Hūlili Transfer Program piloted and was instrumental in implementing Learning Cohorts. Hūlili Transfer Program supports Native Hawaiians transfer student in the following ways:

- Academic planning – 4 year plan check-in, connect with major advisors, registration assistance.
- Academic/Cultural Workshop and Counseling – Stress and time management, balancing school and home life, self-care.
- Leadership Skills – Effective learning strategies and network with Native Hawaiian scholars and community leaders to build the lāhui.
- Campus Orientation and Resources – Financial aid/scholarships, student services departments.

**Rapping for Research: Collaboration in the Classroom Through Epic Rap Battles of History**

**LA 102**

Courtney Takabayashi, Leeward Community College

Junie Hayashi, Leeward Community College

Learn how a non-traditional approach to a writing assignment facilitated research and fostered analytical thinking beyond what is expected in an introductory composition course. The topic of the assignment was the Epic Rap Battles of History (a video series that pits famous characters against each other in a rap battle form). At Leeward Community College, an English instructor and a librarian joined forces to teach students how to use library databases, evaluate internet websites, and properly cite these sources over multiple sessions. The instructor integrated stand-alone assignments into the innovative research project in which students answered the ultimate question of who won the battles based on their research of the allusions in the videos. Presenters will share their insights on how the use of the rap battle genre and its deviation from traditional research topics advanced student research and authentic learning resulting in a win for students, instructors, and librarians.

**Productive Struggles – Helping Students Setting Bite Size Goals Using Online Lock Out Deadlines in the Emporium Model Math 24.**

**LA 103**

Shiuling Huang, Kapi‘olani Community College

The presenter was intrigued by the philosophy of productive struggles, a concept introduced by Carnegie Pathways. She decided to set the online lock out deadlines in her emporium model Math 24. She added a few support systems before and after the online lock out deadlines hoping the student struggles created by the lock out would be a positive one. The outcomes were shocking to her. Some of her colleagues are trying it out this semester to see if they can produce similar outcomes. She will share some quantitative and qualitative outcomes of her three sections of Math 24 with the online lock out deadlines in fall 2014. The current results from her sections and her colleagues’ sections this semester will also be shared.

**WICHE Interstate Passport Project**

**LA 105**

Peter Quigley, University of Hawai‘i Community Colleges

The Interstate Passport Initiative, based at the Western Interstate Commission for Higher Education (WICHE), has launched a new learning-outcomes-based framework for transfer with the goal of improving graduation rates, shortening time to degree, and saving students’ money. The new framework focuses on the lower-division general education core, the common denominator among institutions—concentrating on it as a whole, not on individual courses—and allows for a cross-border “match” of outcomes-integrated general education cores for block transfer. The Passport is being rolled out in phases; Phase I concluded in September 2013. Leeward Community College, University of Hawai‘i West O‘ahu and University of Hawai‘i at Hilo are participating in the Phase II. The academic areas included in the Passport are based on the Liberal Education and America’s Promise Essential Learning Outcomes (LEAP ELOs) developed by the Association of American Colleges and Universities and widely adopted by institutions across the country.
From a Fear of Failure to an Expectation of Success: How a Small Cohort Model Links Student Success to Workforce Needs

LA 106
Victoria Mathis, Kaua‘i Community College

The learning objectives for this presentation are to describe how to incorporate a cohort model in a CTE program; discuss strategies to meet community workforce needs through student success, and identify barriers to implementation of a cohort model. The KCC Medical Assisting (MA) program (MEDA) uses a cohort model with limited existing resources to successfully graduate students and meet workforce needs for qualified MA's. The target groups are remedial students, non-traditional students and students who have failed to graduate despite completing a large number of credits. This small cohort model supports high graduation and post-graduation employment rates on Kaua‘i. Collaborative partnerships with community agencies have created a highly effective family style support system for students in the cohort. Future program development using a small cohort model can be a cost effective alternative that supports student success through targeting community workforce needs.

Improving Literacy and Student Engagement Through ‘Ike ‘Āina (Place-Based Education)

LA 107
Cara Chang, Leeward Community College

This workshop aims to provide insights into the benefits of implementing ‘ike ‘āina into English composition courses by looking at how it complements teaching writing and improving literacy. According to Native Hawaiian scholar, Ku‘ualoha Ho‘omanawanui (2008), ‘ike ‘āina, which means “knowledge from/about land”, is a “culturally rooted Hawaiian approach to place-based learning that is useful in teaching writing and cultivating indigenous literacy” (203). By incorporating opportunities for students to work on the ‘āina (land) into the curriculum and also having students read and write about their experiences, students gain a deeper understanding of their home, their community, and Hawaiian culture. While this research focuses specifically on the impact ‘ike ‘āina has had on students in English composition courses, ‘ike ‘āina is an interdisciplinary teaching pedagogy that can be incorporated into all disciplines.

Building Connections and Developing Partnerships within your Industry

LA 109
Chris Speere, UH Maui College
Dean Louie, UH Maui College

Participants will take a virtual guided tour through the Culinary Arts program at UH Maui College that engages student learners with practical workforce experience. Illustrated are professional workshops, culinary competitions, restaurant & resort experiences, and gala events to cultivate Real World experiential opportunities for CULN students. Presenters will explain how they develop assessment tools, social media, engage sponsors, encourage professionals, and inspire industry supporters as educational partners to measure student success along the pathway towards workforce development. They will also share a checklist of what programs can consider to stimulate sustainable relationships within their perspective industries and prepare students for success in the workforce. This presentation will conclude with examples to grow scholarships and fundraising, and an opportunity for Q & A.

The How’s and Why’s of Integrated Planning (Offered both days)

LA 110
Jan Lubin, Windward Community College
Frank Palacat, Windward Community College

How do you create an authentic culture of evidence for which improvement is the central tenet? How do you ensure that assessment adds value to student learning and also serves accreditation purposes? How do you benchmark the quality of your students learning? This session will address issues related to going beyond a compliance mentality and engaging faculty and students in assessment that promotes more effective teaching and more profound learning.

Teaching Developmental Math Online

LA 111
Mary Ann Esteban, Kapi‘olani Community College

The presenter has been teaching Math 24 and Math 25 (2-part beginning algebra courses) for the past 3 years. She will be sharing her distance learning registration approval process, success strategies, success rates, and lessons learned in reaching out to a population in need of distance education courses.

Introduction to Student Coaching: Effective Communication using Basic Coaching Techniques

LA 229
Lily Chan-Harris, Hawai‘i Community College
Ina Miller-Cabasug, Honolulu Community College
Sue Feltz, UH Maui College

This workshop will provide an overview to basic coaching methods to improve communication in the classroom. Participants will gain a better understanding of effective communication and engage in role-plays to practice techniques of coaching. Workshop will include skill building through role-play and interactive activities. The purpose of this workshop is to assist instructors to take a leap to incorporate student coaching techniques in the classroom. At the conclusion of this workshop the participant will be able to...

