University of Hawai‘i
Community Colleges
Institutional Self Evaluation

Presented to the League for Innovation in the Community College, 2004

Kūlia I Ka Nuʻu
Strive for the Highest
# Table of Contents

**University of Hawai‘i Community Colleges Statement of Commitment** .............................................. i

**Introduction**

‘Olelo Ho‘akāka

- Mission and Values ........................................... 1
- History .............................................................. 2
- University of Hawai‘i Community College Profiles  ........ 6
- Governance ......................................................... 10
- University of Hawai‘i Board of Regents  .................. 12

**Institutional Excellence and Effectiveness**

Nā Hana ‘Oi O Ke Kula ............................................. 14

- Indigenous Culture, Indigenous Values at the Community Colleges ........................................... 15
- International Education ........................................ 25
- A Focus on Student Success ..................................... 34
- Partnerships at Work ............................................. 40

**Innovative, Experimental Programs and Practices**

Nā Polokalamu No‘eau me Nā Polokalamu Ho‘āo ................ 46

- Workforce Development Initiatives .......................... 47
- Technology at the Forefront .................................... 56
- Professional Development ...................................... 61

**Institutional Stability**

Ko Ke Kula Kūpa‘a ............................................... 65

**High Quality/Exemplary Leadership**

Ke Alaka‘ina ‘Oi ..................................................... 75

**Commitment to the League for Innovation**

Ke Kuleana I Ka Hui Kāko‘o No‘eau .............................. 79

- Support from Academic, County, State and National Leaders ...................................................... 80
- The University of Hawai‘i Community College Commitment ..................................................... 94

**State, National and International Recognition**

Nā Kūlana Moku‘āina, Aupuni a Punī Ka Honua ................ 96

**Conclusion - The Future**

Panīna - Ka Wā E Hiki Mai Ana .................................. 100

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**NOTABLES**

**QUOTABLES**

**WHAT ARE THE MARKS IN OUR NAME?**

Located in the only state with two official languages, the University of Hawai‘i observes Hawaiian language spelling, which incorporates the ‘okina (‘) glottal stop as a consonant and the kahakō (¨) macron as a pronunciation key.
University of Hawai‘i Community Colleges

Statement of Commitment

“The foremost cornerstone was the clear understanding that students and student learning were the most important values...”

John Morton, 2004
This self study for reaffirmation in the League for Innovation in the Community College was conducted during a period of great change within the community colleges in Hawai‘i. Under the leadership of Chancellor Joyce Tsunoda, the Hawai‘i Community College system had become a source of pride and accomplishment for the citizens of Hawai‘i. Very quickly and unexpectedly, this old organizational structure was changed, the position of Chancellor for Community Colleges was eliminated, and a new organization was born, where each of the seven community colleges reported directly to the University President. Then, just as suddenly, the President who had led this change was gone.

Amid this turmoil and uncertainty, there emerged evidence of the solid foundation stones upon which the Hawai‘i community colleges are built. The foremost cornerstone was the clear understanding that students and student learning were the most important values and that organizational structure was secondary. Maintaining the core values of community colleges – access, quality, opportunity, learning – was always foremost in the debates and discussion during this time of change. The accomplishments and innovation of faculty and staff documented in this self study emphasize these commitments, commitments that did not change during this period of change and commitments that will not change as we move forward.

The second cornerstone was the ability of the community colleges to adapt. Change is not an enemy to be fought; change simply is. The new organizational structure challenged the community colleges to find new ways of interacting with each other and with the rest of University community. Just as this self study documents how well and rapidly Hawai‘i’s community colleges respond to changes in the external environments, so, too, did the Colleges adapt and respond to these internal changes in a manner to preserve and improve student learning.

The third cornerstone was the commitment of the Colleges to be one, even as the organizational structure flattened and granted “independence” to the seven colleges. The community colleges had a clear understanding and recognition that working together to fulfill a shared mission would further our students’ learning, even if the organizational structure did not “mandate” cooperation.

The final cornerstone was the recognition that this commitment to learning, this adaptation to change, this willingness to work together would not be complete if we did not continue to maintain our connectedness to those who share these values and vision – our sister colleges within the League for Innovation. We have gained and learned so much through our involvement with the League for Innovation. We trust that, as well, we have provided others with the opportunity to learn about Asia and the Pacific, about living and learning in a diverse island culture, and about fulfilling an obligation to a native people.

We hope to keep on learning. We hope to keep on sharing. We hope to keep that fourth cornerstone, our relationship with the League for Innovation, firmly in place. We respectfully submit this self study for your consideration.

Aloha,

John Morton, Chancellor, Kapi‘olani Community College
On behalf of all the Community Colleges of the University of Hawai‘i
MISSION AND VALUES

The University of Hawai‘i Community Colleges (UHCC) were established by State law in 1964 as an integral part of the University of Hawai‘i. That mission was further defined in the Strategic Plan 1996-2007 as approved by the Board of Regents in November 1996. Within the overall mission of the 10-campus University of Hawai‘i (UH) system, the community colleges have as their special mission:

- Access: To broaden access to post-secondary education in Hawai‘i, regionally and internationally, by providing open-door opportunities for students to enter quality educational programs within their own communities.
- Learning and Teaching: To specialize in the effective teaching of remedial/developmental education, general education, and other introductory liberal arts, pre-professional, and selected baccalaureate courses and programs.
- Workforce Development: To provide the trained workforce needed locally, regionally, and internationally by offering occupational, technical, and professional courses and programs that prepare students for immediate employment and career advancement.
- Personal Development: To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.
- Community Development: To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others.
- Diversity: To prepare UHCC students for the global workplace by developing learning experiences built upon Hawai‘i’s unique multicultural environment and geographic location, through efforts in curriculum development, and upon Hawai‘i’s productive relationships with international counterparts in Asia and the Pacific.

The University of Hawai‘i Community Colleges’ mission is based on a philosophy and set of core values that influence and guide the fundamental decisions, attitudes, and behavior of their members:

- Focus on Access — We are the “Open Door” to higher education for all members of the community who can benefit from such opportunities. To provide that access, we must be affordable, adaptable and flexible.
- Focus on Community — We are responsive to the needs of our unique communities, and we are partners in defining and answering those needs. We are of our communities, not just in them.
- Focus on Learning and Teaching — We are student-centered, building communities one life at a time. We meet the students where they are. We are learning-centered, innovative in delivery method, innovative in supporting non-traditional students, and accountable for student outcomes.
- Focus on Workforce and Economic Development — We are active partners with industry, secondary and elementary education, and community agencies in developing a well-trained, effective workforce for the State and promoting economic development.
The first Chancellor, Richard Kosaki, talking with a student below, stated in the first faculty-staff memo for the UH Community Colleges, "Ours is a responsibility which is also a challenge; we have the important task of expanding educational opportunity in our communities.

By 1968, enrollment had grown to 5,494. In that year, Dr. Joyce S. Tsunoda was invited to join several other faculty members in the creation of the system’s fifth campus, on O’ahu’s Leeward coast.

Under the leadership of Richard Kosaki, the planning and growth of the UHCCs focused on upgrading and creating new facilities, developing college transfer programs, and expanding vocational
programs. Students continued to flock to their doors. By 1970, UH Community College enrollment reached 10,568.

To serve the growing numbers of students, innovation blossomed. Maui CC, with its unique challenge to serve a tri-isle community, developed a new distance education system. Kaua’i CC focused on expanding its liberal arts program, and Honolulu CC officially opened a new library and other facilities.

Through the 1970s other community colleges were established. Windward CC opened its doors in the abandoned buildings of the Hawai‘i State Hospital. Hawai‘i CC began operations in 1970 as part of UH Hilo on the Big Island and eventually joined the UHCC system on July 1, 1991. Kapi‘olani CC, then located at Pensacola Street, was bursting at the seams and began negotiations to expand its campus on a parcel of land at Diamond Head.

Through the 80s and 90s, under the leadership of Tsunoda as Chancellor for the Community Colleges, the campuses worked together to excel during tough economic times. University Centers opened on all the neighbor islands, where students could access baccalaureate and graduate programs delivered by four-year institutions in the UH system. A distance-delivered Associate in Arts degree was expanded. A renewed focus on career and technical programs assisted in meeting

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<td>Through a generous donation of land by Grove Farm, Kaua‘i Community College moved to its present location in Puhi.</td>
<td>Joyce S. Tsunoda was named Chancellor of the UH Community Colleges, succeeding Dewey H. Kim.</td>
<td>Hawai‘i Community College became part of the UHCC system. Until that time it had been part of the University of Hawai‘i at Hilo.</td>
<td>The Manpower Training Office, part of the UHCC system since 1968, was renamed the Employment Training Center.</td>
<td>The UHCCs were invited to join the League for Innovation in the Community College.</td>
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the State’s workforce needs and new programs responded to the State’s economic development directions. Partnerships with other educational institutions were strengthened.

In 1997, the Chancellor for Community Colleges was assigned the responsibility for promoting international education throughout the 10-campus system. The UH Community Colleges now boast more than 60 international exchange agreements and have become world-recognized leaders in distance education, international education, and nurturing the entrepreneurial spirit.

In response to the State’s economic downturns in the 90s, the Colleges established new partnerships with business, educational agencies, and community organizations, triggering creative, effective workforce development programs. The Culinary Institute of the Pacific and the Pacific Center for Advanced Technology Training (PCATT) are just two examples of the workforce training programs originating from systemwide and statewide collaboration. The Culinary Institute of the Pacific has garnered local and international praise for its success in promoting Hawai‘i Regional and Pacific Rim Cuisine, while PCATT has received worldwide recognition for its training capabilities in advanced technology systems such as Cisco, Microsoft and Sun Microsystems, among others.
The collaborative partnerships have contributed significantly to the State’s workforce development efforts: Honolulu CC’s agreement with the University of North Dakota to develop an aviation program, training relationships with Ford and Toyota, retraining programs such as Kaua‘i CC’s diversified agriculture program geared to displaced sugar production workers, and cultural innovations such as a Hawaiian Music Institute at Windward CC to support Hawai‘i’s vital music industry.

In the words of Emeritus Chancellor, Joyce Tsunoda, “The UHCCs are not merely open-door educational institutions, they are the gateways to success for Hawai‘i’s people.”

Most recently, the UH Community Colleges have been challenged by external as well as internal forces. However, these challenges have served to highlight the UH Community Colleges’ strengths: resilience and responsiveness in the face of economic downturns and an absolute commitment to total quality education for their students and their communities. These fundamental qualities are reflected in this report.
Hawai‘i Community College is located in the port town of Hilo on the island of Hawai‘i, sometimes described as a tropical mini-continent with its snowcapped mountains, pasture lands, sugar cane fields, tropical rain forests and active volcanoes. Its marine environment, geological diversity and cultural richness are considered educational resources by the faculty and administration. Hawai‘i Community College currently shares the campus of the University of Hawai‘i at Hilo, but also maintains several affiliate education centers and outreach campuses islandwide. The College offers 20 different vocational programs and a comprehensive liberal arts curriculum, as well as a non-credit Intensive English Program for students who wish to improve their English language skills for academic, professional, or personal reasons. The College administers the University of Hawai‘i Center at West Hawai‘i, located in Kona.
**HONOLULU COMMUNITY COLLEGE – HONOLULU, O‘AHU**

Having expertise in such technical programs as aeronautic mechanics, commercial aviation, automotive technology, marine maintenance, computer networking and electronics, Honolulu Community College is considered a leader in technology training in the Pacific. Spread across 20 acres in downtown Honolulu near busy Honolulu Harbor, the College also offers a wide array of classes in the arts, humanities and sciences to complement the many occupational and technical programs. The College also boasts four of the finest training facilities in the State – the Aviation and Aeronautics Training Center near Honolulu International Airport, the Marine Education and Training Center on Sand Island, the Automotive Mechanics Technology and Diesel Mechanics Facility near the main campus, and the Pacific Aerospace Training Center at Kalaeloa.

**KAPI‘OLANI COMMUNITY COLLEGE – HONOLULU, O‘AHU**

Located at the foot of Diamond Head and a few short minutes from world-famous Waikiki Beach, Kapi‘olani Community College focuses on liberal arts, business education, hospitality education, health sciences, legal education and culinary arts. Its award-winning culinary arts program features superb training facilities and a faculty to match. Kapi‘olani Community College also excels in its hospitality education, including hotel/restaurant operations and travel and tourism, and boasts an excellent health care education program that offers degrees and certificates in nursing, medical lab technician, dental assisting, radiologic technology and emergency medical technician, among others. The College also offers the only paralegal program in the State and has new programs in Exercise and Sport Science, New Media Arts, Biotechnicians and Educational Paraprofessionals.
KAUA‘I COMMUNITY COLLEGE — LIHU‘E, KAUA‘I
www.kauai.hawaii.edu

Away from the crowded city life, Kaua‘i Community College’s rural setting offers a unique learning environment that captures the island’s lifestyle. Located on 200 acres of land just west of Līhu‘e, the College offers degrees and certificates in five academic areas: business education; health education; language, arts and humanities; science and mathematics; and trade-technology. Some of the award-winning programs include the culinary arts, office administration and technology, early childhood education, automotive technology, electronics technology and nursing. Kaua‘i Community College has built an excellent reputation for its solar-energy expertise, attracting the attention of National Aeronautics and Space Agency (NASA) scientists to collaborate on research involving the Pathfinder - a solar-powered aircraft. The College administers the University of Hawai‘i Center at Kaua‘i.

