

# Community Colleges

Volume 33, No. 6 • October 1998

**IN THIS ISSUE**

◆  
**Chancellor's  
 Message**  
*page 2*

◆  
**Outstanding  
 Service  
 Awards**  
*page 4*

◆  
**Honolulu CC  
 Timeline  
 Dedicated**  
*page 5*

◆  
**Heroic  
 Dreamers**  
*page 7*

◆  
**Carl D. Perkins  
 Grants  
 received by  
 Colleges**  
*page 11*

## Creating learning-centered Colleges

Lately, there has been quite a bit of talk about the “learning revolution” and the need to create more learning-centered colleges. Of course, to many educators, teaching and learning have always been primary goals. So there remains some confusion surrounding this revolution and its effect on our institutions.

Historically, the American education system was designed for an agricultural society. Yet, as our society changed, our methods of teaching did not. As global competition and rapidly changing technologies transformed our workplace and economy, traditional educational methods began to impose severe limitations on learning.

Today, greater information competence is necessary due to rising and frequently changing job qualifications. Students and workers need to take part in a lifelong learning process so that they can compete, adapt, and grow throughout their lives. Through the learning revolution, we are challenged to review and assess our goals and missions —and to put learning

first in everything we do.

During the spring, the UH Community Colleges gathered a team of educators, administrators and staff members from across the system to create a Committee for Learning Centered Colleges. At their first meeting, the group came up with many exciting ideas to help the UHCCs become more learning centered. Some of these ideas have already been implemented; some are in development stages. Others may be more difficult and require more planning to incorporate. Yet, all are stimulating thoughts on how we might prepare for the challenges of the 21st century where rapidly changing technologies and lifetime learning are a reality. Following are a few of the Committee’s innovative suggestions to make learning the number one priority for the UH

*HITS, the UH distance education system, is a critical tool in providing access to education—one component of being learning-centered institutions.*





◆  
**Joyce S. Tsunoda**  
**Senior Vice President and Chancellor for Community Colleges**

◆  
*“Instead of pointing fingers, we are joining hands. As my son-in-law, the football coach, would say: ‘It’s a total team effort.’”*

◆

# Our team effort is working

The cover story in this month’s newsletter highlights our ongoing efforts to become truly “learning-centered” colleges. As such, we focus our attention not just on learners, our currently enrolled students, but on learning, the process of improving the quality of life for individuals and for the community.

In order to maintain this broader focus, each of the eight institutions within our UH Community Colleges is constantly challenged to define its uniqueness while, at the same time, preserving its role as part of a statewide system. This is no small feat. For example, each campus is accredited individually based upon its curriculum, faculty, provision of learning resources, student support services, etc. Yet in this technologically-sophisticated era, we may find students who live on Kaua’i, for example, concurrently registered not only in campus-based Kaua’i CC courses, but also in “telecourses” from Honolulu CC and web-based courses from Kapi’olani CC and Maui CC. For the students, we want registration to be a “seamless” process—eliminating or minimizing duplication of paperwork while guaranteeing transferability of credits. Yet, at the same time, there are operational issues which raise some challenging questions: A student may be enrolled in twelve or more total credits, yet is not “full-time” at any single campus. How do we help that student attain the benefits of full-time status? How are expenses and revenues equitably shared among the campuses providing service? Such questions are typical of the dilemmas that arise. As our ability to provide a learning centered environment expands, the complexity of operational issues also increases. Many complex questions, no easy answers. . .

But the good news lies in the way our institutions are responding to this challenge.

Across all of our campuses, cross-functional teams are springing up to handle the challenge of enrollment management. Each campus is involved in long-range strategic planning which seeks to define its own “optimal enrollment.” This is more than just a strategy to increase student headcount. Rather, it involves thoughtful, and thought-provoking, consideration of campus capabilities. How many students can we serve effectively? What will it take to provide such service? To answer these questions, attention must be paid to a variety of factors. For learners who will choose traditional campus-based classes, there are issues of physical facilities. For learners who will opt for the flexibility of distance learning, there are issues of technological capacity to deliver instruction, as well as to deliver related support services. For all learning contexts, there are issues related to ease of registration, access to academic and career counseling, access to learning resources, efficiency of accomplishing academic goals. Traditional distinctions between part-time and full-time students, credit and non-credit students, are becoming blurred. This blurring of distinctions, in turn, blurs other traditional institutional definitions which affect faculty and support staff.

Our campuses are not shrinking from these challenges. Faculty are not saying, “It’s a problem for the admissions office.” Front-line staff are not saying, “It’s a problem for administrators.” Instead of pointing fingers, we are joining hands. As my son-in-law, the football coach, would say: “It’s a total team effort.”