- Apply basic elements of coaching
- Improve communication strategies in the classroom
- Integrate coaching strategies into the classroom
- Practice coaching techniques

The Gathering Place

GT 105

In between sessions, please feel free to connect with colleagues in GT 105. The room will serve as a “gathering place” to network with your colleagues or simply to re-charge up your electronic devices.

LUNCH in the Ulwehi Café
12 noon – 1:10 p.m.

LUNCHEON PRESENTATION (Under the tent in the Tuthill Courtyard): Dr. Peter Quigley, Associate Vice President for Academic Affairs, “Overview of the Student Success and Academic Strategic Action Council (SSASAC)”
COLLEGE MEETINGS
1:20 – 2:20 p.m.

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GENERAL ASSEMBLY Under the tent in the Tuthill Courtyard
2:30 p.m. – 3:00 p.m.

Panel: Student Voices, Facilitated by Hylie Santos
Closing Remarks: Suzette Robinson, Director of Academic Programs

FREE WIFI
Wireless Network Set-up
For UH accounts: Open any web browser. Sign in with your UH username and password. Wireless network name (for UH users only) is LEE.

For Guests (non-UH accounts): Select EVENTS as your wireless network. Password: hsi2015!

** Please turn off all hot spots and tethering devices. These devices will interfere with guest access. Mahalo!

MAHALO

On behalf of the Achieving the Dream, mahalo for your participation in HSI Gone WILD. We hope you found the information shared and the discussions that ensued helpful in your work to ensure the best learning environment for our students. We wish you the best in implementation of your innovations in the coming years. You can help us make subsequent institutes better by filling out an online evaluation at http://www.surveygizmo.com/s3/20204955/HSI-2015-Evaluation.

You will receive an email reminder about the survey.

Mahalo,
HSI Planning Committee:

Kamuela Chun, OVPCC
Suzette Robinson, OVPCC
Samuel Giordanengo, Hawai‘i CC
Meiko Matsumoto, Honolulu CC
LaVache Scanlan, Kapi‘olani CC
Earl Nishiguchi, Kaua‘i CC
Kathleen Cabral, Leeward CC
Cindy Martin, Leeward CC
Kale‘a Silva, Leeward CC
Samantha Bowe, UH Maui College
Joyce Yamada, UH Maui College
Sarah Akina, Windward CC
Ka‘ahu Alo, Windward CC
Hylie Santos, Windward CC
Mahalo nui to all the presenters who shared their knowledge, wisdom, and experiences:

Sarah Akina, Paipai o Koʻolau Project Coordinator, Windward Community College.

Kuki Alapai, Student, Hawaiʻi Community College.

San Albers majored in Russian and then Chinese at Wisconsin, receiving her M.A. in applied English linguistics and completing TESL certification. She has taught in China, Japan, Wisconsin, and Maui and is currently an assistant professor of English at Leeward Community College. A life-long learner of languages and linguistics, she is co-chair of RAD at Leeward Community College.

Kaʻahu Alo, Transfer Coordinator/Hūlili Advisor and Coordinator, Windward Community College.

Amirhossein Amiraslani has been teaching various college math courses for about ten years. Amir’s background is applied mathematics and electrical engineering (control systems), with a PhD from University of Western Ontario. Considering himself a life-long learner, he is always looking for ways to make math education more fun, engaging, and effective. Amir is a mathematics instructor at UH Maui College.

Morgan Andaluz started her career in the UH system as a Spanish, ESL, and English lecturer at Leeward Community College. Now an instructor at UH Maui College, she has taken up the challenge of re-prioritizing reading in the college classroom. She is an avid surfer and paddler, and of course, reader!

Austin Anderson, Instructor II, Kapiʻolani Community College, received his BS in mathematics at University of New Mexico 2003. He has been teaching in some capacity, as either a high school teacher, a teaching assistant at UH Mānoa, part-time lecturer at Kapiʻolani Community College and the University of Hawaiʻi, or as a Graduate Fellow in SUPER-M (School and University Partnership for Educational Renewal—Mathematics) since 2004. He received his PhD in mathematics at UH in 2010, and has been a full-time instructor at Kapiʻolani Community College since 2011.

Kristi Ayers is an instructor of reading and writing at Leeward Community College.

Kealiʻi Ballao, Student Support Specialist (Instructional Design), University of Hawaiʻi Maui College.

Michael Barros, Director of Secondary Education, Honolulu Community College.

Lokelani Brandt is a lecturer for the Hawaiʻi Life Styles Program at Hawaiʻi Community College. She is a 2008 graduate of Hawaiʻi Community College and 2012 graduate of the University of Hawaiʻi Hilo.

Roberta Brashear-Kaulfers, Assistant Professor of Biological Sciences, began teaching at Hawaiʻi Community College in 1995, and has lectured many diverse courses in Biology, Microbiology, Zoology and Environmental Sciences. In addition, she served as the Hawaii Community College Earth Fair Coordinator for six years, and is a member of the college’s Sustainability Committee. Roberta currently teaches Microbiology and Biology 141-142 Anatomy and Physiology courses, required for the pre-nursing program. While on sabbatical in fall 2014, she attended the Ireland Initiative and is preparing to offer a study abroad program for community college students so that they may explore the culture, geology and biology of another island ecosystem.

Ana Bravo is a counselor in Kapi’olani Community College’s developmental education department. She holds B.A. degrees in Psychology and Sociology from UCLA, M.A. in Counseling from University of San Diego, and is finishing her Ed.D. in Educational Leadership from San Diego State University. Using student voices, her dissertation research explores the community college experience of Filipino American students in Hawai’i. Her experience ranges from teaching counseling and college success courses, high school outreach, career exploration, federally & state-funded student services programs, student veterans, transfer admissions, program coordination, assessment, and community work. Her passion lies in working with underrepresented and marginalized students.

Robert Burton, Facilities Manager, UH Maui College, has worked in the field of facilities maintenance for the past 30 years, being the past 10 years at UH Maui College. He has a BS in Horticulture and a MA in Administration. He is an avid hypnotist (specializing in smoking cessation), a dowser and a labyrinth builder.

CD Kaʻala Carmack, as a performer who teaches, has shared his experiences and training in music over the past four decades primarily in California and Hawaiʻi. His methods in the classroom are a unique combination of his formal training in Vocal Pedagogy, Choral Conducting, and Ethnomusicology with the Hawaiian music/cultural heritage he acquired growing up in a family of musicians and educators. Kaʻala is Director of the Hawaiʻi Music Institute at Windward Community College.