LEEWARD COMMUNITY COLLEGE — PEARL CITY, O‘AHU
www.lcc.hawaii.edu

Overlooking Pearl Harbor, Leeward Community College focuses on liberal arts, business programs and selected technology programs, including an award-winning television production program. The College has a solid reputation for preparing the students for entrance into such four-year baccalaureate programs as business, engineering and education, as well as the natural and social sciences, and humanities. The College boasts a sophisticated observatory park and an outstanding performance theater that features world-renowned artists, as well as student productions. The College’s expertise in digital media, television production, retailing, transportation, warehousing and entrepreneurial training assists business development in this rapidly growing region. The College administers the Leeward CC at Wai‘anae campus.
Maui Community College is located in Maui’s central valley overlooking the majestic West Maui mountains and ‘Īao Valley at one end and the busy ocean port of Kahului at the other. A tri- state College community, Maui CC pioneered and developed expertise in distance education and technology. Maui Community College is known for its exceptional programs in culinary arts, nursing, telecommunications, sustainable energy, electronics and computer engineering technology, as well as visitor industry training. The College administers the University of Hawai‘i Center at Maui, Moloka‘i Education Center, Lāna‘i Education Center, and Hana Education Center.

Windward Community College – Kāne‘ohe, O‘ahu
www.windward.hawaii.edu

Nestled at the foot of the Ko‘olau mountain range on the Windward side of O‘ahu, Windward Community College is known for its liberal arts program, education and Hawai‘i-focused studies. From earth and planetary sciences to Hawaiian language, the educational instruction at Windward Community College is greatly enhanced with annual cultural events such as the Kupuna Institute, the Summer Institute on Hawaiian and Polynesian Studies, and the Taro Festival. The College’s new state-of-the-art buildings include the science complex, which houses top-rated programs in astronomy, marine biology, oceanography and volcanology; Palikū Theater, a 300-seat performance venue; and Hōkūlani Imaginarium, which is a planetarium and multi-media facility. The College includes the Employment Training Center (ETC), a non-credit education and employment-preparedness center, which provides focused, accelerated training within a flexible, individually responsive learning environment. As the “transition center” for the UH Community Colleges, the ETC serves adults and youth who can benefit from developmental support services and training. The short-term, hands-on educational programs prepare students for successful transition—whether to entry-level employment, employment upgrading, or further education.
Governance

Prior to December 2002, Hawai‘i’s seven community colleges and the Employment Training Center (ETC, now a unit of Windward CC) were headed by Dr. Joyce S. Tsunoda, Senior Vice-President and Chancellor for the Community Colleges, who was one of 12 senior executives reporting directly to the President of the UH System. The provosts of the seven community college campuses reported to the UHCC Chancellor.

With the coming of a new UH President, Evan Dobelle, in July 2001, the University of Hawai‘i system underwent reorganization, with positions being added, eliminated, or relocated. The Board of Regents approved the University of Hawai‘i Systemwide Administration reorganization on December 12, 2002. The goal of the reorganization was to realign responsibilities and reporting relationships, relating to Community College units, Systemwide Programs, and other University of Hawai‘i units. One of the major changes of the reorganization was the restructuring of the Office of the Chancellor for Community Colleges, eliminating the position of the Chancellor and relocating the positions in that Office to the UH System Office or to specific community college campuses. To ensure continued support for the UH Community Colleges within the broader 10-campus system, two major support functions were incorporated into the UH System Office:

The Office of the Vice Chancellor for Academic Affairs for the Community Colleges was maintained intact and seamlessly integrated into the Office of the Vice President for Academic Affairs. Michael Rota was appointed to the position of Associate Vice President for Academic Affairs (Community Colleges).

The Office of the Vice Chancellor for Administration for the Community Colleges was maintained and integrated into the Office of the Vice President for Administration and Chief Financial Officer. Michael Unebasami was appointed to the position of Associate Vice President for Administration (Community Colleges).

University of Hawai‘i Organizational Structure

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<td>UH Mānoa</td>
<td>UH Hilo</td>
<td>UH West O‘ahu</td>
<td>Hawai‘i CC</td>
<td>Honolulu CC</td>
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<tr>
<td>Peter Englert</td>
<td>Rose Tseng</td>
<td>Linda Jonnsrud (Acting)</td>
<td>Rockne Freitas</td>
<td>Ramsey Pedersen</td>
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By agreement with the Western Association of Schools and Colleges (WASC) Accrediting Commission for Community Colleges and Junior Colleges (ACCJC), the full implementation of this reorganization was delayed pending substantive change approval by that body. ACCJC’s interest was focused primarily on assessing the consequences of abolishing the Office of the Chancellor for Community Colleges as a sub-system entity and the transformation of each of the seven Community College Provosts to the rank of Chancellor. In Spring 2003, ACCJC gave conditional approval to the Substantive Change Request. In 2004, each campus in the reorganized System has a Chancellor, who reports directly to the UH President.

As individuals have moved into the new roles created by the reorganization and initiated the broad range of activities associated with them, new patterns of interaction and communication have emerged. The reorganization sought to position the relationship of campuses to the system through two new organizational structures, the Council of Chancellors and the Council of Chief Academic Officers, which include representatives from each of the 10 campuses. In addition, within the Council of Chancellors, a Council of Community College Chancellors has been convened to address issues of particular interest to those campuses.

Most recently, the UH System has seen another change of leadership. Evan Dobelle has resigned, and effective August 14, 2004, David McClain, Vice President for Academic Affairs, will serve as Acting President.
University of Hawai‘i Board of Regents

Patricia Y. Lee, BOR Chair, of Honolulu, Hawai‘i, is a partner in Goodsill Anderson Quinn & Stifel. She holds a B.B.A. and J.D. from the University of Hawai‘i at Mānoa, an M.A. from Columbia University and a Ph.D. from Northwestern University. She has taught French at Northeastern Illinois University, Rockhurst College and UH Mānoa. She worked as a law clerk in the Attorney General’s Office, State of Hawai‘i, and MacIsaac & Smith. She has been active in numerous professional and civic organizations, including the Consular Corps of Hawai‘i, American College of Trust and Estate Counsel, Hawai‘i Bar Association, Hawai‘i Estate Planning Council, Hawai‘i Women Lawyers, Legal Aid Society of Hawai‘i, Jean Charlot Foundation and Alliance Française, Hawai‘i Chapter. She has been named among the Best Lawyers in America and Outstanding Women of America.

Kitty Lagareta, BOR Vice Chair, of Honolulu, Hawai‘i, is chairperson and chief executive officer of Communications Pacific. She is active in Hawai‘i’s Ronald McDonald House, Chamber of Commerce of Hawai‘i, Hawai‘i Business Entrepreneur and Acceleration Mentors Enterprise Honolulu. She was named the 1999 Businesswoman of the Year by Pacific Business News, elected to the 2002 Business Hall of Fame by Junior Achievement of Hawai‘i and presented the 2003 Gregg W. Perry award from the Public Relations Society of America, Hawai‘i Chapter. She is also active in the International Association of Business Communicators and served on the Election Review Task Force, 2001-2002, and Elections Appointment and Review Board.

Andres Albano, Jr. is vice president of CB Richard Ellis Hawai‘i, Inc., member of the CB Richard Ellis Hawai‘i, Inc. Board of Directors and director of the Development Consulting Group. He received a Bachelor of Science in Electrical Engineering and an M.B.A. from the University of Hawai‘i at Mānoa. Reflecting a background in real estate development, Albano is past president of Development Association of Hawai‘i, the Hawai‘i Developers Council, and the Honolulu Chapter of the National Society of Professional Engineers.

Byron W. Bender, of Honolulu, Hawai‘i, is a University of Hawai‘i at Mānoa professor emeritus of linguistics. He holds a B.A. from Goshen College and M.A. and Ph.D. from Indiana University. He serves on the Hawai‘i Public Employees’ Health Fund Board; Community Leader Forum Work Team on Income; and Leadership, Fiscal Support and Communication Task Force of the Hawai‘i State Board of Education. He was awarded the University of Hawai‘i Excellence in Teaching Award in 1969.

James J.C. Haynes II is currently the president of Maui Petroleum, Inc. He is a graduate of Punahou School in Honolulu and an alumnus of the University of Hawai‘i at Mānoa, where he received his Bachelor’s degree in Accounting. In addition to his position as president of Maui Petroleum, Inc., he is also the vice president for Hawai‘i Petroleum, Inc. and president of Minit Stop Stores on Maui and the Big Island. He is affiliated with the Hawai‘i Petroleum Marketers Association and the Maui Arts and Cultural Center and is a member of the Maui Rotary Club. He is a trustee of the Seabury Hall and in 1997, he received the O‘o Award, given to the Hawaiian Businessman of the Year by the Native Hawaiian Chamber of Commerce.
John K. Kai* is a graduate of Honoka’a High School and is a Big Island resident. He is President and co-founder of Pinnacle Investment Group, LLC. He serves on the boards of Hospice of Hilo and ML Macadamia Orchards, LP. He is also a Director of the Hawai’i Island Portuguese Chamber of Commerce and a past Director of the Hawai’i Island Chamber of Commerce. Kai is a member of the Governor’s East Hawai’i Advisory Committee and is actively involved in the Rotary Club of Hilo Bay and the Kamehameha Warriors Athletic Program. He earned an Associate in Arts degree in Business Administration and Marketing from Sacramento City College.

Trent K. Kakuda, of Honolulu, Hawai’i, is a student in the William S. Richardson School of Law at the University of Hawai’i at Mānoa. He also received his B.A. from UH Mānoa. He is active in the Student Bar Association, Japanese Exchange and Teaching Program Alumni Association, Fukuoka Shodo Association, Phi Beta Kappa, Golden Key National Honor Society, and Phi Eta Sigma.

Alvin A. Tanaka, of Honolulu, Hawai’i, is president of Pacific Transfer LLC. He holds a B.A. in Business Administration and an M.B.A. from the University of Hawai’i at Mānoa. He is a board member of Hawai’i Stevedores and serves on the board of directors of Aloha Council, Boy Scouts of America.

Jane Barrows Tatibouet, of Honolulu, Hawai’i, is executive vice president of AST Holdings LLC. She holds a B.S. from Cornell University. She is private sector chair of American Legislative Exchange Council and is active in numerous civic and charitable organizations, including President’s Council of Cornell Women. She has been active on the boards of numerous health, education and arts organizations as well as Small Business of Hawai’i, Rotary International, Honolulu Club, American Hotel and Motel Association, Hawai’i Women Lawyers Organization, National Organization of Women Legislators, Small Business Hawai’i and Soroptimist International. She served on the Hawai’i State Supreme Court State Disciplinary Board. She has received numerous awards, including the 1997 Hope Award from the National Multiple Sclerosis Society-Hawai’i Chapter and 1992 Guardian of Business Award from the National Federation of Independent Business.

Myron A. Yamasato, of Kamuela, Hawai’i, is vice president of finance for Waikoloa Land Company. He holds a B.B.A. from the University of Hawai’i at Mānoa. He is also professionally involved with Hawai’i Economic Development Company and Touche Ross & Company. His community activities include the Kohala Coast Resort Association and Big Island Chamber of Commerce.

*Subject to Senate confirmation
INSTITUTIONAL EXCELLENCE AND EFFECTIVENESS

Na Hana 'Oi O Ke Kula
The mission of America’s community colleges includes delivering quality liberal arts and career and technical education. The community colleges of Hawai‘i have pledged themselves to fulfilling this mission by providing the State’s communities with the highest quality education in both of these spheres, and their efforts have been recognized by both the State and the nation.

**INDIGENOUS CULTURE, INDIGENOUS VALUES AT THE COMMUNITY COLLEGES**

As the indigenous people of Hawai‘i, the Kānaka Maoli have a unique relationship to their ancestors and through them to the land, the history, and the spiritual, cultural and linguistic traditions that make Hawaiian culture so rich. In response to more recent historical events, the Native Hawaiians also have unique relationships with both the federal and State governments. With more than half of all Native Hawaiians living in this State (239,655 of the total worldwide population of 401,162, figures from the Pūkō’a Council), the State’s educational institutions play an important role in the advancement of Native Hawaiians. Recognizing that the State of Hawai‘i has two official languages, Hawaiian and English, and that the State Constitution supports the traditional and customary rights of Native Hawaiians, the University of Hawai‘i provides for and promotes the study of Hawaiian language, culture, and history and, wherever possible, provides culturally appropriate environments and facilities for these activities. However, only 5 percent of the 75,000 Hawaiians in public schools go to college, many of them accessing post-secondary education through the community colleges. Thus, the State’s two-year colleges have a special challenge and must make a special commitment to addressing the needs of Native Hawaiians and providing them with the opportunities to develop political, economic, and social leadership skills.

