University of Hawai‘i Community Colleges Achieving the Dream Initiative

UNIVERSITY OF HAWAI‘I COMMUNITY COLLEGES

UHCC is the largest sector of the UH System, providing education for more than 70% of its undergraduates. UHCC provides at least a portion of the education and training received by approximately 40% of UH baccalaureate graduates. UHCC educates much of the State’s workforce in more than 70 fields of study and has graduates that are renowned around the world for their skills, talent and brilliance.

ACHIEVING THE DREAM

The University of Hawaii Community College System joined Achieving the Dream in 2007 and became an Achieving the Dream Leader College in 2012 and was recertified in 2016. The Achieving the Dream Leader College designation gives national recognition for sustained improvement in student outcomes. As a recertified leader colleges, UHCC showed at least three years of improvement on two of the Achieving the Dream measures of students’ success and 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.

WO LEARNING CHAMPIONS

The Wo Learning Champions initiative focuses on professional development for faculty and staff in Hawai‘i’s two-year institutions. With a focus on learning and an eye on leadership development, the Wo Learning Champions program invests in junior members of the academic community, renews its senior faculty, and promotes the enrichment of all at the State’s community colleges. The Wo Learning Champions is supported by an endowment from two family foundations: the Bob and Betty Wo Family Foundation and the Jim and Juanita Wo Family Foundation. Two faculty or staff from each UH community college are selected to serve as Wo Learning Champions for a period of 18 months. Together, they plan and conduct activities for faculty and staff across the system and on their campus. In doing so, they expand their relationships on their campuses and enhance their leadership skills in coordinating activities and working across the system. They also develop collaborative relationships with each other.

HAWAI‘I STRATEGY INSTITUTE

The 2016 Hawai‘i Strategy Institute is the seventh institute bringing 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. Besides learning about what their colleagues are doing, participants also learn about system-wide progress and national student success trends in higher education. This year’s theme, Accelerating Student Success, is a reflection of the University of Hawai‘i Community Colleges ongoing strategies and initiatives to increase the number of students receiving a degree or certificate as projected in the Hawai‘i Graduation Initiative.
Friday, March 4, 2016
Kapiʻolani Community College

8:00 – 9:00  Registration
8:00 – 8:50  Breakfast
8:50 – 10:00  General Assembly
Welcome by Dr. Leon Richards, Chancellor, Kapiʻolani Community College
Mission and Vision by Dr. John Morton, Vice President for Community Colleges, University of Hawaiʻi Community Colleges
Keynote Address: Dr. Gail Mellow, President, LaGuardia Community College

10:10 – 11:40  Workshop Session 1A
10:10 – 11:00  Workshop Session 1B
11:10 – 12:00  Workshop Session 2
12:00 – 1:00  Lunch

1:00 – 2:30  Presentation: “Co-Requisite Initiatives”
Dr. Tristen Denley, Vice Chancellor for Academic Affairs, Tennessee Board of Regents
Dr. Peter Quigley, Associate Vice President for Academic Affairs, University of Hawaiʻi Community Colleges
Panel Facilitator: Suzette Robinson, University of Hawaiʻi Community Colleges

2:45 – 4:00  Discipline Meetings and Special Interest Meetings

Saturday, March 5, 2016
Kapiʻolani Community College

8:00 – 9:00  Registration
8:00 – 9:00  Breakfast
9:00 – 10:00  General Assembly
Welcome: Louise Pagotto, Vice Chancellor for Academic Affairs, Kapiʻolani Community College
Keynote Address: Dr. Jim Stigler, Professor, UCLA
Keynote Address: Dr. Connie Tingson-Gatuz, Vice President for Student Affairs and Mission Integration, Madonna University

10:10 – 11:40  Workshop Session 3A
10:10 – 11:00  Workshop 3B
11:10 – 12:00  Workshop Session 4
12:00 – 1:10  Lunch
Panel: Student Voices
1:20 – 2:20  College Meetings

2:30 – 3:00  General Assembly
Closing Remarks: Brenda Ivelisse, Vice Chancellor for Student Affairs, Kapiʻolani Community College

Presents
Hawaiʻi Strategy Institute
Accelerating Student Success
March 4-5, 2016
Kapiʻolani Community College
FRIDAY, March 4, 2016
GENERAL ASSEMBLY – Under the Tent on the Great Lawn
8:40 a.m. – 10:00 a.m.
Welcome: Dr. Leon Richards, Chancellor, Kapiʻolani Community College
Vision and Mission, Dr. John Morton, Vice President for Community Colleges
Keynote Address: Dr. Gail Mellow, President, LaGuardia Community College
“The Big Picture: Don’t Miss Your Time!”
A bit of the national picture, trends in curriculum and professional development, “friends” and “bullies” in the higher education space, the urgency of grabbing “your time”, the affordances of technology as supporter, the power of a community of practitioners (faculty & staff), the imperative of collaboration, and the power of moving forward.

WORKSHOP SESSION 1A
10:10 – 11:40 a.m. (90 Minute Sessions)

‘Olapa 105
Student Success Strategies Learned from Waiairiki Institute of Technology (Aotearoa, New Zealand)
Olivia Dhanjee, Programme Manager, Bicultural, Bridging and Foundation Department, Waiairiki Institute of Technology
Ryan Girard, Assistant Professor, Mathematics, Kauaʻi Community College
Nancy Groh, Head of Student Support, Waiairiki Institute of Technology
Mary Therese Perez Hattori, Outreach Director, Center for Pacific Islands Studies, University of Hawai‘i at Mānoa
Ellen Ishida Babineau, Professor, Reading/Learning Skills, Windward Community College
Larissa Leslie, Assistant Professor and Counselor, Hawaiʻi Community College
Liping Liu, Assistant Professor, Hospitality and Tourism, University of Hawai‘i Maui College
Joni Onishi, Interim Chancellor, Hawai‘i Community College
Louise Pagotto, Vice Chancellor for Academic Affairs, Kapi‘olani Community College
Christine Kehaulani Quintana, Assistant Professor, Hawai‘i Community College
Joyce Yamada, Coordinator, Faculty & Staff Development, University of Hawai‘i Maui College
Bart Vosse, Head of Department, Tourism and Hospitality, Waiairiki Institute of Technology

The 2015 Wo Global Learning Champions (WoGLCs) will discuss their take-aways from an exchange with the Waiairiki Institute of Technology in Rotorua, Aotearoa (New Zealand).
Contextualized literacy and numeracy instruction, student support services (especially the role of learning advisors), and bicultural education and professional development will be emphasized.

‘Olapa 106
Sustainability Workshop
Eileen Cain, Assistant Professor, English, Leeward Community College
Tara Rojas, Associate Professor, Spanish, Leeward Community College

This workshop intends to help participants implement the BOR Executive Policy (EP 4.202) System Sustainability, which includes these goals: “To establish a mechanism through which administrators, faculty, staff and students implement the sustainability goals in accordance with the policy…” and “To further define goals in the areas of operations, curriculum, research and scholarship, campus and community engagement, and cultural connections…” and “To establish a university-wide culture that integrates sustainability values in an island context with global impact.” In regard to curriculum, the policy states: “The University will encourage, facilitate and support curriculum development that advances the principles of sustainability and enables cross-campus collaborations that integrate teaching and research with solutions at the campus and community levels.” Activities in this workshop will include participation in planning to incorporate sustainability in the curriculum and in other aspects of campus life. Participants will be able to apply principles and practices of sustainability in the UH System in accordance with the BOR Policy. Eileen Cain and Tara Rojas are co-representatives on the UH System Sustainability Curriculum Council and founding members of the Leeward Community College Sustainability Committee.

‘Olapa 205
Content Faculty Share Tools for Increasing Student Engagement: Reading across the Disciplines at Work
Amir Amiraslani, Instructor, Math, University of Hawai‘i-Maui College
Janice Ferguson, Instructor, Nursing, Kapi‘olani Community College
Alyssa Haygood, Instructor, Biology, Leeward Community College
Liana Mancini Horovitz, Lecturer, University of Hawai‘i-Maui College
Abdul Karim Khan, Assistant Professor, Arts and Humanities, Leeward Community College
Kelli Y. Nakamura, Instructor, Arts and Humanities, Kapi‘olani Community College
Emma White, University of Hawai‘i-Maui College

Walk away from this workshop with some great ideas about to support students AND make your job as a teacher more fulfilling. RAD trained faculty from Engineering, History, Tech Trades, and Nursing, will share strategies that have worked for them. Are you tired of having students come to class unprepared and disengaged? Come find out how faculty from across the disciplines are addressing this issue.

Olapa 211
A Framework for Improving Mathematics Teaching in Community College Developmental Classes: Helping Instructors Create Learning Opportunities for Students
Karen Givven, Researcher & Adjunct Professor, Psychology, UCLA

Participants in the workshop will learn about the Framework for Improving Teaching being developed at the Carnegie Foundation for the Advancement of Teaching and being implemented as part of the Pathways. Specifically, they will learn about how instructors are employing rich mathematical problems in their classrooms with the goal of improving opportunities for productive struggle and explicit connections between concepts. The aim of the Pathways, and of the Framework for Improving Teaching, is to help move developmental mathematics students to and through a college credit-bearing math course and to help students understand mathematics deeply and flexibly. We are currently directing lesson study groups with faculty from across the U.S., collecting data on implementation and student learning and will expand those lesson study groups starting in the fall of 2016. Workshop participants will take away ideas for teaching moves to use (and avoid) in their classrooms that help promote learning opportunities for their students.

Olapa 212
Huaka‘i Ho‘opuka Ao: FYE Learning Communities
Trina Nahm-Mijo, Dept. Chair, SSC, Hawai‘i Community College
Ryan McCormack, Coordinator, Freshman Year Experience, Hawai‘i Community College
Anne Miller, Lecturer, English, Hawai‘i Community College
Randal McEndree, Lecturer, English, Hawai‘i Community College

The presenters of this workshop were all involved in a newly formulated Freshmen Year Experience (FYE) program called “Kā Hina Mamo” at Hawai‘i Community College this past fall 2015 semester. The centerpiece of the program was the offering of 3 credit Learning Communities (LCs) integrating skill development with content areas. The workshop will present an experiential activity which will draw on the Hawaiian concept of huaka‘i as the actual external and metaphorical internal journey which is shared by faculty and students in the LC environment which allows the a‘o, the learning, to be dynamic and multi-phasic leading to ao (light, deeper awareness). Insights based on student and faculty evaluations will be shared with implications for student success and persistence.

Olapa 213
Intro to Community College as an Alternate Reality Game: Heroes of Windward
Nicolas Logue, Instructor, Theatre, Windward Community College
Lance Uyeda, Assistant Professor, English, Windward Community College

Alternate Reality Gaming is a relatively new movement bringing the principles behind game design to bear on other arenas of life – these alternate reality games are not played on a computer or console (though many incorporate media interaction), but rather played in daily life to enhance an aspect of an individual or community. ARGs are used to manage chronic diseases, increase physical fitness, enhance education, keep communities clean, and better plan finances, among other implementations.

Olapa 214
What Successful Professionals Know - Understand People, Their Concerns about Change and How to Work it Out (REPEATED)
Alvin Chun

The speaker with input from participants will develop an approach for building trust, the critical element for successful change. Many may be surprised to learn that what earns trust can be just the opposite of what they thought. Through viewing real case video footages, it will become more apparent what works and doesn’t work. At the end of the workshop you will hear what EPA executives learned after 9.11 for leading people through difficult change or crisis.

Olapa 215
Sam Giordanengo, Assistant Professor, History, Hawai‘i Community College

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.

Mokihana 101
How are Filipinos faring in UH --- Status, Barriers, and Success Strategies.
University of Hawai‘i Pamantasan Council
Jason Cifra, Vice Chancellor for Student Affairs, Hawai‘i Community College

A panel of presenters (Administrators, Faculty, Staff, and Students) affiliated with Pamantasan Council and from their own campus Filipino organization will share the current participation trends of Filipinos within UH, including data and challenges. The panel will also present current activities of the Pamantasan Council to help address the University’s goal of increasing Filipino Student Success, especially in transferring to UH four-year institutions and completing baccalaureate degrees. Opportunities for Q/A will be provided.

Mokihana 102
Campus Security Response, What to do if...and Active Shooter Response for Hawai‘i Community College
Jeff Newsome, Chief Safety and Security Officer, Hawai‘i Community College

This Prezi based presentation will focus on the following issues:
- Hawai‘i Community College’s commitment to service with Aloha.
- Identifying the difference between criminal conduct and disruptive student behavior.
- Best practices in dealing with criminal conduct.
- Best practices in dealing with student code, Title IX, and VAWA violations.
- Decision tree for security call out.
...the strengths, stressors, values, and joys characteristic of each.

In this interactive session, participants will learn about four personality types. All people have their own approaches to learning, problem solving, and collaborating with others. Working in groups can be challenging, especially with different personality types. 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 7 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.

Manono 110
The Role of Professional Certification and Academic Certificates
Mark Anderson, Instructor, Cisco Networking Academy, Kaua’i Community College
Justin Carvalho, Instructor/Coordinator, Carpentry and Facilities Engineering Programs, Kaua’i Community College

Technology is changing daily and it affects every occupation. These changes are increasing the skills gap of current and future employees. Employers are having a hard time finding potential hires with the skills to either replace retiring baby boomers, or to meet the demands of newer technologies. What kind of education and credentials are needed by students to fill these jobs? Do they need a bachelor’s degree, an associate’s degree, or will academic certificates and industry certifications suffice? The purpose of this interactive session is to really consider possible misalignment between traditional education thinking and our workforce needs.

Manele 103
Walking a Labyrinth – Learning Simple Techniques to Clear and Calm One’s Mind and Answer Important Questions
Robert Burton, Facilities Manager, 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 class room 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 7 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.

O‘hi‘a 118
Understanding Generational Differences and Welcoming Generation Z
Billie Lueder, Executive Assistant to the Chancellor and Director of Communications and External Affairs, 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. Come enjoy an energetic and engaging session as we explore the qualities that make each generation unique and how we best prepare for Generation Z.
40 participants completed the survey; 33/36 indicated they Agree evaluation survey was administered via Laulima. Thirty-seven out of but could be in the future. A 10-question post-program anonymous students “learn how to learn” before trying to teach them. For this is that even high-performing students in competitive programs often upfront with evidence-based research. The main lesson to be shared knowledge, attitude, and behaviors related to college-level learning 4) Discuss the potential for supporting student success by addressing program workshop for nursing students designed to help set them up habit”; 3) State one “Awesome Life Tip” to deal with discomfort; and 36 the PELP program, discover something new about yourself, and realize a lot about your leadership potential. WORKSHOP SESSION 1B 10:10 – 11:00 a.m. (50 Minute Sessions). GREAT TENT Taking College Teaching Seriously: Pedagogy Matters! Gail Mellow, President, LaGuardia Community College Demonstration of the online, asynchronous professional development program for full time and adjunct faculty to increase their effectiveness in developmental math and English classes. The session will provide “hands-on” opportunity to use the technology, and see the results of the 5 year research-demonstration project. "O'ona 105 "Set-Up for Success” Pilot Workshop: How I Stopped Making Assumptions about Student Preparation and Shared Science to Support Success Kathleen Hagan, MS, APRN-BC, Assistant Professor, University of Hawai‘i Maui College The activity to be described was a half-day voluntary pre-entry program workshop for nursing students designed to help set them up for success. The Learning Objectives for this presentation include the following: 1) Describe the “magic of mindset”; 2) Explain the “power of habit”; 3) State one “Awesome Life Tip” to deal with discomfort; and 4) Discuss the potential for supporting student success by addressing knowledge, attitude, and behaviors related to college-level learning upfront with evidence-based research. The main lesson to be shared is that even high-performing students in competitive programs often lack basic “student” skills. As a result, we should consider helping students “learn how to learn” before trying to teach them. For this pilot workshop data was not gathered on race/ethnicity and income, but could be in the future. A 10-question post-program anonymous evaluation survey was administered via Laulima. Thirty-seven out of 40 participants completed the survey; 33/36 indicated they Agree or Strongly Agree that their knowledge increased; 27/36 indicated they Agree or Strongly Agree that their attitude had changed; 34/36 indicated that they Agree or Strongly Agree that they planned to change one or more behaviors based on the workshop. Further follow-up is pending. Recommendations moving forward are to share and compare with other cohort programs in the UHCC system and consider broader applicability for entering college students across the disciplines. "O'ona 106 Cybersecurity Jodi Ito, Information Security Officer University of Hawai‘i Did you know that cybercrime is a billion dollar industry? How can that be true? With social engineering, social media, and phishing scams, criminals can collect information quicker and steal money faster than ever before, Find out simple things you can do to protect yourself and your family. "O'ona 115 Educating the Overly Informed Millennial Generation Sally Pestana, Professor, Health Sciences, Kapi'olani Community College The day when understanding your students’ learning styles was adequate for meeting their learning needs is long gone! To be an effective educator requires that you understand the values of your students. Those values drive their motivation, curiosity and preferred ways of learning and communicating. A sizeable number of your students are millennials - those born after 1980. In 2015 the millennial generation surpassed the baby boom generation as the nation’s largest living generation! By 2025 they will make up 75% of the U.S. workforce. They are on track to being the most educated generation in American history. This session will reveal the factors that influenced their values formation, and help you understand their attributes, work ethic, motivation hot buttons, and most importantly, the keys to working with them in your classroom. You will leave the workshop with a clearer view of their future as they understand it to be. That view impacts their decision making, including how they see, value, and choose to participate or not participate in higher education. In addition, you will gain a better understanding of your own values - with possibly a few chuckles about those values and how they came to be -- along with how your values may be actually impeding your millennial students’ learning. Come prepared for some eye opening, thought provoking information! "O'ona 201 The Open Educational Resources Fellowship Program: A Collaborative Initiative of Leeward Community College and Kapi‘olani Community College Leanne Riseley, Professor, Educational Media Center Coordinator, Leeward Community College Sunyen “Sunny” Pai, Assistant Professor, Librarian at Kapi‘olani Community College Susan Wood, Professor, English, Leeward Community College P. Jayne Bopp, Instructor, Sociology, Leeward Community College, Ke Open Educational Resources (OER) is a strategic direction of the University of Hawai‘i Community Colleges. In this session, Leeward Community College and Kapi‘olani Community College will discuss their collaborative program - the OER Fellowship Program. The program was developed to encourage faculty to adopt and develop OER and to create OER champions by recognizing their work and contributions to the OER movement. The goal of the OER Fellowship Program is to increase student success by promoting alternatives in educational resources and creating a community that actively encourages, supports, and sustains the use of
no-cost or OER. The goals of the program include:

1. Equipping instructors with skills so they can properly integrate no-cost or OER materials into their classes.
2. Providing tools for instructors to assess no-cost or OER materials used in their classes.
3. Examining the impact of the use of no-cost or OER materials on students.
4. Engaging instructors in reflecting on the impact of using no-cost or OER materials in their teaching.
5. Growing the number of OER champions who will advocate for adoption across the UHCC system.

The program was launched in fall 2015 at Leeward Community College. Preliminary student data and faculty reflections from Leeward have been gathered and will be reported. Hear from Susan Wood and Jayne Bopp, OER Fellows, on how OER has impacted each of their teaching and their students’ learning, challenges faced in using OER and how to overcome them, and “lessons learned” so far.

The first group of Kapi‘olani Community College instructors has signed up for the spring 2016 semester. Kelli Y. Nakamura has been using her research as a zero-cost resource for her courses and will share her thoughts and experiences on open access.

‘Olona 202

ALP: What’s Worked
Lani Uyeno, Professor CC, Leeward Community College
Brandi Reyes, Instructor; Leeward Community College
Ann Inoshita, Instructor; Leeward Community College

The team of three will focus on strategies and activities that support successful completion of both English 22 ALP and English 100 in a single semester. These strategies include group projects, students as teachers, multiple modes of support, and zero textbook costs. Participants will take with them ideas that can be incorporated in the design of their courses.

‘Olona 205

Eazy Breezy Data Writeups
Jeannie Pezzoli, Institutional Researcher, University of Hawai‘i Maui College

Every grant recipient and project developer knows that a time comes when you must analyze and write up your data. Bypass writer’s block and compose more capably by utilizing two efficient techniques: a) the refreshing 3-step writing process and b) the simple 5-point template for interpreting a table or chart. Effective data writeups, whether for grant requests, contract renewals, or accreditation reports, are among the best ways to influence your readers – and to facilitate the successful use of data for educational decision-making. This Eazy Breezy workshop received the Best Presentation Award at last year’s PacAIR Conference and subsequently presented in May at the national AIR Forum in Denver to a standing-room only audience.