Michael Cawdery, Assistant Professor in Education at Leeward Community College

Lily Chan-Harris, as the Hawaiʻi Community College Just in TIME Coordinator, Lily puts together non-credit programs aiming at helping students fulfill their pre-requisite math and English requirements. She believes in the importance of students gaining math & English skills not only because of academic needs, but as part of life skills vital to a person’s survival and growth.

Cara Chang is a lecturer at Leeward Community College who has been teaching developmental and college level composition since fall 2010. She received her Master’s in English with an emphasis in Cultural Studies in Asia and the Pacific from University of Hawaiʻi at Mānoa and is currently pursuing her PhD in Education—Curriculum and Instruction.

San Albers majored in Russian and then Chinese at Wisconsin, receiving her M.A. in applied English linguistics and completing TESL certification. She has taught in China, Japan, Wisconsin, and Maui and is currently an assistant professor of English at Leeward Community College. A life-long learner of languages and linguistics, she is co-chair of RAD at Leeward Community College.

Kaʻahu Alo, Transfer Coordinator/Hūlili Advisor and Coordinator, Windward Community College.

Amirhossein Amiraslani has been teaching various college math courses for about ten years. Amir’s background is applied mathematics and electrical engineering (control systems), with a PhD from University of Western Ontario. Considering himself a life-long learner, he is always looking for ways to make math education more fun, engaging, and effective. Amir is a mathematics instructor at UH Maui College.

Morgan Andaluz started her career in the UH system as a Spanish, ESL, and English lecturer at Leeward Community College. Now an instructor at UH Maui College, she has taken up the challenge of re-prioritizing reading in the college classroom. She is an avid surfer and paddler, and of course, reader!

Austin Anderson, Instructor II, Kapiʻolani Community College, received his BS in mathematics at University of New Mexico 2003. He has been teaching in some capacity, as either a high school teacher, a teaching assistant at UH Mānoa, part-time lecturer at Kapiʻolani Community College and the University of Hawaiʻi, or as a Graduate Fellow in SUPER-M (School and University Partnership for Educational Renewal—Mathematics) since 2004. He received his PhD in mathematics at UH in 2010, and has been a full-time instructor at Kapiʻolani Community College since 2011.

Kristi Ayers is an instructor of reading and writing at Leeward Community College.

Kealiʻi Ballao, Student Support Specialist (Instructional Design), University of Hawaiʻi Maui College.

Michael Barros, Director of Secondary Education, Honolulu Community College.

Lokelani Brandt is a lecturer for the Hawaiʻi Life Styles Program at Hawaiʻi Community College. She is a 2008 graduate of Hawaiʻi Community College and 2012 graduate of the University of Hawaiʻi Hilo.

Roberta Brashear-Kaulfers, Assistant Professor of Biological Sciences, began teaching at Hawaiʻi Community College in 1995, and has lectured many diverse courses in Biology, Microbiology, Zoology and Environmental Sciences. In addition, she served as the Hawaii Community College Earth Fair Coordinator for six years, and is a member of the college’s Sustainability Committee. Roberta currently teaches Microbiology and Biology 141-142 Anatomy and Physiology courses, required for the pre-nursing program. While on sabbatical in fall 2014, she attended the Ireland Initiative and is preparing to offer a study abroad program for community college students so that they may explore the culture, geology and biology of another island ecosystem.

Ana Bravo is a counselor in Kapi’olani Community College’s developmental education department. She holds B.A. degrees in Psychology and Sociology from UCLA, M.A. in Counseling from University of San Diego, and is finishing her Ed.D. in Educational Leadership from San Diego State University. Using student voices, her dissertation research explores the community college experience of Filipino American students in Hawai’i. Her experience ranges from teaching counseling and college success courses, high school outreach, career exploration, federally & state-funded student services programs, student veterans, transfer admissions, program coordination, assessment, and community work. Her passion lies in working with underrepresented and marginalized students.

Robert Burton, Facilities Manager, UH Maui College, has worked in the field of facilities maintenance for the past 30 years, being the past 10 years at UH Maui College. He has a BS in Horticulture and a MA in Administration. He is an avid hypnotist (specializing in smoking cessation), a dowser and a labyrinth builder.

CD Kaʻala Carmack, as a performer who teaches, has shared his experiences and training in music over the past four decades primarily in California and Hawaiʻi. His methods in the classroom are a unique combination of his formal training in Vocal Pedagogy, Choral Conducting, and Ethnomusicology with the Hawaiian music/cultural heritage he acquired growing up in a family of musicians and educators. Kaʻala is Director of the Hawaiʻi Music Institute at Windward Community College.

Michael Cawdery, Assistant Professor in Education at Leeward Community College

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**Presenter’s Profile**

*Mahalo nui to all the presenters who shared their knowledge, wisdom, and experiences:*

**Keala Chock**, Dean Transportation and Trades, Honolulu Community College.

**Matt Chong**, Assistant Data Analyst, Windward Community College.

**Silvan Chung**, Career Counselor, 15 years of working experience as a Career Counselor in a higher education setting. Nationally certified practitioner for two Career Assessments (Myers-Briggs Type Indicator and STRONG). Works in-depth with students to discover, develop, and create a career journey suited to their individual needs and actively connects students to various institutional, employment, and community resources. Responsible to oversee the IKEA (Inspiring Knowledge, Empowerment and Achievement) student success program and ensure students receive valuable and practical lifelong skills for personal and academic success. She possesses a M.Ed. in Educational Administration, emphasis in Higher Education and a B.S. in Family Resources—University of Hawai’i Mānoa.

**Sandra Keonaonaokamaileopanaeawa Makuakane Claveria**, Asst. Professor/Coordinator, Human Services, Hawai’i Community College, fondly known as “Aunty Sandi” grew up in Keaauhaka. Aunty Sandi is now the Assistant Professor and Program Coordinator for the Human Services Program at Hawai’i Community College where she was one of the first students to receive a Human Services Certificate 25+years ago. She received the “Excellence in Teaching Award for Lecturers in 2006 and the Regents’ Medal for Excellence in Teaching in 2010. As a mentor and coach, she believes that it is an honor to be able to inform, ignite, and inspire students to believe, behave and become their very best.


**Malia Corpus**, Student, Hawai’i Community College.

**Rolanse Crisafulli**, Administration, O’ahu Worklinks.

**Phyllis Dayao**, Director of Research and Statistics, State of Hawai’i Department of Labor and Industrial Relations.

**Christine DeCarlo** is SENCER and Engaging Mathematics Program Assistant at National Center for Science and Civic Engagement. Christine’s professional background is in K-12 science education, communication, and assessment.