**HAWAIIAN LIFESTYLES AT HAWAI‘I CC**

In 1998, a new Academic Subject Certificate in Hawaiian Lifestyles was inaugurated at Hawai‘i CC. This certificate supports students interested in exploring Native Hawaiian culture and traditions and reflects Hawai‘i CC’s strong roots in the Hawaiian cultural community. The program also facilitates community movement toward Hawaiian cultural understanding and the communication and preservation of Hawaiian traditions. Students can specialize in Hawaiian Studies while fulfilling the program requirements for an Associate in Arts degree. The curriculum provides a foundation upon which students may continue toward a baccalaureate degree in Hawaiian Studies or Hawaiian language at the four-year campuses. The certificate
Hawai'i CC students perform at the 35th Anniversary Celebration of the UH Community Colleges in 1999.

supports the University of Hawai'i's efforts to preserve Hawaiian heritage in language, culture, and history. The certificate is also in line with Hawai'i CC's vision of becoming a center for the study of Hawaiian culture, with an emphasis on the practice, perpetuation, and evolution of culture and includes courses in hula (dance), lawai'a (fishing), and mahi'ai (kalo farming). Three years later, in 2001, the UH Board of Regents approved an Associate in Applied Science degree in Hawaiian Lifestyles.

The degree provides an opportunity for graduates to improve employment and business prospects based on a deep and relevant expertise in Hawaiian culture. The A.A.S. program, like the earlier Academic Subject Certificate, focuses on three tracks that reflect traditional Hawaiian occupations that sustained a vibrant island population thousands of years prior to Western contact. Tracks in hula (dance), lawai'a (fishing), and mahi'ai (kalo farming) are presented in a way that provides the cultural education and technical knowledge necessary for sustainable traditional vocations in our modern world. Courses consist of intensive hands-on application of knowledge, characteristic of both Hawaiian styles of teaching and of the technical-occupational-professional nature of an A.A.S. degree. The three tracks conclude with a required practicum, where students implement their coursework in a professional setting.

Hawai'i CC also helps to promote and coordinate events on the island that bring Hawaiian art and culture to the Big Island. Students in the College's Hawaiian Studies program learn Hawaiian legends, culture, and language from distinguished faculty such as Pualani Kanahele, who has received the National Heritage Award from the National Endowment for the Arts, been named a Living Treasure by the Office of Hawaiian Affairs, and received a Distinguished Service Award from the State of Hawai'i Foundation on Culture and the Arts and the Distinguished Service in the Arts Award by the National Governors Association.
NATIVE HAWAIIAN CENTER AT HONOLULU CC

In Fall 2002, Honolulu CC opened its Native Hawaiian Center for students and members of the local community. The center is the third component of Honolulu CC’s Native Hawaiian Education program. The first is Nā Papa, the Hawaiian language and studies program. The second is Po’ina Nalu, which provides support services to Hawaiian students majoring in the trades.

The Center boasts a state-of-the-art computer lab, a halau ‘ike (gathering place), and a collection of Hawaiian artifacts, including examples of ancient weaponry, fishing tools, food preparation tools, and musical instruments. Funded by a five-year $1.7 million Title III grant, the Center has three distinct components. One component focuses on cultural activities, including a formal ‘Imi Na’auao lecture series on Native Hawaiian topics such as traditional navigation, bone carving, and tattooing. Other cultural activities include an “Artist in Residence” program, featuring Native Hawaiian artists, a Native Hawaiian Health Fair; and a Native Hawaiian Film Series. The second seeks to help Hawaiian students build up the basic skills necessary for student success. The Center has implemented a comprehensive tutoring program in Math, English, and Hawaiian language. The final component assists Hawaiian students in moving into the workforce or into four-year institutions. The Native Hawaiian Center offers a variety of workshops on subjects such as résumé building, computer/Internet literacy, phone etiquette, personality assessment, tax preparation, and mock job interviews, and the Center has developed a Career Explorations website.

PERPETUATING HAWAIIAN CULTURE: HAWAIIAN CANOES AT HONOLULU CC

A 52-foot mold used to create the hulls for Hawaiian voyaging canoes was completed in 2001 at Honolulu CC’s Marine Education and Training Center. Honolulu CC’s marine technology students built the mold and, in the process, helped UH Hilo’s Hawaiian Language College to preserve and promote Hawaiian culture and history. UH Hilo commissioned Honolulu CC to create the mold, which was used to build the hulls of a voyaging canoe for the UH Hilo students. The project was made possible through a grant awarded by ‘Aha Pūnana Leo. The Polynesian Voyaging Society and the Friends of the Hōkūle‘a and Hawai‘iloa, the State’s two voyaging canoes, contributed resources to design and construct the new double-hulled canoe, Hōkūalaka‘i. This was the first time a mold of this size was built for a Hawaiian canoe, and the partnership provided valuable learning experiences for both the Honolulu CC and UH Hilo students.

Two years later, in 2003, the Polynesian Voyaging Society (PVS) and the University of Hawai‘i signed an affiliation agreement to support each organization’s efforts to provide educational programs that focus on cultural and environmental preservation. The agreement will allow the two to combine resources to reach a broad spectrum of...
local students, with the now completely refurbished voyaging canoe Hōkūle‘a serving as a primary tool to support the partnership.

In addition to jointly developing programs in areas such as Polynesian navigation, boat design and maintenance, and ocean sciences, the partnership allows for Honolulu Community College’s Marine Education and Training Center (METC) located on Sand Island to become the headquarters for PVS for education, voyage preparation, and canoe maintenance.

“This affiliation represents a major change in priorities for the Polynesian Voyaging Society,” said Pat Duarte, executive director of the Polynesian Voyaging Society. “Rather than developing educational programs to support our voyaging, PVS will now use our voyages to support educational programs, and we are excited to begin this new approach in partnership with UH and Honolulu Community College’s marine technologies program.”

METC, located on Ke‘eki Lagoon, is a state-of-the-art training facility featuring four large work bays that allow work on vessels up to 45 feet, a concrete pier equipped with two cranes to allow work on vessels in the water, finger piers for removing vessels from the water, as well as classroom, laboratory, and office space. Ranked as one of the premier training facilities in the country, it supports Honolulu Community College’s boat maintenance and repair program.
Honolulu CC looks forward to aligning the curriculum of the boat maintenance and repair program with “live work” projects involving the maintenance of the Hawai‘i‘aoa and Hōkū‘ela canoes, as well as the possible construction and maintenance of smaller teaching canoes. There is also the potential to develop opportunities for high school students to participate in courses, internships, and career exploration in an experiential hands-on learning environment, and the opportunity for community lectures and seminars through Honolulu CC and PVS. The College is developing a new curriculum based upon traditional Polynesian ocean sciences and modern technologies. The course of study will make use of the premier oceanography lab in Hawai‘i for both biological and physical oceanography. The partnership has given new energy and invigorated the PVS, with a major voyage to the Northwest Hawaiian Islands in Summer 2004, a trip of ecological discovery using traditional Polynesian navigational techniques.

**Hawaiian Voyaging Canoes as Classrooms at Leeward CC**

Forty-four high school students from Hawai‘i and the Pacific Islands sailed on the Hōkū‘ela as part of Leeward CC’s Upward Bound Math/Science college preparatory program in Summer 2000. The Hōkū‘ela became a floating marine science classroom for students, who were from low-income families and/or first generation to potentially matriculate to college, to learn about the scientific and cultural aspects of celestial navigation.

**The Wai‘anae Health Academy: A Leeward CC and Kapiʻolani CC Collaboration**

The Wai‘anae Health Academy delivers health education programs to an economically depressed and medically underserved area with a large percentage of Native Hawaiians. The Academy, a partnership between Kapiʻolani CC, Leeward CC, and the Wai‘anae Coast Comprehensive Health Center, provides a pathway from high school to community college in an attempt to improve the level of educational attainment, employability/income, and medical care for the community. Delivered on-site and via distance learning methodologies, the programs prepare community health workers, nurse’s aides, licensed practical nurses, medical assistants, and phlebotomists.

**Kaua‘i CC’s Support for Ni‘ihau Teachers**

In response to the recent federal mandates entailed in the No Child Left Behind Act, the Office of Hawaiian Affairs and Kaua‘i Community College have formed a partnership to address this need for the teachers and educational assistants of Ni‘ihau, a privately-owned island southwest of Kaua‘i. The island’s approximately 200 inhabitants are native speakers of Hawaiian and have maintained their cultural heritage in their daily lifestyle. A full-time counselor was hired to work with the Ni‘ihau teachers and paraprofessionals to assess current educational needs, determine support services needed (such as financial aid, childcare, transportation, etc.), develop a program of study that will address individual and cohort needs, and provide mentoring services. The counselor will maintain ongoing relationships with the Department of Education, Ni‘ihau Schools, UH Mānoa, and UH Hilo programs.
The goals of this project are to increase the likelihood of success for these students seeking their B.A., B.Ed., teacher certification, and A.A. degrees; to perpetuate the Hawaiian language and culture; and to raise the level of opportunities for Native Hawaiians.

**KAPIʻOLANI CC’S MĀLAMA HAWAIʻI PROGRAM**

Begun by a handful of dedicated faculty who were interested in integrating Hawaiian content into their General Education courses, the Mālama Hawai‘i (“taking care of Hawai‘i”) program has developed into a network of faculty committed to promoting Hawaiian culture, language, values, and ways of knowing; to supporting Native Hawaiian students through culturally appropriate programs and strategies, and to bringing a Native Hawaiian focus to the wider campus community. Mālama Hawai‘i is reflected in learning communities that include courses such as Hawaiian language, Hawaiian Studies, and Hawaiian History. In keeping with the University of Hawai‘i’s goal to provide curricular offerings in appropriate facilities, the program now resides in the Mālama Hawai‘i Center, a gathering place for students and faculty who are interested in the study of Native Hawaiian and Pacific Islands language, culture, and history. Here, students can get academic advising on the two-year Hawaiian/Pacific Islands Academic Subject Certificate as well as other academic programs, use tutoring services, work with peer mentors, use the computer lab, and plan and participate in special cultural events and activities.

**KAUAʻI CC’S LINKS WITH THE NATIVE HAWAIIAN COMMUNITY**

Kaua‘i Community College is the only public institution of higher learning on the island of Kaua‘i. Native Hawaiian students comprise the third largest ethnic group on campus (22%) with the fastest rate of increase of all ethnic groups represented (from 18% in 1995 to 22% in 1999). The ethnic breakdown closely mirrors the general population of the island.

One of the College’s strongest links to the community exists through the Hawaiian Studies Department. Through the department, students are offered credit outreach classes in Hawaiian culture and language on both the east and west sides of the island. In addition to traditional Native Hawaiian studies, the department houses the Native Hawaiian Community Based Education Learning Center (NHCBECLC), begun in 1995 through a five-year federal grant. Some of its hands-on projects include an ahupua‘a model, a traditional Hawaiian method of land division, encompassing an area from the mountains to the sea. In this area, various diversified agricultural activities are taking place. The overall goal of the program is to apply and reinforce Hawaiian cultural practices and principles through a contextual, cultural learning platform. The ahupua‘a model also exemplifies potential economic sustainability and a diversified agricultural model for Native Hawaiians on Kaua‘i. In addition, NHCBECLC provides oversight for a computer lab available to Native Hawaiians for training opportunities in their own community.
Kaua‘i CC operates another center for the Hawaiian community. Nā Lei Wili Area Health Education Center (AHEC), whose mission is to support the health of underserved communities through the education and development of its caregivers. In partnership with Kaua‘i Community College, AHEC has conducted several events: the Anahola Community Fair (2002), a major community-wide assessment project (2003), and a highly successful “Parent Pa‘ina” in which 120 families received school supplies prior to the new school year (2003).

**PROJECT HO‘OULU AT LEEWARD CC**

Ho‘ouselu is the Native Hawaiian Career and Technical Education Program at Leeward Community College and is located at Halau ‘ike o Pu‘u‘ula, the learning community site funded by Leeward Community College’s Title III project. Leeward CC’s goal is to increase the recruitment, retention, and completion of Native Hawaiian students in the vocational education programs of Automotive Technology, Business, Culinary Arts, Digital Media, Information and Computer Science, Television Production, and Human Services.

Ho‘ouselu also provides academic advising and support services such as peer counseling, career and vocational planning, and assistance in finding opportunities for students to use traditional education in real world experiences. Qualifying participants engaged in service-learning, internships, and cooperative education receive stipends through the project. The Ho‘ouselu Project received $142,000 for 2004-2005 funding through a grant from the U. S. Department of Education to Alu Like, Inc. Career and Technical Education Programs.