The task of defining optimal enrollment for our campuses, and for our UH Community Colleges overall, is not an easy one. But with all of us working together, I am confident of our success.

*Joyce S. Tsunoda*

# Learning-centered Colleges

continued from page 1

Community Colleges:

## **MAKE A SEAMLESS COLLEGE**

**SYSTEM.** Though there may be accreditation issues and challenges to overcome within our policies and procedures, unifying our campuses would make it easier for students to take classes from any of our Colleges and give them a broader selection of courses at times and locations more convenient for them. Resources, faculty, registration and other procedures could also be shared. The group stressed, however, that seamless does not mean “sameness.” The individual colleges should maintain their identity and focus on programs in which they excel.

## **BECOME MORE CUSTOMER-ORIENTED.**

Everyone on campus, from faculty to administrators to groundskeepers, must make it their job to help students, faculty and staff feel welcome in every way. A “customer service” campaign on this issue, focusing on customer satisfaction may help increase understanding of the impact we have on others through our actions and attitudes. Creating a learning-friendly environment is essential to the success of the learning college.

## **INCREASE ACCESS THROUGH**

**TECHNOLOGY.** Educating students in the use of new learning technologies is critical to their success. A system-wide distance education orientation for students could help increase skills necessary to use educational formats such as cable television, HITs and computer-based courses. Students could also learn the use of new technologies in a course offering such as “Internet 101.” Because technology use is growing more prevalent in the

workplace as well as in our colleges, such a course could become a requirement so that all students gain proficiency in these essential tools.

**INCREASE FLEXIBILITY.** Offering courses that are not bound by traditional time frames will increase access for working professionals, parents, and part-time students. Possibilities include floating faculty, open entry/open exit education and year-round schedules. Making support services such as the library, bookstore, cafeteria, counseling and learning assistance centers available

---

*Pro-active use of the Internet for counseling and information services could also be implemented.*

---

at night and on weekends would also cater to the needs of non-traditional students. Pro-active use of the internet for counseling and information services could also be implemented.

**OFFER MENTORING.** Create mentoring programs not only for new students, but for new faculty and staff. Providing someone to guide students and staff through these transitional periods can make a big difference in a person’s initial experiences on our campuses, whether as a learner, a teacher or an administrator.

## **PERFORM SELF-ASSESSMENTS.**

We must be accountable for the work we do. By looking at the success of our students, evaluating student needs, performing “exit interviews” to determine the quality of the student’s experience, and working with business and industry to evaluate the competency of our graduates, we can continue on our

path toward being learning-centered. Methods for self-assessment are presently being developed and a new computer-based student information system will enable us to create a database we can use to explore educational reform efforts and evaluate our performance.

## **USE PROACTIVE METHODS TO**

**RECRUIT.** Bring web page developers from all campuses together to share strategies. Make follow-up calls to students who have pre-registered or have skipped semesters to encourage them to return to school. Centralize registration using telephone and computer registration capabilities. The student information computer system, presently in development, will make these sorts of transactions possible.

## **STREAMLINE PURCHASING.**

The new autonomy that UH has been given will allow for decentralized decision-making and accountability. With this change comes new challenges for the Community Colleges. We are in control of our own destiny more than ever before, and it is up to us to strike a balance between flexibility and decentralization on one hand and uniformity on the other, and to use this new freedom to focus on our learners and our mission.

## **CREATE NEW POSSIBILITIES.**

As members of the League for Innovation in the Community College, the American Association of Community Colleges, the National Institute for Staff and Organizational Development and other organizations, we have many useful tools at our fingertips (see Web Resources on pg. 4). Participating in campus discussions, creating effective learning environments, and joining in this learning revolution are important steps we can take toward reaching new paradigms in education. 🌟

# Chancellor's Award for Outstanding Service



*Recipients of the Chancellor's Award for Outstanding Service (l to r) Lianne Tong, Patrick Watase, Reef Amano, Dale Hood, Elizabeth Burkhart, Leimomi Dierks, Claire Shigeoka, Darla Serrao, and Kenneth Kato.*

**D**uring an afternoon ceremony on September 1, the UH Community Colleges honored nine highly deserving staff members for their outstanding service to the Colleges. The Chancellor's Award for Outstanding Service is an annual award that recognizes one non-faculty staff member from each campus, the Employment Training Center (ETC) and the chancellor's office, for his or her generosity, dedication and commitment to the Community Colleges. An

overall winner is also announced during the ceremony and receives a monetary award. This year, Elizabeth Burkhart, financial aid coordinator at Maui Community College, was selected as the overall winner for her untiring efforts in reorganizing and revitalizing Maui CC's financial aid program.