‘Olona 208

Forming Community Partnerships to Achieve Greater Funding Opportunities
Woody Garrison, Distance Education Technician, Windward Community College
Alex Parisky, PhD, Title III STEM Curriculum Developer, Windward community college

At Windward Community College we have found that partnerships often ease the task of funding educational initiatives. Forming partnerships in the community allows us to share in the responsibilities of procuring and implementing grants. This enables us to pursue funds that have previously been out of reach. This workshop looks at two different examples of our community partnerships. The first case is the WCC Distance Learning Initiative, a successful partnership between WCC and OHA, and how that partnership is driving our future grant strategies. Participants will learn the steps that were taken by the Principal Investigator of this grant and how this project will make a difference in our community. We will also share how your campus can pursue the same grant opportunity through the USDA and tips will be provided to ensure success for your campus. The second case will briefly explore a long-term partnership between WCC and the Pacific American Foundation. The Pacific American Foundation has been doing significant educational outreach throughout Hawaii and has developed a strong working relationship with WCC to in order to see some of our mutual visions come to fruition. Participants will learn about current and future projects, including how both entities will work together to improve educational opportunities for the windward side of Oahu.

Participants will learn the value of forming these partnerships and how to make effective partnerships themselves.

Kalia 102

The Hawaiian Mad Hatter Diagnoses Ka Honua: Integrating ‘Ōlelo No‘eau with Automotive Technology
Robert Silva, Instructor, Automotive Mechanic Technology, Honolulu Community College

We will be discussing choices that we make in life and how those choices affect our overall standing both at work and at home. Although the technology of today exceeds the technology of our Kūpuna, the work ethics that were used in the past, still stand strong with us today. Integrating ‘Ōlelo No‘eau from Mary Pukui into “nowadays” work place scenarios allows students to look at the situations they may encounter from a different point of view. Furthermore, it reinforces the practice of using both personal experiences and factual knowledge in decision making. If students can leave our classes with both the determination of mastering the art we are teaching, but also the drive to become Lifelong Learners in all the aspects of their lives, it is then that I believe we (teachers) can say that we have done our job.

Kalia 104

Strategic Course Scheduling for Student Success(AdAstra)
Katy Ho, Vice Chancellor Academic Affairs, Honolulu Community College

Honolulu Community College, in collaboration with and support from UH System Academic Affairs and the UH Community College System, embarked on a pilot with AdAstra – an information systems company that provides analytics to colleges and universities in order to maximize course offerings and facilities usage. Come learn about the outcomes of the pilot, how Honolulu Community College worked with AdAstra, and what specific changes the college hopes to see based on the analysis of course offerings.

Kalia 109

Creating a Positive Environment
Keith Kashiwada, Professor, Speech and Communication, Kapi‘olani Community College

People like to say, “It’s not personal,” but when it comes to Interpersonal Communication, it is important to consider the other person. This presentation will focus on effective strategies to avoid negativity and conflict.

Kalia 110

Integrating Academic & Student Affairs – Aligning the Stars in the Firmament
Paul Arcario, Provost & Sr. VP for Academic Affairs, LaGuardia Community College
Michael Baston, Vice President for Student Affairs, LaGuardia Community College

This presentation outlines how LaGuardia Community College conducted institutional research, engaged over 400 faculty & staff, and determined that the college must restructure to make the most of scarce resources. Paul will discuss the organizational structure, the creation of shared learning objectives across academic & student affairs, and the re-vamping of advisement into teams of faculty and student affairs professionals.

Kalia 201

Introduction to Expenditures Processed Through UH Foundation
Tracy Ide, Controller, UH Foundation

A general introduction on how to process expenditures through UH Foundation accounts. Learn basic requirements in submitting check requests and purchase orders. Open to all faculty and staff who deal with UH Foundation accounts.

Kalia 202

Applying a Place-Based Approach in an English Composition Class
Caroline Torres, Instructor, Languages, Linguistics and Literature, Kapi‘olani Community College
Yoneko Kanaoka, Instructor, Languages, Linguistics and Literature, Kapi‘olani Community College
Nicole Otero, Instructor, Languages, Linguistics and Literature, Kapi‘olani Community College

Research shows that place-based education is an effective approach for increasing student engagement, learning, and success (Place-based Education Evaluation Collaborative, 2010). In Hawai‘i, ‘āina-based education strives to make learning more relevant to students’ lives by grounding lessons in Native Hawaiian culture and values, incorporating indigenous ways of knowing, and building connections with the local community. Three English as a Second Language instructors completely revamped their ESL 100 course curriculum to incorporate an ‘āina-based approach to create these connections and make learning relevant for local, immigrant, and international students alike. They will share their challenges and successes in engaging international and immigrant students with activities and materials focused on Hawai‘i, but that ultimately allowed students to define and discover their own “place.” Although this presentation reports on the experiences of ESL students in an English composition course, it will be of interest to any faculty considering an ‘āina-based approach.

Kalia 203

Into-the-Fire: High School Recruitment through CTE Program Partnerships
Dean Louie, Assistant Professor, Maui Culinary Academy, UH Maui College
Jake Belmonte, Chef Instructor, UH Maui College

The presenters will demonstrate the transitional development, rigor and value of project-based assessment from secondary to postsecondary institutions as a recruitment tool. Since 2009, the Maui Culinary Academy (MCA) has hosted Into-the-Fire, a culinary arts competition for Maui County High School students. This competitive event was specifically fashioned to support those learners who seek greater interpersonal and practical interaction in related CTE fields. This duplicable program competition shapes professional articulation between DOE teachers, Maui Culinary Academy faculty and student leaders at University of Hawaii Maui College. The event provides opportunities to showcase the very best high school Culinarians and highlight standard academic and practical skills offered in CTE classes.

‘Iliahi 103

Connections across space and time: Helping facilitators relate to and connect with online students in the first week of class
Merissa Bunton Brown, Ed.D. English Lecturer, Leeward Community College Wai‘anae

Understand the value of opening the lines of communication between online faculty and students. Knowledge of approaches for facilitating positive interactions between online faculty and students as well as authentic communication among students. Appreciate simple practices for online communication, classroom setup, and distance education teaching and learning strategies.

How to set up an online classroom environment where the students are comfortable with the environment, asking the teacher anything, and collaborating with their peers. Closing achievement gaps between student sub-groups based on race/ethnicity or income. Not all students have equal technology tools. Simple online classroom setups, that do not employ unnecessary tools, help underserved students participate and engage equally with their peers.

When students feel connected to their teachers and peers, they engage with other members of the classroom and have greater chances for success. Logging in becomes something they look forward to rather than forget about or dread.

Instructors should make a focused effort to get to know and communicate with their students in the first week of classes, especially online classes. Administrators should promote training opportunities to ensure all online faculty have the skills necessary to effectively facilitate projects in an online environment.

‘Iliahi 105

Job Placement Data eXchange
Jean Osumi, Project Director, the Hawaii Data eXchange Partnership
Russell Uyeno, Dean, Communications and Services Division, Honolulu Community College
Keala Chock, Dean, Transportation & Trades Division, Honolulu Community College
Steven Shigemoto, Institutional Research, Honolulu Community College

Honolulu Community College and the Data eXchange Project met during the fall 2015 semester to explore collaborative ways by which we could gather more accurate and timely employment data on our graduates. Restrictions on the inter-agency use of college identification numbers and social security numbers makes direct queries between the college and employment-related agencies difficult. Thus, the college has been working with Hawaii P-20, Data eXchange Project in an effort to gather employment data within the restrictions noted above. This effort is still at an early stage, but shows great potential to provide timely detail with which the college can track and improve student success in the workplace.

‘Iliahi 202

Creating Connections: Cultural perspectives and student engagement in the online world
Derek Snyder, Instructor, University of Hawai‘i Maui College
Stephen Fox, Ph.D., Lecturer, University of Hawai‘i Maui College
Keali‘i Z. Ballao, M.Ed., Student and Faculty Support, Academic Support, University of Hawai‘i Maui College

Classrooms are cultural settings with particular values, behaviors, and even language that students must understand and navigate to be successful. Our students sometimes need assistance to navigate a traditional classroom, and the online environment can be a completely alien landscape to many.

We traverse our daily lives with the help and guidance of those around
us, from family members to teachers and peers, then spouses, bosses and coworkers. We hear their words and model behaviors, and they can nudge us back on the path when we stray. Online, that contact disappears as students sit staring at a computer monitor, perhaps never seeing instructors or other students.

e discuss three types of connection, student-to-student, student-to-instructor, and student-to-course content, and ways these connections can be enhanced online. We can use online elements to expand and reinforce connectedness in our F2F, hybrid, and online classes by being aware of a few concepts and techniques, creating a cultural milieu where students are safe and empowered for success. Specific techniques used in our own teaching will be offered as instructive examples and as starting points for discussion of experiences by attendees.

‘Iliahi 206

Online Orientation for New Faculty and Lecturers
Cindy Martin, Professor, Coordinator of the Innovation Center for Teaching & Learning, Leeward Community College
Kathryn Fujioka-Imai, Associate Professor, English, Leeward Community College
Brent Hirata, Assistant Professor, Educational Media Center, Leeward Community College

Many factors contribute to a student’s academic performance, but research suggests that, among school-related factors, teachers matter most. (http://www.rand.org/education/projects/measuringteacher-effectiveness/teachers-matter.html) The importance of the role of the faculty and lecturer in student success is undeniable. • A faculty/lecturer who is knowledgeable about the college’s mission, core values, and philosophy will be better equipped to help students succeed. • A faculty/lecturer who is aware of campus policies and procedures will be better equipped to help students succeed. • A faculty/lecturer who is familiar with the student and academic services available will be better equipped to help students succeed. • A faculty/lecturer who has access to people (online or in person) to answer their questions related to their new job will be better equipped to help students succeed. Participants will experience the process we followed in developing and implementing an online orientation to address these critical needs of newly hired faculty and lecturers who were not able to attend an in-person orientation.

‘Iliahi 207

STAR Academic Logic: Your Campus, Your Students - The Data You Need, When You Need It (REPEATED)
Dorina Manuel-Cortez, Registrar, Hawai‘i Community College

Come find out how to use STAR Academic Logic to obtain student data to inform your efforts to support student success. With approved access and a few clicks and sorts, you can obtain campus and program specific reports about admissions, retention, persistence, enrollment, pace, graduation, and so much more! This workshop will include demonstrations of the different types of reports you can pull, “How To” cheat sheets to take with you and time for Q&A and practice for those with access.

Kopiko 127

Using Smarter Balanced Assessments and 12th Grade Transition Courses for Placement at UH Campuses (REPEATED)
Dr. Dan Doerger, Alignment Director, Hawai‘i P-20 Partnerships for Education

Participants will leave this session with a better understanding of the Smarter Balanced Placement Policy currently being piloted across the UH system. This includes a description of the policy, an update on the Introduction to College Mathematics course being implemented in select HIDOE schools, and the progress on the work being done on an ELA transition course. Information about the outcomes of last year’s Smarter Balanced scores (for the DOE class of 2016) will also be shared with participants.

Kopiko 128

Student Development and Deliberate Practice
Conred ‘Red’ Maddox, Instructor, Language Arts, Honolulu Community College
Brenda Coston, Instructor, Language Arts, Honolulu Community College

One thing that sometimes is lost when an instructor puts together a lesson plan is how learning works. One aspect of learning is redundancy. This is to say that basic skills, no matter the application – pushing a button on a remote without looking or calculating flight time from the earth to the moon – have to be second-nature. Those who are assumed to have the requisite skills for completing either one of the tasks described but struggle may be because the students’ “knowledge is insufficient for a task or learning situation, it may fail to support new knowledge, whereas if it is inappropriate for the context or inaccurate, it may actively distort or impede new learning” (Ambrose, et.al. 13). This is true of the lower-socioeconomic student whose educational experience has been less than optimal in that it is quite often more about prepping for a test and less about applying learning skills over and over in various applications to get the requisite redundancy to develop mastery, and that means those who are in the student development classrooms “must acquire component skills, practice integrating them, and know when to apply what they learned” (95). All this suggests that instructors consider how incorporating deliberate practice into a four day a week course that meets for seventy-five minutes will benefit both the learner and the learned.

WORKSHOP SESSION 2
11:10 – 12:00 noon (50 Minutes Sessions)

Great Tent

STAR Registration: Future Planning, Implementation, and Enrollment
Erika Lacro, Chancellor, Honolulu Community College
Kat Ho, Vice Chancellor Academic Affairs, Honolulu Community College
Gary Rodwell, Director and Architect STAR, University of Hawai‘i
Joy Nishida, Instruction and Student Support STAR, University of Hawai‘i
Lara Sugimoto, Interim Dean of Student Services, Honolulu Community College,

Participants will have a clearer understanding of the future of registration. Utilizing STAR Graduation Pathways, Honolulu Community College will share steps that were taken to ensure preparation for registration via STAR. The group will facilitate a discussion about sequential steps taken to lay the groundwork for success and will include a demo of the registration via STAR interface.

‘Olona 105

Conflict Resolution
Angela Gannon, Administrative Assistant to the Vice Chancellor for Administrative Services, UH Maui College
Juliana Patao, Instructor, CareerLink Director/Cooperative Education, UH Maui College

Resolve conflict effectively by treating everybody involved with respect. Conflict is an inevitable part of work. We’ve all seen situations where people with different goals and needs have clashed, and we’ve all witnessed the often intense personal animosity that can result. The fact that conflict exists, however, is not necessarily a bad thing. When you resolve it effectively, you can also eliminate many of the hidden problems that it brought to the surface.
Cybersecurity Workforce Initiative
Steve Auerbach, Director PCATT and CELL, Honolulu Community College
Jodi Ito, Information Security Officer University of Hawai‘i System

Accelerating student success is important for UH and for our State. One of the strategic STEM focus areas that we are rolling out in order to drive student success is our Cybersecurity Workforce Initiative: Developing a Clear Education and Workforce Pathway to the Cybersecurity Profession. This presentation describes what Cybersecurity is, the current and future issues we face and the solution to ensuring under-represented students are job ready upon graduation and successful in securing cybersecurity jobs in Hawai‘i. Cybersecurity professionals have unique skills, are in short supply, and are vital to our nation’s national security. There are many pathways to get to this goal and you will exit this session with a deeper understanding of the impact for our state, the opportunity for K-16 students and what we are doing to ensure student success. “According to the Bureau of Labor Statistics, there will be 1.4 million additional IT jobs created by 2020 and only 400,000 computer science graduates.”

Beyond English: Adapting the Writing Process to Mathematics (and more)
Tara Davis, Hawai‘i Pacific University
Michelle Shin, Kahikoluamea Department, Kapi‘olani Community College

Do you teach a WI course? Or simply have writing, in some form, as part of your curriculum? Then come learn about, talk about, and participate in the writing process and see applications and variations that can be adapted for your classroom. We will be focusing specifically on the English Composition and Math classroom; however, anyone can glean tips, ideas, or techniques to apply to any class. In English, we’ll focus on the step-by-step process, how to tailor it depending on assignment and student needs, and discuss strategies for implementation, modeling, guided practice, and student independent use. In Math we will showcase the “good problems” series of writing rules. These are introduced and applied one at a time throughout the semester and the comprehensive list of writing rules must be followed. We will also discuss the use of peer review of writing in the math classroom. The peer review process includes both oral and written review of student work by other students in the class. We will explain how to structure and facilitate this process. Evidence will be provided towards the effectiveness of both the good problems practice and peer review of math writing. Our presentation will have an interactive process to model one of the steps and show student examples that exemplify best practices. This is also a chance for English and Math— or any discipline—to come together, learn from each other, and share best writing process practices can be applied across the disciplines.

iTeach Online Workshops
Greg Walker, Associate Professor, Coordinator, Distance Education, Leeward Community College

This session is an overview of each of the iTeach workshops. All of these online workshops are FREE and open to everyone in the UH system.

“How to Create an Online Course”: The goal of this four week workshop is to help you successfully transition from the traditional classroom to the online learning environment. First, you already have a wealth of experience. In the classroom courses you teach you have clear student learning outcomes. You create and assemble content that supports those outcomes. You also create activities, interactions and assessments that help your learners meet those outcomes. When you teach online you do the same, however you need to create your online environment before the course begins.

“How to Create Online Discussions”: Asynchronous online discussions are the primary focus for creating community and promoting critical thinking in most online courses, regardless of the subject matter or discipline. Forums are structured to allow students to illustrate their insights, questions, understanding, and application of and engagement with the topics, concepts, and material that is created, presented and discussed. Forums promote regular critical interaction between students and with the instructor.

“The Art of Teaching Online” is about moving from pouring facts and figures into learners heads to pouring energy into what is right with each student in the form of attention. When you teach online keep in mind the following point. Teaching online is not about your course content. It’s about the interactions you have with your learners and the way you facilitate learning related to the course content.

By the end of this learning opportunity you will be able to transfer your teaching from content delivery to connecting to the essence of who you are with the essence of who your learners are by fostering student engagement, stimulating intellectual development, and building rapport.

Implementing a Co-requisite Math Course
Robert Jeffs

This workshop is geared to those faculty who are developing and preparing to implement the corequisite model. It is a collaborative session where materials presented and discussed are expected to promote the development of a best practice document, activity guide, and assessment materials that will enhance the effectiveness of the implementation of the corequisite model for STEM and Quantitative Reasoning courses.

10 Top-Notch Traits of Great Teachers
Jeannie Pezzoli, Institutional Researcher, University of Hawai‘i Maui College

A recent study looked at teachers who had won a national Great Teacher award and researched whether they held certain positive characteristics in common. The study found 10, which will be divulged and discussed at this workshop.

Early College Programs: Tales from the Teacher’s Point of View
Ardis Eschenberg, Vice Chancellor for Academic Affairs, Windward Community College
Paul Briggs, Associate Professor, Economics, Windward Community College
Susan St. John, Instructor, Language Arts, Windward Community College
Malia Lau Kong, Assistant Professor, History, Windward Community College
Ryan Koo, Instructor, History, Windward Community College
Karyl Garland, Instructor, Language Arts, Windward Community College

Windward Community College has in two years gone from offering no classes in high schools to offering classes in six of seven target high schools. This has been done with a 100% success rate to date. In this workshop, we share experiences from Windward CC instructors who
have taught or are teaching in DOE high schools as part of the Early College Initiative. They will discuss what has worked, challenges and what needs to happen for Early College programs to continue to be successful.

Kalia 102
A Remedial and Developmental Math Strategy: Flipping Math Tutorials to Support Classroom Instruction
Alex Parisky, PhD, STEM Developer, Windward Community College
Kevin Takayama, Assistant Professor, Math, Windward Community College
Mathematics instruction in a technology-enhanced learning environment differs widely from learning in a traditional mathematics courses. Many innovative educators are using technology to revolutionize teaching by inverting or flipping the homework so that students are able to interact with the content prior to meeting face-to-face with the instructor. In an inverted or flipped classroom, students review video-based lecture content through online tutorials before class, which frees up more class time for active learning. This workshop discusses how current online technologies are being utilized in developmental math education. Although the use of computer-assisted instruction has rapidly increased, there is little discussion on the design and development of these types of online resources. The authors share their experiences with the design and development of the online tutorials using a specialized LED light board for demonstration of math techniques. The authors also discuss the appropriate application of the content and its subsequent delivery. The results demonstrate that utilizing specially designed online tutorials are an effective and efficient tool for supporting student learning prior to classroom instruction.

Kalia 104
Structure and Advantages of the English Corequisite Model
Jerry Saviano, Professor, English, Honolulu Community College
Jeff Sterns, Division Chair, Language Arts, Honolulu Community College
The workshop focuses on the structure and advantages of the English corequisite model to be implemented at Honolulu Community College in fall 2016. The initial presentation will look at the reasoning for the design of the model and then turn to the advantages of how the structure will work better for students and for the college, including the integration with other programs. The discussion will include methods for assessing the effectiveness of the model.

Kalia 109
The Use of Differentiation to Enhance Learning Outcomes for Traditional and ELL Students
Melissa Holmberg, Instructor, English, University of Hawai‘i Maui College
Community college students have various learning levels, styles, and needs. Writing an essay is one way to assess learning. The learning objectives of this workshop are to understand the importance of differentiation and how to provide options for student assessments beyond a basic essay. The facilitator will demonstrate how to change an assessment of a basic essay to various methods per Gardner’s Multiple Intelligence theory. Differentiation will also include methods to support English Language learners (ELL). This will help increase ELL student success levels while maintaining academic rigor. Online and in-person methodologies will be compared and contrasted. Each participant will evaluate an assignment of their choice and transform it to support differentiation. The participant will leave understanding how differentiating for various learning styles enhances and increases student learning outcomes for traditional and ELL populations.