Since 2001, Leeward Community College has received Native Hawaiian Education Act grants totaling $313,890 to extend Leeward CC’s Project Ho‘ouselu to inmates at Wai‘awa Minimum Security Prison. The program targets inmates eligible for parole within 90 days who lack college-level vocational education to help them secure employment and re-enter society. It is the intention of this program to make significant prisoner education curriculum advancements that should provide alternative rehabilitation options for Leeward Community College and the Corrections Education Program of the State of Hawai‘i Department of Public Safety. The program provides parole-ready prisoners with two college courses prior to their release (Hawaiian Language 101 and a Master Student Skills Course) and then integrates the students who complete the program into Leeward CC’s Project Ho‘ouselu after their release.
**Native Hawaiian Programs at Windward CC**

With a student population that is 30 percent Hawaiian/part Hawaiian, Windward CC’s emphasis on Native Hawaiian programs permeates the Liberal Arts curriculum. The Academic Subject Certificate in Hawaiian Studies includes courses that cross all disciplines: Ethnobotany, Hawaiian Language, Geography of Hawaiʻi, Geology of the Hawaiian Islands, Hawaiian Mythology, History of Hawaiʻi, Polynesian Voyaging and Seamanship, the Ahupua’a, Slack Key Guitar, Ukulele, Introduction to Hawaiian Politics, Understanding Hawaiian Religion, Community Forces in Hawaiʻi, and Hawaiian Use of Fish and Aquatic Invertebrates.

In addition, Windward CC’s Title III grant enabled the College to expand its capacity to serve Native Hawaiian students. As a result of this grant, the College has successfully developed curricula; renovated the Center for Hawaiian Studies; offered counseling, tutoring, and mentoring for Native Hawaiian students; purchased needed computers, library materials and instructional equipment; and provided faculty development activities. Windward Community College’s Title III grant furthered research and instruction in the study of the cultures, art, languages, history, and science of the Hawaiian and Polynesian islands.

Windward Community College joined forces with the local music industry to create the first Hawaiʻi Music Institute (HMI), with courses that started in Fall 2001. It was a grass-roots effort in response to a need to provide a place to nurture island music and help aspiring musicians succeed in the music business. HMI sponsors an annual summer Ukulele Workshop, in which over 300 students have participated since its inception in 2001. HMI also offers programs throughout the year. Windward Community College is uniquely suited to launch such an institute, as it is already recognized as a leader in Hawaiian studies as well as in the creative and performing arts.

With construction of new facilities recently completed, Windward CC has added one new structure that plays a key role in its Hawaiian-related programs. Palikū Theatre is a 300-seat, state-of-the-art performance venue. Already acclaimed by performers and critics for the stunningly accurate acoustics and warm, Hawaiian ambiance, Palikū Theatre is the new home for professional community theater productions, as well as music and dance concerts, drama, musicals, film festivals, lectures, and intimate Hawaiian music sessions.

In Fall 2003, Windward Community College opened its doors to the Keiki O Ka ‘Aina program, a Hawaiian Language Parent/Child Educational Program. The free program provides classes, tutoring, and educational play activities to help Native Hawaiian parents in the Windward area to improve their parenting skills.

The annual Native Hawaiian Educational Association conference was held Spring 2004 at Windward Community College. Over 500 attendees participated in the two-day event featuring workshops, discussion groups, general sessions and
other events. This statewide effort brought together professionals serving Native Hawaiians, including the Department of Education, post-secondary institutions, and other public and private sector agencies.

**THE PŪKOʻA COUNCIL**

The Pūkoʻa Council is a UH systemwide representative body, dedicated to increasing the number of Native Hawaiian students, faculty, staff, and administrators in the university system to 23 percent, which mirrors the percentage of Hawaiians in Hawaiʻi’s general population. As members of this community, Native Hawaiian faculty and staff at the community colleges participate in the Council’s activities in support of its mission, which is to promote a high standard of excellence in the study of Hawaiian language and culture, advocate for parity for Native Hawaiians and Native Hawaiian serving programs, ensure integrity in the use of funds designated for Native Hawaiians, assist the university in leveraging appropriate funding for Native Hawaiian programs, and increase collaboration and partnerships between the University of Hawaiʻi campuses.

**FEDERAL SUPPORT FOR NATIVE HAWAIIAN PROGRAMS**

The range of academic and training programs offered at the UH Community Colleges has enabled the institutions to receive considerable Federal support for these programs, as is shown in the following summary table below. The programs and services for Native Hawaiian students at the UH Community Colleges have benefited especially from the U.S. DOE Title III grants to strengthen the institutions. In 1999, five of the seven campuses were awarded five-year grants to support a broad range of projects. Hawaiʻi CC’s I Ola ʻo Hāloa had as its goal to integrate Hawaiʻi CC into the communities on Hawaiʻi Island, to serve the entire island with distributed sites, and to create pockets of excellence which will support economic development initiatives in the areas. Kapiʻolani CC’s grant focused on developing new faculty advising, curriculum, instruction, and technology support for minority and under-prepared students; building academic programs that prepare students for 21st century employment; and developing

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<th>College(s)</th>
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<td>Carl Perkins Vocational Education Act Funded by U.S. Dept. of Education through ALU LIKE, Inc.</td>
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<td>Increase recruitment, retention, and graduation rates of Native Hawaiians in vocational education programs.</td>
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<td>Native Hawaiian Community Based Education Learning Centers on Hawaiʻi, Kauaʻi, Maui, and Oʻahu</td>
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<td>Increase collaboration amongst agencies and organizations in developing and delivering education programs in Native Hawaiian communities.</td>
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<td>Raise the educational achievements of “at-risk” Native Hawaiian students in Maui County.</td>
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<td>Mau CC</td>
<td>$918,751</td>
<td>Increase the number of Native Hawaiians seeking higher education.</td>
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research and technology support systems for improved institutional management and assessment of instructional outcomes. At Leeward CC, the Title III grant is supporting the development of an enrollment services model for Native Hawaiian students, a Hawaiian Studies Academic Certificate, and Careers for 21st Century. Maui CC’s grant has helped the College expand its Hawaiian Studies Program, develop and implement a program in media arts technology, upgrade scientific laboratories, develop and implement vocational programs and internships for students in Molokai Outreach Center, and provide an endowment challenge grant for scholarships for Native Hawaiian students. Finally, Windward CC’s funds have been used to improve the Hawaiian Studies curriculum, renovate facilities for Hawaiian Studies, counsel and mentor Native Hawaiian students, improve computer literacy among Native Hawaiian students, improve the Hawaiian Studies collection in College library, and provide support for faculty and staff development.

HUD GRANTS IN SUPPORT OF NATIVE HAWAIIAN COMMUNITIES

The purpose of the U.S. Department of Housing and Urban Development’s (HUD) Alaska Native and Native Hawaiian Institutions Assisting Communities program is to assist these institutions of higher education in expanding their role and effectiveness in addressing community development needs in their localities. In 2001, three of Hawai‘i’s community colleges received support: Kaua‘i Community College received $398,749 to work with the Department of Hawaiian Homelands and other island agencies to construct Ka Hale Pono, a center that provides support services to area residents. These services include after-school programs, life skills training, substance abuse prevention, health education and screening, and vocational training. The program is designed to provide youth and their families with the knowledge and skills to empower themselves and provide services in a way that is culturally appropriate. In addition to the Department of Hawaiian Homelands, Kaua‘i CC’s partners in the project include Queen Lili‘uokalani Children’s Center, Pihana Nā Mamo, Kapa‘a Middle and High Schools and Sandwich Isle Communications. Over a dozen community groups have organized into an umbrella organization called Anahola Based Community Development to serve as an advisory board for this project.

The goal of Maui Community College’s HUD grant for $394,013 was to develop an agricultural and vocational training center on an island that has experienced double-digit unemployment for decades. Moloka‘i has the highest concentration of Native Hawaiians and part-Hawaiians in the State, and the island has been designated a low-to moderate-income area. Located at Maui Community College’s Moloka‘i Farm, the project addressed the community’s need for appropriate job training and entrepreneurship development programs to stimulate growth and stability in the agricultural, trades, and general business sectors. Funds were used for a new vocational education building, ancillary equipment, and an agricultural cohort-training program. The project was implemented through the Moloka‘i Education Center and reflects the cultural values of the community.
With its HUD grant for $399,848, Leeward Community College created a Telecommunications Institute for Economic Development that provides job training and business development opportunities. The Center is housed at Waianae High School. Among the activities undertaken were the renovation of digital media and video studios at the high school, helping the students bridge the digital divide, developing economic opportunities for jobs in the digital media and video production fields, and helping residents start new digital media technology businesses. The project was a direct response to the community’s call for career opportunities. This project is described in more detail in the section on Partnerships.

INTERNATIONAL EDUCATION

History has carved a unique role in international affairs for Hawai’i, especially in the Pacific and Asian arenas. The indigenous Hawaiians are relatives of the great Oceanic voyagers, who navigated the vast oceans on journeys from ancient Formosa to the south and east to the Philippines, Indonesia, Melanesia, Micronesia, and Polynesia, and as far west as Madagascar. As the Tongan writer Epeli Hau‘ofa has pointed out, the oceans do not separate people—they connect them. Relationships with Asia, on the other hand, have been forged primarily through economic channels. The rapid growth of Hawai’i’s plantation economy triggered a need for increased labor, a need that was filled through the recruitment of laborers primarily from Japan, China, Korea, and the Philippines. To illustrate, in 1884, Japanese people represented 0.1 percent of the State’s population. By 1920, the Japanese made up 43 percent of the population. Although the plantations no longer dominate the State’s economy, the familial and cultural ties established during the plantation era and the more recent waves of immigrants from Asia continue to impact the State’s demographics, and international trade and tourism now drive the State’s economy.

As the geographic mid-point between the Americas and Asia and the Pacific, Hawai’i has historically served as a bridge between East and West. The community colleges continue to serve in that role, both literally and figuratively. The focus of the colleges’ international endeavors is always on enriching campus life through international contacts.

HONOLULU CC’S FREEDOM MONUMENT, A THREE-TON PIECE OF THE BERLIN WALL, WHICH MADE THE 12,000-MILE JOURNEY FROM BERLIN BY BARGE, SHIP, AND TRUCK, WAS CELEBRATED ON THE COMMEMORATION OF THE 10TH ANNIVERSARY OF THE DAY THE BERLIN WALL ACTUALLY FELL.
THE PAUL S. HONDA INTERNATIONAL CENTER

In January 2001, the role of the UH Community Colleges in international education was given a tremendous boost when Paul S. Honda pledged $1 million in endowment funds for study abroad scholarships to support community college students who show promise and commitment to study and work in a field that contributes to international awareness and cross-cultural understanding. Originally from Manchuria, Paul Honda believes strongly in the importance of providing young people the opportunity to travel and learn from different cultures. His gift also enhances the colleges’ abilities to provide international and cross-cultural learning experiences for students here. With this generous endowment, the UH Community Colleges have established the Paul S. Honda Center, housed at Kapi‘olani Community College. This one-stop service center for international students and international programs supports all the UH Community Colleges in the enrollment management of international students, including marketing, recruitment, admissions, and orientation; develops international contract and customized noncredit training; and monitors international agreements and partnerships, including study abroad opportunities for students and faculty.

INTERNATIONAL STUDENTS AT THE UNIVERSITY OF HAWAI‘I COMMUNITY COLLEGES

The colleges attract a large number of international students through their credit programs and exchange programs, sister school agreements and short-term workshops for international clients.
Compared with similar community colleges, the UH Community Colleges are not in the top 40 community colleges with the largest international student enrollment. However, consistent increases in the percentage of growth in international enrollments make them one of the fastest growing community college systems. The slight decrease in the 2002-2003 figures can be attributed in part to international students’ increasing difficulties in obtaining visa clearance as a result of new federal immigration policies in the wake of the 9/11 tragedies.

New opportunities are presenting themselves for the training of teachers from other countries. In 2000, Honolulu CC was the first undergraduate institution in the State and one of only two in the nation to bring a group of Chinese teachers to the U.S. for study and training at the undergraduate level. The two-month program for the teachers from Guandong Province included studying U.S. teaching styles.

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The UH Community Colleges also offer short-term non-credit programs and customized contract training to the international community. The most popular non-ESOL (English for Speakers of Other Languages) programs are culinary arts/hospitality, edutourism and culture, early childhood education teacher training, information technology, aeronautic mechanics and agriculture.