The winners from the other campuses and offices were: Secretary to the Director Darla Serrao of ETC, Personnel Officer Claire Shigeoka of Hawai'i CC, Administrative Officer

Kenneth Kato of Honolulu CC, Educational Media Center Electronics Technician Reef Amano of Kapi'olani CC, Electronic Engineer Patrick Watase of Kaua'i CC, Electronic Technician Dale Hood of Leeward CC, Educational Specialist Leimomi Kekina-Dierks of Windward CC, and Account Clerk Lianne Tong of the Chancellor's Office. Each winner was recognized by the Chancellor for Community Colleges Joyce Tsunoda, and received an award certificate. 🌺

## LEARNING-CENTERED COMMUNITY COLLEGE WEB RESOURCES

American Association of Community Colleges

- [www.aacc.nche.edu](http://www.aacc.nche.edu)

Creating a Learning College Website

- [www.pbs.org/learn/als/revolution/](http://www.pbs.org/learn/als/revolution/)

Educause

- [www.educause.edu/](http://www.educause.edu/)

League for Innovation in the Community College

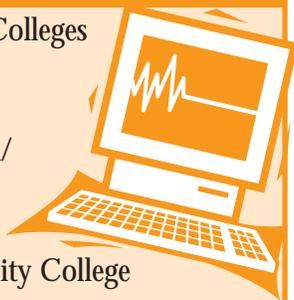
- [www.league.org](http://www.league.org)

National Institute for Staff and Organizational Development

- [www.nisod.org](http://www.nisod.org)

The Strategic Plan for the UH Community Colleges

- [www.ccc.hawaii.edu/ccAcad/plan/](http://www.ccc.hawaii.edu/ccAcad/plan/)



## Japan Foundation offers grants

**T**he Japan Foundation founded in 1972, to further international mutual understanding through the promotion of cultural exchange between Japan and other countries, announced recently that application forms for Japan Foundation grants are now available. Applications for most programs must be submitted to either the Consulate General of Japan in Honolulu or to the Japan Foundation's Los Angeles office no later than December 1, 1998. For program guidelines visit the Japan Foundation's home page at [www.jpf.go.jp/](http://www.jpf.go.jp/) or call UHCC Staff Development Coordinator Cammie Matsumoto at 956-3871. 🌺

# A stroll through time

Imagine that with every step you took, 4.55 million years passed by. Within a few minutes, you could stroll from the beginning of time, when the earth was formed, to the first signs of life on our planet. Quickly, your feet would carry you to the age when single celled animals came into being and the ozone layer formed. Then, suddenly, with every step you took, dramatic changes would take place. The first vertebrates, fishes, dinosaurs, birds and mammals. In a flash, humans would appear and quickly the Stone Age, the Axis Age, the Roman empire, and the settlement of Hawai'i would whisk by.

You have just walked along the Honolulu CC Timeline. Completed earlier this year, the yellow line which runs 1275 feet along Honolulu CC's concourse and is inscribed with plates marking significant events, gives a true sense of time to those who dare stroll and let their imagination run wild. History Professor Rick Ziegler is the brain behind this newest adventure, and he reports that it is the longest timeline in the State of Hawaii and wants to enter it in the Guinness Book of World Records. Physics Professor Mark Schindler and Biology Professor John Shen worked with Ziegler in selecting the 50 major events on the timeline that cover history, biology and geology.

Ziegler says "It is amazing that human life occupies such a small

portion of the timeline." In fact, the final 460,000 years were expanded to 210 feet so that one inch equals 150 years in order to list events in human history (one inch equals 370

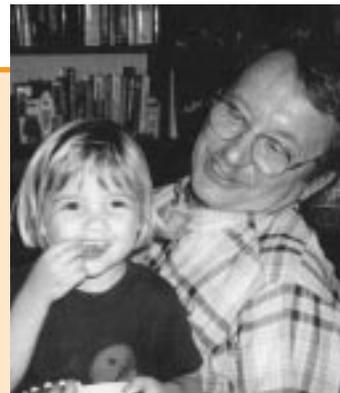
thousand years for the rest of the timeline). Because the timeline so vividly displays the concept of time, this new learning tool, conversation piece and environmental art on campus is finding its way into discussions in the classrooms, cafeteria and offices of Honolulu CC. 🌟



*The timeline that runs along the main mall of the Honolulu CC campus is the brainchild of Professor Rick Ziegler, shown here in the foreground at the dedication ceremony in August.*

## Timeline honors Professor

On August 24, the Honolulu CC timeline was dedicated to the memory of Stanley Andrychowicz (shown at right with his daughter), a humanities professor who passed away in the summer of 1995 after having taught at Honolulu CC for 23 years.