**Darienne Dey**, Safety Officer on Samoa to Aotearoa leg of Hokule’a’s voyage; Math Lecturer at UH West O‘ahu.

**Susan Dik**, Associate Professor, Kapi‘olani Community College, teaches face-to-face, hybrid, and online Marketing, Management, and Entrepreneurship classes and is Program Coordinator for the Marketing Program. Her main focus is moving marketing graduates successfully into the workforce or into a four-year degree at UH West Oahu. Susan has served as chair of the Curriculum Committee and chair of the Faculty Senate at our college. She is currently working to update the Marketing Program to reflect current employability skills needed in the marketplace.

**Keola Donaghy** is faculty coordinator of both Music Studies and the Institute of Hawaiian Music at UH-Maui College, and active in both the Hawai’i and national recording industries.

**William Dressler** is the College Success and Developmental English Coordinator at Kaua‘i Community College. He facilitated the first RAD Faculty Institute at Kaua‘i Community College in August 2014.

**Kelley Dudoit** has worked as Institutional Support at UH Maui College, Moloka‘i since 2007. She earned a BA in Business Management from Chaminade University and a MEd in Educational Technology from UH Mānoa. She was born and raised on Moloka‘i and shares a passion for higher education.

**Kahele Dukelow** is an assistant professor in Hawaiian Studies and Language. She was born and raised on Maui, attended Maui Community College and graduated with a Bachelor’s degree in Hawaiian Studies and a Master’s Degree in Teaching from the University of Hawai‘i at Mānoa. She has experience teaching in a variety of educational settings including English medium, Kaiapuni (Hawaiian Language Immersion), elementary, middle and college.

**Eric Engh** is developmental English coordinator at UH Maui College where he has been teaching courses in developmental writing, freshman composition, and literature since 1998.

**Mary Ann Esteban**, Assistant Professor, Kapi‘olani Community College, has been a full time mathematics developmental instructor for Kapi‘olani Community College since fall 2005. She has been involved with many of the redesign and innovative projects targeting the improvement of developmental math success rates with the incorporation of technology.

**Mary Farmer** is an Associate Professor of Nursing at UH Maui College. Mary is also a vocal performance artist and has sung in various groups and choirs since childhood.

**Sue Feltz**, UHCC C3T State Coach Coordinator UH Maui College.

**Stephen Fox** has worked for the past fifteen years as a composer of music for film and television. Currently a lecturer in psychology at Hawaii Pacific University, UH Mānoa, and UH Maui College, Stephen continues his research into benefits of arts participation while writing a textbook on Cultural Psychology. Stephen holds a master’s degree in Community and Cultural Psychology from UH Mānoa and a doctorate in Cross-Cultural Psychology from Victoria University of Wellington New Zealand.
Mahalo nui to all the presenters who shared their knowledge, wisdom, and experiences:

Andrew Frias, VISTA Transition Coordinator, Waiakea High School.

Angela Gannon, Administrative Assistant to the Vice Chancellor for Administrative Services UH Maui College, has been employed with the Community College system since 1991 and the State of Hawaii system since 1986. Her experience expands from both private business ownership and public service to life-long learner self-improvement and education.

Sam Giordanengo has been teaching college level history for 18 years, 5 of the last years in Hawaii. Student success and reaching students so that they understand history has always been his passion in the classroom. For the past 5 years Sam has attended many conferences and workshops as well as present at the national Achieving the Dream Conference. Sam is currently the Achieving the Dream Coordinator for Hawaii’s Community College and the co-chair of the Student Success Committee.

Kathleen Hagan, MS, APRN-BC, Assistant Professor, University of Hawaii Maui College, has been teaching Nursing at UHMC for the last eight years. She has a bachelor’s degree from Stanford University in Human Biology and a master’s degree from University of California at San Francisco (UCSF) in Nursing. Her passions include health promotion, education, social psychology, environmental protection, and professional development activities. She has been regularly practicing Team-Based Learning (TBL) techniques in her classroom since fall 2012 after being inspired at a TBL workshop on Oahu in spring of that year.

Junie Hayashi, Librarian, is currently public services librarian at Leeward Community College. Her spare time is spent at the Language Arts Division where she stalks English instructors.

Kathy Helfrich, Student Services Specialist, Career and Continuing Education, Workforce Connections Center, Windward Community College. As part of the C3T grant, Kathy Helfrich has been trained as a student success coach since August, 2013. She is certified to train other coaches as part of the UHCC Ho’a Coaching Program. Kathy is currently working to establish the HI-NET Ho’ola ‘ike Program pilot which serves SNAP recipients who are attending Windward Community College workforce training programs. She will be coaching them and training peer coaches to promote student success in meeting their educational and workforce goals.

Brent Hirata is an Instructional Media Specialist and instructor in the Education program at Leeward Community College.

Liana Horovitz, Lecturer, History, University of Hawaii Maui College.

Shiuling Huang is a math instructor at Kahikoluamea Department at Kapiolani Community College. She has been teaching development math courses in various instructional methods. She is interested in learning new ways to reach out to developmental math students. In particular, she has attended many Carnegie Pathways conferences to learn successful techniques from instructors from other community colleges. She hopes to share the ideas she learn from the conferences and how it helps her in her classrooms.

Dr. Michelle Igarashi, Ph. D, is the CTE (Career and Technical Education) English Coordinator at Leeward Community College. Her research interests include accelerated learning in the developmental composition classroom and the use of PBL to increase CTE student retention and success.

Dr. Joanne Itano, Associate Vice President for Academic Affairs, University of Hawai’i.

Jane Jarrow, sole proprietorship of Disability Access Information and Support (DAIS).

Haliaka Juarez, Kaua’i Community College.

Jeff Judd is an Assistant Professor in the Education program at Leeward Community College.

Jonathan Kalk has taught mathematics at Kaua’i Community College since 2006, and served as institutional researcher from 2011 to 2014. He graduated with a PhD in mathematics from UH-Mānoa in 2005.

Kami Kato, Student Services Program Officer, Leeward Community College.

Carol Kagimoto, Job Placement Coordinator. Possesses over 28 years of experience working in the career and employment field, with high school and college students (2-yr, 4-yr, and graduate levels). Experienced in delivering full range of career development services with individuals and groups, including career exploration activities, pre-employment skills training, job preparation, and employer networking/job development. She possesses a, M.Ed. Counseling & Guidance (specialization in rehabilitation counseling), B.S. Human Development University of Hawaii Mānoa.

Robin Leihuana Keali’inohomoku is a student at UH-MC, pursuing an A.S.C in Hawaiian Music through the Institute of Hawaiian Music.

Hye Jung Kim - Google guru for PVS; Crew member in training; Math Lecturer at Kapi’olani Community College.

Lance Kimura, On the Job Training Program, Department of Labor and Industrial Relations.