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CAMPUS-BASED INTERNATIONAL ACTIVITIES

International relationships are formed not only when local students travel to foreign countries. Students also come together on the Hawai‘i campuses in specially-designed activities that promote understanding and respect. Kapi‘olani Community College’s International Café, for instance, is a Service-Learning program where international, immigrant, and local students gather to exchange services in activities such as language tutoring, subject area tutoring, cultural presentations, and on- and off-campus service activities. In 2002, members of the Café volunteered once a month with Ke Akua La‘au ‘o Ke Kai, assisting kupuna (Hawaiian elders) to replant limu maunaeua (seaweed). They also shared smiles and songs with the residents of Lē‘ahi Hospital’s long-term care unit. Students performed songs in American Sign Language, Chinese and Japanese, and played classical guitar. The goal of the International Café is to promote cultural and linguistic awareness and tolerance, and to acknowledge and utilize the cultural resource that is our diverse student body. In addition, since 1989, Kapi‘olani CC has celebrated a week-long international festival. With a wide range of special lectures, cultural presentations, movies, and student activities, Kapi‘olani CC’s festival reflects the College’s dedication to international education and promoting understanding across cultures.

INTERNATIONAL GATHERINGS

The UH Community Colleges annually host a number of international meetings, forums, and conferences. The Aprica Symposium is an ongoing collaborative effort of the UH Community Colleges, Aprica, and members of the pediatric medicine community in Hawai‘i. In recognizing the importance of raising warmhearted children and furthering the cross-cultural understanding of childcare science, the University of Hawai‘i and Aprica Childcare Institute of Japan hosted the first annual symposium on Early Childhood and Health Development through a Childcare Summer Institute in August 2001. The goal of the symposium is to work collaboratively in the areas of service, training and research to enable the UH system to become a mecca for early childhood research, education, and service. The focus of the first conference was on pediatrics, with Hawai‘i participants bringing their expertise in developing an integrated system of care in early childhood, based on Carnegie’s Starting Points. The Japanese delegation included experts from Japan’s medical community and its research specialists with Aprica. For all participants, providing protection from violent and non-violent injuries, responsible parenthood, quality childcare choices, and mobilizing communities in support of early childhood were central to the discussions. Joint UH and Aprica Childcare Institute Symposia were held again in 2002 and 2003 at the East-West Center.

In 2001, the UH Community Colleges hosted two other international events: an institute sponsored by Community Colleges for International Development (CCID) and the Seminar for Japanese Presidents of Junior and Community College. The CCID institute focused on the direction and goals for CCID in the coming years. The 5th Biennial Seminar for Presidents of Junior and Community Colleges promoted
the sharing of information, issues, and solutions among administrators of Japanese and American community colleges and other institutions of higher education. To promote face-to-face interaction between East and West, these events were coordinated to enable one day where both organizations met and discussed issues of mutual interest. In 2003, the community colleges hosted the 6th Biennial Seminar for Presidents of Junior and Community Colleges.

In their many travels, lead administrators of Hawai‘i’s community colleges share the values and successes of community colleges. Government officials in Asia, especially, have taken the message to heart. In 2002, the UH Community Colleges hosted a Thai-U.S. Forum with high-level officials from Thailand’s Ministry of Education and U.S. delegates from Community Colleges for International Development, the Stanley Foundation, the State Department of Education, City College of San Francisco, North Carolina Community College system, Crowder College, Oakton Community College, and Eastern Iowa Community College. The forum concluded successfully with both parties committed to forming a partnership to work toward the establishment of a community college system in Thailand. Subsequent developments include the identification of 10 provinces where the first Thai community colleges will be developed and a visit to Thailand by representatives from the UH Community Colleges, Crowder College and Eastern Iowa Community College to explore funding sources, consult with the Thai Ministry of Education, and conduct training. A follow-up training session for the Thai delegation was coordinated by the UH Community Colleges and held in Honolulu in 2002.

**INTERNATIONAL AGREEMENTS, EXCHANGES AND STUDY ABROAD**

Most especially, the Colleges focus on providing students with the opportunities to re-vision their worlds through international contacts. International students are attending the campuses in growing numbers, adding many new threads to the tapestry of student life. Increasingly, too, Hawai‘i students
are going abroad to enhance their learning of another language and culture. In 2001-2002, approximately 122 UHCC students studied abroad. In 2002-2003, the majority of the 139 study abroad students went to Asia, the Pacific Basin, Oceania, Spain, and Cuba to study and to be immersed in language and culture, engineering, hotel management, art, and culinary arts. Several students received scholarships from entities such as Monbukagakusho and the Paul S. Honda Center to subsidize their education abroad. To support internationalization and globalization, the Japanese Government via the Japanese Ministry of Education, Science, Sports and Culture sponsors the Monbukagakusho Scholarships. For the past several years, the Honda International Center has worked with the Honolulu Japanese Consulate to administer the Monbukagakusho Scholarship program through which qualified students receive a three-year scholarship for study in one of 14 specialized career fields in Japan. In 2002-2003, the Japan Government awarded only four Monbukagakusho Scholarships for the U.S., one of which was awarded to a student from Hawai‘i. Currently, the UHCCs have five Monbukagakusho students studying in Japan.

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The community colleges’ long history in the international arena can be illustrated by an exchange program offered by Maui Community College. Den-En Chofu Junior College of Japan and Maui CC have cooperated for 30 years on an international cultural exchange program. The agreement provides for the exchange of scholars, students, and cultural instruction in the belief that mutual understanding will be increased. Each March for ten days, ten students and two chaperones from Japan visit Maui; in May, ten students and two chaperones from Maui CC visit Japan.

**Freeman Foundation Project:** $1.2 million in support of study abroad

The commitment to the value of international education in the development of global citizens and the need for community college students to have increased access to these opportunities are what motivated Kapi‘olani Community College to design a bold new study abroad initiative. On August 13, 2004, Kapi‘olani was awarded $1.2 million from the Freeman Foundation to develop intensive semester-long language learning programs in Japanese, Chinese, and Korean. A total of thirty Hawai‘i community college students will receive full support to learn these languages and then complete a semester of study abroad in Japan, China, and Korea, respectively. The semester overseas includes service-learning activities. The first iteration of the program focuses on Japan. Thirty of the State’s community college students responded to the invitation.
for 10 participants in the unique scholarship program that will involve intensive Japanese language study for the Fall 2004 semester at Kapi’olani CC followed by a semester abroad at a sister institution in Japan for the Spring 2005 semester. The scholarship pays for tuition, room and board while the students are at Kapi’olani CC, and airfare, tuition, room, board and a stipend for the semester study period in Japan.

**Making Connections to Learners and Learning: The League for Innovation, the University of Hawai‘i, and Osaka Gakuin University**

During May 9-13, 2004, five key executives representing the League for Innovation in the Community College and the University of Hawai‘i (UH) visited Osaka Gakuin University (OGU) in Suita City, Osaka, Japan. They were introduced to OGU administration, faculty and staff and presented two sessions to OGU administrators, faculty, staff and guests from other Kansai region universities. The goal of this association is to initiate a dialog and exchange of ideas between Japan and the U.S. about the use of information technology and making connections to learners and learning.

The first session for 25 OGU administrators focused on how American universities and colleges are managed in a “learning university” environment that places an emphasis on learning. The second session, a forum attended by 145 faculty, staff and guests, centered on the theme of “Making Connections to Learners and Learning” followed by a Q&A session. Presenters included:

**Dr. Mark Milliron**, CEO and President, League For Innovation in the Community College, “Learner Relationship Management: Making the Connection to Learners and Learning.”

**Dr. Terry O’Banion**, President Emeritus and Senior League Fellow, League For Innovation in the Community College, “The Learning Revolution.”

**Dr. John Morton**, Chancellor, University of Hawai‘i Kapi‘olani Community College, “Student Information Systems—No Longer for Administrators Only.”

**Dr. David Lassner**, Chief Information Officer, University of Hawai‘i, “Using Technology to Improve the Quality of Instruction.”

An overview and introductions of panel members were provided by **Dr. Joyce Tsunoda**, Emeritus Chancellor for the Community Colleges, University of Hawai‘i, and Distinguished Visiting Senior Scholar, East-West Center.

**Dr. Bert Kimura**, International Center Visiting Fellow, Osaka Gakuin University, and Professor, University of Hawai‘i Kapi‘olani Community College, arranged the visit
and also provided a wrap-up to the forum. OGU staff members Toshio Tsutsui, Executive Secretary, and Koji Nakajima, Manager, Digital Education Center (DEC) jointly coordinated activities with Dr. Kimura.

As a result of this visit, Osaka Gakuin University plans to serve as an information technology hub in Japan for the League for Innovation. Additionally OGU will initiate collaboration with the League and the UH to present future symposia, summit meetings, or an international conference for faculty and administrators in Japanese universities and colleges over the next three years. The theme of these events will relate to the use and role of IT to establish, maintain and administer a “learning university.”

MEMBERSHIP IN INTERNATIONAL EDUCATION ORGANIZATIONS

Due to the prominent role that the UH Community Colleges play in international education as well as its geographic location, they are members of key international educational organizations and also serve as Board Members.

COMMUNITY COLLEGE FOR INTERNATIONAL DEVELOPMENT

The UH Community Colleges have been members of the Community College for International Development (CCID) since 1992, when Dr. Tsunoda joined the Board of Directors. She served as Chair in 2002. The mission of CCID is to provide opportunities for building global relationships that strengthen educational programs and promote economic development through technical training, economic development, partnerships, leadership, and professional development. The CCID includes twenty community and technical colleges whose top administrators sit on the CCID Board of Directors and make policy and planning decisions. These member colleges have a high level of commitment to international education and development and are diverse in geographical location and educational specialties. In addition to the UH Community Colleges, other League for Innovation member institutions are on the CCID Board: Humber Institute of Technology and Advanced Learning, Kirkwood CC, St. Louis CC, and Sinclair CC. Presently, Dr. Mark Silliman, Chancellor for Leeward CC, sits on the CCID Board.

In addition, the CCID includes affiliate, individual associates, international affiliates, and agency/industry partners, broadening and strengthening its international education initiatives. The American Association for Community Colleges (AACC) also works with the CCID and is interested in international development opportunities for its member colleges.

AMERICAN COUNCIL ON INTERNATIONAL/INTERCULTURAL EDUCATION

The UH Community Colleges also are part of the American Council on International Intercultural Education (ACIIIE), an affiliate council of AACC, which is an advocate for community colleges in the global arena, using its collective expertise to facilitate programs, activities, and linkages in international and intercultural education.
Dr. Tsunoda was on the Executive Committee from 1990-1994 and served as Chair of this committee in 1991-92. Currently, Dr. Leon Richards, Senior Academic Dean at Kapi'olani CC and Executive Director of the Honda International Center, is on the Executive committee. Other League for Innovation member institutions include Central Piedmont CC, Dallas County CC District, Delta College, Johnson County CC, Kirkwood CC, Maricopa CC District, Miami-Dade CC, Moraine Valley CC, San Diego CC District, Sinclair CC, and St. Louis CC.

COMMISSION ON INTERNATIONAL EDUCATION
The Commission on International Education advises the American Council on Education (ACE) on its initiatives in international and global education and in our contacts with other countries. Since 2002, the UH Community Colleges have been a contributing member and active participant of this Commission.

COLLABORATIVE EFFORTS FOR CAPACITY-BUILDING IN VIETNAM
Recognizing the University of Hawai‘i’s long history with higher education in Vietnam and the quality of its department of Second Language Studies, the Atlantic Philanthropies has awarded a $420,000 grant to the University of Hawai‘i system. The aim of the grant is to expand English language and applied linguistics capacity in Vietnam and will involve the University of Hawai‘i at Mānoa and the UH Community Colleges in a cooperative effort.

At the heart of the program will be the University’s work to improve the quality of post-graduate education and teacher training for second-language professionals in Vietnam, especially for teachers of English and specialists who teach English for specific purposes. A second key component will be the establishment of a UH Inter-University Center in Hanoi. The center will serve as a hub for UH activity in Southeast Asia and support research and partnerships throughout the region in a number of areas to include public health, business, American studies and tourism.

Beginning in Spring of 2005, the project will award scholarships to bring accomplished Hanoi University of Foreign Studies (HUFS) Master educators to UH to obtain an Advanced Graduate Certificate in Second Language Studies offered by the University of Hawai‘i at Mānoa’s Department of Second Language Studies.

In addition, over a two-year period, approximately 10 pedagogical workshops will be presented at HUFS to include topics such as language teaching methodology, foreign language learning, foreign language testing and assessment, ESOL teacher training, and English for specific purposes relating to business, tourism and hospitality, and American studies. The program will also bring HUFS teachers to UH for a workshop involving intensive language training, teaching methodology, and classroom practice. The UHM-UHCC collaborative will look to the community colleges for this component of the project.
A Focus on Student Success

One of the UH Community Colleges' primary goals is to provide access to quality educational experiences. Faculty and staff take this goal seriously and are committed to innovation and improvement across all facets of students’ experience and to student learning and student success. This dedication to successful student learning is reflected in the quality of the academic programs as well as the student support programs offered at the colleges.