UHCC Chancellor Joyce Tsunoda, Honolulu CC Provost Peter Kessinger, and many other Community College faculty and staff were present for the commemoration and offered fond words and memories of Andrychowicz. His sense of humor and obvious interest in their lives and pursuits made him a favorite with the students. Because his humanities, learning skills or philosophy courses were often the first courses new students would take, Andrychowicz was often the initial connection for those beginning to navigate college and career paths. Therefore, the timeline, a pathway stretching from one end of time and campus to the other, was an appropriate way to honor and say aloha to a dear friend of Honolulu CC. 🌟

## BIG PLANS FOR LEEWARD TELESCOPES

**H**awai'i's first observatories for teaching, public use, undergraduate research and K-12 education programs are being constructed at Leeward CC. The telescopes, a longtime dream of Professor Fritz Osell, will be capable of remote operation over the Internet, making access to the telescopes possible for all Hawai'i residents.

Leeward CC has five observatories planned for its campus, the only campus in the UH system with observatories in its master plan. The observatories will enable Hawai'i's students, teachers, parents and community members to join an international community of science learners and practitioners involved in a lifetime of exciting, worthy projects involving Internet-linked telescopes.

Osell recently obtained a \$152,000 grant from the Defense Department for a second observatory. A 12-inch telescope is already located on the campus and planning for a 24-inch UH Planetary Patrol telescope, removed from Mauna Kea in 1995, is now underway. Another regular telescope and a solar telescope will eventually be added to the complex. Osell points out, "The irony is that, although there are a billion dollars worth of telescopes on Mauna Kea, there has never been a single telescope in Hawai'i available for general public use or for teaching. It is also true that less than 2,000 people in the world understand what these great observatories really do, yet the knowledge which results from their discoveries is essential." Hopefully, with increased public interest and support, Osell's dream for reaching the stars will become Leeward's reality. 🌟



*On returning to earth after a short flight in the new training plane, Chancellor Tsunoda signals that the new pilot training program is ready to take off.*

## Aviation program takes off

**U**H Community Colleges' new pilot training program got off to a flying start on August 27, as business leaders, educators and state and federal officials gathered to bless the new training planes and celebrate the inauguration of the Associate Degree Program in Commercial Aviation at Honolulu CC.

Having arrived in Honolulu only a few days earlier, the airplanes, two Diamond Aircraft Industries' DA20-C1s, were blessed by Kaumakapili Kahu Kaleo Patterson at Honolulu CC's aeronautics maintenance facility at the Honolulu International Airport. Guests included Governor Benjamin Cayetano, Lieutenant Governor Mazie Hirono, UHCC Chancellor Joyce Tsunoda, and University of North Dakota (UND) Aerospace Assistant Chief Instructor Ed Helmick, who offered their congratulatory remarks.

Several of the students enrolled in this first college degree program in flight training also took part in the ceremony and expressed their excitement about the new career opportunities the program offers.

Following the ceremony, Hirono and Tsunoda were each treated to a short tour in the two-seat fixed gear training airplanes. After her short flight with Paul Arakawa, factory service representative for Diamond Aircraft, Hirono admitted she was more inclined to keep her "feet on the ground," but found the experience very exciting. Tsunoda, who flew with Helmick, said afterward that the view was magnificent and she was "ready to sign up for the program."

The new pilot training program, which includes 250 hours of flight time, is fully articulated to the UND Center for Aerospace Science. Twenty students are presently enrolled in the program. 🌟



*At left, Isami Doi self-portrait, 1930, courtesy of Honolulu Academy of Arts. Below, Keichi Kimura, "Self-Portrait," 1984 courtesy of Julie Walters and Riley Jaschke*

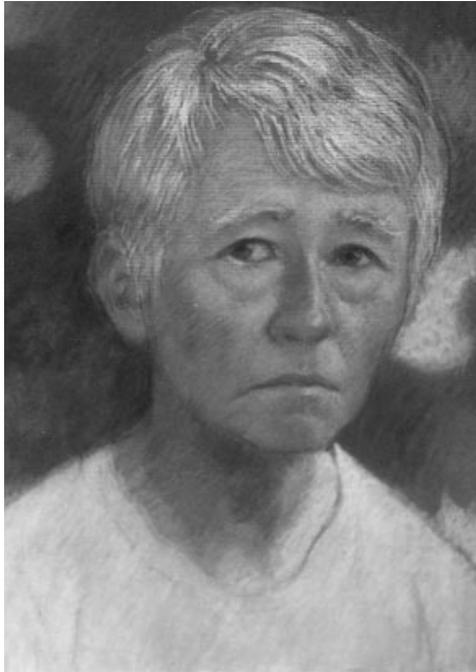
# Heroic Dreamers

*by Mike Moses, Kapi'olani CC Development Assistant*

**T**oo often today we associate heroism with athletic accomplishments, celebrity status, or awards won. It is rare that we recognize those reluctant heroes who quietly went outside of convention to follow their dreams and achieve; it is these figures whose heroism is more tangible and whose example we might more easily emulate.