Kalia 110
Maintaining Momentum – The Road to Success (REPEATED)
Michael Baston, Vice President for Student Affairs, LaGuardia Community College
Presentation outlining how LaGuardia Community College has created a calibrated set of engagement activities for students who successfully complete the First Year Experience to keep students “on track” by using peer advisors, small financial supports (metro cards), and structured interactions to help students attain and maintain full time enrollment status and academic success.

Kalia 201
Accelerated Integrated Reading & Writing: What We’ve Learned & Where We Need to Go
Meredith Lee, Instructor, English, Leeward Community College
This presentation will highlight the lessons learned during the last four years of teaching and administering the ENG 24 program at Leeward CC. Discussion will include strategies for teaching and assessing integrated reading and writing, managing student behavior, accommodating learning disabilities, working with counselors, and utilizing an existing early alert system (Starfish). Discussion will also include how we can use what we’ve learned as we move forward with the new Acceleration Initiative. “Lessons learned” include activating students’ prior knowledge, cultivating relationships with student services and counselors, and creating professional development on learning disabilities.

Kalia 202
Using Writing as a Learning Tool to Accelerate Student Success
Panel; Facilitated by Stanley May, Professor, BTEC, Leeward Community College
A panel of Writing-Intensive instructors will share strategies that work to help students use writing as a learning tool to accelerate student success.

Kalia 203
Simple Steps to Improve Website Accessibility
Ralph Toyama, Systems Librarian, Leeward Community College Library
Learn several easy techniques for making your program’s website more accessible to people with disabilities. Learn about invisible features you can add to a web page that make it easier for people using screen-reading systems to navigate and understand. See how you can add closed captions to your YouTube videos. Web authoring skills are helpful, but not necessary for this session.

ʻIliahi 103
Rules of Engagement: Fostering Community for Success in Accelerated Classes
Brandi Reyes, Instructor, Leeward Community College
Courtney Takabayashi, Instructor, Leeward Community College
This presentation will explore methods used to help students succeed in acceleration courses, focusing on how students can best interact with each other to build support networks. We will provide examples of activities and assignments used in our classes, student feedback, and how this may translate into student success. Instructors seeking to foster community may be interested in hearing what happens in our classrooms, and will have a chance to relate their own methods.
Across the board, assessment plays a huge role is determining what modifications need to be made in how we cover SLO's within our individual curriculum and disciplines. One way to be more effective in assessment is through norming. When all instructors are in sync during any assessment process, the results of the assessment are more accurate and focused, thus more effective changes can be implemented to ensure that students can more successfully meet SLO's in future semesters. Norming can also be beneficial for students because norming sessions can potentially catch any confusing language within the assessment rubric/prompt given to the students. This presentation will include hands on practices on norming, tips on how to create clarity in assessment tools and a really cool video about shoes and dancing dragons.

Innovative STEM Workforce Center sponsored by USA Funds
Scott Murakami, Director of Workforce Development, University of Hawai‘i Community Colleges
This workshop will provide participants with background information and updates on the University of Hawai‘i’s recent award from USA Funds to develop an Innovative STEM Workforce Center that identifies and address workforce needs in STEM related occupations and industries. This is a 2 year, $4.6 million statewide project.

Increasing Cross Campus Collaboration Through Student Leadership and Student Engagement
Alfred “Alfie” Gonzales, Student Life, Kapi‘olani Community College
Thomas No‘eau Keopuhiwa, Ed.D. Counselor, TRIO Student Support Services, Kapi‘olani Community College
Michaelyn Napuulani Nakoa, Program Coordinator/Counselor, Kapi‘olani Community College
Shannon Sakamoto, Faculty Advisor, ASKCC Student Congress, Kapi‘olani Community College
LaVaché C. Scanlan, Lunalilo Scholars Program Director, First-Year Experience Coordinator, Kapi‘olani Community College
Mitsuyo Lani Suzuki-Severa, M.Ed, NCC, Counselor, Paul S. Honda International Center, Kapi‘olani Community College
Robert Yamashita, Student Support Specialist, First-Year Experience Program, Kapi‘olani Community College,

Increasing student engagement is a common goal that all colleges aspire to accomplish. For community colleges, increasing student engagement is challenging for many reasons ranging from large commuter student populations to lack of resources. Kapi‘olani Community College is no different. With great motivation to affect student engagement and support our existing college partnerships, a team formed. Coordinators, counselors and student affairs personnel from multiple programs planned the training curriculum for implementation of a Student Leader Retreat for leaders across the campus. Over the fall overnight retreat and the spring retreat, students learned effective communication, working styles, team building skills, conflict resolution techniques, and problem solving. Bringing student leaders from different departments and programs together created a strong and energized community of student leaders. Leaders not only increased their awareness of various resources on campus, they learned how to encourage and empower their peers to engage and participate in the campus community.

Create, Share, and Collaborate Using Google Docs
Rachael Inake, Educational Technologist/Assistant Professor, Leeward Community College
Learn through experiencing the collaborative features of using Google Docs in this hands-on session, by working in a small team to create, share, and edit a Google Doc. With Google Docs, there is only one document between collaborators, eliminating confusion on which is the most recent version, never having to email attachments, and being able to communicate using commenting and live text chat features in the document itself. There are many more features and benefits to using Google Docs; come to this session and discover the power of Google Docs for yourself! Collaboration on a document has never been easier and is effective in both face-to-face and online environments, for various uses professionally with your students or colleagues, and personally. Please bring your own device. For access to all Google Docs features, please bring a laptop or Chromebook.

Using Excel to Work Smarter and Reduce Stress
Trude Pang, Department Chairperson, Business, Legal and Technology Education, Kapi‘olani Community College
Find ways to make your work easier by using excel in your daily work. Learn how simple techniques can increase your productivity and keep yourself organized. Find out how you can manage information and reduce stress at work.

Using Smarter Balanced Assessments and 12th Grade Transition Courses for Placement at UH Campuses (REPEATED)
Dr. Dan Doerger, Alignment Director, Hawai‘i P-20 Partnerships for Education
Participants will leave this session with a better understanding of the Smarter Balanced Placement Policy currently being piloted across the UH system. This includes a description of the policy, an update on the Introduction to College Mathematics course being implemented in select HI DOE schools, and the progress on the work being done on an ELA transition course. Information about the outcomes of last year’s Smarter Balanced scores (for the DOE class of 2016) will also be shared with participants.

Accelerated Growth: Classroom Strategies for Accelerated Learning & Personal Evolution
Neil Stotts, Instructor, English, University of Hawai‘i Maui College
Whether we’re dealing with polar bears, honey bees, or developmental students, changes in the environment necessitate adaptation for survival. Accelerated learning poses unique challenges, but also the opportunity for a novel classroom experience. Based on several semesters of trial and error with English 22-to-100 acceleration, this workshop presents adaptations that apply randomness, community, and real-time engagement to help students evolve into capable, confident, degree-bound people. We will cover how to use extended meeting times, interaction strategies to create a “rising tide” effect, and a novel approach to assignment scaffolding to help students sustain a rigorous work load. Participants will engage with several strategies that are easily adaptable to diverse teaching styles and classes.
**LUNCH, ‘Ohi’a Cafeteria**
12 noon – 1:00 p.m.

**GENERAL SESSION, Great Tent**
1:00 p.m. – 2:30 p.m.
Presentation: “Co-Requisite Initiatives”
Dr. Tristen Denley, Vice Chancellor for Academic Affairs, Tennessee Board of Regents
Dr. Peter Quigley, Associate Vice President for Academic Affairs; Panel Facilitator: Suzette Robinson, University of Hawai‘i Community Colleges

**DISCIPLINE and SPECIAL INTEREST MEETINGS**
2:45 p.m. – 4:00 p.m.

*I‘iha 103*  
Academic Support

*I‘iha 104*  
Administration (Campus): Chancellors, Vice Chancellors, Deans

*I‘iha 202*  
Administration (System)

*I‘iha 203*  
Agriculture and Sustainability

*I‘iha 204*  
Applied Tech Ed: Automotive, Carpentry, Electrical, Electronics, Engineering Tech, Fire Science, Welding, etc.

*I‘iha 206*  
Banner: Registrars

*Ka‘iKENA 202*  
Business Education

*Ka‘iKENA 204*  
Clerical

*I‘iha 207*  
Commercial Art and Digital Media

*I‘iha 208*  
Computer Science and Information Technology

*Ka‘iKENA 209*  
Continuing Education and Community Service

*Ka‘iKENA 210*  
Cosmetology, Fashion Design

*Ka‘iKENA 211*  
Counselors and Student Life

*Ka‘iKENA 212*  
Culinary and Hospitality

*Ka‘iKENA 213*  
Disability Services

*Ka‘iKENA 215*  
Distance Education

*‘O‘ona 105*  
Early Childhood Education and Teaching

*‘O‘ona 106*  
ESL

*I‘iha 231*  
English

*I‘iha 201*  
Facilities and Maintenance

*I‘iha 202*  
Financial Aid

*Kamehameha 103*  
Hawaiian Studies, Pacific Studies

*Kamehameha 104*  
Hawai‘i Papa o Ke Ao

*‘O‘ona 205*  
Humanities: Art, History, Philosophy, Religion, Speech/Communications

*‘O‘ona 206*  
Institutional research, Planning and Evaluation

*I‘iha 107*  
IT and Media Support

*I‘iha 209*  
Languages

*‘O‘ona 118*  
Library

*Ka‘iKENA 202*  
Life Sciences: Biology, Botany, Microbiology, Zoology

*Great Tent*  
Math

*Kapiko 127*  
Nursing and Allied Health Programs

*Kapiko 128*  
Performing Arts

*‘O‘ona 115*  
Prior Learning Assessments

*Ka‘iKENA 202*  
Physical Sciences: Astronomy, Chemistry, Engineering, Physics, etc

*I‘iha 206*  
SENCER

*I‘iha 207*  
Social Sciences: Administration of Justice, etc.

*I‘iha 208*  
Student Success and Academic Strategic Action Council

*Mokihana 101*  
Sustainability

*Mokihana 102*  
Title III

*Mokihana 102*  
Title IX

*Mokihana 105*  
Wo Global Learning Champions

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**WORKSHOP SESSION 3A**
10:10 – 11:40 a.m. (90 Minute Sessions)

*Ka‘ikena Dining Room*

**The Wave of the Future: Non-Cognitive Variables Surpassing Standardized Testing**
Connie Tinsgton-Fatuz, PhD, Vice President for Student Affairs and Mission Integration, Madonna University

This Session will highlight the current state of standardized testing versus non-academic variables (also known as non-cognitive variables). Participants will be actively engaged in creating new approaches to developing the non-cognitive skills of our students within the classroom. Examples of how this framework has rolled out in numerous colleges and universities will be shared.

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**SATURDAY, March 5, 2016**

**GENERAL ASSEMBLY**
9:00 a.m. – 10:00 a.m.
Welcome: Louise Pagotto, Vice Chancellor for Academic Affairs, Kapi‘olani Community College

Keynote Address: Dr. James W. Stigler, Professor, UCLA Dept. of Psychology “Teaching for Understanding: What Will It Take?”

What does it mean to understand? And how can we teach for understanding? In this talk I will address these questions, drawing both on my own cross-cultural research on mathematics teaching and learning, and more generally on research from the learning sciences.

After discussing what we mean by understanding, and why it’s important, I will develop the idea that teaching for understanding is not about what teachers do, but rather the kinds of learning opportunities they are able to create for their students. In particular, students need three types of learning opportunities to develop understanding: productive struggle, explicit connections, and deliberate practice.

Creating these opportunities requires a wide repertoire of instructional strategies as well as an intimate knowledge of students and the contexts in which they live.

Keynote Address: Dr. Connie Tinsgton-Gatuz, Vice President for Student Affairs and Mission Integration, Madonna University, “Beyond the Big Test: Infusing Non-Cognitive Skill Development into the Curriculum”

Faculty and key staff and administrators have a mission critical role in developing students throughout the educational pipeline within postsecondary education. With over 40 years of research, Sedlacek (2004) identifies key strategies for infusing the non-cognitive variables into the curriculum, ultimately leading to student success. The presenter will explore the lived experiences of students related to their development.

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**WORKSHOP SESSION 3A**
10:10 – 11:40 a.m. (90 Minute Sessions)

*Ka‘ikena Dining Room*

**The Wave of the Future: Non-Cognitive Variables Surpassing Standardized Testing**
Connie Tinsgton-Fatuz, PhD, Vice President for Student Affairs and Mission Integration and Adjunct Professor in the Higher Education and Student Affairs (HESA) masters program, Madonna University

This Session will highlight the current state of standardized testing versus non-academic variables (also known as non-cognitive variables). Participants will be actively engaged in creating new approaches to developing the non-cognitive skills of our students within the classroom. Examples of how this framework has rolled out in numerous colleges and universities will be shared.

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**Ko‘kio 202 (Stem Center)**

**Engaging Students through Civic Issues**
Wendy Kunzt, Assistant Professor, Biology/Ecology, Kapi‘olani Community College

Mike Ross, Instructor, Botany at Kapi‘olani Community College

Dave Krupp, Professor, Biology and Marine Sciences, Windward Community College

How do we get students excited about our subjects and prepare them to use content to make real-world decisions? Connecting our courses to civic issues has been a successful approach championed and adopted by NSF’s leading initiative to reform
undergraduate science education: Science Education for New Civic Engagements and Responsibilities (SENCER). The pedagogy tools developed in SENCER can be applied to all disciplines and are especially useful for teaching transdisciplinary issues such as sustainability. The mission of SENCER is to develop the knowledge, skills, and to engage students by teaching “through the lens of a civic issue, one that is most often trans-disciplinary in nature. Regardless of whether you are working with students majoring in STEM or other disciplines, “SENCERizing” your courses will make them more relevant to students. This workshop will introduce teaching through a civic issue and provide examples of SENCER courses both nationally and in Hawai‘i. Last fall, Hawai‘i was recognized by as the first model state for science education and civic engagement. The Center for Innovation SCI-West and National SENCER will be visiting Hawai‘i next week for a two-day event following the Sustainability Summit. This workshop is an opportunity for interested faculty to get a preview and consider adding SENCER to their toolbox. Participants will engage in a step-by-step process that yields an outline of a new or revised course focus or course unit. The goal of the workshop is for you to engage in the process of connecting your content to a civic issue, but don’t be surprised if you fall in love with the course or unit you develop!

‘Olapa 105
Ha‘akūmalae: Integration of Cultural Practices to Support Academic Success through Active Engagement
Ryan McCormack, Coordinator, First Year Experience, Hawai‘i Community College
No‘el Tagab-Cruz, Fiscal Admin Support Specialist, Hawai‘i Community College
Jacqueline Van Blarcom, Academic Support, Hawai‘i Community College

Ha‘akūmalae is the official Cultural Protocols Program of Hawai‘i Community College. Ha‘akūmalae refers to the process of engagement of our faculty, staff, student & community thru shared experiences that are created to be inclusive, informative, inspirational, and applicable. This workshop will introduce several of the different Ha‘akūmalae and provide a hands-on opportunity to participate in an engagement activity while creating active dialogue for community & cultural integration.

‘Olapa 106
Taking the Distance Out of Distance Education: Mobile Outreach and Local Learning Centers (LLCs) for Student Success
Jason Cifra, Vice Chancellor for Student Affairs, Hawai‘i Community College
Anne Miller, Lecturer, Hawai‘i Community College

Potential Hawai‘i CC students have long struggled to persist. This is particularly true for the very large population of rural students, even with the advent of online course offerings. This need will increase with the coming changes to developmental education and the increase in international students. We discuss the need for consistent long-term outreach that brings Internet, equipment, and academic resources to the areas where it is needed; the benefits of such a program (which is being built); and the future expansion into permanent “LLCs” (Local Learning Centers) in the many remote areas of Hawai‘i Island. Much of the current proposal is based on input received at HSI 2015, research that grew from that input, and recent experience with guided distance learning at developmental levels. The goal of this interactive session is to share current findings and brainstorm ideas to move mobile outreach forward for all students, local and international, statewide.

‘Olapa 211
What Successful Professionals Know - Understand People, Their Concerns about Change and How to Work it Out (REPEATED)
Alvin Chun

The speaker with input from participants will develop an approach for building trust, the critical element for successful change. Many may be surprised to learn that what earns trust can be just the opposite of what they thought. Through viewing real case video footages, it will become more apparent what works and doesn’t work. At the end of the workshop you will hear what EPA executives learned after 9.11 for leading people through difficult change or crisis.

‘Olapa 212
From Cohort Learning to Intrinsic Motivation, Waiākea High School’s Early College Sequence and Supports
Kāwika Uarakomi, Adjunct Instructor (HawCC/Waiākea High School)
Andrew Frias, Waiākea High School Early College Advisor
Bartholomew Te‘i, Waiākea High Early College Student
Max Adol, Waiākea High Early College Student
Gehrig Octavio, Waiākea High Early College Student

Early College at Waiākea High School has innovated to prepare its non-traditional students for college, career, and community, through sequenced college-coursework on the high school campus. Resembling Waiākea’s most abundant resource, wai (water), WHS Early College has evolved into a fluid and dynamic program, with foundation coursework & supports that lead to post-secondary alignment. This workshop focuses on Waiākea’s identity and the community needs that have shaped Early College into its present day sequence. Built around existing opportunities, Early College leverages Running Start and Advanced Placement mindsets, equipping students with the tools vital for success in these venues. WHS Early College has pioneered the Cohort Logic, with a goal of individual motivation & alignment in foresight, and a life of fulfillment as the goal. Early College is the stepping-stone that prepares cohort learners to become successful college students & efficient, career-minded members of a community.

‘Olapa 213
Food Innovation Programs: Intersecting Culinary, Business, and Agriculture to Diversify the Economy and Build Community Resilience
John Richards, Dean of Career and Technical Education, Kapo‘olani Community College
Daniel Leung, Educational Specialist, Culinary, Kapo‘olani Community College
Lauren Tamamoto, Food Scientist, Culinary Arts, Kapo‘olani Community College
Chris Speere, Food Innovation Specialist and Site Coordinator, Maui Food Innovation Center, UH Maui College
Charlene Akina, Workforce Development Coordinator, Windward Community College-OCCE

Six of the seven UHCC campuses are exploring or developing food innovation/incubation programs, with potential career pathways from non-credit to two-year and four-year degree programs. These programs respond to community needs for more locally-produced and processed food, and serve both workforce and business clients. These programs also require the insights and skills of multiple disciplines, and typically require resources from both public and private sectors. Campuses are developing specialties and exploring a statewide strategy. Panelists will describe how these programs fit within their campuses, how they will attract and develop students and clients, and some of the challenges that they have had to overcome to develop this new model of program.
Kalāhū: How We Designed a Professional Development Seminar for Faculty to Integrate ‘Āina-based Community Research into a Course Curriculum and What Happened.
Kelli Goya, Pathways Coordinator, Kapi‘olani Community College
Lisa Linn Kanae, Associate Professor of English, Kapi‘olani Community College
Keolani Noa, STEM Coordinator, Kapi‘olani Community College
Annie Keola Kaukahi Thomas, Hawaiian Resources Specialist Librarian, Kapi‘olani Community College

How do we engage faculty in ‘āina-based learning for student success? This workshop will provide an overview of a professional development seminar designed to support faculty in the integration of ‘āina-based teaching and learning that is relevant to students’ upbringing and culture. Workshop participants will engage in a discussion about ways to integrate ‘āina based content into a course curriculum to promote learning that is rooted in Native Hawaiian values. The workshop will introduce participants to several Kalāhū activities that were effective and well received by faculty participants. Faculty and student survey results on the effectiveness of the Kalāhū seminar will be shared. Connections made to Hawai‘i’s Papa o Ke Ao and the UHCC and Kapi‘olani CC Strategic Plans will be provided, including lessons learned and recommendations to build and sustain a community of learners.

Meeting in the Gray Space: Using Unpredictability to Accelerate Learning
Eric Engh, Professor, English, UH Maui College
Neil Stotts, Instructor, English, UH Maui College

Too often our developmental students feel alienated in our classrooms. The gap between their instructor’s expectations and their identities can lead to a sense of alienation or a resignation to “go through the motions” without experiencing the sense of personal growth and empowerment that we intend. We all know the results—low motivation that fails to sustain our students’ aspiration to earn a degree. 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. These strategies invite both instructor and student to meet in an unpredictable “gray space” where “real selves” are encouraged and challenged to come alive in the classroom.

This presentation will guide you through the students’ experience of several learning strategies that develop student learning outcomes, not as ends in themselves or as keys to academic assimilation, but as tools to empower their voices and grow their identities. Take away: Specific strategies to use in the developmental writing classroom to cultivate authentic writing that helps students connect their college education with personal growth.