Maui CC: Best Practice for Student Retention

Maui CC was one of four recipients of the 2002-2003 MetLife Foundation Best-Practice College Awards for exemplary performance in student retention. The selection of the award winners was based on the institutions’ performance on the retention index from the Community College Survey of Student Engagement (CCSSE) conducted nationally. One of the retention strategies that won the top honor for Maui CC is a student case management system implemented in Fall 2002. Using this system, faculty, counselors, staff and administrators work as a team, helping students in all areas of educational and career planning, development, and success. A web-based portfolio provides the student with access to information on majors, schools, scholarships and financial assistance, and essential life skills. Each MetLife Award winner received $10,000. The institutions’ success stories will be summarized and disseminated through a series of Best Practice Highlights, a publication that will be distributed across the nation.

Kapi‘olani Community College: Best Practices in Liberal Education

Unbounded imagination, sustained innovation, teamwork, and hard work have led to significant national recognition for Kapi‘olani Community College. In 2001, the American Association of Colleges and Universities (AAC&U) launched a major new initiative, Greater Expectations: The Commitment to Quality as a Nation Goes to College. After a rigorous national search, AAC&U identified “sixteen innovative, learning-centered colleges and universities to serve as models of best practice in liberal education.” Kapi‘olani Community College was one of those 16 institutions. Details can be found at “Greater Expectations” link at www.aacu.org. AAC&U recently invited the College to help plan and implement four national forums on “Civic Engagement in a Diverse Democracy.”

In 2002, the Hawai‘i State Senate presented a Certificate of Recognition to Kapi‘olani CC, honoring the College and its efforts in developing high quality undergraduate, technical and occupational learning opportunities for students. The presentation was made by the chair of the Senate’s Higher Education Committee.

In this same year, Kapi‘olani CC was selected as one of 18 institutions out of 65 applicants for a project called “Preparing Tomorrow’s Science & Math Teachers: The
Community College Response." The project was sponsored by Phi Theta Kappa and funded by the National Science Foundation in cooperation with the American Association of Community Colleges.

**Holomua: An Integrated Approach to Developmental Education**

Kapi‘olani Community College faculty chose a Hawaiian word, Holomua, meaning to “make progress, improve, move forward,” to describe their integrated approach to developmental education. The word is part of a Hawaiian phrase, Holomua pū me ka lōkahi, “moving forward together in unity.” The word and phrase embody what developmental education is all about. Counseling, mathematics, and English faculty work together as a team to provide students the tools they need to succeed in pre-college mathematics and English classes and to prepare them for success in their transfer-level liberal arts or career and technical courses. Each component of the team plays a vital role in this effort to help students understand the value of learning. The Holomua Department offers basic and developmental-level courses and two first-year experience courses.

Holomua is the only centralized basic/developmental education department in the UHCC system. It is unique because of its design and inception: instructional and non-instructional faculty from different departments created the program. It is also unique because of its cross-disciplinary approach to planning, personnel, professional development and pedagogical and curricular issues.

**First Year Experience**

In keeping with Kapi‘olani CC’s philosophy, which encourages students to Kūlia i ka nu‘u—reach for the highest, the College’s First-Year Experience (FYE) Program sets out to welcome students from all levels of preparedness and experience and serves as a bridge for their transition into college. The program provides students with a MAP (Master Academic Plan) and the learning tools, training, and support necessary for the journey toward academic and personal success. Upon completing the first year, students will have the direction and the skills necessary to move forward on their learning and personal

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**The Carnegie Foundation for the Advancement of Teaching recognizes Kapi‘olani CC for its commitment to promoting civic and moral responsibility in undergraduate education. As a result of this initiative involving 20 other colleges and universities, the Carnegie Foundation published “Educating Citizens: Preparing America’s Undergraduate for Lives of Moral and Civic Responsibility” (2003), including a profile of the College.**
paths. Having this solid foundation, students will be able to Mai nea mua aku, Kūlia i ka nu‘u—“from this point on, reach the highest.” In order to achieve these goals, FYE activities include high school liaison, new student orientation, and summer bridge for transition into Kapi‘olani CC, and College Skills classes and ACE (Access to College Excellence) clusters during the first two semesters. ACE clusters are cohorts of 10 students who take two or three classes together and meet once a week for a special seminar related to college success.

**Much-Honored Honors Programs**

The UH Community Colleges all participate in Phi Theta Kappa, the international honor society for two-year colleges, and along with American Samoa Community College and Guam Community College, make up the Honor Society’s Pacific Region, whose membership has grown steadily over the last four years (645 members in 2003). The Hawai‘i colleges have been extremely active in the organization and have made significant contributions to their communities through the students’ endeavors.

To address Phi Theta Kappa’s four hallmarks, leadership, service, fellowship, and scholarship, the Hawai‘i chapters regularly engage in activities that provide opportunities for students to develop in each of these areas. For instance, students undertake service projects, often related to that year’s Honors topic. In 2003, students cleaned up the Pearl Harbor Historical Trail and Kolea Cove Wetlands, located adjacent to Leeward Community College. That same year, to support the International Service Project, the region organized and implemented a “Toppers” project for cancer patients in Hawai‘i. Each chapter was asked to sew 20 bandanas in Hawaiian print fabric to donate to the American Cancer Society. Other recent service projects include a clean-up of Kea‘ahala Stream, where several truckloads of debris were cleared from the stream and a clean up of the Lo‘i Kalo, where Phi Theta Kappans, along with several members of the community helped restore the park and preserve culture. Service projects also extend to the people of Hawai‘i’s communities. In conjunction with the 2003 Honors Topic, Directions and Dimensions of Health: Choices in the Maze, the Pacific region adopted a service project to support children’s abuse shelters. The region organized and implemented a donation campaign of small gifts and toys for the various children’s abuse shelters on O‘ahu, Kaua‘i, Maui, and Hawai‘i.

Sometimes the service projects address issues with a broader scope than just the Pacific region. In 1999, O‘ahu and Maui chapters of the Honor Society sent representatives to serve as facilitators for the international Millennium Young People’s Congress held in Honolulu. In the wake of the September 11 tragedies, members of Hawai‘i’s Phi Theta Kappa chapters reached out to the people of New York with symbols from a previous international tragedy. The Japanese tradition of folding and stringing origami cranes as a wish for hope and peace really began in earnest after the detonation of the nuclear bomb in Hiroshima. It is with this story in mind that the members of the Pacific region folded 1,001 red, white and blue cranes at their Leadership conference and in the months to follow as a special fellowship project. The cranes were sent to the New York Region as a token to inspire hope and peace amidst the destruction and loss in New York City.
Phi Theta Kappans nurture leadership skills and scholarship through annual regional and national leadership training and conferences, conventions, and honors institutes. Some service projects also develop students’ scholarship. Focusing on the 2003 Honors Topic, The Dimensions and Directions of Health: Choices in the Maze, the regional officers researched native Hawaiian medicinal plants and organized an informational pamphlet, with color photographs of the plants accompanying each description. The brochure was mailed to all 28 regional coordinators of Phi Theta Kappa and distributed to all Pacific Region chapters.

Hawai’i’s Phi Theta Kappans have distinguished themselves among the members of this international honor society. Below is a listing of the various international awards received by the chapters.

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<th>Awards</th>
<th>1999-’00</th>
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<td>Hallmarks</td>
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<td>Top 100 Chapters</td>
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<td>Distinguished Regional Coordinator</td>
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<td>Toguchi (Pacific Regional, Kapi‘olani)</td>
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<td>Five-Star Programs</td>
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SERVICE-LEARNING

Service-learning is a teaching and learning method that connects meaningful community service experiences with academic learning, personal growth, and civic responsibility. Service-learning enhances what is taught by extending students’ learning beyond the classroom and providing opportunities for students to use newly acquired skills and knowledge in real life situations in their communities, locally, nationally, and globally. This pedagogy is practiced at all the State’s community colleges, and nowhere more successfully than Kapi‘olani CC.

Nearly a decade ago, with funding from the American Association of Community Colleges and the Corporation for National Service, the College initiated a service-learning program. In the Summer of 1995, it supported an institute where faculty read, reflected upon, and presented current literature; debated significant perspectives; and came to a working consensus on what service-learning would be at Kapi‘olani CC in relation to the students, faculty, and wider community. What emerged was an agreement that the College would use service-learning and critical reflection as pedagogical tools for helping diverse students with diverse ways of knowing better understand multicultural Hawai‘i. It would also use service-learning and reflection to celebrate Hawai‘i’s multicultural traditions of service and social responsibility.

Since that time, 5,321 Kapi‘olani Community College students have contributed 133,025 hours of meaningful service to the community (an average of 25 hours per student per semester). At $10/hour this represents an economic contribution of $1,266,670 in educational and human services. Student evaluations conducted in 1996-97, replicated in 1998-99 and 2000-01, indicate statistically significant improvement in service-learners’ attitude about working as a team, ability to make a difference in the community, and perceiving instructors as caring individuals. Further, the service-learning students have higher GPAs and persistence rates than non-service-learners.

Given the nature of service-learning, collaboration and partnerships are significant and meaningful components of the pedagogical approach. From the inception of its service-learning program, Kapi‘olani Community College has worked with faculty.
in the College of Social Sciences at the University of Hawai‘i at Mānoa to create community-based collaborations. Faculty and students from both campuses worked together to better understand and reduce the severity of significant community problems, such as poor reading skills in children and adolescents, asthma care and respiratory disease, environmental degradation, HIV and AIDS, and adequate care for the elderly. These collaborations continue today, with additional emphasis on plugging the “leaky” K-16 educational pipeline, bridging the digital divide, and educating elderly immigrants for citizenship.

Given the fundamental values of community colleges, community partnerships are especially meaningful. Since 1995, Hawai‘i Pacific Islands Campus Compact (HIPICC) has been supporting service-learning campus-community partnerships throughout the State of Hawai‘i. Since 1997, HIPICC has specifically supported collaborations between Kapi‘olani Community College, Chaminade University, and the University of Hawai‘i at Mānoa to strengthen after school tutoring, math-science enrichment, bridging the digital divide, teen reading, healthy lifestyles, and environmental stewardship initiatives in the Palolo Valley Homes community, public housing residents who are low income, new immigrants speaking a diverse range of Pacific Island and Southeast Asian languages. Kapi‘olani CC’s efforts are focused especially at the Palolo schools, the Palolo Valley Housing Technology Center, and the Palolo Valley Recreation Center.

Working with HIPICC, Kapi‘olani CC has also advanced service-learning pedagogy and civic engagement practices at all nine other UH campuses, as well as with American Samoa Community College, Guam Community College, and Northern Marianas College. Leeward Community College has developed successful initiatives focused on bridging the digital divide with low income communities in Waipahu and Wai‘anae. Windward Community College has implemented strong tutorial efforts and advanced “Teen Reading” initiatives with local K-12 schools. Maui Community College has sent service-learning students out to provide ESL tutoring for the growing Central American immigrant population on Maui. Finally, Hawai‘i Community College has established a strong track record of environmental stewardship as service-learning students protect and propagate endangered indigenous Hawaiian plants and ecosystems.

This year, 29 Kapi‘olani Community College students, faculty, and community partners were awarded the President’s Volunteer Service Award, a national honor offered in recognition of volunteer service. The awards were presented by Lt. Governor Duke Aiona. Established in 2003, the award is available on an annual basis to individuals, groups, and families who have met or exceeded requirements for volunteer service and have demonstrated exemplary citizenship through volunteering.
PARTNERSHIPS THAT WORK

By their very nature, community colleges are of their communities and for their communities. Partnerships are thus essential elements of every successful program and activity offered by the UH Community Colleges. Close alliances with business, industry, and government agencies help the colleges to create programs and enrich curriculum with relevant industry-based skills training. In keeping with their focus on access, teaching and learning, diversity, and community development, UH Community Colleges have developed successful relationships with both business and industry partners as well as academic partners.

TELECOMMUNICATIONS AND BROADCASTING PARTNERSHIPS AT LEEWARD CC

Leeward CC has developed a school community-based Telecommunications Institute for Economic Development for residents and businesses residing and operating along the Wai'anae Coast of O'ahu. The institute was developed in partnership with the Hawai'i State Department of Education, Leeward District Wai'anae High School (WHS), 'Ōlelo: The Corporation for Community Television (Hawai'i's public access television non-profit organization), Hawai'i Technology and Trade Association (a private technologies trade association), Wai'anae Coast Coalition, and the Wai'anae Coast Telecommunications Hui (an executive committee of the Wai'anae Coast Coalition). The Telecommunications Institute offers integrated activities in renovated digital media and video production studios at WHS, expanded digital technology capacities and interactive technical and enterprise opportunities for students and residents in a digital technology center, developed and expanded economic opportunities in two core technology fields (digital media and video production) that substantially improve employment opportunities for Native Hawaiian students and community members in Wai'anae, facilities for the startup and incubation of local companies through programs designed to assist community businesses in getting their operations online and in the public domain through various digital media technologies and three digital media courses articulated with WHS to serve as a pathway to Leeward CC.