Anne Ku developed the piano ensemble approach to the teaching of sight-reading and collaborative music making which won a UHCC Part-time Student Initiatives Award. Prior to this, she taught developmental math, probability and statistics, and other courses as an adjunct lecturer while working or studying full-time in Maui, the Netherlands, and London. Anne holds degrees in music, operations research, and engineering. Anne is a music lecturer at UH Maui College.
Presenter's Profile

Mahalo nui to all the presenters who shared their knowledge, wisdom, and experiences:

Laurie Lawrence, Interim Dean of Student Services, Leeward Community College; Previous to her appointment to serve as Interim Dean of Student Services, Ms. Lawrence served as the Leeward CC-Wa‘ianae Coordinator for seven years. During her tenure at the Wa‘ianae campus she oversaw a record increase in enrollment and expansion of instruction and support services for students. She provided leadership for a variety of initiatives implemented to better encourage student success, persistence, and graduation. Ms. Lawrence earned her Master’s degree in Education from Temple University.

Nadine Leong-Kurio is Honolulu Community College’s Technical Services Librarian.

Jessica Lerma is an Instructor of Philosophy at Hawai‘i Community College. She received her B.A. in Political Science and Philosophy at UCLA, and her M.A. in Philosophy at Cal State Los Angeles. Jessica is a graduate of Hawai‘i Community College’s Online Course Development Program, and has since developed a passion for Distance Education. She is an Instructional Designer for the Rural Hawai‘i (C3T2) grant, and serves on Hawai‘i Community College’s ad hoc Distance Education Committee.

Gary Lopez, Ph.D., is the founder and CEO of Monterey Institute for Technology and Education. He has also served as the President and CEO of NETg, a technology-based corporate training company with facilities in 30 countries, and was the Founder and President of Archipelago, a developer of media products for many of the largest U.S. educational publishers. Gary began his career as a lecturer in the Biology Department at University of California, San Diego and a researcher at Scripps Institution of Oceanography.

Dean Louie, Culinary Arts Internal Coordinator, Assistant Professor UH Maui College is a graduate from CSU Sacramento with a Bachelor’s degree in Art, and UH Mānoa with a Master’s degree in LISc. He has been teaching culinary arts at UH Maui College since 2001. During this time, he established nationally recognized industry certifications for UHMC students and delivered culinary outreach programs on Lāna‘i, Moloka‘i and Maui to strengthen workforce development for Maui County on behalf of UH Maui College.

Jan Lubin is Director of Planning and Program Evaluation at Windward Community College. She is also the College’s Accreditation Liaison Officer and the Assessment Coordinator for the College.

Billie Takaki Lueder is the Executive Assistant to the Chancellor and Director of Communications and External Affairs at Honolulu Community College. She is primarily responsible for media and public relations on behalf of the college. She has successfully developed a comprehensive Marketing & Communications Outreach strategic plan as well as a Social Media plan to outreach with prospective and current students, alumni, and the community at large. She has over ten years of experience in project and organizational management, communications, and training and development.

Conred Maddox is the Co-Director of the Honolulu Community College Writing Center. Honolulu Community College did not have a writing center until Chancellor Erika Lacro secured a grant to start one and tasked Conred to develop it. Currently, the HonCC Writing Center has been open for five semesters and finds it a struggle to maintain student and instructor buy-in.

Kenneth Makuakāne is a 13-time Nā Hōkū Hanohano Award-winning composer, singer, producer and engineer who has served as a mentor to IHM students.

Elaina Malm is an Assistant Professor in the department of Language, Literature and Linguistics at Kapi‘olani Community College. She received a Bachelor’s degree in Anthropology at the University of California, Berkeley and her Master’s degree in TESL from the University of Hawai‘i at Mānoa. She has taught college level English and ESL for over 20 years.

Tim Marmack, an instructor at UH Maui College, lives and breathes the written word through courses in developmental writing, college composition, business and managerial writing, research writing, creative writing, argumentative writing, and ethnic and race literature of Hawai‘i.

Victoria Mathis, APRN-BC, MSN, Assistant professor, Kaua‘i Community College, first moved to Hawai‘i in 1992 and spent nine years on O‘ahu before moving to Kaua‘i in 2005. Victoria was born in England and has also lived in New Zealand. Victoria began teaching at KCC in 2006. Victoria spent five years teaching in the nursing program at KCC before she developed the medical assisting program, since 2012 she has taught in the medical assisting program. Victoria’s teaching philosophy focuses on providing students with opportunities to learn and promoting empowered, self-directed learners.

Jaysha Mauga-Kaili, Student, Hawai‘i Community College.

Ryan McCormack is the coordinator of the First Year Experience, as well as an instructor in the Hawai‘i Life Styles department, at Hawai‘i Community College. He completed his Bachelor’s degree in psychology at Stanford University and is currently pursuing his MA/PhD in depth psychology, with an emphasis in Jungian and archetypal studies, at Pacifica Graduate Institute. He was recently granted the title of kumu hula under the tutelage of Dr. Taupōuri Tangarō.

Pat McGrath, Assessment Coordinator, Kaua‘i Community College.

Summer Miles, Community Outreach & Transition Specialist, Leeward Community College, has served as the Community Outreach & Transition Specialist for Leeward CC-Wa‘ianae for the past 5 years. Throughout her time with Leeward CC, she has been heavily involved with First Year Experience initiatives including work with Learning Communities and Cohort programs. She was instrumental in creating the MAO college program which supports 50 freshman in learning cohorts and is the current, acting coordinator for the G2FO program.
Summer earned her Master’s degree in Education and Teaching from University of Puget Sound.

Anne Miller, Lecturer in English and Linguistics, Hawai’i Community College, has been teaching and presenting on issues related to developmental education since 1995. Returning to school in 1998, she earned her BA in English and Linguistics at University of Hawai’i at Hilo in 2002 and her MA from Stony Brook University in 2005. At Hawai’i Community College since 2005, she has taught ESL Reading, Writing, and Listening/Speaking; English Writing (Developmental – 100 Levels); Professional Communication; Public Speaking, and Linguistics. Anne is passionate about student success, engagement, and empowerment.

Ina Miller-Cabasug, C.A.R.E. Retention Specialist. Has been helping students at Honolulu Community College achieve success in various roles for the past eight years through active collaboration and cooperation between students, employees, and other and support services - the C.A.R.E. program is committed to assisting students succeed in their academic and personal goals. She is currently trained as an academic coach and is part of the UHCC Ho’ā Coaching team. She possesses a M.A. – San Jose State University and B.A. from University of Hawaii Mānoa.

Deborah Miyao, Department of Education Community School for Adults.