Casting a Wide Safety Net for International Students
Mimi Yen, Counselor, Paul S. Honda International Center, Kapi‘olani Community College
Lani Suzuki-Severa, Counselor, Paul S. Honda International Center, Kapi‘olani Community College

International students often experience multiple challenges as they transition into the U.S. college environment. Meeting the safety and affective needs of students is a key factor in providing a strong foundation for a successful college experience. This session will showcase a safety and cultural awareness curriculum that can be applied to different student populations. We will also highlight how our office has worked with various campus entities to create a safe environment. Participants will take away tips on using culture as medium to address the affective needs of students. Assessment and policy recommendations will also be discussed.

Working Together to Transition Freshman Students Planning to Transfer
Shannon Sakamoto, Counselor, Maida Kamber Center for Career Exploration, Transfer, and Graduation Services, Kapi‘olani Community College
Drake Zintgraff, Outreach Counselor, Kapi‘olani Community College

College can be overwhelming. Do most people learn things after one time? Usually not! How do we mitigate that? Participants of this presentation will be given an engaging activity to parallel the experience for high school seniors who are planning to transfer from a community college to a university. The activity will demonstrate the importance of building social capital among our incoming freshmen from local high schools. Through a partnership with counselors from the Kuilei Outreach Program and Maida Kamber Center at Kapi‘olani Community College, workshops are offered to local high school students who are interested in transferring to a university. Data from the student evaluations of workshops will be discussed. Data, research, and best practices (nationally and locally) will be reviewed, illustrating the benefits of scaffolding the social and educational capital of future students. These collaborative outreach efforts increase the development of student college readiness, especially those from economically disadvantaged backgrounds. Students are able to learn how to maximize the opportunities and resources they will have during their educational journey to ensure a successful transfer and transition experience.

Use Google Forms to Create Surveys and Other Data Gathering Forms.
Leanne Urasaki, Instructional Technology Developer, Hawai‘i Community College

This workshop session will be geared for clerical/support staff, but is open to anyone wanting to learn how to create Google Forms. Google Forms is a useful data collecting tool in Google Drive that can be used to create eye-catching forms such as surveys and registration forms. In this workshop you will learn how to:

• Create basic (linear) and advanced (branched) forms
• Customize forms
• Send forms via email
• View summary of responses
• View and work with responses in a Google spreadsheet
class and their perceptions of the value of required course tasks were al., 1996). In particular, students’ sense of efficacy for succeeding in et al., 1995; Goodenow, 1993; Goodenow & Grady, 1993; Solomon et engagement and success (Anderman & Anderman, 1999; Battistich their academic environments is a critical factor related to academic It is well-documented that students’ subjective sense of belonging in workshop, you will learn to use some of the more advanced tools in Microsoft Word that will make you a more efficient user. Topics will include Styles, Automatic Table of Contents, Headers & Footers, Table tools, and more.

**WORKSHOP SESSION 3B**
10:10 – 11:00 a.m. (50 Minute Sessions)

**Great Tent**

**Teaching for Understanding: A Follow-Up Discussion**
James Stigler, Professor, Psychology, UCLA

This breakout session will be a follow-up discussion of the keynote presentation from Friday. We will start by reviewing the concept of learning opportunities (productive struggle, explicit connections, and deliberate practice). Participants will then describe what these opportunities might look like in their own classrooms, and share ideas for how to successfully create such opportunities for their students.

**ʻOlona 105**

**One Theme, One College: Campus Wide Themed Learning Community**
Monica Burnett, Education Specialist, Hawaiʻi Community College
Sam Giordanengo, Assistant Professor, History, Hawaiʻi Community College

This workshop is designed for all college employees. Participants will be shown strategies to create and sustain a campus wide learning community based on a common theme and help inspire students to learn about their world. Highlighted themes at the workshop will be Wai (water) and ʻĀina (Land).

**ʻOlona 106**

**Making Your Own Instructional Media**
Edouard Qunito, Digital System Specialist, Center for Excellence in Learning, Teaching and Technology, Kapiʻolani Community College
Joy Shirokane, Instructional Support Services, Center for Excellence in Learning, Teaching and Technology, Kapiʻolani Community College

Including media as part of your online class creates opportunities to engage your students and promote learning. This workshop provides a foundation for anyone that has been hesitant about creating their own media. We will show how anyone can easily create instructional media using the devices already in your hand, to engage the students. Topics to be covered include audio vs. video, examples of instructional media, helpful tips, best practices, and disability accommodations.

**ʻOlona 115**

**The Effect of Study Spaces on Student Academic Performance**
Jennifer Higa-King, Assistant Professor, Psychology, Honolulu Community College
Karadeen Kam-Kalani, Assistant Professor, Speech, Honolulu Community College
Fumiko Takasugi, Associate Professor, Sociology, Honolulu Community College

It is well-documented that students’ subjective sense of belonging in their academic environments is a critical factor related to academic engagement and success (Anderman & Anderman, 1999; Battistich et al., 1995; Goodenow, 1993; Goodenow & Grady, 1993; Solomon et al., 1996). In particular, students’ sense of efficacy for succeeding in class and their perceptions of the value of required course tasks were discovered to be strongly related to their sense of belonging (Freeman, Anderman, & Jensen, 2007). The primary goal of this project was to engender a sense of belonging by creating a study space and recharge station for students to congregate and collaborate, thus facilitating academic success and shortening the time to degree and achieve their academic goals. In this session, we provide a view of the new and innovative Recharge Station and Study Space at Honolulu Community College, funded by a part-time student innovation grant. We also highlight the results of a student survey designed to assess the effects of the space on various factors related to academic success.

**ʻOlona 201**

**Integrating Freshmen Students into the Culture of Your Campus**
Lisa Gillis-Davis, First Year Experience Counselor, Windward Community College
Carla Rogers, Counselor, Windward Community College
Christian Palmer, Instructor, Anthropology, Windward Community College

Participate in active-learning exercises which demonstrate how a learning community of two classes (Cultural Anthropology and Introduction to College) partner to teach students about the culture of higher education. Learners will develop skills in ethnographic research including interviewing, observation and critical thinking as they explore how freshmen become acclimated to the somewhat confusing college campus culture. Learners gain a deeper understanding about the less apparent cultural values prevalent in college that drive the more visible aspects of culture including language, behavioral norms and perspectives thus strengthening a student’s sense of belonging and college success.

**ʻOlona 202**

**Designing a Hands-on, Engaging Math Course for CTE Students**
J. Robert Jeffs

This session will engage in an interactive opportunity to dissect the Indiana Community College’s Technical Applied Mathematics course that has a 76% student pass rate. Participants will have the opportunity to collaborate on best practices, content, activities and assessments as a basis for further discussion in how the UHCC campuses might incorporate in their CTE math course.

**ʻOlona 205**

**Open Educational Resources and Student Success**
Wayde Oshiro, Head Librarian, Leeward Community College
Susan Kazama, Head Librarian, Kapiʻolani Community College
Sunyeen (Sunny) Pai, Digital Initiatives Librarian, Kapiʻolani Community College

Recent studies show that Open Educational Resources (OER) may have an impact on student success. The UHCC has adopted OER as a strategy to support student success by reducing educational costs for students. In step with national trends, a spring 2015 survey of students at Leeward CC revealed that fifty-five percent of the 987 respondents had chosen, at least once, not to purchase a required textbook due to cost. A 2014 Babson OER report showed that cost is the least important factor when faculty select teaching resources; proven efficacy is the most important factor for faculty. The report also shows that 73.4% of the faculty feel OER is either superior or equivalent in quality to traditional resources. Based on recent studies, it appears that OERs have a positive impact on student completion, retention, and achievement. The presenters will share national studies on this issue. They will highlight the success of the Z-Degree program at Virginia’s Tidewater Community College, which led to a system-wide commitment to OER across 23 campuses.
Cross-disciplinary collaboration (CDC) enriches learning, enhances problem-solving, improves communication, builds relationships, breaks down silos, and often produces outcomes not obtainable in a single discipline.

This session examines the nature of cross-disciplinary (as opposed to multi-, inter, and trans-disciplinary) collaboration and evaluates projects that exemplify the different kinds of collaboration, from simple to complex, informal to formal, loose to tight integration, and experimental to well-defined organizations. The speakers will discuss conditions and incentives for collaboration, key success factors, lessons learned, and guidelines for better results. Attendees will share their own examples of cross-disciplinary collaboration and brainstorm new project ideas to close achievement gaps between student sub-groups, increase student success, and meet other educational goals.

The simplest collaboration consists of exchanging expertise, as in guest lectures or one class visiting another. Another is having classes in two different disciplines explore the same subject independently from different lenses and come together to learn from each other. More complex collaborations involve establishing formal frameworks and objectives with financial accountability. What it Takes To Succeed (WiTTS) is a cross-disciplinary enquiry about student success through a series of one-on-one interviews with faculty, staff, students, and industry experts broadcast on TV.

LaGuardia Community College recently implemented a first-year seminar program as a partnership between Academic and Student Affairs. Learn how the program links ePortfolio, advisement, peers, and assistance with writing, speaking, and presentation and math skills. Faculty and student tutors in each area function as a team, enabling a holistic approach to academic support. An overview of how this was accomplished, with data on success and student satisfaction will be shared.

Laulima is much maligned by both students and faculty due to its confusing and inconsistent user interface. In a world-wide-web where students are used to covering vast conceptual ground and Internet space with a few clicks, they have been forced in Laulima to hunt down layers of buttons, pages, links, and resources to get to each task. Enter Lessons tool in Laulima 2.9.3: it pulls together other Laulima tools – Assignments, Forums, Tests & Quizzes, Resources, and multimedia – to keep learners sequentially working through the tasks until the learning outcome is achieved. Come and learn how to create a cohesive learning experience for your students by creating Lessons page(s) for each week or module. You can also schedule its release and apply a stylesheet to each Lesson page. Kawehi will share her experience of implementation in an online Hospitality course and how Lessons eased navigation for both her and her students, improved the students’ focus and reduced frustration.

This workshop will be facilitated by a research-writing faculty member who has taught English courses ranging from developmental to 300-level. As a result, this presentation will contain research writing activities that have been found to be successful with students.
from diverse backgrounds, including overall assignments as well as strategies for topic generation (in particular, pushing students beyond commonly overwritten subject matter); integrating sources, transitions, introductions, and conclusions within paragraph development; and citing in both the MLA and APA formats. As well, another 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 and disciplines (from developmental to transfer-level).

'Iliahi 103

EdReady English (NROC) – A Powerful Tool for Boot Camps and Online Hybrid Classes
Kristi Teruya, Academic Coach, Honolulu Community College
Alex Cox, Lecturer, Language Arts, Honolulu Community College
Jeff Stearns, Division Chair, Language Arts, Honolulu Community College

EdReady (NROC) is a powerful tool to help students improve writing skills and place higher in English levels. Honolulu Community College piloted EdReady English, called NROC, for its summer boot camp, and 74% of the students in the three-week program tested out of developmental English. The workshop will provide an overview of the success, a demonstration of the program, and techniques to use in a classroom or hybrid online course.

'Iliahi 104

Statway Pedagogy - What is it? Why does it work? What are the pitfalls? What have we learned?
Mark Alexander, Associate Professor, Math, Kapi'olani Community College
Shueling Huang, Faculty, Math, Kapi'olani Community College
Amir Amiraslani, Faculty, Math, University of Hawai‘i Maui College
Samantha Bowe, Faculty, Math, University of Hawai‘i Maui College

What is it? Background from Carnegie Foundation, history. What do we like? Each of us will share one or two strategies we’ve implemented that have worked, how they’ve worked, and why. Each of us will share a problem we’ve encountered and how we’ve tried to fix it. We will share video testimony from students who have been through the Statway program.

'Iliahi 105

STAR Academic Logic: Your Campus, Your Students - The Data You Need, When You Need It (REPEATED)
Dorinna Manuel-Cortez, Registrar, Hawai‘i Community College

Come find out how to use STAR Academic Logic to obtain student data to inform your efforts to support student success. With approved access and a few clicks and sorts, you can obtain campus and program specific reports about admissions, retention, persistence, enrollment, pace, graduation, and so much more! This workshop will include demonstrations of the different types of reports you can pull, “How To” cheat sheets to take with you and time for Q&A and practice for those with access.

'Iliahi 206

Conquering Google Docs
Carina Chernisky, Public Services Specialist, Library, Leeward Community College
Natalie Wahl, Circulation Manager, Library, Leeward Community College

Learn the ins-and-outs of GoogleDocs. This FREE tool is an incredible resource that can change the way you work and simplify your life. In this session, you will learn how to access this app, create a document from scratch or by using a template, share the file with others, add comments to collaborate with others, and more!

WORKSHOP SESSION 4
11:10 – 12:00 noon (50 Minute Sessions)

'Olona 105

Kūkā’ula: ‘Growing’ Native Hawaiian Scientists
Kaleialoha Lum-Ho, Coordinator, Hūlili Ke Kukui Hawaiian Center, Honolulu Community College
Kahale Saito, Native Hawaiian Counselor, Honolulu Community College

In the summer of 2015, Honolulu Community College’s Hawaiian Center implemented a one-week conference geared towards Native Hawaiian students interested in pursuing a career in the STEM fields. The conference was sponsored in part by the Islands of Opportunity Alliance—Louis Stokes Alliance for Minority Participants (IOA-LSAMP). The goals of the conference were to prepare, inspire, enlighten, and motivate students at Honolulu Community College to think about careers in STEM through cultural experiences, centered on the mana that the ahupua‘a of Kapalama exudes in both place and people, past and present. Students were exposed to guest speakers, participated in hands-on activities, and went on field trips to better understand the connections between culture and science as well as the importance of place-based resource management. As a result of their participation, students gained a deeper understanding of the concepts of kuleana, aloha ‘āina and ‘ike pono, a sense of place and better understanding of the connections between STEM and culture, exposure to career opportunities in STEM, and appropriate cultural protocols.

'Olona 106

Let’s Talk Apps for Teaching Foreign Languages
Ibeth Prevz, Lecturer, Spanish, Kapi'olani Community College

Hundreds of applications are available today that improve our teaching practice. Different apps work better for different educators. In this workshop we’ll share our experience with some apps that have improved:
- Student’s engagement in class
- Assessment
- Students’ use of the target language outside the classroom
We’ll also open up the discussion so you can share your favorite apps with us as well.

'Olona 115

Keeping Pace: Using a Lock-out System in Emporium-Model Developmental Math Classes
Allie Scheel, Instructor, Math, Kapi'olani Community College
Jessica Delgado, Instructor, Math, Kapi'olani Community College

Emporium-model developmental math classes have traditionally seen very average completion rates (approximately 50%) partially due to poor time management on the part of students. What has previously been used as a recommended schedule has become a system with soft deadlines in which students have a week (or two) to complete a given module (typically 2-3 sections of material). If a deadline is missed, students are locked out from completing further work until they communicate with their instructor. Do these short-term goals work? Explore with us the completion statistics before and after the implementation of this lock-out system and ways to tailor this idea to your course.

'Olona 201

Frosh Cohorts at WCC, Results from Three Years at Scale
Renee Arakaki, Title III Evaluator, Windward Community College
Ardis Eschenberg, Vice Chancellor for Academic Affairs, Windward Community College
Lisa Gillis-Davis, First Year Experience Counselor, Windward Community College
Windward Community College has created mandatory freshman cohorts to promote success for all entering full-time freshman with a developmental need. These cohorts are responsive to cultural and educational needs of Native Hawaiian students (44% of population). Cohort students consistently perform as well or better than non-cohort (college ready) students in GPA, retention to spring semester, and fall to fall persistence. Culturally relevant practices, cohort structure, institutional impacts, and potential barriers to implementation are discussed. Challenges to further grow freshman success are also considered.

'Olama 202
Add Global Brilliance to Student Resume: Designing and Implementing an International Internship Program
Lorelle Peros, Associate Professor and Program Coordinator for the Hospitality and Tourism Program, University of Hawai‘i Maui College
Candace Tabuchi, Associate Professor, Program Coordinator for Hospitality and Tourism Program, and Division Chair for Business Education, Kaua‘i Community College
Liping Liu, Assistant Professor of Hospitality and Tourism, University of Hawai‘i Maui College

International hospitality internships enable students to obtain knowledge, skills, and attitudes needed to succeed in today’s global environment. Internships also benefit all stakeholders involved. However, an effective international internship program can be challenging in design and implementation due to the involvement of multiple stakeholders in the process, and the requirements of stringent student intern visa application procedures. This workshop introduces a successful hospitality international internship program developed and implemented at University of Hawai‘i Maui College. It simplifies the complexity of the design and operation for an inbound and outbound program each step, including planning, gaining support from the institution’s higher administration, negotiating with host universities and industry partners, integrating student interns’ on-the-job training with the program curriculum, coordinating among all the stakeholders, evaluating student intern performance, and complying with the government requirements for student intern visa, will be explained. The participants will be able to gain understanding of a complete program development process, and thereby to encourage their students to join the program or to emulate the practice.

'Olama 205
Cracking the Books: How to Help Your Students Read Better
Sandra Albers, Associate Professor, Language Arts, Reading across the Disciplines Chair, Leeward Community College

College-level reading is being taught less and less as a discrete course, yet the reading skills of many of our students aren’t high enough for them to get the most out of their materials. Forty percent of 2015 high school graduates who entered LCC in fall 2015 placed below college-level reading on the COMPASS test (report to Office of Vice President for Community Colleges). The need to read has not gone away even as we shift among print, electronic, and other resources.

This workshop will give a small amount of theory and a large amount of practice in methods that any instructor can use to help students read better. Participants will take away with them at least 3 specific techniques they can apply immediately with varied materials to help students read and understand more deeply and more efficiently. Instructors can expect to see improved comprehension and critical thinking; increased student engagement; and eventually, better retention and persistence.

This workshop is especially useful for STEM and CTE fields—reading is not just for English anymore!

'Olama 208
Lele Koa‘e: Supporting the success of Hawaiian Immersion students in Postsecondary Institutions
Loea Akiona, Career Services Coordinator, University of Hawai‘i ‐ West O‘ahu
Kēhau Glassco, Secondary Social Studies Teacher, Kamehameha Schools – Kapalama
Rayna Morel, Instructor, Department of Communication, College of Arts & Sciences, University of Hawai‘i at Hilo
Wai‘ale‘ale Sarsona, Managing Director, Kamehameha Schools Community Education Group,
Erin Thompson, Associate Professor, CC (Education Counselor)

Addressing college retention and completion rates of Native Hawaiian students is a priority in the UHCC System. Understanding the barriers that college students, especially those from indigenous backgrounds, face in Westernized postsecondary educational structures can provide the foundation to develop targeted student support systems and initiatives. The purpose of this session is to provide the opportunity to share research and allow the space to brainstorm ways in which community colleges can create successful college experiences for Native Hawaiians. This session will present the research findings of a case study done on a Hawaiian immersion K-12 charter school and highlight the school community’s values, attitudes, and practices that influence their views about education. Through this research, lessons learned about the struggles Native Hawaiian students face in Westernized post-secondary learning environments as well as their perspectives about education will be shared. An overview of recommendations on what P-20 educational institutions can do to support the seamless transition, retention, and completion rates of Native Hawaiian students from high school through college will be presented. Lastly, participants will be invited to examine current practices and identify actionable steps to improve established support systems for Native Hawaiian students.

Kalia 102
Prior Learning Assessment across the University of Hawai‘i Community Colleges
Joel E. Paula, Coordinator, UHCC Prior Learning Assessment, UH Community Colleges System Office

This presentation will encompass multiple topics regarding PLA. The topics range from understanding what PLA is and how it works to understanding what the nationwide data tells us. Participants will also be asked to provide ideas, concerns and solutions regarding awareness, access, capacity and sustainability of campus PLA activities.

Kalia 104
Mac Security & Spam Awareness
Michael McIntosh, IT Specialist, Windward Community College

Phishing and SPAM emails are growing problems. The clever enticements to click are getting more sophisticated and more targeted than ever. Learn tips and tricks on how you can quickly identify and reduce your spam emails. With the world becoming mobile, learn how you reduce security risks on your Mac computer (desktop or laptop).

Kalia 109
Maintaining Momentum – The Road to Success (REPEATED)
Michael Baston, Vice President for Student Affairs, LaGuardia Community College

Presentation outlining how LaGuardia Community College has created a calibrated set of engagement activities for students who successfully complete the First Year Experience to keep students “on track” by using peer advisors, small financial supports (metro cards), and structured interactions to help students attain and maintain full time enrollment status and academic success.
Gamification in Community College Education
Nicolas Logue, Instructor, Theatre, Windward Community College

In this workshop, Nicolas Logue will take attendees through some exercises on employing games and gaming into the classroom, helping guide the transformation of lesson plans into games that motivate even the least interested student into scoring points, earning rewards and achieving learning outcomes.