Isami Doi (1903-1965) and Keichi Kimura (1914-1988) are two such reluctant heroes—two of Hawai'i's great artists who were among the first to leave the islands to pursue a higher level of training on the mainland and abroad, at a time when cultural values allowed little room for creative impulses, and then returned to influence generations of local artists.

Doi's and Kimura's works were on display from August 24 to September 24 at Kapi'olani Community College's Koa Gallery in a traveling exhibit entitled "Avatars of Culture: Isami Doi and Keichi Kimura, Works on Paper." The exhibit will travel throughout the state over the next several months.



David Behlke, Koa Gallery Director, and the man responsible for putting the show together, believes that these two artists are an inspiration for dreamers.

"Too many people refuse to face their fears and go for it. Both of these men were afraid to follow their creative impulses, but went ahead and did it anyway," Behlke said, adding that their story of courage is as important as their art.

Before Doi, no local artist from Hawai'i had gone abroad to study art. He lived under the cultural expectation that he was to follow in his parents' footsteps and help them run their family store on Kaua'i. But Doi, with the support of his family, struck out on his own to pursue his

artistic talents in New York, where he learned the emerging styles of abstraction and Surrealism. He brought those styles back to the islands, where he had become a mentor for many blossoming Japanese American artists.

Kimura, twelve years Doi's junior, fought with the 100th Battalion in WWII. After the war was over, he followed in Doi's footsteps and studied in New York. Upon his return to Hawai'i, he worked primarily as a commercial and fine artist, working mostly with the difficult medium of pastels.

"In the eyes of the Japanese American community, these two men were pivotal figures who had not gotten enough attention," Behlke said. "Both men were heroes; they went someplace they had never gone before. Their story is pertinent to anyone who has ever longed to follow his or her own creative urges and make art, be creative or nurture their desire to be self-expressive."

The exhibit will travel all over the state with stops at Kaua'i CC (October 16-November 25), Leeward CC (March 10-April 10), and the Maui Arts and Cultural Center (May 3-May 28). 🌸



**Ann Kagan**  
Owner, Ann K. Kahala Fashions  
Graduate of Honolulu Community College

**I**t was February 5, 1981. The night was very dark under the new moon. En Thi Nguyen huddled on a crowded boat as it drifted down the Mekong River. This was her third attempt to flee Viet Nam for a better life somewhere else, though she did not know where “somewhere else” would be. With the clothes on her back, a few ounces of gold to pay for passage, and unable to speak a word of English, En Thi Nguyen left behind her parents and five other siblings. Only her sister ventured with her.

Five small boats started the journey, but only three made it to the larger boat—disguised as a fishing boat—for the final leg of the trip over open ocean. For three days and nights they huddled below deck with no food and only cooking water from the crew’s rice to drink. Many people were seasick with nowhere to relieve them-

## Succeeding in extraordinary

**fashion** selves, and going to the bathroom was impossible. “I thought I had died,” she said. Thus began an extraordinary journey from Saigon to Honolulu CC for En Thi Nguyen.

Ann Kagan, as she is known today, beams proudly when you enter her shop, Ann K. Kahala Fashions, near Kahala Mall. And what a shop it is! There are one of a kind garments that have been designed and sewn for clients to wear to visit the Queen of England; suits and dresses from the finest design houses such as Valentino, Chanel, Escada, and Armani waiting for difficult alterations; fabrics from the Versace and Ungaro couture collections that Ann will transform into one-of-a-kind masterpieces. You will also see jogging shorts, in for a seam alteration, and men’s pants marked for new hems.

It was at Honolulu CC where Ann’s career journey started. Lillian Zane, professor in fashion technology, remembers, “En Thi could barely communicate. She would watch the lesson and then mimic it, but she had a very difficult time asking questions because she lacked English skills.”

Joy Nagaue, another instructor remembers that, when given an assignment to make one garment of a certain design, En Thi would make three with slight variations.