Bob Moeng, Professor, Kapi’olani Community College, teaches Human Anatomy and Physiology online, is the coordinator for the STEM Center at Kapi’olani and services the NSF S-STEM grant that supports the START-UP (Student Tuition Aid for Research and Transfer in Urban Polynesia) scholarship. These duties promote student opportunities and success in STEM. Bob has an extensive background in educational technology which has guided the development of his online courses and additional resources for students taking other A&P courses. In the last year, Bob has been a member of a small group of colleagues that has directed the evaluation and adoption of an assessment management system at our college.

Michael Moser, Director Office of Continuing Education and Training, Windward Community College.

Scott Murakami, Director Workforce Development, University of Hawai’i Community Colleges.

Sarah Myhre is a Reference and Instruction Librarian at Honolulu Community College.

Lianne Nagano, Testing and Tutoring Coordinator. Possesses 30 plus years of experience in learning assistance and coordinating student support services at Honolulu Community College. She possesses a M.A. – University of Hawaii Mānoa and B.A. from Duke University.

Trina Nahm-Mijo, Professor, SSCI. Dept. Chair, Hawai’i Community College, was born and raised in Mānoa Valley on O’ahu. She has been teaching for 35 years at Hawai’i Community College where she has won numerous awards for her teaching innovation and has created and sustained at least 20 new programs and organizations having to do with culture and the arts, women, and community activism. She has her Ph.D. in Counseling Psychology from UC, Berkeley and as a life-long learner received a certificate in Hawaiian Lifestyles from HawCC in 2014. She also was recently selected as one of UHCC’s 50 Finest for their 50th Anniversary celebration.

Miles Nirei, Environmental Health and Safety Officer with the University of Hawai’i Community College System has been employed with the Community College system since 2000. His experience expands from private sector consultant, department of health hazard evaluation and emergency response office, mainland college affiliations with UC Berkley system and the University of San Francisco.

Hae K. Okimoto, PhD is Director of Academic Technologies for the University of Hawai’i System. While her major areas of responsibilities include Distance Learning, User Services, and Banner. Her interest are in student success and organizational change.

Mitchell Okuma is the Curriculum Support Specialist at Hawai’i Community College. He started with Hawai’i Community College in July 2013 and has helped to continue his predecessor’s work on implementing Curriculum Central for Hawai’i Community College. Now he is working with UH System and other Curriculum Management campus representatives as the functional lead for the Kuali Curriculum Management Implementation Project.

Wayde Oshiro is the Head Librarian at Leeward Community College. He has a bachelor’s degree in History and a master’s degree in Library and Information Studies from the University of Hawaii at Mānoa.

Derek Otsuji is an English instructor and serves as the coordinator of the developmental reading program at Honolulu Community College.

Louise Pagotto, Vice Chancellor for Academic Affairs, Kapi’olani Community College.

Andrew Pak, Professor, Kapi’olani Community College, has been teaching mathematics in the UH system for over 35 years, the last 28 at Kapi’olani Community College. He has a BA in mathematics from the University of California, Berkeley, and an MA from UHM.

Juli Patao, CareerLink Director/Cooperative Education Instructor, UH Maui College has a B.B.A. and MHRM Degrees from UH Mānoa, Schidler College of Business. She is a former Customer Service Corporate Trainer with diverse Management skills. She currently serves as the Society of Human Resource Managers – Maui Chapter President. She is skilled mediator, avid golfer and musician.

Pat Patterson, Assessment Task Force Chair, Honolulu Community College.

Frank Palacat is an Associate Professor of Psychology at Windward
Presenter’s Profile

Mahalo nui to all the presenters who shared their knowledge, wisdom, and experiences:

Community College. He has taken part in the WASC Assessment Learning Academy and is the Institutional Effectiveness Committee non-voting Ombudsman to the Planning and Budget Council.

Joel E. Paula, Rural Hawai‘i Transcript Evaluator and Prior Learning Assessment Coordinator, Hawai‘i Community College. The Rural Hawai‘i Transcript Evaluator position is funded by a grant awarded by the U.S. Department of Labor’s Employment and Training Administration. The position’s goal is to enhance the transfer credit evaluation process and to reduce student time to degree completion by: (a) Identifying, developing and implementing an effective transfer credit evaluation process, (b) Increasing the number of Prior Learning Assessment methods used to evaluate students, (c) Increasing the number of students earning college credit through Prior Learning Assessments and (d) Increasing the number of credits earned via Prior Learning Assessments.

Bob Perkins, MARR Program Coordinator at Honolulu Community College; Hikianalia Captain for Tahiti to Samoa, Samoa to Samoa, and Samoa to Aotearoa legs on Hokule‘a.

Kimo Perry, Educational Specialist, Wai’ale’ale Project, Kaua‘i Community College.

Dennis Perusse, Instructor II, Kapi‘olani Community College, received his B.S. and M.S. in Mathematics from the University of North Florida. He has been teaching at Kapi‘olani Community College since 2005.

Maricar Pilotin-Freitas, Voluntary Internship Program Department of Labor and Industrial Relations.

Desiree Potteet earned her MA in English (Creative Writing) at the University of Hawai‘i Mānoa. Currently, she helps her Windward Community College students discover and honor their unique voices as writers. As a RAD co-facilitator, Desi works with her Windward Community College colleagues to encourage and strengthen students’ reading habits and strategies across the disciplines.

Kilia Purdy-Avelino has served as a Hawaiian Language and Hawaiian Studies lecturer at UH Maui College, Molokai since 2011. She earned her BA in Hawaiian Studies and a MEd in Indigenous Language & Culture Education from UH Hilo. She was born and raised on Molokai and shares a passion for higher education.

Peter Quigley is the Associate Vice President of Academic Affairs for the University of Hawai‘i Community Colleges. His position requires planning in coordination with the state’s seven community colleges focusing on student success, performance funding, accreditation, policy development, innovation and redesign, workforce development, grants, and institutional research. On the national front, Dr. Quigley is co-director of the Interstate Passport Initiative supported by WICHE and Gates/Lumina funding. This initiative is designed to allow students to transfer the liberal arts core to any other Passport institution as a block and without question. Dr. Quigley has held professorships in the US and Europe. Currently, in addition to his administrative post, he retains the position of Professor of English at the University of Hawai‘i at Mānoa. He has recently been President of the Robinson Jeffers Association and also published a book on environmentally inclined writers, Housing the Environmental Imagination: Beauty, Politics, and Refuge in American Nature Writing. He is currently working on a book on nature and beauty. Dr. Quigley has an AA from Fullerton College, a BA and MA from California State University, Fullerton and a PhD from Indiana University of Pennsylvania. Dr. Quigley received two Fulbright awards to teach and do research at University of Bergen, Norway.

Jennifer Quirk, Hūlili Bridge Coordinator, UH Mānoa.

Davilla Riddle is the coordinator for the Online Learning Academy (OLA) at the University of Hawai‘i at Mānoa. As coordinator she manages OLA which provides free one-on-one math and science tutoring by highly qualified college tutors.