With an associate degree program in TV Production, Leeward CC has engaged in collaborative projects with related industries in the State. For example, Leeward CC has partnered with 'Ōlelo: The Corporation for Community Television to operate a Community Public Access Satellite Center in the Educational Media Center. Public access clients in the geographic region can use production facilities at Leeward CC including studio, editing, and remote equipment checkout during non-instructional times including weekend and evening hours. 'Ōlelo contributes $46,618 annually to support the Public Access Center. In another collaborative endeavor, Leeward CC is supported by an annual grant of $150,500 from the Hawai'i Educational Networking Consortium to provide resources to produce asynchronous televised courses for the College's distance education program. These courses are televised via commercial cable channels to students statewide. On an annual basis, Leeward CC provides production of the equivalent of 15 credit hours of programming, which augments its current inventory of cable courses.
MEETING EMERGING HEALTHCARE NEEDS

Kapi‘olani CC is forging industry partnerships to rapidly respond to emerging healthcare industry needs. The growing crisis in healthcare has resulted in significant turmoil in the local healthcare industry with downsizing, mergers, and restructuring occurring regularly. Often, these changes displace workers or create shortages. Contractual partnerships have been developed with industry to better meet emerging needs, and delivering solutions in a short period of time has become the norm. This year, Kapi‘olani CC’s health programs have developed partnerships to deliver an ultrasound and radiologic technology program (via distance learning) to hospitals experiencing shortages in these areas. In another instance, a transition program was developed to provide Licensed Practical Nurses the opportunity to become Registered Nurses at a hospital that was laying off all its LPNs. In previous years, a Medically Fragile Child Care program was developed to prepare lower-cost nursing homes to take over the role of providing this type of long-term care from high-cost hospitals, without compromising the quality of healthcare. The most current project in development is a distance-delivered Pharmacy Technician program for American Samoa and the far Pacific Islands to address their workforce needs in partnership with other institutions.

The health programs at Kapi‘olani CC have developed other innovative partnerships. The faculty of the two-year Respiratory Care program have collaborated with colleagues at the University of Hawai‘i West O‘ahu (UHWO) to develop a baccalaureate in applied science in Respiratory Care, using the professional and general education courses of Kapi‘olani CC’s program in combination with UHWO’s upper division courses in public administration and Arts and Sciences.

UNIVERSITY OF HAWAI‘I COMMUNITY COLLEGES + CISCO = SUCCESS

Cisco Systems continues to be an outstanding education partner with the UH Community Colleges. Hawai‘i’s Cisco Academies, which have since gained national recognition for their success, began when the University of Hawai‘i Community Colleges partnered with Cisco to offer training in Cisco technology to high school teachers. During summer months and winter breaks, participating high school teachers attend training classes at Honolulu CC, Maui CC, and Hawai‘i CC. When they return to teach the subsequent semester their students get first-hand experience in designing and creating local area networks for their schools, and, in some cases, wide area networks joining different high schools and community colleges.

Since its inception in August 1998, nearly 900 high school and college students and their teachers have received the Cisco Certified Network Associate training. Through the support of Cisco Systems, Honolulu CC has also become a CCNP training facility and has provided training for China, Taiwan, Singapore and other Asia/Pacific countries.

Cisco Systems is also helping put Hawai‘i on the high-tech computer technologies map. Most recently, Honolulu CC was selected as a Cisco Academy Training Center
for Sponsored Curriculum (CATC-SC). This recognition makes Hawai‘i one of only about 30 training locations in the U.S. offering training in such areas as Sun Microsystems and Adobe Systems to instructors from Cisco Academies throughout the nation. In September 2001, Honolulu CC was selected as the first location in the world outside of Cisco headquarters to offer Semester Eight of the Cisco academy program. Participants in this program were instructors in the CATC-CCNP programs across the country. Because of its reputation with Cisco, Honolulu CC was selected to host this capstone certification course.

Additionally, Honolulu CC was chosen as a node on the Global Learning Network, a joint effort between Digital Island and Cisco Networking Academies that was launched in 2001 to deliver high-speed distributed access (via strategically placed caching servers) to users of Cisco Academy curriculum and sponsored curriculum around the world.

**Nurturing Women and Minorities in STEM**

MentorNet, headquartered at San Jose State University, is an online mentoring program that pairs community college, undergraduate, and graduate women in the sciences, technologies, engineering, and math (STEM) with engineers and scientists working in industry and national labs (www.mentornet.net). These partnerships are a great opportunity for students intending to major in these fields to learn more about the “real world” of the industrial workplace. MentorNet collaborates with colleges and universities, corporations, government labs and agencies and professional societies and is supported by funding from the National Science Foundation, Alcoa Foundation, AT&T Foundation, IBM Corporation, Intel Foundation, Cisco Systems, and Microsoft Corporation.

The UH Community Colleges have been invited to participate in the MentorNet Project through funding from the Women in Technology Project, a workforce development project of the Maui Economic Development Board, Inc. in partnership with the Hawai‘i Island Economic Development Board and the Kaua‘i Economic Development Board. The Women in Technology Project is funded by the U.S. Department of Labor to address the under-representation of women and minorities in science, math, engineering and technology in Hawai‘i. Online mentoring for women and underrepresented minority students intending to major in STEM was first made available in Fall 2002. Since then, 39 community college students have applied for mentors and 33 have been matched (83%).

Another Women in Technology project is offered on Kaua‘i. In 2003, Kaua‘i Economic Development Board and Kaua‘i Community College entered into a collaborative venture to promote and implement the Women In Technology Project through a bridge program for high school women. The College agreed to provide a variety of activities to expose young women to career opportunities in the technology and science fields. Kaua‘i Economic Development Board agreed to provide the funding for the venture.
Fixing the Leaks in the Palolo Pipeline

One of Kapiʻolani CC’s service-learning projects, funded by Hawaiʻi Pacific Islands Campus Compact, has strengthened existing partnerships, expanded to include new partners, and developed new, well-structured service-learning programs. The goal of the project is to provide the following educational support: tutoring for second-language learners, early literacy tutoring for K-3 students, math-science enrichment for middle school students, teen reading groups for middle and high school students, technology tutors for all school levels and for community members at the Palolo Valley Housing Technology Center and the Palolo Valley Recreation Center, and service-learning projects focusing on environmental stewardship and healthy lifestyles for K-16 students and community members.

Kapiʻolani Community College, Chaminade University, and the University of Hawaiʻi at Mānoa have recently received three-year grant awards from Hawaiʻi Pacific Islands Campus Compact through a grant from the Corporation for National and Community Service. The intent of the project is to build sustainable partnerships that will prepare a P-20 Palolo pipeline.

Partnerships for Rural Development

In 1998, Maui Community College was the lead administrative entity, and then-Provost Clyde Sakamoto, the principal investigator, for an enlarged U.S. Department of Labor project whose goal was to empower local communities to define, plan, and implement their own strategies for economic development. The project was designed through the collaborative efforts of Maui CC, Kauaʻi CC, and Hawaiʻi CC, and their respective community advisory boards. For its second year, the Rural Development Project received $1 million in federal funds and was expanded to rural areas on Molokaʻi, Kauaʻi, the Big Island of Hawaiʻi, and Maui.

A pilot program started on Lānaʻi the previous year received $200,000 in federal funding. In the pilot phase, the project started a community computer lab and a community service internship program. The lab is widely used by Lānaʻi residents to improve their computer skills, access the Internet, or prepare business plans. The internship program placed 40 Lānaʻi students with private businesses.

The success of this partnership led to later, even more significant grants. In 2002, the rural colleges received $6.9 million in grants for rural development and job training programs on Maui, Molokaʻi, Lānaʻi, Kauaʻi, and the Big Island through the U.S. Department of Labor: a $4 million Rural Development Project (RDP) grant and a $2.9 million Rural Job Training Initiative (RJTI) grant. The RDP provided funding to rural community colleges to develop leadership training, small business support, computer literacy training, and farm management training, while the RJTI focused on enhancing the employment potential of citizens in rural communities, with an emphasis on high-demand professions such as education and health care.

The purpose of these grants was to invest in the infrastructure of rural communities. In some cases, the investment was in physical infrastructure, as with computing labs on Lānaʻi and fishponds on Molokaʻi. In other cases, the infrastructure investment was in human capital. For example, during the fall semester the grant provided tuition assistance and thereby invested in 75 students from Kauaʻi, Maui, and the Big Island who enrolled in the Colleges’ educational assistants program.
In 2003, the neighbor island community college campuses received $10 million in grants for rural development and job training programs on Maui, Moloka‘i, Lāna‘i, Kaua‘i, and the Big Island of Hawai‘i through the U.S. Department of Labor. The $5 million Rural Development Project (RDP) and the $5 million Rural Job Training Initiative (RJTI) were the largest award to date to a community college in Hawai‘i.

The RDP also provided funding to Hawai‘i and Kaua‘i Community Colleges to develop workforce training programs that contribute to sustainable economic development and diversification in rural communities. The RJTI focused on enhancing the employment potential of individuals in rural communities, with an emphasis on high-demand professions such as education and health care. Selected project initiatives must continue beyond the life of the federal grant to meet the sustainability test.

THE ACADEMY FOR CREATIVE MEDIA

The opportunity for far-reaching academic partnerships at UH is made possible because the seven community colleges and three universities are joined in a single 10-campus system. One particularly good example of this interrelationship is currently evolving through the Academy for Creative Media (ACM). Under the leadership of Director Chris Lee, the former President of Production for TriStar Pictures and Columbia Pictures, ACM is planning to offer baccalaureate and graduate degrees in areas such as Cinematic and Digital Production, Critical Studies, Writing for Visual Media, Innovation Technologies and Creative Media, Animation and Computer Games, and Producing. ACM will draw on all ten campuses, including the seven community colleges, to create dynamic interdisciplinary programs for the 21st Century entertainment industry. Even in its earliest development stages, the ACM is looking to partner especially with Leeward CC’s TV Production and Digital Media programs, Honolulu CC’s commercial art program, and Kapi‘olani CC’s New Media Arts program. Given the institutions’ commitment to working together to build the program, the students from the community colleges will have direct and varied pathways to careers in this emerging technology field.

PARTNERING FOR A P-20 PIPELINE

With one statewide higher education system and one statewide K-12 public education system, the potential for deep and rich partnerships has always existed. The potential is increasingly being realized as the State’s education leaders collaborate to better serve the students of Hawai‘i. Two projects, in particular, feature community colleges: Running Start and P-20.

Based on the model developed in Minnesota, Running Start allows high school juniors and seniors to enroll in college classes at the seven community colleges as part of their high school coursework (www.hawaii.edu/runningstart/). This dual-credit opportunity is available to students who are college-ready in math and English. A partnership between the Department of Education and the University of Hawai‘i Community Colleges, Running Start began as a pilot program at Honolulu Community College in 2000 with 22 students, and since then has expanded to all seven community college campuses. Student response has grown each year. In the last year alone, participation increased by 92 percent: from 195 Running Start students in 2002 to 375 in 2003.
The P-20 initiative is a collaborative effort between the State Department of Education, the University of Hawai‘i system, and the wider community to improve student achievement at all levels of education (www.p20.hawaii.org). The community colleges play a significant role in the development of smoother transitions between the levels of higher education and the workforce. The P-20 Council leadership consists of the President of the UH System, the Department of Education Superintendent and the Good Beginnings Alliance Executive Director. In July 2003, the W. K. Kellogg Foundation validated the Hawai‘i P-20 Initiative by awarding the University of Hawai‘i Foundation (UHF) a $500,000 planning grant to lay the groundwork to secure additional public and private resources. The P-20 Council, the initiative’s leadership body, dedicated $90,000 of this amount for competitive grants. The trustees of the Samuel N. and Mary Castle Foundation then generously matched the $90,000, increasing the total amount for competitive grants to $180,000.

With this $500,000 grant from the Kellogg Foundation for its FY 2004 activities, the P-20 council built on the strength of existing projects directed at developing seamless and effective education for the people of Hawai‘i from pre-school through the full range of post-secondary education. The grant permitted planners to work on the extension of existing programs as well as generate plans to bring model programs up to scale. In addition, it helped to initiate other model programs designed to eliminate the barriers to cooperation between the three segments of education. The community colleges are involved in three of the eight collaborative projects funded, for a total of $63,500 in grant funds.

**PARTNERS IN CAREER DEVELOPMENT**

Over the years, a number of collaborative endeavors between the State Department of Education and the UH Community Colleges have focused on preparing students for careers. Tech Prep, School-to-Work, Career Pathways—the names and the funding have changed, but the goals have always been the same: developing and articulating Department of Education, UH Community Colleges, and UH baccalaureate programs of study to promote coherent, focused career exploration and development.