Student Teach-In: Students Informing Students on Local Issues
Michael Ryan, Lecturer, History, University of Hawai‘i Maui College

This session presents the “Student Teach-In” – an extended session, as on a college or university campus, for lectures and discussions on an important, usually controversial issue. This project was inspired by the “History in the Making” current events assignment I implemented in my classes. The Student Teach-In promotes critical thinking on local issues, improves communication among students, broadens their outlook on the world, enhances community interaction, and provides connections between the past and the present.

This session will present the positive aspects of conducting a Student Teach-In. It will supply a detailed explanation of how this student-led assignment is organized and hopes to convey the opportunity these discussions offer students in researching and analyzing the issues that may be facing their communities. In holding these events students address “real-life” problems and complex topics. They also attempt to contribute solutions that take into account many divergent opinions and viewpoints.

Fried Rice Strategy for Success
Noe Noe Wong-Wilson, Assistant Professor, Hawai‘i Community College

If you cook, they will come. That’s one way to attract a crowd of students to your activity. This workshop will explore the rewards and challenges of building and sustaining the Hālau‘anui Transfer Success Center at Hawai‘i Community College. Funded by a Title III Native Hawaiian Serving Institutions Grant, the Hālau‘anui Transfer Success Center has served as a model for academic and personal success for all students based on Native Hawaiian well-being strategies. However, the achievement of the student transfer goal has increased from 15% to 35% of performance funding for community colleges. It’s time to take a good look at the ingredients in our recipe for success. Participants will leave with a recipe for Noe Noe’s Fried Rice and a greater understanding of transfer success strategies.

MySuccess: Connecting Students, Instructors, Counselors, and Student Support Services
Justin Toombs, Coordinator, MySuccess, University of Hawai‘i Community Colleges

MySuccess is a tool at all the UH Community Colleges to facilitate communication between instructors, counselors, students, and student support services. The Starfish software that MySuccess uses lets staff coordinate interventions to address concerns about students. MySuccess is customized to target additional services to specific groups of students including Scholars Programs, Early Admit, Developmental Education, TRIO, and based on similarity to past students. Join us to learn how the use of MySuccess has grown. We will discuss the future of MySuccess incorporating new tools to communicate with students/staff and to record/monitor student progress by incorporating predictive analytics, recording online attendance, grades from Laulima, and targeted outreach.

Deconstructing Perceptions of the Micronesian Culture to Improve Student and Faculty Interventions*
Melissa Kirkendall, PhD, Faculty, Anthropology, Social Science Department, UH Maui College

Teaching and learning are a voyage that students and faculty experience together and is not always in the traditional format. As this phenomenon called learning progresses within the academic setting, it is necessary for faculty to seek out peer specialists to shed light on what the faculty may not innately understand. This is particularly true in the healthcare setting, specifically nursing whereby the cultural diversity of the faculty is quite skewed. In order to assure that students in the classroom, which are quite diverse on Maui, were cognizant of the Micronesian complex culture, it was necessary to seek out a specialist from Anthropology to accurately depict the ideal communication tools needed. Furthermore, Anthropology and Nursing paired to provide lecture time for one hour devoted to increasing student and faculty participants in embarking on the journey of widening their view of Micronesians in general, specifically to attend clinical experiences, teach patients better, and gain insight into their world. This included power point instruction of the culture, competence required to succeed with interventions, and role play by the two faculty regarding the “how to” method of engaging the patient from Micronesia in patient teaching and learning.

Comic Books and Critical Theory: Superheroes and Big Words
Jerry Saviano, Professor, English, Honolulu Community College

In that literary criticism is dominated by language that’s often hard to understand, using comic books in the classroom can help students more easily understand complex ideas such as postmodernism, deconstruction and Orientalism.

Update on the Workforce Innovation and Opportunity Act
Scott Murakami, Director of Workforce Development, University of Hawai‘i Community College

This workshop will provide participants with background information and updates on the Workforce Innovation and Opportunity Act. This act is the reauthorization of the Workforce Investment Act of 1998. Each year, the federal government provides approximately $6 million to the State of Hawaii to address both unemployed and underemployed individuals.

Conquering Google Forms
Carina Chernisky, Public Services Specialist, Library, Leeward Community College

Natalie Wahl, Circulation Manager, Library, Leeward Community College

Learn the ins-and-outs of Google Forms. This FREE tool is an incredible resource that can change the way you work and simplify your life. In this session, you will learn how to access this app, create an online survey, change the theme to best fit the content, enable notification emails, view survey results, and more!
**LUNCH:** 12 noon – 1:10 p.m.
Panel Presentation: Student Voices
Patrick Kahele, Hawai'i Community College
Kiana Yasana, Honolulu Community College
Jennifer Wong-Ala, Kapi'olani Community College
Lisa Rapozo, Kaua'i Community College
Franalyn Galiza, Leeward Community College
Tasha Kama, UH Maui College
Ashley-Michelle Tilton, Windward Community College
Facilitator: LaVache Scanlan, Kapi'olani Community College

**COLLEGE MEETINGS:** 1:20 – 2:20 p.m.
‘Ohi’a 118 UH Hawai‘i Community College
‘Olopa 214-215 UH Honolulu Community College
Ka ‘Ikena UH Kapi‘olani Community College
Tamarind Room UH Kaua‘i Community College
‘Ohi’a Cafeteria UH Leeward Community College
Great Tent UH Maui College
Kopiko 127-128 UH Windward Community College
Great Tent UHCC System Wide

**GENERAL ASSEMBLY**
*Under the tent on the Great Lawn*
2:30 p.m. – 3:00 p.m.
Closing Remarks:
Brenda Ivelisse, Vice Chancellor for Student Affairs,
Kapi'olani Community College
### Workshops at a Glance: Friday, Workshop Session 1A, 10:10 – 11:40, (90 minutes)

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Title</th>
<th>Location</th>
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<tbody>
<tr>
<td>Ryan Girard, Olivia Dhanjee, Nancy Groh, Mary Therese Perez Hattori, Ellen Ishida-Babineau, Larissa Leslie, Liping Liu, Joni Onishi, Louise Pagotto, Christine Kehaulani, Quintana, Joyce Yamada, Bart Vosse</td>
<td>Student Success Strategies Learned from Waiāriki Institute of Technology (Aotearoa/New Zealand)</td>
<td>‘Olapa 105</td>
</tr>
<tr>
<td>Eileen Cain, Tara Rojas</td>
<td>Sustainability</td>
<td>‘Olapa 106</td>
</tr>
<tr>
<td>Amir Amiraslani, Janice Ferguson, Alyssa Haygood, Liana Mancini Horovitz, Abdul Karim Khan, Kelli Y. Nakamura, Emma White</td>
<td>Content Faculty Share Tools for Increasing Student Engagement: Reading Across the Disciplines at Work</td>
<td>‘Olapa 205</td>
</tr>
<tr>
<td>Karen Givvin</td>
<td>A Framework for Improving Mathematics Teaching in Community College Developmental Classes: Helping Instructors Create Learning Opportunities for Students</td>
<td>‘Olapa 211</td>
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<td>Trina Nahm-Mijo, Ryan McCormack, Anne Miller, Drew Kapp, Randal McEndree</td>
<td>Huaka‘i Ho‘opuka Ao: FYE Learning Communities</td>
<td>‘Olapa 212</td>
</tr>
<tr>
<td>Nicolas Logue, Lance Uyeda</td>
<td>Intro to Community College as an Alternate Reality Game: <em>Heroes of Windward</em></td>
<td>‘Olapa 213</td>
</tr>
<tr>
<td>Alvin Chun</td>
<td>What Successful Professionals Know – Understanding People, Their Concerns About Change and How</td>
<td>‘Olapa 214</td>
</tr>
<tr>
<td>Jason Cifra, Pamantasan Council</td>
<td>How Are Filipinos Faring in UH – Status, Barriers, and Success Strategies</td>
<td>Mokihana 101</td>
</tr>
<tr>
<td>Jeff Newsome</td>
<td>Campus Security Response, What To Do If…. and Active Shooter Response for HawCC</td>
<td>Mokihana 102</td>
</tr>
<tr>
<td>Kawika Uramaki, Andrew Frias, Brandee Chinen, Sean Icari, Daezon Arruda</td>
<td>Preparing for Successful Transition from High School to College, Career and Community – Waiākea High School’s Early College</td>
<td>Mokihana 105</td>
</tr>
<tr>
<td>Mark Anderson, Justin R. Carvalho</td>
<td>The Role of Professional Certification and Academic Certificates</td>
<td>Manono 110</td>
</tr>
<tr>
<td>Laura Dillman, Pat McGrath</td>
<td>How to Understand Each Other Using True Colors Personality</td>
<td>Manele 101</td>
</tr>
<tr>
<td>John Rand, Jermelina Tupas</td>
<td>Hawai‘i State STEM Initiatives and Federal Opportunities in STEM Education</td>
<td>Manele 102</td>
</tr>
<tr>
<td>Robert Burton</td>
<td>Walking the Labyrinth - Learning Simple Techniques to Clear and Calm One’s Mind and Answer Important Questions</td>
<td>Manele 103</td>
</tr>
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<td>Billie Lueder</td>
<td>Understanding Generational Differences and Welcoming Generation Z</td>
<td>‘Oh‘ia 118</td>
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<tr>
<td>Leanne Urasaki</td>
<td>Using Google Drive to Increase Collaboration and Office Productivity</td>
<td>‘Iliahi 208</td>
</tr>
<tr>
<td>The President’s Emerging Leaders Program Cohort 2015 – 2016</td>
<td>Cultivating Leadership – Discover Your Leadership Potential</td>
<td>‘Iliahi 231</td>
</tr>
</tbody>
</table>
### Workshops at a Glance: Friday, Workshop Session 1B, 10:10 – 11:00, (50 minutes)

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gail Mellow</td>
<td>Taking College Teaching Seriously: Pedagogy Matters!</td>
<td>Great Tent</td>
</tr>
<tr>
<td>Jodi Ito</td>
<td>Cybersecurity</td>
<td>‘Olona 106</td>
</tr>
<tr>
<td>Sally Pestana</td>
<td>Educating the Overly Informed Millennial Generation</td>
<td>‘Olona 115</td>
</tr>
<tr>
<td>Leanne Riseley</td>
<td>The Open Educational Resources Fellowship Program: A Collaborative Initiative of Leeward Community College and Kapi‘olani Community College</td>
<td>‘Olona 201</td>
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<td>Sunyeen (Sunny) Pai</td>
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<td>STAR Academic Logic: Your Campus, Your Students- The Data You Need, When You Need It.</td>
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<td>Dan Doerger</td>
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<td>Using Smarter Balance Assessments and 12th Grade Transition Courses for Placement at UH Campuses</td>
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<td>Conred “Red” Maddox</td>
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<td>Brenda Coston</td>
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</tbody>
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**Workshops at a Glance:**
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<table>
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<tr>
<td>Erika Lacro, Katy Ho, Gary Rodwell, Joy Nishida, Lara Sugimoto</td>
<td>STAR Registration: Future Planning, Implementation, and Enrollment</td>
<td>Great Tent</td>
</tr>
<tr>
<td>Angela Gannon, Juliann Patao</td>
<td>Conflict Resolution</td>
<td>'Olona 105</td>
</tr>
<tr>
<td>Steve Auerbach, Jodi Ito</td>
<td>Cybersecurity Workforce Initiative</td>
<td>'Olona 106</td>
</tr>
<tr>
<td>Tara Davis, Michelle Shin</td>
<td>Beyond English: Adapting the Writing Process to Mathematics (and more)</td>
<td>'Olona 115</td>
</tr>
<tr>
<td>Greg Walker</td>
<td>iTech Online Workshops</td>
<td>'Olona 201</td>
</tr>
<tr>
<td>J. Robert Jeffs</td>
<td>Implementing a Corequisite Math Course</td>
<td>'Olona 202</td>
</tr>
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<td>Jeannie Pezzoli</td>
<td>10 Top-Notch Traits of Great Teachers</td>
<td>'Olona 205</td>
</tr>
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<td>Ardis Eschenberg, Paul Briggs, Susan St. John, Malia Lau Kong, Ryan Koo, Karyl Garland</td>
<td>Early College Programs: Tales from the Teacher’s Point of View</td>
<td>'Olona 208</td>
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<tr>
<td>Alex Parisky, Kevin Takayama</td>
<td>A Remedial and Developmental Math Strategy: Flipping Math Tutorials to Support Classroom Instruction</td>
<td>Kalia 102</td>
</tr>
<tr>
<td>Jeff Stearns, Jerry Saviano</td>
<td>Structure and Advantages of the English Corequisite Model</td>
<td>Kalia 104</td>
</tr>
<tr>
<td>Melissa Holmberg</td>
<td>The Use of Differentiation to Enhance Learning Outcomes for Traditional and ELL Students</td>
<td>Kalia 109</td>
</tr>
<tr>
<td>Michael Baston</td>
<td>Maintaining Momentum – The Road to Success</td>
<td>Kalia 110</td>
</tr>
<tr>
<td>Meredith Lee</td>
<td>Accelerated Integrated Reading and Writing: What We’ve Learned and Where We Need To Go</td>
<td>Kalia 201</td>
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<tr>
<td>Panel Facilitated by Stanley May</td>
<td>Using Writing as a Learning Tool to Accelerate Student Success</td>
<td>Kalia 202</td>
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<tr>
<td>Ralph Toyama</td>
<td>Simple Steps to Improve Website Accessibility</td>
<td>Kalia 203</td>
</tr>
<tr>
<td>Brandi Reyes, Courtney Takabayashi</td>
<td>Rules of Engagement: Fostering Community for Success in Accelerated Classes</td>
<td>'Iliahi 103</td>
</tr>
<tr>
<td>Frances Won</td>
<td>OMG Shoes: The Importance of Norming for Assessment</td>
<td>'Iliahi 104</td>
</tr>
<tr>
<td>Scott Murakami</td>
<td>Innovative STEM Workforce Center sponsored by USA Funds</td>
<td>'Iliahi 105</td>
</tr>
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<td>Alfred “Alfie” Gonzales, Thomas No’eau Keopuhiwa, Michaelyn Napualani Nakoa, Shannon Sakamoto, LaVache Scanlan, Mitsuyo Lani Suzuki-Severa, Robert Yamashita</td>
<td>Increasing Cross Campus Collaboration Through Student Leadership and Student Engagement</td>
<td>'Iliahi 203</td>
</tr>
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<td>Rachael Inake</td>
<td>Create, Share and Collaborate Using Google Docs</td>
<td>'Iliahi 206</td>
</tr>
<tr>
<td>Trude Pang</td>
<td>Using Excel to Work Smarter and Reduce Stress</td>
<td>'Iliahi 207</td>
</tr>
<tr>
<td>Dan Doerger</td>
<td>Using Smarter Balance Assessments and 12th Grade Transition Courses for Placement at UH Campuses</td>
<td>Kopiko 127</td>
</tr>
<tr>
<td>Neil Stotts</td>
<td>Accelerated Growth: Classroom Strategies for Accelerate Learning and Personal Evolution</td>
<td>Kopiko 128</td>
</tr>
</tbody>
</table>
### Workshops at a Glance: Saturday, Workshop Session 3A, 10:10 – 11:40, (90 minutes)

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Title</th>
<th>Location</th>
</tr>
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<tbody>
<tr>
<td>Wendy Kuntz</td>
<td>Engaging Students Through Civic Issues</td>
<td>Kokio 202 (STEM Center)</td>
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<td>Mike Ross</td>
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<td>Dave Krupp</td>
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<tr>
<td>Ryan McCormack</td>
<td>Haʻakūmalae: Integration of Cultural Practices to Support Academic Success Through Active Engagement</td>
<td>ʻOlapa 105</td>
</tr>
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<td>Noʻel Tagah-Cruz</td>
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<tr>
<td>Jacqueline Van Blacom</td>
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<tr>
<td>Jason Cifra</td>
<td>Taking the Distance Out of Distance Education: Mobile Outreach and Local Learning Centers (LLCs) for Student Success</td>
<td>ʻOlapa 106</td>
</tr>
<tr>
<td>Anne Miller</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alvin Chun</td>
<td>What Successful Professionals Know – Understanding People, Their Concerns About Change and How</td>
<td>ʻOlapa 211</td>
</tr>
<tr>
<td>Kawika Urakami</td>
<td>From Cohort Learning to Intrinsic Motivation – Waiākea High School’s Early College Sequence and Supports</td>
<td>ʻOlapa 212</td>
</tr>
<tr>
<td>Andrew Frias</td>
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<td>Bartholomew Teʻi</td>
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<td>Gehrig Octavio</td>
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<tr>
<td>John Richards</td>
<td>Food Innovation Programs: Intersecting Culinary, Business, and Agriculture to Diversify the Economy and Build Community Resilience</td>
<td>ʻOlapa 213</td>
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<td>Daniel Leung</td>
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<td>Lauren Tamamoto</td>
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<td>Charlene Akina</td>
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<td>Kelli Goya</td>
<td>Kalāhū: How We Designed a Professional Development Seminar for Faculty to Integrate ‘Aina-based Community Research into a Course Curriculum and What Happened.</td>
<td>ʻOlapa 214</td>
</tr>
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<td>Lisa Linn Kanae</td>
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<td>Eric Engh</td>
<td>Meeting in the Gray Space: Using Unpredictability to Accelerate Learning</td>
<td>ʻOlapa 215</td>
</tr>
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<td>Neil Stotts</td>
<td></td>
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<tr>
<td>Mimi Yen</td>
<td>Casting a Wide Safety Net for International Students</td>
<td>Mokihana 101</td>
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<td>Lani Suzuki-Severa</td>
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<tr>
<td>Shannon Sakamoto</td>
<td>Working to Transition Freshmen Students Planning to Transfer</td>
<td>Mokihana 102</td>
</tr>
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<td>Drake Zintgraff</td>
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<tr>
<td>Jonathan Kalk</td>
<td>Accelerated Learning via Math 75 – The College Math Path</td>
<td>Mokihana 105</td>
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<td>Erin Millard</td>
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<td>Leanne Urasaki</td>
<td>Using Google Forms to Create Surveys and Other Data Gathering Forms</td>
<td>ʻIliahi 207</td>
</tr>
<tr>
<td>Laura Sue</td>
<td>Advanced Tools in Microsoft Word</td>
<td>ʻIliahi 208</td>
</tr>
</tbody>
</table>
### Workshops at a Glance: Saturday, Workshop Session 3B, 10:10 – 11:00, (50 minutes)

<table>
<thead>
<tr>
<th>Presenter</th>
<th>Title</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>James Stigler</td>
<td>Teaching for Understanding: A Follow-up Discussion</td>
<td>Great Tent</td>
</tr>
<tr>
<td>Monica Burnett, Sam Giordanengo</td>
<td>One Theme, One College: Campus Wide Themed Learning Community</td>
<td>'Olona 105</td>
</tr>
<tr>
<td>Edouard Qunito, Joy Shirokane</td>
<td>Making Your Own Instructional Media</td>
<td>'Olona 106</td>
</tr>
<tr>
<td>Jennifer Higa-King, Karadeen Kam-Kalani, Fumiko Takasugi</td>
<td>The Effect of Study Spaces on Student Academic Performance</td>
<td>'Olona 115</td>
</tr>
<tr>
<td>Lisa Gillis-Davis, Carla Rogers, Christian Palmer</td>
<td>Integrating Freshman Students into the Culture of Your Campus</td>
<td>'Olona 201</td>
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<tr>
<td>J. Robert Jeffs</td>
<td>Designing a Hands-on, Engaging Math Course for CTE Students</td>
<td>'Olona 202</td>
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<td>Sunyeen (Sunny) Pai, Susan Kazama, Wayde Oshiro</td>
<td>Open Educational Resources and Student Success</td>
<td>'Olona 205</td>
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<td>Loni Delaplane</td>
<td>Growing Strong STEMmies</td>
<td>'Olona 208</td>
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<td>Renee Arakaki, Audrey Badua</td>
<td>Ka Piko, the Center for Student Success</td>
<td>Kalia 102</td>
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<td>Paul Arcario</td>
<td>The First Year Seminar in Action: From Concept to Reality</td>
<td>Kalia 109</td>
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<tr>
<td>Nicholas Logue</td>
<td>Classroom Icebreakers and Warm-ups to Ignite Students’ Minds</td>
<td>Kalia 110</td>
</tr>
<tr>
<td>Anne Ku, Michael Ryan, Molli Fleming, Joyce Yamada, Gwen Arkin</td>
<td>Cross Disciplinary Collaboration to Enrich Learning and Teaching: Examples in Music, History, Philosophy, Art, Photography, Design, Electric Vehicles, and Student Success</td>
<td>Kalia 201</td>
</tr>
<tr>
<td>Helen Torigoe, Kawehi Sellers</td>
<td>Designing Cohesive Learning Experience with Laulima Lesson Tools</td>
<td>Kalia 202</td>
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<tr>
<td>Tim Marmack</td>
<td>Interdisciplinary Research Writing: Process and Pedagogy</td>
<td>Kalia 203</td>
</tr>
<tr>
<td>Jeff Stearns, Kristi Teruya, Alex Cox</td>
<td>EdReady English (NROC) – A Powerful Tool for Boot Camps and Online Hybrid Classes</td>
<td>Iliahi 103</td>
</tr>
<tr>
<td>Samantha Bowe, Mark Alexander, Amir Amiraslani, Shiuling Huang</td>
<td>Statway Pedagogy – What Is It? Why Does It Work? What are the Pitfalls? What Have We Learned?</td>
<td>'Iliahi 104</td>
</tr>
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<td>Dorinna Manuel-Cortez</td>
<td>STAR Academic Logic: Your Campus, Your Students- The Data You Need, When You Need It.</td>
<td>'Iliahi 105</td>
</tr>
<tr>
<td>Carina Chemisky, Natalie Wahl</td>
<td>Conquering Google Docs</td>
<td>'Iliahi 206</td>
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### Workshops at a Glance: Saturday, Workshop Session 4, 11:10 – 12:00, (50 minutes)