Leanne Riseley is the Educational Media Center Coordinator at Leeward Community College. She has a bachelor’s degree in Electrical Engineering from University of Colorado at Boulder and a master’s degree in Educational Technology from University of Hawaii at Mānoa.

Bobbie Rucker, UH Maui College.

Deseree L. Salvador, Hawai‘i Community College, has 20 years teaching experience Japan, California, Alaska and Hawai‘i from conversation lounges to tribal colleges and universities. Trained in ESL/ EFL, Developmental English, college reading and composition. She is a doctoral candidate in cross-cultural (international) higher education (UMN).

Hylie Santos, Hūlili advisor and Coordinator, Windward Community College.

Stefanie Sasaki is a Reference and Instruction Librarian at Honolulu Community College.

Nancy Sattler, PhD, is the current President of the American Mathematical Association of Two-Year Colleges. Prior to her assumption of the Presidency, she served on the AMATYC board as President-Elect, Midwest Vice- President and Treasurer. Dr. Sattler values AMATYC and its members and is continuously searching for new ways to serve the membership. She believes the use of technology brings professional development opportunities to all AMATYC members. She is teaching and has administrative experience at Terra Community College in Fremont, Ohio. She is a Past President, and Historian of OhioMATYC and has presented at both state and national conferences in the areas of assessment, use of technology, and distance learning. Dr. Sattler has attended every AMATYC conference since 1993, where she presented the results on her master’s thesis on placement testing. She has chaired the Placement and Assessment Committee as well as the Distance Learning Committee for AMATYC. She also served as the Treasurer of the Ohio Mathematics and Science Coalition and is a founding member of the organization.
Presenter’s Profile

Mahalo nui to all the presenters who shared their knowledge, wisdom, and experiences:

**LaVache Scanlan**, King William Charles Lunalilo Scholars Project Coordinator, Kapi'olani Community College.

**Amy M. Schacter** is Associate Dean of the College of Arts and Sciences at Santa Clara University where she is also Associate Professor of Chemistry. Dr. Schacter is Co-director of the Science Education for New Civic Engagements and Responsibilities (SENCER) Centers of Innovation, Western Region (SCI-WEST). Dr. Schacter’s professional background is in chemistry and undergraduate science education.

**Pamela Scheffler**, Associate Professor of Geography, Biology and Environmental Sciences, has been teaching at Hawai‘i Community College since 2006 in the Natural Sciences and Tropical Ecosystem and Agroforestry Management (TEAM) program. She is the chair of the Environmental Studies certificate program and a member of the International Education committee. Dr. Scheffler believes that travel teaches you not only about the places you are visiting but also about the places you have come from and is excited to share novel island ecosystems with our students.

**Steve Shigemoto** is an Institutional Research analyst at Honolulu Community College.

**Michelle Shin**, Instructor, Kahikoluamea Department, Kapi'olani Community College, was a public high school teacher for ten years before transitioning to Kapi'olani Community College in Fall 2013 where she now teaches English 22 and 100. She received her doctorate from the University of Hawai‘i with an emphasis in creative writing and contemporary American literature. She has had pieces on teaching, writing, and collaborative work published in Teach Magazine and English Teaching Professional.

**Derek Snyder** is an instructor in the English Department at the University of Hawai‘i Maui College. He teaches a variety of English writing courses as well as Linguistics at UHMC. Additionally, Derek teaches Second Language Studies courses for the University of Hawai‘i at Mānoa through the University Center, Maui. He is a graduate from the University of Hawai‘i at Mānoa Second Language Studies department.

**Dirk Soma**, Instructor, Kaua‘i Community College.

**Cheri Souza** is a counselor in the Health Science/EMS Department at Kapi‘olani Community College. After a brief career in journalism and the private business sector, Cheri found her calling in higher education where she’s worked for over ten years. Her experience in higher education spans across undergraduate, graduate, community college, private, and public institutions. She has earned a B.A. in Broadcast Journalism and a M.B.A. from Pacific Lutheran University; a M.Ed. in Educational Administration from the University of Hawaii at Mānoa; and is currently completing her Ph.D. in Education at the University of Hawaii at Mānoa.

**Geneva Spear**, Benefit, Employment and Support Services Division, Department of Human Services.

**Chris Speere**, Culinary Arts External Coordinator, Associate Professor UH Maui College, is a graduate of the City College of San Francisco Hotel and Restaurant Program. He is an innovative instructor who has developed extensive external industry partnerships and student-based fundraising for the Culinary Arts program the past fifteen years on Maui. In addition, he currently serves on Otago Polytechnic, New Zealand’s International Education Commission to validate their Bachelor of Culinary Arts degree.

**Monica Stitt-Bergh**, Associate Specialist, University of Hawai‘i at Mānoa is an educational psychologist and in her current position in the UHM Assessment Office, she serves as an internal consultant for and offers workshops on program-level assessment of student learning. Monica co-chairs the UHM Quantitative Reasoning Working Group. In her prior positions at UHM, she worked in the General Education Office and Mānoa Writing Program. Her classroom experience includes teaching courses on writing and research methodology. She has published articles and book chapters and given conference presentations on program assessment in higher education, writing program evaluation, self-assessment, and writing-across-the-curriculum.

**Neil Stotts** has been teaching developmental English, college-level English, and college-readiness for UH Maui College’s Title III Mu‘o A’e Native Hawaiian student success program since 2011.

**Jolene Suda**, TRIO-SSS Director. Oversees the day to day management of the TRIO-SSS program in addition to managing the grant at HonCC. She is currently a PhD student at the University of Hawai‘i at Mānoa focusing on Exceptionalities. Has been involved with the TRIO-SSS program both as a student and employee since 1994. She possesses a M.Ed. from the University of Hawai‘i Mānoa and B.A. from Colorado State University.

**Sabrina C. Sullivan**, Academic Student Coaching Coordinator, Leeward Community College.

**Courtney Takabayashi**, Instructor, teaches developmental and college level composition at Leeward Community College. A creative writer and social butterfly at heart, she incorporates various aspects of social media into her curriculum. So far, she has used blogging, writing movie and Yelp reviews and posting on Facebook to increase student engagement and productivity.

**Sage U. Takehiro** earned a BA in Political Science, a BA in English, and an MA in English from the University of Hawaii at Mānoa, where she has been recognized for her poetry. Her work is available in several Hawaii and Pacific based publications, and she is a co-founder of Fat Ulu publishing. She has worked as an educator, researcher, editor, writer, and curriculum developer in Hawaii and in Northern China. She currently works in her hometown, Hilo, as an English Department lecturer at Hawaii Community College.
Presenter’s Profile

Mahalo nui to all the presenters who shared their knowledge, wisdom, and experiences:

Robyn Tasaka teaches developmental, first-year, and research writing at UH Maui College. She holds a BA and MA from UH Mānoa and a PhD from Michigan State University.