During her final year at Honolulu CC, En Thi entered 40 designs in the annual fashion show—a record that still holds today. Only 20 were permitted in the show. En Thi recounts a very special memory, “I had no money,

and was living on a daily bowl of saimin just to go to school. I became very ill and was not going to be able to attend the show. The Chinese Narcissus Queen and Miss Chinatown were both going to model the competition gowns I had made for them. I was so sad. And then, Mrs. Zane, my teacher brought a bowl of home-made rice soup to my house and helped me get better and go to the show.” En Thi won one of two top prizes.

En Thi’s first job, obtained through school contacts, was as a seamstress with Pomegranates in the Sun. She moved on to Princess Kaiulani making wedding dresses and finally to Wai Kahala Fashions where she worked for 10 years. She married Milano Kagan and had a son, Michael, obtained her American citizenship and changed her name to Ann Kagan.

Coming to America had been her dream. She had found the place where she could continue her education with freedom. Just one last goal eluded Ann—owning her own business.

Finally in 1996 she took the big step and opened her own shop. She has been busy from the day she opened the doors. Ann says “At times I work all night just so the customer has the garment I promised. I work hard, but I am happy.” Zane remembers the sad eyes that came to class many years ago and now sees the happiness and joy they radiate.

About Honolulu CC Ann says, “I will never forget the teachers there who really cared about me. To this day I have Mrs. Zane’s soup pot as a reminder of that very special act of caring.” 🍲

## Internship leads to change of career

by *Mona Stevenson, Maui CC*

**G**wen Ohashi Hiraga had always thought she would be a teacher. Instead, a chance internship received through Maui CC led to 21 years of government service and her appointment as Maui County Deputy Planning Director in 1993.

Ohashi Hiraga says, "I owe a lot to Maui CC and being put in a position that significantly impacted what I would do in the future."

The third of four daughters of Ronald Ohashi, a police officer, and his wife Rose, a small business owner, Gwen was reared in Wailuku, Maui among strong female role models. In high school, she was certain she would attend Maui CC before transferring to the UH Mānoa, just as her second oldest sister had done and her younger sister planned to do after her.

Recalling how large UH Mānoa seemed to her during a high school visit, Ohashi Hiraga said, "I wasn't ready to leave home, emotionally or socially." But, she thrived at Maui CC.

"The atmosphere was friendly, the class size was small and it was easy to get to know the instructors," she said. After earning her Associate in Arts degree, Ohashi Hiraga transferred to UH Mānoa to pursue a degree in Asian and Pacific History.

While attending UHM, Ohashi Hiraga spent three legislative sessions working as an aide to Senator Mamoru Yamasaki. After graduating with a Bachelor's degree, Ohashi Hiraga

returned to Maui for a semester prior to the start of graduate studies with UHM's College of Education. "I had nothing to do after graduating," said Ohashi Hiraga, "I had no job other than substitute teaching, so I decided to enroll in classes at Maui CC." She enrolled in two directed studies courses, one in History, and the other, a Political Science course, which included an internship position with the Maui County Council. Working for Senator Yamasaki had given her a chance to meet many of the legislators she would be working with as a County Council intern, and the internship in turn, allowed her to showcase her skills.

After her internship, Ohashi Hiraga returned to Mānoa and spent a semester in graduate school intent on completing her Master's degree. Yet, those plans were destined to change. On her return from a thrilling six-week European cuisine tour sponsored by Kapi'olani CC with friends from UH Mānoa, Ohashi Hiraga accepted a position as a temporary Elections Clerk with Maui County. That, in turn, led to a variety of appointed positions in the Office of Council Services. "I was fascinated with politics and seeing our work turn into laws that affect the County," she recalled of her time with Council Services.

But, when offered the Deputy Planning Director position by Maui Mayor Linda Lingle, she jumped at the chance. Although the new job required a cut in pay, "it was not as important as learning new skills."

"Females should not be afraid to



**Gwen Ohashi Hiraga**  
Principal  
Munekiyo, Arakawa & Hiraga, Inc.  
Graduate of Maui Community College

seek higher level positions," said Ohashi Hiraga. "Women can achieve as much, if not more than men."

Last April, after three years as Deputy Planning Director, Ohashi Hiraga was offered a position with one of Maui's best planning consultant firms. The uncertainty of the impending administrative change in December helped her in her decision to accept a job as project manager with Munekiyo & Arakawa, Inc. In January, she was made a principal in the full service planning and project management firm.

Ironically, the closest she has gotten to teaching in recent years has been to assist in securing the necessary permits for Maui CC's Moloka'i Education Center this summer.