<table>
<thead>
<tr>
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<th>Location</th>
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<tbody>
<tr>
<td>Kaleialoha Lum-Ho Kahale Saito</td>
<td>Kukala‘ula</td>
<td>‘Olona 105</td>
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<tr>
<td>Ibeth Prevsz</td>
<td>Let’s Talk Apps for Teaching Foreign Languages</td>
<td>‘Olona 106</td>
</tr>
<tr>
<td>Renee Arakaki Ardis Eschenberg Lisa Gillis-Davis</td>
<td>Frosh Cohorts at WCC, Results from Three Years at Scale</td>
<td>‘Olona 201</td>
</tr>
<tr>
<td>Lorelle Peros Candace Tabuchi Liping Liu</td>
<td>Add Global Brilliance to Student Resume: Designing and Implementing an International Internship Program</td>
<td>‘Olona 202</td>
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<tr>
<td>Sandra Albers</td>
<td>Cracking the Books: How to Help Your Students Read Better</td>
<td>‘Olona 205</td>
</tr>
<tr>
<td>Loea Akiona Kehau Glassco Rayna Morel Wai‘ale‘ale Sarcona Erin Thompson</td>
<td>Lele Koa‘e: Supporting the Success of Hawaiian Immersion Students in Postsecondary Institutions</td>
<td>‘Olona 208</td>
</tr>
<tr>
<td>Joel Paula</td>
<td>Prior Learning Assessment Across the University of Hawai‘i Community Colleges</td>
<td>Kalia 102</td>
</tr>
<tr>
<td>Michael McIntosh</td>
<td>Mac Security and Spam Awareness</td>
<td>Kalia 104</td>
</tr>
<tr>
<td>Michael Baston</td>
<td>Maintaining Momentum – The Road to Success</td>
<td>Kalia 109</td>
</tr>
<tr>
<td>Nicholas Logue</td>
<td>Gamification in Community College Education</td>
<td>Kalia 110</td>
</tr>
<tr>
<td>Michael Ryan</td>
<td>Student Teach-In: Students Informing Students on Local Issues</td>
<td>Kalia 201</td>
</tr>
<tr>
<td>Noe Noe Wong-Wilson</td>
<td>Fried Rice Strategy for Success</td>
<td>Kalia 202</td>
</tr>
<tr>
<td>Justine Toombs</td>
<td>MySuccess: Connecting Students, Instructors, Counselors, and Student Support Services</td>
<td>Kalia 203</td>
</tr>
<tr>
<td>Celeste Baldwin Melissa Kirkendall</td>
<td>Deconstructing Perceptions of the Micronesian Culture to Improve Student and Faculty Intervention</td>
<td>‘Iliahi 103</td>
</tr>
<tr>
<td>Jerry Saviano</td>
<td>Comic Books and Critical Theory: Superheroes and Big Words</td>
<td>‘Iliahi 104</td>
</tr>
<tr>
<td>Scott Murakami</td>
<td>Update on the Workforce Innovation and Opporuntit Act</td>
<td>‘Iliahi 105</td>
</tr>
<tr>
<td>Carina Chernisky Natalie Wahl</td>
<td>Conquering Google Forms</td>
<td>‘Iliahi 206</td>
</tr>
</tbody>
</table>
Presenter's Profile

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

Max Adolf is a Waiākea High School Early College student, a junior, and a member of the Business, Engineering, Science and Technology (BEST) Academy. Max is on track to graduate with over 30 college credits identified.

Charlene Akina, Workforce Development Coordinator, Windward Community College-OCCE

Looa Akiona, Career Services Coordinator, University of Hawai‘i - West O‘ahu. Looa has worked in student affairs for seven years - five years with Windward Community College and two years in his current position at UHWO. college/career field.

Sandra Albers has been teaching developmental English at Leeward Community College and before that at Maui Community College for over 15 years. She has co-organized the state-wide reading and literacy summits and became part of the Reading across the Disciplines team in 2013. She teaches students how to read better mostly to share her love of reading with them. She believes that literacy is the path to social justice and equity for just about everyone.

Mark Alexander is a math faculty member at Kapi‘olani Community College who has attended four Statway training conferences in California and is one of the two instructors who are currently teaching Statway at Kapi‘olani Community College.

Amir Amiraslani is currently a math faculty at the University of Hawaii-Maui College (UHMC). He has a PhD in Applied Mathematics from the University of Western Ontario. He has over fourteen years of experience in teaching and research in mathematics at different levels ranging from high school to advanced university level. He is currently serving as the PI on “Project Heluna: A program for mathematically talented students of Maui”. He is one of two Statway instructors at UHMC.

Mark Anderson is the Cisco Networking Academy instructor for Kaua‘i Community College teaching computer, networking, and cyber security technologies. Mark has been involved in some form of teaching for 45 years, including 11 years in secondary, 19 years in higher education, and 15 years working in the IT industry. He has been involved in the planning and growth of the international Cisco Network Academy program that prepares IT professionals for the global workforce.

Renee Arakaki is the Title III Evaluation Specialist and a Music Lecturer at Windward Community College. She collects, assesses and documents program data.

Paul Arcario, Provost & Sr. VP for Academic Affairs, LaGuardia Community College.

Gwen Arkin is a lecturer in humanities, teaching Art 101, 2D design and photography at UHMC. She received her Bachelor of Fine Arts from the University of Illinois at Chicago and Master of Fine Arts from the University of Colorado Boulder. Gwen is currently an “Artist at Work” with The Merwin Conservancy and has photographed the dense forest of palm trees in National Poet Laureate W.S. Merwin’s garden for more than four years.

Daezon Arruda is a Waiākea High School Early College student and is a sophomore and in Health Academy. Daezon is on track to graduate with over 30 college credits.

Steve Auerbach, Director PCATT and CELL HonCC. PCATT is a consortium of the University of Hawai‘i Community Colleges and is responsible for collaborating with industry to develop and provide training in advanced technology, which enhances educational and workforce development programs and initiatives in the State of Hawai‘i and the Pacific Rim. Auerbach previously served in a variety of senior executive positions for Hewlett Packard Corporation.

Audrey Badua is the Ka Piko Speech Lab Coordinator and a Speech Instructor at Windward Community College.

Celeste M. Baldwin, PhD, APRN, CNS, has been a nursing faculty for 22 years and currently teaches at UH Maui College and UH Mānoa specializing in Pediatric and Obstetrics instructing associate degree students in the classroom and clinical
settings. As a Registered Nurse for 38 years with an advanced degree and certification as a Clinical Nurse Specialist in acute pediatrics, Dr. Baldwin provides instruction on the post-delivery unit as well as pediatric sites on island and instructs graduate level nursing students from Mānoa. Her master degree work at De Paul University in Chicago as well as her doctoral dissertation at Bowling Green were focused on minority vulnerable populations in urban settings, self-care, asthma, and health outcomes. In addition, Dr. Baldwin has several publications, provides peer review for the Oncology Nursing Society, holds membership in Sigma Theta Tau International Nursing Society, and is experienced in qualitative research.

Keali‘i Z. Ballao holds a Master of Education in Educational Technology from the University of Hawai‘i Mānoa. He currently works as a Student and Faculty Support Specialist at The Learning Center at UH Maui College. As a student support specialist, he provides learning and tutorial support for students. Keali‘i also provides campus-wide faculty support in course design and instructional technology integration. As a product of distance education programs through the University of Hawai‘i System, Keali‘i understands the unique struggles that online students face. His educational philosophy is that technology should enhance but not interfere with learning.

Michael Baston, VP for Student, LaGuardia Community College.

Jake Belmonte, Chef Instructor UH Maui College. Teaching at MCA since 2009. Chef Belmonte brings numerous years of industry experience and currency to our program in the areas of a la carte cookery, banquet service and special events planning. Active as a leader in the Filipino-American community and student competition at MCA. AAS Culinary Arts Maui Community College.

Samantha Bowe is math faculty member at University of Hawai‘i Maui College who teaches developmental math and is one of two Statway instructors at UHMC.

Paul Briggs, Associate Professor, Economics, Windward Community College.

Merissa Brown found her passion for working in higher education as a computer software teaching assistant while pursuing her MA in communication at the University of Illinois. She draws upon her mixed professional background (that includes time working as a motivational speaker, Zipline guide, radio personality, and conservationist) to bond with students with diverse interests in a variety of classroom settings. In 2015 Brown earned a doctorate in educational leadership and technology and focuses her research on instructional design techniques that connect students and faculty in asynchronous online classrooms.

Monica Burnett, Education Specialist, Hawaiian Lifestyles, Hawai‘i Community College.

Robert Burton, UH Maui College Facilities Manager, worked in the field of facilities maintenance for the past 31 years, being the past 11.5 years at UH Maui College. He has a BS in Horticulture and a MA in Administration. He is also an avid hypnotist (specializing in smoking cessation and past life regression), a dowser and a master labyrinth builder.

Eileen Cain is a co-representative on the UH System Sustainability Curriculum Council and founding members of the Leeward Community College Sustainability Committee. She continues to teach classes with a focus on sustainability. She believes that educators have a responsibility to help present and future generations to deal with challenges. She aims to help Leeward Community College develop its campus sustainability policy and help make sustainability across the curriculum a reality at Leeward and within the UH System.

Justin R. Carvalho is an instructor and coordinator of the Carpentry and Facilities Engineering (FENG) Programs at Kaua‘i Community College and the Faculty Sustainability Coordinator. Justin has been in education for over 12 years. His teaching experience includes teaching in Japan for 3 years with the Japan Exchange and Teaching (JET) Program, middle school Career Technology Education for 8 years, and recently transitioned to Kaua‘i Community College.


Carina Chernisky is the Public Services Specialist at the Leeward CC Library. She has a B.A. in Communication from Lewis Clark College and an MLISc from the University of Hawaii at Mānoa.
Brandee Chinen is a Waiākea High School Early College student as a sophomore in the Health Academy. Brandee is on track to graduate from Waiākea High School with over 30 college credits.

Keala Chock, Dean, Transportation & Trades Division, Honolulu Community College.

Alvin Chun is a motivational trainer dedicated to helping professionals understand how to successfully work with people who are confronted with change. Alvin has 40 years of experience working with organizations around the world that deal with fearful and emotional people who are affected by environmental health problems. He is also a retired US Public Health Service officer previously assigned to the US Environmental Protection Agency.

Jason Cifra is the Vice Chancellor for Student Affairs at Hawai‘i CC. He has been an advocate for student success since his first appointment as Special Education Student Support Coordinator at Ka ‘Umeke Ka‘eo Public Charter School, through his work at the College of Southern Nevada, and continues to work diligently to advocate for student success at Hawai‘i Community College.

Brenda Coston, Language Arts Instructor at Honolulu Community College, has over twelve years of experience at the community college level (Pensacola State College, Florida) working with Developmental Ed., English Composition, and Contemporary Literature. Having taught composition in a lab classroom with embedded tutors, she has worked with culturally and academically diverse populations at varying levels of achievement. Brenda also helped create a “Lunch and Learn” curriculum in which military students traveled from Developmental English courses to Composition mastery. Currently, she teaches ENG 100 and ENG 100S with embedded tutors for interactive student development and is also part of the Early College program at Honolulu Community College.

Alex Cox teaches English composition and helped pilot the EdReady English (NROC) program for the Honolulu Community College’s summer boot camp. He also used the program for a hybrid online course in fall.

Tara Davis received her Ph.D. from Vanderbilt University in 2011 in the area of pure math known as asymptotic group theory. She has been working at Hawaii Pacific University as an Assistant Professor of Mathematics since 2011. She is interested in innovative and active teaching and learning, including inquiry-based learning.

Loni Delaplane has taught math at Kaua‘i Community College since 2010. She’s been involved in math initiatives such as accelerating developmental algebra (Math 26), condensing the college-level STEM pipeline (Math 140X), implementing summer math boot camp, and teaching two-week summer Math 100. Prior to joining Kaua‘i CC, Loni earned her PhD in math from the University of Mississippi.

Jessica Delgado has a master’s degree in Mathematics from San Francisco State University. She has taught mathematics at a variety of institutions such as high school, math camps for elementary students as well as Juvenile Hall. She is also one of the directors of the Math Circle Math Camp that takes place every year in San Francisco. She is currently an instructor at Kapi‘olani Community College teaching developmental mathematics.

Olivia Dhanjee, BSoSci (Maori Development and Geography) University of Waikato. Olivia is the Programme Manager of the Bicultural, Bridging and Foundation Department at Waiariki Institute of Technology. The Department plays an important role in underpinning learning and bicultural provision across the institution. Olivia assists the Head of Department in the management, coordination and facilitation of programmes and partnerships, planning and projects that enable the Department to better meet the educational aspirations of priority learners across the Waiariki region, such as Māori, Pasifika, lower socioeconomic and geographically isolated learners.

Laura Dillman is the Health and Physical Education coordinator at Kaua‘i Community College, where she has taught since 2011. In her 22-year career, she has taught and coached middle school, done public health, and taught health and fitness classes on the college level. She has a love for bringing people together and enhancing their overall wellness. While at Baylor University for graduate school, she was introduced to True Colors, and found such value in it, that since 1997, she has used it in most of her courses to learn about her student’s personalities, as well as how to communicate more effectively with each other.

Dan Doerger is the Alignment Director for the state of Hawai‘i working with Hawai‘i P-20 Partnerships for Education at the University of Hawai‘i. As the alignment director, Dan has spearheaded statewide efforts to use Smarter Balanced Assessments for placement at all ten University of Hawai‘i campuses. He has also worked with Hawai‘i Department of Education and UH math faculty to create and implement a 12th grade math transition course. Prior to working with UH,
Dan was a professor of education at Indiana University East and before that he taught high school English in Ohio and Washington State. He is published in the areas of teacher mentoring, school culture, and ELA best practices.

**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.

**Ardis Eschenberg** is the Vice Chancellor for Academic Affairs at Windward Community College, and the principal investigator for the college’s Title III projects.

**Janice Ferguson** has been a nursing instructor at Kapi‘olani CC since 2010. She started out teaching in the CNA program for a brief period, then taught in the LPN program for a year. Subsequently, she began teaching in the ADN program in fall 2012, which involved teaching with a new concept curriculum. As a high school senior, my thoughts were to become a grade school teacher or a nurse. Well, fast forward in the years, I am now both a teacher and nurse, which is challenging, keeps me on toes, and rewarding.

**Molli Fleming** is Associate Professor of Spanish and Service Learning Coordinator at UH Maui College, where she has taught for the past 20 years. Prior to this, she taught at University of Oregon for five years and served as Academic Director of Study Abroad in Mexico for School for International Training for a year. She has a BA in Theatre Arts and MA in Spanish Literature from University of Oregon.

**Stephen Fox** holds a Ph.D. in Cultural Psychology from Victoria University of Wellington NZ, and a Master of Arts in Community and Cultural Psychology from UH Mānoa. He serves on the UHMC Distance Learning committee, and has helped to design and implement training for online instructors. Also a professional composer and journalist with extensive credits in the Hawai‘i film and music industries, Fox uses his interdisciplinary expertise to inform and engage his students, approaching online instruction from a cultural perspective. This provides a unique set of skills for promoting sense of community and connection in the online environment.

**Andrew Frias** is the State of Hawai‘i VISTA Coordinator and an Early College Advisor at Waiākea High. He has been on the Waiākea High campus for 4 years and specializes in Summer Bridge programs for 8th graders and tertiary education.

**Kathryn Fujioka-Imai**, Associate Professor, English, Leeward Community College.

**Angela Gannon**, Administrative Assistant for the Vice Chancellor Administrative Affairs, 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. She has an A.S. in both Office Administration and Business Careers, as well as a B.S. in Applied Business Information Technology and is currently working on her Med in Learning Design and Technology with UH Mānoa College of Education Program.

**Karyl Garland**, Instructor, Language Arts, Windward Community College.

**Woody Garrison** has been supporting educational media technology for over 25 years. Woody has worked at the University of Georgia as well as Honolulu Community College and Windward Community College since moving to Hawai‘i in 2010. Since 2012 he has been the Distance Education Technician at Windward Community College.

**Lisa Gillis-Davis** is the First Year Experience counselor for Windward Community College, working to improve success through programming and initiatives for entering freshmen. She also oversees Windward Community College’s Peer Mentors.

**Sam Giordanengo** has been teaching college level history for 19 years, 6 of the last years in Hawai‘i. Student success and reaching students so that they understand history has always been his passion in the classroom. For the past 6 years Sam has attended many conferences and workshops as well as presented at the national Achieving the Dream Conference. Sam is currently the Achieving the Dream Coordinator for Hawai‘i Community College, the co-chair of the Student Success Committee and co-chair of OneThemeOneCollege campus wide learning community.

**Ryan Girard**, B.S., University of Massachusetts, Mathematics; Meteorology M.S., University of Colorado, Applied Mathematics. Ryan is an Assistant Professor of Mathematics who specializes in distance education and math for preservice elementary teachers. Ryan was a generation IX Wo Learning Champion and a participant in the President’s
Ryan enjoys being active in the community and has served as the Kauai Regional Tournament Director for Science Olympiad since 2012 and plays in the low brass section of the Kauai Wind Symphony.

Karen Givvin is Researcher and Adjunct Professor at UCLA, in the Department of Psychology. She received her Ph.D. in Psychological Studies in Education at UCLA. Her research focuses on mathematics teaching and learning and she has a particular interest in better understanding students’ mathematical knowledge – especially their misunderstandings – and how teachers might use that information to improve instruction. Since 2009, she has worked on the Carnegie Community College Pathways project, through which, since 2011, she has led lesson study groups with community college faculty.

Kēhau Glassco, Secondary Social Studies Teacher, Kamehameha Schools – Kapalama. Kehau has been a high school teacher for 13 years. She teaches social studies at Kamehameha Schools. She is a National Board Certified teacher.

Alfie Gonzales, is part of Kapi’olani Community College’s Student Life Program and oversees the Office of Student Activities and is the Advisor for the Board of Student Activities. He earned his bachelor’s degree in Speech Communication from the University of Hawai‘i at Manoa and masters in Higher Education Administration from the University of Hawai‘i at Manoa. He enjoys student leadership development and working with student life.

Kelli Goya, born on the island of O’ahu and raised in Koloa, Kaua‘i, has served at Kapi’olani Community College for over twenty years to support student engagement, learning and students’ progression towards degree completion.

Nancy Groh, Head of Student Support. Nancy’s background includes teaching positions in the USA, the Middle East and in New Zealand. In her role as Head of Student Support she oversees a range of student facing services including health, counselling, career advice, employability support, the Student Association, and learner support. The Waiariki learner support model is a partnership with the institution’s Staff Development Team. This unique approach supports teaching staff to develop effective practice that assists whole cohorts of students, as opposed to supporting each individual student. She graduated cum laude from the University of Massachusetts, holds a Certificate in Teaching English to Speakers of Other Languages (TESOL) and is undertaking post graduate studies in leadership and mentoring. She has resided in New Zealand for 26 years and holds dual citizenship.