Sheldon Tawata, High School Outreach Coordinator, Kapi‘olani Community College.

Kristi Teruya, C3T Academic Coach. Possesses over five years of experience working with at-risk middle and high school students in a non-traditional school setting in the Los Angeles area. She was responsible for academic recovery and mentoring to these individuals connecting them to school and community resources. Currently employed as an Academic Coach supporting C3T programs and initiatives. She possesses a M.Ed. Pepperdine University and a Bachelor’s degree in Business Administration from the University of Southern California.

Justin Toombs is the MySuccess UHCC System Functional Coordinator in the Office of the Vice President for Community Colleges Toombs. He previously worked at Leeward Community College, Washington State University, and the University of Tennessee-Knoxville.

David Urakami, Teacher/Adj. Instructor (Hawai‘i Community College), Wai‘akea High School.

Leanne Urasaki has been a member of the Instructional Technology Support Office (ITSO) since the office opened in fall of 2011 and has since spearheaded the mission of improving the quality and availability of distance learning at Hawai‘i Community College. Leanne previously served as assistant manager of the Hale Kea Advancement & Testing Center at Hawai‘i Community College, was the academic coordinator of the UH-Hilo Upward Bound Program, and a DOE high school teacher in Hawai‘i. She holds a B.A. in Japanese Language, a Professional Diploma in Secondary Education with a concentration in foreign languages, and a M.Ed. in Educational Technology from the University of Hawai‘i at Mānoa.

Russell Uyeno, Dean Communication Arts, Honolulu Community College.

Jacqueline Van Blarcom is the academic and logistical support of the Ha‘akūmala‘e Protocols Program of Hawai‘i Community College and the HawCC Hawai‘i Life Styles Program – Hula Track. She is a graduate of both the University of Hawai‘i at Hilo (B.A. Biology-Evolution, Ecology, and Conservation Biology) and Hawai‘i Community College (HLS-Hula). Recently bestowed the title of Kumu Hula under traditional rites as directed by Dr. Taupōuri Tangarō she is looking to integrate all these experiences into a more active role in the advocacy for midwifery and traditional birthing practice in Hawai‘i.

Emmaline Villanos, Student, Hawai‘i Community College.

Rich Wacker, is the President & Chief Executive Officer of American Savings Bank. Rich joined ASB in 2010 and leads the management team responsible for growing the bank’s business to better serve Hawai‘i’s retail and business customers. He also serves as a director of the bank. Rich is active in our community. He serve on the board of Child Family Service (currently Board Chair), the University of Hawai‘i Foundation, Hawai‘i Business Roundtable, Hawai‘i Banker’s Association, and the Hawai‘i Chapter of the American Red Cross. He is also a member of the Board of Regents of Chaminade University. Prior to joining American Savings Bank, Rich was Chairman of Korea Exchange Bank (KEB), the fifth largest Korean commercial bank. He joined KEB in 2004 as Chief Operating Officer, was appointed President & CEO in 2005, and also held the position of Chairman of the Board from 2007 through 2010. Rich helped establish the KEB Foundation, the first social welfare organization in the Korean financial industry, and was the organization’s second Chairman. He was a director of Junior Achievement Korea and also served on the Board of Governors of the American Chamber of Commerce in Korea. In 2008, Rich was recognized as one of Korea’s “Most Respected CEOs.” Rich also enjoyed a 20-year career with General Electric (GE) where he was a company officer and held a wide range of senior leadership positions in the U.S. and Europe, including Vice President of Corporate Investor Communications; Vice President and Chief Financial Officer of GE Capital’s Card Services unit; General Manager of GE Capital’s audit staff; Chief Financial Officer of GE Capital Fleet Services-Europe and global product management positions with GE Medical Systems-Europe. He earned a B.S. degree in mechanical engineering from the University of Missouri.

Susan Waldman is one of founding faculty of the Accelerated Learning Program model at Leeward Community College. She has been combining accelerated and problem-based learning in her composition classes since 2011.

Catherine Walker - Crew member in training on Hokule‘a; Assistant Professor of Mathematics at Leeward Community College.

Greg Walker, Distance Education Coordinator/ Educational Technologist at Leeward Community College. Ph. D. in Education with a specialization in designing online learning.

Maggie Ward, PLO Assessment Coordinator UH Maui College.

Jenny Webster is in her fourth year as a writing and reading instructor at Windward Community College. She was born and raised in Lakewood, CA and received her MA in English at Cal State Long Beach. As a grad student, she spent two summers working for the Institute of Reading Development where she learned that one of the keys to developing good readers is to helping people develop a love of reading. This is always a challenge with college students who have a million things trying to pull their attention away from their textbooks and schoolwork. Nevertheless, she knows we can prevail, for she was one of these distracted college students too and look where she is now. We can help students develop a love of reading. Jenny believes that part of it requires that we present them with appropriate challenges and then carve out a quite space for them to practice.
Mahalo nui to all the presenters who shared their knowledge, wisdom, and experiences:

**Emma White**, Instructor, English, University of Hawai‘i Maui College, believes that increasing literacy increases health, happiness, and liberty. She was raised in ‘Ewa Beach, O‘ahu, and studied in Florida and Australia before settling on Maui with her outrigger canoeing-obsessed husband. She is a lifelong student, sometimes community organizer and recovering attorney.

**Marti Wukelic**, Lahaina Education Center Coordinator, University of Hawai‘i Maui College.

**Jessica Yamamoto**, Grant Director, Hawai‘i Community College. With a background in business (BA Business Administration: UHH; MBA: University of Wisconsin Whitewater), Jessica has been developing and implementing programs for over 15 years. She is currently the Director for Hawai‘i Community College Rural Hawaii and has spent over twelve years in the nonprofit arena working to strengthen Hawaii County’s workforce by developing training, opportunities, and partnerships. An experienced executive, Jessica previously served as the Executive Director with Hawaii Island Workforce & Economic Development where she served needs identified by the local Workforce Investment Board. Combining her passion for higher learning and program development, Jessica joined the University of Hawaii system in 2010. She brings her diverse range of approaches and experience in education, management, and organizational theory to work with her team in developing optimal strategies to meet goals.

**Amy Yamashiro**, Assessment Coordinator, Kapi‘olani Community College.

**Jarret Yip**, C3T Rd1 Educational Specialist.

**Elaine Young**, Director Workforce Development Division/Interim Director Workforce Development Council.

**Rebecca Yund**, Wai‘ale‘ale Project and Kipaipai Program Coordinator, Kaua‘i Community College.
Some rooms assigned to Special Interest Group meetings are located in the AM, GT and DA buildings. Look for signs on the doors of these rooms.