"I have no regrets," said Ohashi Hiraga, "I feel I have made the right decisions along the way." ❀

## CCs are gateway to higher ed

A report prepared by the Institutional Research Office of the University of Hawai'i offers impressive statistics pertaining to the UH Community Colleges. The report, "The Residence and Migration of First-time Freshmen for the State of Hawai'i," shows that more than 50% of freshmen in higher education institutions in the state attend one of our seven Community Colleges. The vast majority of first-time freshmen enrolled in Hawai'i are state residents, making the Community Colleges the number one choice of Hawai'i's high school graduates who go on to higher education. On-line information about this report and other reports issued by the Institutional Research Office can be found at [www2.hawaii.edu/iro/](http://www2.hawaii.edu/iro/). ❀

## Cha to serve on Women's Commission

Interim Provost Peggy Cha of Kaua'i Community College has been appointed by UH President Kenneth Mortimer to serve on the UH Commission on the Status of Women for a two-year period (1998-2000). The Commission is an important advisory group charged with promoting the status of women students and employees throughout the University system. The Commission reports directly to the President and is comprised of students, faculty, civil service, APT and executive/managerial personnel. The Commission's goal is to provide positive, constructive advice that can lead to action-oriented programs to improve the professional and academic climate for women at the University of Hawai'i. ❀



*Kaua'i CC Interim Provost Peggy Cha*

## AMATYC Institute a Big Isle success

Hawai'i CC and the Pacific Islands Mathematical Association of Two-Year Colleges hosted a four-day summer institute on August 4-7, 1998. The institute, conducted by Dr. Curtis Ho, associate professor of educational technology at UH Mānoa, explored ways the Internet could be used to support student-centered learning and other strategies for enhancing instruction. ❀

## UPCOMING EVENTS

### Garth Fagan Dance

Leeward CC Theatre

October 8-10 at 8pm

Hailed by critics as "One of the era's most thrilling and inventive troupes, Fagan's company of virtuoso performers mesmerizes audiences throughout the world."

### Isami Doi and Keichi Kimura Art Exhibit

Kaua'i Community College

October 16 - November 25

See article on page 7 for details.

### Family Fun & Craft Fair

Leeward Community College

Saturday, October 31, 1998

9 a.m. to 2 p.m.

Leeward welcomes the public to its annual Family Fun & Craft fair. This event, held at the Leeward campus at 96-045 Ala Ike, Pearl City, is free and there is plenty of parking. For more information call James Goodman at 455-0613.

### Nanakuli

Leeward CC Theatre

November 6,7,12,13,14 at 8:00 p.m. and

November 8 and 15 at 4:00 p.m. \$11/\$9.

By Tammy Hailipoua Baker. Hawaiian Style Theatre production celebrates the diversity and cultural strength of Nanakuli community. For more information call 455-0380.

Manny Cabral, professor at Leeward CC offered Hawaiian language reminders for effective leadership at the UH Leadership Institute last Spring. Following are excerpts:

*Aloha:* Welcome people and say goodbye to people graciously. Aloha can have several interpretations, including friendship, love affection and concern. Our daily attitude should reflect the aloha spirit. Watch our tone of voice, body language and show respect.

*Ho'oponopono:* To put in order or make right. A traditional method of problem-solving among Hawaiian groups. Gives the freedom to say what's bothering you as a learning experience for all present, and is presented and accepted with honesty and forgiveness. ❀

# UHCC's receive Carl D. Perkins funds

The UH Community Colleges have received more than \$70,000 from the Carl D. Perkins funds for 1998, to promote gender equity in education. These important funds will help the Community Colleges in our ongoing efforts to offer diverse educational opportunities to all Hawai'i's people, with special emphasis on helping people entering non-traditional career training.

Programs receiving monies include:

## Hawai'i CC.

Development of materials relating to starting and maintaining a

small business, to be placed in the Hawai'i CC Career Center. Also for the development of resource guides. This effort focuses on assisting the community of Big Island women, particularly those who are attending Hawai'i CC, who are presently studying, with the goal of starting their own businesses.

**ETC.** Funds will support the Tech Discovery Center, where students will be able to obtain information on programs and careers. The Tech Discovery Center provides students with firsthand experience in specific trades and information about further training opportunities.

**Chancellor's Office.** In a partnership with campuses and the Department of Education, the Chancellor's Office will develop materials to recruit high

school students to the Community Colleges. Posters, bus ads, PSAs will be developed.

**Kapi'olani CC.** Production of a videotape and teacher's handbook on cross-cultural perspectives to promote a gender-free educational environment.

**Leeward CC.** Focus on working with students to alleviate math anxiety. A 3-credit math preparation course will be developed. This project will expand opportunities for women who want to enter professions where proficiency in math is required.