Kathleen Hagan, MS, APRN-BC, has been teaching Nursing at UHMC for the last 9 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 lifelong learning. She was inspired to create a pilot Pre-Entry Program workshop for nursing students after receiving inspiration from HSI, Reading across the Disciplines (RAD), and TedX-Maui, further fueled by the desire to avoid the definition of insanity.

Mary Therese Perez Hattori holds a B.Ed. and Professional Diploma in Secondary Social Studies with a concentration in Pacific Islands History, a M.Ed. in Educational Technology, and an EdD in Professional Educational Practice at the University of Hawai‘i at Mānoa. She is Outreach Director for the Center for Pacific Islands Studies at the University of Hawai‘i at Mānoa (UHM) and a lecturer for the Learning Design and Technology Department and the Educational Doctorate in Professional Educational Practice of the College of Education, UHM. She is passionate about leadership development, especially for Pacific Islanders and is involved in community service, professional development for educators, and outreach activities for a number of organizations. A native of Guåhan (Guam), she is one of nine children of Paul Mitsuo Hattori and Fermina Leon Guerrero Perez Hattori (familian Titang) and resides on O‘ahu with her son and husband.

Alyssa Haygood is a Biology Instructor at Leeward CC and she teaches Introductory Biology, Marine Biology, and Ecology and Evolutionary Biology. She is also the Marine Option Program Coordinator for Leeward CC. Alyssa earned her Master’s Degree in Fisheries Science from the University of Massachusetts Dartmouth and she is currently working on her PhD in Molecular Bioscience and Bioengineering at UH Mānoa.

Jennifer Higa-King is Assistant Professor of Psychology at Honolulu Community College. She is a college basketball fan (Go Duke!) and in her spare time binge-watches series like The Walking Dead and The Blacklist.

Brent Hirata, Assistant Professor, Educational Media Center, Leeward Community College.
Katy Ho serves as the Vice Chancellor for Academic Affairs and has been at Honolulu Community College for the past three years where she also served as the Dean of Students. Prior to Honolulu Community College, she held various administrative positions at Portland Community College in Oregon, including Dean of Student Support Services and Adult Basic Education.

Melissa Holmberg teaches English at the University of Hawaii-Maui College. Her specialty is working with ELL students and conducting research. She has 20 years of experience in education and training including K-12, higher education, and corporate training.

Liana Mancini Horovitz has been teaching in the public and private schools on both Oahu and Maui for the past 20 years, and at the University of Hawai‘i Maui College for eleven years as a history lecturer. She has a BA in History from The Colorado College, a Master in Teaching (MET) degree from the University of Hawai‘i at Mānoa, and is completing a MA in History with the University of Nebraska system, specializing in United States Social and Cultural History. Liana grew up on Maui, loves to travel, dance hula, practice yoga, and most of all... read!

Shiuling Huang is a math faculty member at Kapi‘olani Community College and is one of the two instructors who are currently teaching Statway at Kapi‘olani Community College.

Sean Icari is a Waiākea High School Early College student and is also a sophomore and in the Business, Engineering, Science and Technology academy. Sean is also on track to graduate with over 30 college credits.

Tracy Ide is the Controller of UH Foundation.

Rachael Inake is an Educational Technologist at Leeward Community College where she supports faculty in using technology to enhance teaching and learning. She is a Google Apps for Education Certified Trainer and provides training and support to faculty using Google Apps. She also taught an online introductory business course where students worked collaboratively in teams online using Google Drive and Docs.

Ann Inoshita, Instructor, Leeward Community College; Ann Inoshita teaches English 100/22 ALP, creative writing, and online courses at Leeward CC.

Ellen Ishida-Babineau, Professor in Reading/Learning Skills, returned to the classroom after serving as Academic Affairs Dean for Language Arts, Humanities and Academic Support at Windward Community College the last four and a half years. Her interest in International Education started in 2014 when she was given the responsibility of shepherding Windward CC through the American Council for English Internationalization Laboratory initiative. As a faculty member for over thirty years, she has been involved in numerous campus initiatives such as assessment, developmental education, and staff development (including UHCC system professional development). When not working, Ellen spends time with her husband, paddles for an outrigger canoe club, plays with her cats, and attempts to put into practice Buddhist teachings.

Jodi Ito, Information Security Officer University of Hawai‘i System. Jodi is responsible for the development and implementation of the university’s new information security program, investigations and analyses of cyber incidents and attacks, coordination of any remediation and response efforts including coordination with any law enforcement agencies, awareness & training of information security issues and enforcing university policy with respect to the university’s technology resources.

John Rober “Rob” Jeffs, Ph.D., currently teaching the co-requisite, quantitative reasoning, and technical mathematics courses at Ivy Tech Community College’s Muncie Campus. He has successful experience in applying what he learns in the classroom to enhance student success by participating in or leading complex, statewide initiatives. He co-chaired the college’s Math Pathways initiative which aligned the math needs of academic programs into a more focused three lane approach implementing the corequisite model. Ivy Tech is a complex, statewide, 14 region, singly-accredited community college system with dozens of campuses and over 180,000 students enrolled annually.

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.

Karadeen Kam-Kalani is Assistant Professor of Speech at Honolulu Community College. During her spare time, she enjoys teaching her Holland Lop bunnies cool tricks.
Lisa Linn Kanae, born on the island of O’ahu, has been teaching composition and literature at KCC for the past fifteen years; ‘ike kupuna and her passion for writing and Hawai'i literature have always informed her values, teaching philosophy and curriculum.

Yoneko Kanaoka received her MA from the Second Language Studies department at the University of Hawai'i at Mānoa. She has taught English as a Second Language in Hawaii for 20 years and also worked as a materials writer, curriculum developer, and program administrator. She has been a full-time instructor at Kapi'olani Community College since 2011.

Drew Kapp has been a Lecturer in Geography at UH and HawCC since 1998. His teaching is informed by his participation in indigenization efforts at these institutions. He has an MA in Geography from UH-Mānoa, a BA in Italian from the University of Connecticut, and is about to complete his AAS in Hawai‘i Lifestyles at Hawai‘i Community College. He feels privileged to live in Puna, Hawai‘i in a powerful landscape of forest and volcanic activity.

Keith Kashiwada is a Professor of Speech and Communication at Kapi‘olani Community College. A proud graduate of McKinley High School, he earned his BA in from UH Manoa and his MA from the University of North Carolina at Chapel Hill.

Susan Kazama is the Head Librarian at Kapi‘olani Community College. She has a bachelor’s degree in Psychology and a Master’s degree in Library and Information Studies from the University of Hawai‘i at Mānoa.

No‘eau Keopuhiwa is a counselor for the TRIO SSS program at Kapi‘olani Community College. He also serves as the assessment coach for the Student Affairs division. His research interest include identity development amongst 1st generation and minority college student populations.

Abdul-Karim Khan was born and raised in Peshawar in northwest Pakistan. Karim holds three Master degrees (one in English Literature, and two in History), and finally a PhD in Modern South Asian History which he got from University of Hawai‘i at Mānoa. Karim joined Leeward Community College in 1994, and ever since has been teaching classes in World History, Asian History, and now also Islamic History. In fall 2016, he will be teaching a new course, History of Terrorism, the first of its kind in the UH System.

Melissa Kirkendall, PhD, has been teaching at UHMC for six years, and at UHM Outreach for 14 years. She completed her Ph.D. at UHM in 1998 while teaching at the University of Guam. She served as the State Archaeologist for Maui, Kaho‘olawe, and Lana‘i from 2000-2007 with DLNR-State Historic Preservation Division. Melissa’s research interests lie in the areas of Pacific Oceanic Archaeology and Culture, Pacific Island ceramics (Fiji and Micronesia) and epidemiology of virgin soil populations. She currently teaches Cultural Anthropology, Physical Anthropology, Archaeology, Medical Anthropology, and Culture and History of the Pacific at UHMC, and various upper division Anthropology courses at University Center (Mānoa Outreach), including People of Hawai‘i, Ecological Anthropology, Social and Cultural Change, Sacred Places, Hawaiian Archaeology, Theory in Anthropology, and Historic Preservation.

Malia Lau Kong, Assistant Professor, History, Windward Community College.

Ryan Koo, Instructor, History, Windward Community College.

Dave Krupp is Professor of Biology at Windward Community College.

Anne Ku, in 2015, taught piano, instrumental ensemble, music theory, music history/literature, music in world cultures, and Mandarin Chinese at UHMC. Between 2011 and 2014, she directed a federally-funded electric vehicle project while teaching developmental math and piano part-time. In 2014 and 2015, she won three consecutive UHCC innovation awards which funded her projects: piano ensemble, instrumental ensemble, and What it Takes to Succeed (WiTTS). She received her graduate degrees from University of London and undergraduate degrees from Duke University and Utrecht Conservatory.

Wendy Kuntz is Assistant Professor of Biology/Ecology at Kapi‘olani Community College. In this role, she oversees biology, ecology, and environmental science courses. Since arriving at Kapi‘olani CC in 2007, she has been involved in efforts to promote innovative science education through service learning, sustainability and civic engagement both in the classroom and through undergraduate research. As chair of the Faculty Senate Committee for Sustainability she spearheads efforts to integrate sustainability across the curriculum. Dr. Kuntz is a campus representative on the system-
wide Science Education for New Civic Engagements and Responsibilities (SENCER) Hui o Moku initiative, which was recently honored by the National Center for Science and Civic Engagement.

**Erika Lacro** became Chancellor of Honolulu Community College in July 2012. She previously served as Vice-Chancellor of Academic Affairs for the College since 2007. Prior to Honolulu CC she held various positions within the University of Hawaii as the Assistant Dean of Student Services; Director of Student Services; and Internship and Career Development Coordinator with the School of Travel Industry Management at the Mānoa campus. She holds Bachelors of Science and Masters of Science in Travel Industry Management, and a Ph.D. in Communication and Information Sciences.

**Meredith Lee** is an instructor of English and for the last four years has been the coordinator for Leeward CC’s ENG 24 program, which integrates reading and writing at the developmental levels. Meredith received her MA and PhD from the University of Washington’s Language and Rhetoric Program.

**Larissa Leslie** obtained her B.A. in Psychology with a minor in Chemistry from the University of San Francisco (California) and her Master’s degree in Counseling Psychology from Santa Clara University (California). She is an Assistant Professor and Counselor at Hawai’i Community College. The Wo Global experience brought new perspectives and fresh ideas to her work.

**Daniel Leung**, Educational Specialist, Culinary, Kapi‘olani Community College.

**Liping Liu** is an Assistant Professor of Hospitality and Tourism at University of Hawai‘i Maui College. Born and raised in China, Liping enjoys both worlds of the East and the West. She is dedicated in teaching and helping the students to succeed. Liping is currently serving as Chair for the International Education Committee (IEC) at the University of Hawai‘i Maui College (UHMC). She develops and manages faculty overseas teaching and student international internship programs between UHMC and partner universities in China. Liping holds a doctorate degree of Sustainable Tourism Management from the University of Utah. Residing on the beautiful island of Maui with her husband, Liping lives in love and gratitude.

**Nicolas Logue**, an Instructor of Theatre at Windward Community College, is a long time theatre educator, actor, playwright, director and stage combat choreographer whose work has won awards in New York, London, Beijing and Honolulu. Nick is a two-time Fulbright Scholar and a former Performing Arts Cultural Liaison to the American Embassy in Beijing. He is also a freelance game designer for Paizo Publishing, Wizards of the Coast and other game studios, and enjoys bringing gamification to educational endeavors.

**Dean Louie**, Assistant Professor UH Maui College. Teaching at Maui Culinary Academy (MCA) since 2001. Established industry certification NRA’s ServSafe & ManageFirst for UHMC students, delivered high school Culinary Arts “Boot Camps” outreach on Lanai & Molokai, introduced culinary skills for paroled Maui Correctional Center inmates to reduce recidivism and presented Applied Math concepts through Culinary Arts to Maui DOE teachers. MLISc UH Mānoa, BA Sacramento State.

**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 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.

**Kaleialoha Lum-Ho** is the Coordinator for the Hawaiian Center at Honolulu Community College. Prior to joining HonCC, she served as the Native Hawaiian STEM Counselor at Leeward Community College. She has also worked as a program evaluator and is passionate about increasing the number of Native Hawaiians pursuing degrees in STEM fields.

**Conred ‘Red’ Maddox**, Director Honolulu Community College and Language Arts Instructor, has over seven years of experience working with student development beginning with Student-Athlete Academic Support with the University of Hawai‘i and currently at Honolulu Community College. He has created a curriculum for English 19 that incorporated Carol S. Dweck’s Mindset and David Yeager’s Creating and Sustaining Mindset Change in Developmental (HSI presenter 2014). His current research for student development centers on deliberate practice and its application in the classroom.
**Dorinna Manuel-Cortez**, born and raised on O'ahu, moved to Hawai'i Island eighteen years ago to be closer to her new nephew. She has worked within the UH system for fifteen years and most recently as Hawai‘i Community College’s Registrar. While well versed in the use of computers for Farmville and Candy Crush, Dorinna is not ma’a with using SQL and Banner pop-selects to obtain student and campus data. STAR Academic Logic gives her access to critical data via a simple and user friendly interface. She and her staff utilize STAR Academic Logic, daily, to support student success and inform the services provided by the Admissions & Records Office.

**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.

**Cindy Martin**, Professor, Coordinator of the Innovation Center for Teaching & Learning, Leeward Community College.

**Ryan McCormack** is the First Year Experience Coordinator at Hawai‘i Community College and is an Instructor in the Hawai‘i Life Styles program. He is a recent ʻuniki hula graduate from Unukupukupu under the direction of Taupouri Tangaro. Currently he is pursuing a Master’s from Pacifica Graduate Institute.

**Randal McEndree** has taught English at HawCC for 11 years, both writing and reading. He taught “College Reading Skills” in a Learning Community this past semester with Dr. Noelie Rodriguez’s SOC. 100. Randal also taught in public schools in California and he travelled with Broadway musicals on tour as the tutor for child actors. He has a Master’s in Education with a Waldorf emphasis from Antioch College in Keene, NH.

**Pat McGrath** is an Associate Professor of English at Kaua‘i Community College, where she has taught since 2003. In her 25+ year career, she has taught English literature, composition, and linguistics, both in Canada’s North and here in Hawai‘i, with an emphasis on remedial/developmental education and the specialized educational challenges faced by indigenous peoples. She has been a certified True Colors facilitator since 2000, providing workshops to teachers, students, administrators, women’s groups, couples, and business organizations.

**Michael McIntosh** is the Information Technology Specialist at Windward Community College.

**Gail Mellow**, President of LaGuardia Community College is a frequent speaker on the national stage, having keynoted at the American Council for Education (ACE), the American Association of Higher Education (AAHE), the League for Innovation, the annual Conference on the First Year Experience, etc.

**Erin Millard** is an instructor of Mathematics at Kaua‘i Community College. She received her Bachelor of Science in Mathematics and minors in Physics and Economics at Pacific University in Forest Grove, Oregon. She also earned her Master of Arts in Teaching at Pacific University. Erin is now in her third year as an instructor at the college, and eleventh year teaching overall.

**Anne Miller** has been teaching and presenting on issues related to developmental education and distance learning since 1995. At Hawai‘i CC and UHH since 2005, she has taught ESL Reading, Writing, and Listening/Speaking; face-to-face and online courses in English Writing (Developmental – 100 Levels); Professional Communication; Public Speaking, and Linguistics. Anne is passionate about student success, engagement, and empowerment. She is a graduate of UH-Hilo in English and Linguistics and an ABD in the PhD in Linguistics at Stony Brook University.

**Rayna Morel**, Instructor, Department of Communication, College of Arts & Sciences, University of Hawai‘i at Hilo. Rayna has worked for UH Hilo as an Instructor since 2005, teaching undergraduate students in the following areas: Introduction to Communication, Interpersonal Communication, Public Speaking and Health Communication.

**Scott Murakami** serves as the Director of Workforce Development at the Office of the Vice President for Community Colleges. Scott serves as the University of Hawaii’s representative at the State of Hawaii Workforce Development Council as well as the liaison to the Chamber of Commerce of Hawaii’s Workforce Development and Education Committee.

**Trina Nahm-Mijo** has been teaching in the UH system for 40 years. She was one of a group of faculty to bring Learning Communities to the UHCC system 30 years ago. She is thrilled that a new generation of faculty members have become excited about this teaching pedagogy as a method of supporting student success. She was recognized as one of UHCC’s “50 Finest” during its 50th Anniversary last year.
Kelli Y. Nakamura is an Instructor at Kapi‘olani Community College where she teaches World History and Ethnic Studies courses. Her research interests include Japanese and Japanese American history.

Michaelyn Nakoa is the coordinator for the Kapo’oloku Program for Native Hawaiian Student Success. Her professional experience includes community counseling with various populations, such as children with special needs, specifically Autism, the elderly community and higher education. She is especially passionate about supporting higher education for Native Hawaiian students. She has earned a bachelor degree in Sociology from The University of Hawai’i at Mānoa, master degree in Counseling Psychology from Chaminade University of Honolulu and is pursuing a doctorate degree in Educational Psychology from the University of Hawai’i at Mānoa.

Jeff Newsome is a former United States Navy submariner, locally elected official, adjunct college professor, emergency medical technician, high school football coach and, most recently, a retired California Highway Patrol Sergeant. He has a Master’s Degree in Business Administration. Jeff and his wife Kathleen have two great college aged kids together. Today, they reside in Hilo, Hawai’i, where he is employed by the State of Hawai’i as the Chief of Security at Hawaii Community College. When he is not at work, Jeff enjoys diving, snowboarding, wood working, gaming and outrigger canoe paddling with the University of Hawaii/Hilo Canoe Club.

Joy Nisihida, Instruction and Student Support STAR.

Keolani Noa, a Native Hawaiian born and raised in the valley of Kuli‘ou‘ou, has been building the bridge between Native Hawaiian students and STEM for 10 years. Her focus here has been to develop and strengthen the KCC STEM program through cultural based research and learning.

Gehrig Octavio is a Waiākea High School Early College student, a junior and a member of the Health Academy. Gehrig is also on track to graduate with over 30 college credits and an identified college/career field.

Joni Onishi was born and raised in Hilo on the Island of Hawai‘i. She is married to State Representative Richard Onishi and has three daughters, all working adults, though one still lives at home. Joni graduated from the University of Hawaii at Hilo with a Bachelor’s Degree in Business Administration and from University of Hawaii at Mānoa with a Master’s Degree in Education. Joni began her career at Hawai‘i Community College (HawCC) in 1988 as an Accounting Instructor. In 2008, she accepted the challenge to serve as Interim Dean for Career and Technical Education (CTE) and in 2010 Interim Vice Chancellor for Academic Affairs (VCAA). She is currently the Interim Chancellor for HawCC. Joni gives back to her community by being an active member in community organizations. She serves as a board member on Crime Stoppers, Hawai’i Island United Way, and the Honpa Hongwanji Hilo Betsuin. Joni makes time for exercise, walking several times a week and participating in Zumba classes. She enjoys reading and weeding.

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 Hawai‘i at Mānoa.

Jean Osumi is the Project Director for the Hawaii Data eXchange partnership, a statewide, cross-agency longitudinal data system that links information from infancy through early learning, K-12 and postsecondary education, and into the workforce.

Nicole Otero received her MA from the Teaching English as a Second Language program at Hawai‘i Pacific University. She has taught in the University of Hawai‘i system for 7 years and also worked as a program coordinator, curriculum developer, and with the Early College program. She has participated in place-based professional development opportunities and is an advocate for place-based education.

Louise Pagotto attended Marianopolis College and graduated with a BA in English conferred by l’Université de Montréal (Canada) in May 1971. The next month she was teaching high school in Papua New Guinea. She returned to Canada in 1976 and completed her Master Degree in Linguistics at McGill University, focusing her research on the syntax of Ohibwa, an aboriginal language in Western Québec. She came to the University of Hawai‘i at Mānoa in 1980 and never left. Her doctorate in Linguistics was awarded in December 1987, with a dissertation on the verb morphology of Marshallese, a Micronesian language spoken in the Marshall Islands. Louise is currently serving as vice chancellor for academic affairs at Kapi‘olani Community College. She continues to derive special satisfaction from her involvement in professional development for faculty.
Sunyeen “Sunny” Pai is the Digital Initiatives Librarian at Kapi’olani Community College. She has developed online library collections for both UH Mānoa and Kapi’olani libraries. She holds a BA in Sociology, an MS in Systems Management, an MS in Library and Information Science, and a Ph.D. in Communication and Information Sciences.

Christian Palmer is an anthropology instructor at Windward Community College whose research focuses on environmental sustainability and using anthropology to understand local communities.