**Honolulu CC.** Focus is on recruitment and supporting students with stipends to support their tuition. This project will support females entering male-dominated professions.

The Federal Carl D. Perkins Vocational and Applied Technology Education Act of 1990 provides secondary and post-secondary institutions with approximately \$1.6 billion nationwide. While the Act has a number of special "set-asides," overall, the funds are used for vocational education programs. Each state and local school district is allocated money based on a complex formula which considers special populations and the number of students enrolled in vocational education programs.



*Through gender equity in education, the Community Colleges can provide opportunities for women, such as these Maui CC students, who might otherwise not enter traditionally male-dominated career paths.*



*Dr. Phyllis Bell Miller, assistant professor at Mississippi State University and author of fashion design CAD plug-in software, works with Cheryl Maeda, Maui CC Fashion Technology associate professor, at an instructor training held at Maui CC.*

## MAUI CC GETS GRANT FOR CAD PROGRAM

Maui CC has received a \$35,000 federal grant from Carl Perkins vocational improvement funds to incorporate computer-aided design (CAD) into its vocational education programs. The grant is being used to secure workstations, software and training that will be used in the Electronics, Building Maintenance, Fashion Technology, Agriculture, Carpentry, Drafting, Sustainable Technology and Welding programs. "There have been huge changes in vocational fields with the integration of computer applications in these areas," said MCC Assistant Dean of Instruction Jeannie Pezzoli. The CAD grant is unique in offering cutting-edge technology to multiple disciplines. And according to Pezzoli, "CAD, the ability to render a three-dimensional graphical picture of a finished design, will be the next leap forward in many of these fields." 

# 'Umia Ka Hanu helps students persist



UNIVERSITY OF HAWAII

## Community Colleges

is published by the Office of the  
Chancellor for Community Colleges.

**Joyce S. Tsunoda**

Senior Vice President, UH and  
Chancellor for Community Colleges

**Sharon Narimatsu**

Interim Provost Leeward CC

**Marilyn Walsh**, Editor, 956-3862

### CORRESPONDENTS

**Verna Post**

Hawai'i CC

**Karen Hastings**

Honolulu CC

**Bobbie Bulatao-Franklin**

Kaua'i CC

**Michael Moses**

Kapi'olani CC

**Cindy Martin and Beth Kupper-Herr**

Leeward CC

**Mona Stevenson**

Maui CC

**Libby Young**

Windward CC

**Dave Murakami**

Employment Training Center



*"Projects such as 'Umia Ka Hanu create a much needed educational linkage between secondary education, adult education, and higher education. We are all here to benefit the student learner and bring down philosophical barriers about education."*

Thomas Doi,  
Employment  
Training Center

**U**mia Ka Hanu," once a Hawaiian war cry, asking patience and persistence, is now the name of a joint partnership program with the Employment Training Center (ETC), Honolulu CC and the Moanalua/Aiea Community School for Adults. The summer program for "at-risk" students from Aiea and Moanalua High schools, entails an intensive six-week program held at Honolulu CC. ETC, acting as a liaison between the high school and community college, offered counseling support, provided registration and set up workshops for the students.

'Umia Ka Hanu provided seven modules of learning that were all competency based. Classes included administration of justice, commercial graphic arts, computer-aided drafting, computer science, cosmetology, sheet metal technology and speech communications. The program is designed to inspire students to continue their education, and

spark interest in worthwhile career paths. Having strict attendance and performance policies, approximately 70% of the students completed the stringent coursework.

According to ETC Assistant Professor and Counselor Thomas K. Doi, "The success of this program is directly attributable to the dedication and cooperation of Honolulu CC, Adult Education Principal Wallace Hayashi, Outreach Counselor at Moanalua High School Lawrence Park and others in the community who have helped identify and encourage our at-risk youth. In light of the favorable results of this first session, ETC is currently planning future 10-week sessions and the next summer program for 'Umia Ka Hanu." 



UNIVERSITY OF HAWAII  
**Community Colleges**

### Island of O'ahu

Honolulu Community College

Kapi'olani Community  
College

Leeward Community College

Windward Community  
College

Employment Training Center

### Island of Hawai'i

Hawai'i Community College

### Island of Kaua'i

Kaua'i Community College

### Island of Maui

Maui Community College

University of Hawai'i  
Office of the Chancellor for Community Colleges  
2327 Dole Street  
Honolulu, Hawai'i 96822

ADDRESS SERVICE REQUESTED

Non-Profit Org.  
U.S. Postage  
**PAID**  
Honolulu, HI  
Permit No. 278