Trude Pang has a Master’s in Education in Curriculum Development and Administration. She has been a faculty, department chairperson, assistant director, and coordinator of system-wide initiatives. She has worked for academic and continuing education programs.

Alex Parisky holds a PhD in Educational Technology from the University of Hawai’i and currently works at Windward Community College as the Title III Stem Curriculum Developer.

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 a skilled mediator, avid golfer and musician.

Joel E. Paula, Coordinator, UHCC Prior Learning Assessment (PLA) UH Community Colleges System Office. The UHCC Prior Learning Assessment Coordinator position is a grant funded position created by the Carl D. Perkins Career and Technical Education grant.

Lorelle Peros is an Associate Professor and Program Coordinator for the Hospitality and Tourism Program at University of Hawaii Maui College. She is committed to providing students with opportunities to discover and reach their full potential. Lorelle is currently working on developing additional partnerships between UHMC and institutions in the Philippines to expand the global reach of students. She has had the opportunity to teach at Shanghai Normal University in China.

Sally Pestana has loved being in the classroom for over three decades. As the mother of three millennials, she has long followed the ever increasing research and information about this generation. As more of them entered her classroom, she realized the importance of understanding how their generational traits impact their learning, and has incorporated that information as she updates her pedagogy and communication skills. She is convinced that an in-depth understanding of millennials is the key to helping them maximize success in their student role, and become lifelong learners.

Jean Pezzoli, in 45+ years of serving the UH system has held a range of positions at a variety of UH colleges, including Psychometrist at Leeward Community College, Psychometrist Trainer at Kapi’olani Community College, and Assistant Dean and Institutional Researcher at UHMC. Jeannie is a frequent presenter of workshops on over 30 topics covering Excel, MS Word, “Great Teacher” characteristics, data analyses, report writing (and pruning trees) – believing a way to encourage usage of data for decision-making is to put tools of research into the hands of decision makers.

Ibeth Preysz has been teaching Spanish at Kapi’olani Community College for five years. She developed the online classes for Spanish 201 and 202. While she enjoys teaching face-to-face classes, teaching online is her greatest interest: every semester she looks for ways to enrich her online teaching and give my students the opportunity to improve their language skills.

Peter Quigley is Associate Vice President of Academic Affairs for the University of Hawai’i Community Colleges. His position requires engaging with the state’s seven community colleges, coordinating with three baccalaureates, state agencies, and other stakeholders. His main focuses are removing barriers to student success, workforce and economic development, streamlining the pathway experience, leveraging technology for student navigation, lowering costs for students, strategic data analysis and display, grant acquisition, and executing shorter time to completion.

Christine Kehaulani Quintana is an Assistant Professor at Hawai’i Community College. Christine has been working for the University of Hawai’i System since 1999 in a variety of capacities and has been in her current position since 2008 as the Admissions Counselor and International Student Counselor for Hawai’i Community College. Christine has her Master’s in Education from Central Michigan University and is a graduate of the University of Hawai’i at Hilo, where she received her Bachelor’s degree in Psychology. She is active in her community, serving as Vice President on the Native
Hawaiian Education Association, which supports the education of Native Hawaiian children. She is also on the Study Hawai‘i board, which promotes Hawai‘i as an international study destination. Christine and her husband, Kaleo, reside on the island of Hawai‘i with their four beautiful children. During her free time, she enjoys playing soccer and doing yard work.

Edouard Quinto holds a degree in Political Science from the University of Hawai‘i West O‘ahu. He has worked as a Media Specialist producing and directing digital content and assets for the University of Hawai‘i. He has worked at Stanford, University of Hawai‘i System, and is currently the Digital System Specialist at Kapi‘olani Community College.

John Rand is the Director of STEM Education at the University of Hawai‘i System. He has worked as a Program Director at NSF and has been a Science faculty member at Kapi‘olani Community College since January, 1992.

Brandi Reyes is an instructor at Leeward Community College who teaches developmental and college level writing, as well as Fiction. She has taught ALP classes at Leeward since its first semester in fall 2011, but has been baking much longer. She uses group work, projects, and informal presentations to foster a jovial and supportive atmosphere in class.

John Richards, Dean of Career and Technical Education, Kapi‘olani Community College.

Gary Rodwell, Director and Architect STAR, University of Hawai‘i System.

Carla Rogers is a Counselor at Windward Community College, focusing especially on adult students and student-parents.

Tara Rojas is a co-representative on the UH System Sustainability Curriculum Council and founding members of the Leeward Community College Sustainability Committee. She continues to teach classes with a focus on sustainability. She believes that educators have a responsibility to help present and future generations to deal with challenges. She aims to help Leeward Community College develop its campus sustainability policy and help make sustainability across the curriculum a reality at Leeward and within the UH System.

Mike Ross is Instructor of Botany at Kapi‘olani Community College. He teaches and coordinates all undergraduate botany and ethnobotany courses at the college. His research focuses on issues related to conservation and restoration of the native Hawaiian flora and culture. Michael is a leader for the Māla I Nā Ahupua‘a service and sustainability learning program and an advocate for community-based management of resources. Furthermore, he manages the campus greenhouse, where he is involved in overseeing many undergraduate botany research projects.

Michael Ryan has been a lecturer in history at UH Maui College since 2011. In that time, he has taught World Civilizations I and II, as well as Introduction to American History I and II. He received his Master of Arts degree from Southern Connecticut State University and his Bachelor of Arts degree from Seton Hall University.

Kahale Saito is the Native Hawaiian Counselor for Hūlili Ke Kukui Hawaiian Center at Honolulu Community College. She is a strong advocate for Native Hawaiian students pursuing their education to better the lives of their family and community. Her previous employment has been at Kaho‘olawe Island Reserve Commission and Na Pua No‘eau’s ‘Aha ‘Ôpio Alaka‘i Program.

Shannon Sakamoto is a counselor in the Maida Kamber Center, and is also the Faculty Advisor for ASKCC Student Congress. She has professional experience in high school counseling, community college counseling, university admissions, Pre-College Programs, Residential Life, and other areas of higher education in both the private and public sector of California. She enjoys student development programs and engaging with student life initiatives. She has earned a bachelor degree in Psychology from San Diego State University, master degree in Counselor Education from San Jose State University, and a doctorate degree in Higher Education Administration from the University of Southern California.

Wai‘ale‘ale Sarsona, Managing Director, Kamehameha Schools Community Education Group. Wai‘ale‘ale has spent 18 years in community-based education programming and has been part of the Hawaiian-focused Charter school movement for the past 10 years.

Jerry Saviano is an English Professor at Honolulu Community College where he teaches English composition and literature courses and oversees the developmental English program. His parents wouldn’t let him read comic books during the school year. Now, he gets paid to read them.
LaVaché Scanlan is the Director of the Lunalilo Scholars Program and coordinator for the First-Year Experience at Kapi‘olani Community College. She has been at the College for 16 years and first started as a developmental mathematics faculty. Prior to that she taught secondary science and mathematics. She earned a bachelor degree in Biology and a master’s degree in Education from Chaminade University. She is passionate about supporting Native Hawaiian and other Pacific Islander students, as well as first-year students and those students that lack the support to attend college.

Allie Scheel has an undergraduate degree in Secondary Education-Mathematics from the University of Wisconsin and a master’s degree in Mathematics from Loyola University Chicago. She has been teaching a wide array of math levels over her nine-year teaching career. The past two years have been spent working with students learning math at the developmental level at Kapi‘olani Community College.

Kawehi Sellers holds degrees in Communication and Educational Administration from the University of Hawai‘i Mānoa. She currently teaches in the Hospitality and Tourism Education Program and her courses include Career and Customer Service Skills, Introduction to Hospitality and Tourism, and Events Management at Kapi‘olani Community College. She has recently worked on gamifying the introduction course to foster greater student engagement and diversify content delivery.

Steven Shigemoto, Institutional Research, Honolulu Community College.

Michelle Shin received her Ph.D. in English from the University of Hawai‘i at Mānoa. She taught seniors and sophomores for ten years at Moanalua high school and has been at Kapi‘olani Community College since 2013. She is interested in Composition, Contemporary American Literature, Creative Writing, success-oriented teaching strategies, and preparing our students to become independent learners.

Joy Shirokane holds degrees in Communication, Sociology, and Educational Technology from the University of Hawai‘i. She has worked as a Media Specialist for the University of Hawai‘i System coordinating and supporting various modes of delivering classes via distance. She currently works at Kapi‘olani Community College providing support for distance learning with a focus on Laulima support.

Robert Silva is an instructor at Honolulu Community College in the Automotive Technology Department with an Associate’s degree in Automotive Technology and over 10 years of experience in the automotive field. As a Native Hawaiian with a love for the Hawaiian Language and Culture and a Bachelor’s Degree in Hawaiian Studies Robert is looking to integrate his passions.

Derek Snyder is an Instructor in the English department at UH Maui College. He is the co-chair for the Distance Learning committee and teaches an array of distance infused courses across various modalities, including online, hybrid, interactive television, face-to-face, and flipped classrooms. Derek strives to create a dynamic, engaging, and student-centered classroom experience for students through utilizing distance tools, ultimately believing that through purposeful and informed course design and methodologies, distance classroom components have the potential to help create highly connected learning communities.

Chris Speere, Food Innovation Specialist and Site Coordinator, Maui Food Innovation Center, UH Maui College.

Susan St. John, Instructor, Language Arts, Windward Community College.

Jeff Stearns teaches a range of English composition and literature courses, including developmental English. He is the Division Chair for Language Arts at Honolulu Community College.

James W. Stigler is Professor of Psychology and Associate Dean of Social Sciences at UCLA. He is co-author of two popular books: The Teaching Gap (with James Hiebert) and The Learning Gap (with Harold Stevenson). He received his Ph.D. in Developmental Psychology from the University of Michigan in 1982. Dr. Stigler is best known for his observational work in classrooms, and has pioneered the use of multimedia technology for the study and improvement of classroom instruction.

Neil Stotts has been teaching Developmental English, college-level English, and college-readiness for UHMC’s Title III Mu’o A’e Native Hawaiian student success program since 2011. Although he teaches a wide-range of classes, his focus is on Title III, accelerated learning, and dual-enrollment.
Laura Sue first began her teaching career as an ICS 101 Teaching Assistant during her undergraduate years at UH Mānoa. Now she teaches computer science at Windward Community College.

Lara Sugimoto, Interim Dean of Student Services, Honolulu Community College.

Lani Suzuki-Severa is a counselor with the Paul S. Honda International Center at Kapi‘olani Community College. She has has earned her bachelor’s degree in International Relations at Georgetown University and a master’s degree in Counseling and Guidance from the University of Hawai‘i at Manoa. She advises ESOL/international students and is passionate about international education and supporting intercultural learning and understanding.

Candace Tabuchi is an Associate Professor, Program Coordinator for Hospitality and Tourism Program, and Division Chair for Business Education at Kau‘ai Community College (KCC). After a career in hospitality, spanning almost 25 years, Candace decided to move into the educational field. She brings with her experience in both the front and back-of-the-house operations, and in hotel and condominium management. She served as a member of International Education Committee at Kau‘ai Community College, and taught Tourism Geography and Guest Service courses at Shanghai Normal University, China during the winter of 2012 and the winter of 2013. Candace is inspired to light the fire within the Hospitality and Tourism students and help them fulfill their dreams. She strives to provide resources needed to support the KCC students who are interested in participating the hospitality internship program in China.

No‘el K. Tagab-Cruz works at I Ola Haloa - Hawai`i Life Styles Program under the Title III Federal Grant, Kulukuluua. She is a recent ‘uniki hula graduate from Unukupukupu under the direction of Dr. Taupouri Tangaro. No’el is currently completing her Master’s Degree from Union Institute and University.

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

Mike Takemoto is a visual artist and Assistant Professor of Art at the University of Hawai‘i Maui College. Mike has exhibited his paintings, murals, sculpture, and installations at various locations in Hawai‘i, including the Honolulu Museum of Art, the Maui Arts and Cultural Center, and the Hui No‘eau Visual Arts Center. In 2003, his work was featured in the 6th Biennial of Hawai‘i Artists at the Contemporary Museum in Honolulu. Mike has a BFA in Drawing, Painting and Printmaking from the University of Hawai‘i at Mānoa and MA and MFA in Drawing and Painting from Northern Illinois University.

Fumiko Takasugi teaches Sociology at Honolulu Community College. She is obsessed with New York Style pizza; mobster flicks; and the New York Mets and Jets.

Kevin Takayama holds a Master Degree in Math education. Kevin currently works at Windward Community College as an assistant professor of math and his instruction focuses on remedial and developmental math.

Lauren Tamamoto, Food Scientist, Culinary Arts, Kapio‘lani Community College.

Bartholomew (Mafu) Te‘i is a Waiākea High School Early College student as a junior in the Sustainability Through Traditions, Arts, and Recreation (STAR) Academy. Mafu is on track to graduate from Waiākea High School with at least 18 college credits, and an identified college/career field.

Kristi Teruya is an Academic Coach at Honolulu Community College. She joined the campus in 2014 through the C3T grant and was responsible for coordinating the COMPASS Boot Camps, and facilitating support for Developmental Education Math and English students. She currently is working in the CARE office, managing and expanding the Peer Coaching program.

Annie Keola Kaukahi Thomas, born in Hilo, Hawai‘i and raised in Maunawili, O‘ahu, has served as the Hawaiian Resources Librarian at Kapi‘olani Community College for three years, providing reference service, library instruction, and collection development for Hawai‘i & Pacific subject areas.

Erin Thompson, Associate Professor, CC (Education Counselor), Leeward Community College, Erin has been a part of the University of Hawai‘i Community College System for 19 years and has served in her current position as Education Counselor since 2007.
Connie Tingson-Gatuz, PhD is Vice President for Student Affairs and Mission Integration and Adjunct Assistant Professor in the Higher Education and Student Affairs (HESA) masters program at Madonna University in Livonia, Michigan. Tingson-Gatuz has worked in both academic and student affairs houses of higher education for the past 22 years at Michigan State University, the University of Michigan and Madonna University. In 2010, she received the National Association for Student Personnel Administrators API Knowledge Community Outstanding Mentor award for her devotion to developing students and professionals in higher education. In 2013 she received the OCA Pioneer Community Educator Award and continues to develop students and professionals in higher education. She consults on training and facilitation and invited as a motivational speaker on mentorship development, leadership sustainability. She has served as a lead trainer for both the UNCF and APIASF Gates Millennium Scholarship program, the largest college scholarship program in the world, for more than a decade. She successfully authored government and corporate grants totaling $4 million to support college students, while publishing in the areas of mentorship and leadership development. For 13 years, she served as the lead facilitator for a national college leadership training program based in Washington, D.C., and has read for various national college student scholarships. She earned a bachelor of arts in political science, a master of arts in college and university administration and a doctorate of philosophy in higher education administration from Michigan State University.

Justin Toombs is the MySuccess UHCC System Functional Coordinator

Helen Torigoe has degrees in Information & Computer Science and Educational Technology from the University of Hawai‘i Mānoa. She has worked as a programmer, a lecturer, an IT Specialist and as an instructional technology support staff. She is currently occupied with teaching instructional technology and designing online courses at Kapi‘olani Community College.

Caroline Torres received her MA from the Second Language Studies department and is currently a doctoral candidate in Exceptionalities, in the Special Education Department at the University of Hawai‘i at Mānoa, focusing on writing instruction for English Language Learners with disabilities and evidence-based practices. She has been teaching English as a Second Language and Second Language Teaching, for aspiring language teachers, at Kapi‘olani Community College since 2012 and is currently integrating a place-based focus into her curriculum.

Ralph Toyama is a librarian at Leeward Community College who specializes in library technology and online information resources. He manages the library’s website, and has been designing web pages for many years.

Jermelina Tupas is the Deputy Director of the Division of Human Resource Development, Directorate for Education and Human Resources at the National Science Foundation (NSF), since August 2012. The Division on Human Resource Development is responsible for programs that focus on building capacity at minority serving institutions and ensuring the participation of underrepresented groups in science, technology, engineering and mathematics. In addition to NSF, she has worked at the National Institutes of Health and the National Institute for Food and Agriculture, managing and directing programs in science education and building capacity at MSIs.

University of Hawai‘i Pamantasan Council was established in 1987 to address Filipino student success and parity in Filipino representation within the faculty and staff ranks at UH, Filipinos in the DOE, equitable access to jobs, careers, and community service, and to promote relations between higher education institutions between the US and Hawai‘i.

Kāwika Ura Kama is a teacher and Early College Advisor at Waiākea High School. He has been teaching for 7 years now and enjoys building community within the Waiākea ahupua‘a.

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. Leanne has also been a certified Google Educator since 2013.

Lance Uyeda, Assistant Professor of English at Windward Community College, teaches business writing, composition, and literature in addition to IS 103: Introduction to College. He runs Windward Community College’s Writing Across the Curriculum Summer Institute, writes and edits federal grants for the its student services programs, co-advises its Phi Theta Kappa honor society chapter, and serves as its curriculum coordinator and UHPA director.
Lani Uyeno, Professor CC, Leeward Community College; Lani Uyeno has taught English 100/22 ALP since its inception at Leeward CC during Fall 2011 and coordinates the program.

Russell Uyeno, Dean, Communications and Services Division, Honolulu Community College.

Jacqueline Van Blarcom is the academic and logistical support of the Ha‘akūmalae 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 (Biology-Evolution, Ecology, and Conservation Biology Track) 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.

Bart Vosse, Head of Department, Tourism and Hospitality. PG Dip Management Studies (Waikato University), Diploma in Hospitality (SVH Netherlands), Diploma in Culinary Arts (City and Guilds London), Certificate in Adult teaching (Open Polytechnic New Zealand) Bart’s Hospitality career spans over 32 years and has seen him work in 8 countries. Bart currently manages a team of 46 staff and approximately 600 students, and a qualification portfolio ranging from level 3 to 7. As a previous recipient of the Waiariki Excellence in Teaching award (for making an outstanding contribution to student learning) Bart’s management style is inclusive, strength based and most importantly customer focused.

Natalie Wahl is the circulation manager at Leeward Community College Librsry and a recent graduate of Library and Information Science program at San Jose State. Natalie is passionate about uniting and strengthening academic services, diversity in academic libraries, library management, intellectual freedom, compass sustainability, and staff training and development. She believes in the importance of upholding the tenets of the United States Constitution to ensure all patrons who seek information will find it freely and easily.

Greg Walker, Distance Education Coordinator/Associate Professor, Leeward Community College. Greg has a PhD. in Education with a specialization in designing online instruction.

Emma White believes that increasing literacy increases health, happiness, and liberty. She was raised in Ewa Beach, Oahu, 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.

Frances Won, Instructor, Language Arts, Leeward Community College; Frances has been teaching English courses ranging from the Writing Intensive level to Developmental Education at Leeward CC since 2011. At LCC, she is actively apart of both acceleration initiatives for the English Department. She also serves as the Assessment Coordinator for both English 22 and English 24.

Noe Wong-Wilson is an Assistant Professor and Coordinator of the Hālaulani Transfer Success Center at Hawai‘i Community College. Her Ph.D. thesis is entitled, “Native Hawaiian Well-Being, An Initiative in Student Success at Hawai‘i Community College” and is currently undergoing review at University of Waikato in Hamilton, New Zealand.

Joyce Yamada is presently the Faculty & Staff Development Coordinator, following ten years as the Dental Assisting Program coordinator and half-time faculty development coordinator at UH Maui College. She received her B.Sc. in Dental Hygiene at the University of Southern California and M.Sc. from the University of Bridgeport. Born and raised in Waihe'e, Maui, Joyce is a recent graduate of the year-long Hi‘ilei Aloha (Ford Foundation) Native Hawaiian leadership course, Wo Learning Champion Gen VIII and inaugural Wo Global Learning Champions Program.

Robert Yamashita is a Student Support Specialist in the First-Year Experience Program at Kapi‘olani Community College. He earned a bachelor degree in Business Administration in Management from the University of Hawai‘i at Manoa. His interests include student leadership and peer mentoring.

Mimi Yen is an international student counselor in the Paul S. Honda International Center at Kapi‘olani Community College. She has substantial experience providing orientation and acculturation programs.

Drake Zintgraff serves as the Outreach Counselor at Kapi‘olani Community College in the Kuilei Outreach Program. In this position, Drake assists students with the process of transitioning from high school to college. These efforts involve meeting with students in various forms, but also by assisting in the development of partnerships and program that can help provide the best opportunity to help students succeed.
MAHALO

On behalf of the Achieving the Dream and the Wo Learner Champions, mahalo for your participation in the 2016 Hawai‘i Strategy Institute. 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. Please help us in making institutes better by filling out an online evaluation. A link to the survey will be emailed to you.

Mahalo

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