Most recently, the focus of the collaborative efforts has been on the development of Career Pathways, clusters of occupations with shared skills and knowledge that provide coherence for career exploration at all levels of education and provide a framework for aligning learning outcomes with business and industry requirements. Hawai‘i’s has identified six Career Pathways: Arts and Communication; Business, Management and Technology; Health Services; Natural Resources; Industrial and Engineering Technology; and Human Services, Education, Legal and Protective Services, Social Sciences, and Service and Hospitality (www.hawaii.edu/cte). Community college faculty and DOE faculty have been meeting to identify core competencies in these six pathways, to identify secondary and post-secondary programs of study that align with these six pathways, and to review the courses in the relevant programs of study. The goal is ultimately to focus teaching and learning along the Career Pathway lines, to provide clear connections between the learning outcomes at the various educational levels, and to provide links between the classroom and the workplace.
INNOVATIVE, EXPERIMENTAL PROGRAMS AND PRACTICES

Nā Polokalamu Noʻeau me Nā Polokalamu Hoʻāʻo
WORKFORCE DEVELOPMENT INITIATIVES

Hawai’i and the nation are experiencing transformations in the kinds of skills and knowledge one needs to be successful. Furthermore, given the State’s geographic isolation and high cost of housing, Hawai’i cannot resolve workforce issues by importing labor from elsewhere. Hawai’i must develop its own skilled workforce. The UH Community Colleges are addressing the challenges of the changing work environment on two fronts: a review of existing policies as part of the National Governors Association’s “Pathways to Advancement Policy Academy” and the development of education and training programs that meet the State’s needs.

THE NATIONAL GOVERNORS ASSOCIATION’S PATHWAYS TO ADVANCEMENT POLICY ACADEMY

From across the country, twenty-eight states applied for funding consideration in response to a request for proposals by the National Governors Association (NGA) in Washington D.C. Hawai’i was recently named as one of eight states across the nation to participate in this NGA project to help working adults earn college and other post-high school degrees. Called the “Pathways to Advancement Policy Academy,” the project will help the selected states develop new policies and institutional arrangements, enabling working adults to upgrade their skills and the states to expand their skilled labor pools. Associate Vice President for Academic Affairs, Michael Rota, has been designated as the State leader of the project.

It is the goal of the State of Hawai’i through participation in this project to identify and examine a number of policy alternatives to promote greater participation in post-secondary education by working adults and youth, and the inseparable issue of increasing post secondary participation by youth leaving high school. This policy review will involve an examination of institutional practices and infrastructure needed to increase these groups’ rates of success and participation in the Hawai’i workforce. As a result of participation in this project, the UH Community Colleges will be better able to conduct the research, evaluation, and consensus-building activities necessary to implement policy changes.

RECOGNITION FOR QUALITY CAREER PROGRAMS

Hawai’i Community College’s dedication to quality in career and technical education reaches the highest levels of the administration. In 2002, then-Chancellor Joyce S. Tsunoda was selected to receive the Distinguished Service Award in Career and Technical Education from the National Association of State Directors for Career and Technical Education. The award, presented in Washington, D.C., recognized Dr. Tsunoda’s role in the creation of new career and technical education programs, success in creating government, business, and industry partnerships and her constant advocacy of career and technical education.
HONOLULU COMMUNITY COLLEGE’S CONSTRUCTION ACADEMY

Honolulu Community College is the premier apprenticeship training center in Hawai‘i, with over two thousand apprentices currently in training. However, with the State’s need for an estimated additional 7,500 construction workers over the next six years, Honolulu CC is gearing up and expanding to training capacity and planning new training venues. One innovative partnership designed to help meet the need for new construction workers is Honolulu CC’s collaboration with the Employment Training Center to create a Construction Academy.

Utilizing courseware from the Center for Occupational Research and Development, the curriculum is being designed to meet all national skills standards and integrate all high school No Child Left Behind requirements in a contextual learning setting. It will be a series of courses that create a career pathway for students, giving them the opportunity to decide whether or not to enter the industry as an apprentice, complete an associate degree program, or go on for a baccalaureate in management, finance, planning, architecture, engineering, project management, or other related profession.

AGRICULTURAL PROJECTS ACROSS THE SYSTEM

In 2001, all seven University of Hawai‘i Community Colleges received funding from the U. S. Department of Agriculture (USDA) to support collaborative projects.

Windward Community College’s $159,648 “Bio-Resources and Technology Academic Subject Certificate” grant from USDA-Cooperative State Research, Education, and Extension Service enabled the College to develop, implement, and promote an Academic Subject Certificate in Bio-Resources and Technology. Two programs were developed: Plant Biotechnology and Bio-Resource Development and Management. These programs provide students with a wide range of technical skills to enter Hawai‘i’s job market in bio-related fields such as plant biotechnology, diversified agriculture, plant conservation, pharmaceuticals, the food industry, and ecotourism. The program continues to develop and most of its required courses are already offered by the College and supported through the existing Plant Tissue Culture Laboratory, the Kuhi Lā‘au Tropical Plant and Orchid Identification Facility, and the new climatically controlled green house. The Certificate program is articulated with the College of Tropical and Human Resources at UH Mānoa, meeting core requirements for the Bachelor of Science program in Plant and Environmental Biotechnology.

The goals of Honolulu Community College’s USDA grant for $147,541, “Ocean Resource Utilization and Management,” were to provide students with ocean awareness and encourage them to major in fields related to ocean resource utilization and management. Through acquisition of state-of-the-art equipment...
and curriculum development in areas of fisheries/aquaculture, environmental monitoring, and conservation and utilization of ocean resources, the College recruited students and established internships with local companies. The College upgraded existing science labs and classrooms with instrumentation and made curriculum changes that incorporated credit-based internship experiences. The existing UH system Marine Options Program was enhanced by the increased ability of Honolulu CC to recruit students and provide increased educational options.

Maui CC’s USDA grant for $149,930, “Moloka’i Farm 21 Education Program,” provided Moloka’i residents with higher education opportunities in agricultural production, processing, and marketing by diversifying the academic curriculum to include a variety of short-term one-credit courses, recruiting Native Hawaiian adults and high school students, providing a mentoring program, and enhancing the classroom environment with up-to-date delivery systems adaptable to distance education.

Leeward CC received $143,308 in funding from USDA for its “Science Laboratory Technician Program.” The grant funded equipment for Leeward CC’s science labs in preparation for the development of a biotechnology technician training program. The funds were used to upgrade the College’s science lab equipment and prepare students for employment and educational advancement opportunities in the biological sciences including agriculture and aquaculture.

Kaua’i CC’s “Diversified Agriculture/Entrepreneurship Curriculum Development” USDA grant for $159,641 enabled the College to develop courses to support diversified agriculture and entrepreneurial agriculture. Kaua’i CC developed courses in packaging and processing fresh produce, and in tissue culture with applications in native plant propagation. The College also developed internships for students in food and agricultural science areas, including biotechnology.

Hawai’i CC’s three agricultural science degree programs benefited from the “Strengthening Agriculture Degree Program” USDA grant for $149,086. Funds were used to purchase machinery and equipment to update programs and improve the lab components of the courses, including vehicles and machinery to transport students to lab sites, to transport agricultural and agroforestry specimens and supplies to and from lab sites and to prepare field sites for agricultural and agroforestry course activities. Another portion of the funds supported the creation and dissemination of multimedia recruitment materials.

Kapi’olani CC’s $149,092 USDA grant, “Creating Educational Pathways to Careers in Food Service,” provided venues for students to successfully attain various levels in a career ladder within the food service program. Students who complete the A.S. Degree program in Food Service now have the opportunity to transfer to the University of Hawai’i at Mānoa in the Food Science/Dietetic program. Objectives of this project for the first year were to initiate a retention program, develop a recruitment program targeting the Native Hawaiian population, update classroom equipment, and provide faculty development opportunities to upgrade courses.
Leeward CC has been especially diligent in obtaining funds for agriculture-related projects. In addition to the aforementioned Science Laboratory Technician Program, Leeward CC developed a HUD-sponsored Wai’anae Organic Agriculture Initiative ($598,000) with a goal to expand the institution’s role and effectiveness in addressing community development needs—principally the improvement of Wai’anae’s food security—in the predominately Native Hawaiian community residing in and along the Wai’anae Coast of O’ahu, where LCC already operates a satellite campus. Objectives of the project include acquiring 2.5 acres of land and buildings to develop the Wai’anae Organic Agriculture Center ("Ag Center"), a public facility for packing, processing and distribution of organically grown produce; establishing a space for incubating organic farms and value-added food production businesses in the Ag Center; and an agriculture-related microenterprise training program for program participants and the wider farming community. The project will also culminate with a statewide conference on community food security to be held in Wai’anae. Work has been initiated to create an Associates Degree in Tropical Agriculture at Leeward CC.

Sponsored by USDA, Leeward CC’s Horticulture, Plant Production and Nutrition in Hawaii project ($159,402 in 2002) supported the development and installation of culturally relevant horticulture, plant production and plant commercialization curricula that respond to long-range institutional initiatives intended to upgrade Hawaii’s industrial-based agricultural communities. By employing strategies that combine contemporary agricultural sciences that are firmly grounded in the cultural traditions and skills passed along through generations of Hawaiian farmers, the project encourages and facilitates the progress of Native Hawaiian students in agriculture sciences, as well as other more general sciences. The two primary
objectives for this project are developing and offering a new course, Horticulture in Hawai‘i, centered on field laboratory training at Leeward CC’s existing shade house facility and offering a series of guest lecture/nutrition workshops centered on culturally appropriate and relevant Hawaiian uses of plants (ethnobotany, Hawaiian diet, Hawaiian horticulture) and linked specifically to the horticulture workshops and laboratory exercises assigned under this project.

The business of agriculture has also been supported by Leeward CC’s grant projects. A nine-campus UH partnership was awarded just over $3 million over two years to create an Agribusiness Education, Training and Incubator Consortium. The purpose of this project is to enhance the University’s strong public post-secondary educational capacities by collaborating with state and private organizations to serve Hawai‘i communities with high-value instruction and training in agriculture; high-quality product research, production, and delivery mechanisms; and sophisticated technical, business and brand marketing support to create and sustain Hawai‘i’s world-class commercial agriculture production capabilities. Throughout this project, emphasis is focused on building capacity and ownership among Hawai‘i’s many rural agriculture communities, including a large number of Native Hawaiian and other underserved minority populations. The focus at Leeward CC is to support faculty working to develop stand alone “portable” laboratory technician training modules begun under Leeward CC’s USDA-funded Science Laboratory Technician Training program. For FY 2004-05, Leeward CC will serve as lead institution for the consortium project in addition to accomplishing campus-specific objectives. Within the context of supporting agribusiness development in several rural and former sugar and pineapple plantation communities in West O‘ahu, program and personnel resources are being coordinated to provide the communities of Wai‘anae, Waialua, Wahiawa and Waipahu with training opportunities that leverage use of existing facilities and new business training programs to help residents and entrepreneurs to reverse the current of worker displacement and to achieve economic self sufficiency while helping residents to preserve West O‘ahu’s former plantation and now highly sought after rural agricultural lands.

**THE UH COMMUNITY COLLEGES AND TEACHER PREPARATION**

According to a 2003 Report to the State of Hawai‘i Legislature, all of Hawai‘i’s teacher training institutions, combined, are providing only half the number of new-hire teachers needed by the Department of Education. The need is even greater when retirements and resignations of employed teachers are factored in. Also, legislation to reduce class sizes in K-3 will mean another 75 teachers are needed at that level. With these data painting a challenging future for the State, the institutions of the UH system have taken on the task of working together to better meet the imminent, severe teacher shortages.
On April 6, 2004, representatives of the DOE and the Hawai‘i Teacher Standards Board met with representatives of all ten UH campuses, plus UH system staff, to discuss how the UH system might help to meet the State’s need for teachers and for educational assistants, where 700 of the 4,000 positions are vacant.

The UH community colleges are poised to provide new avenues to assist with the shortage in both the professional and paraprofessional ranks. One campus on each of the islands offers a two-year degree in Early Childhood Education (ECE). This associate degree is also a vehicle to help educational assistants meet the requirements of the No Child Left Behind (NCLB) mandate. In addition, the four community college campuses that offer ECE programs are working collaboratively to design a baccalaureate degree program in ECE for Hawai‘i, hoping to attract more students into the teaching profession.

Leeward CC, Windward CC, and Kapi‘olani CC have collaborated with the DOE to develop credit courses that together provide educational assistants (EAs) with foundation courses for meeting the NCLB requirements. At Leeward CC, these courses have been incorporated into a planned Associate of Art in Teaching degree, currently being readied for submission to the Board of Regents. Leeward CC’s A.A.T. will provide the first two years of a Baccalaureate in Education. At Kapi‘olani CC, these foundation courses for EAs are the core courses in a newly-approved Associate in Science degree for Educational Paraprofessionals. Kapi‘olani CC’s new degree has two areas of specialization: EAs working with deaf and hard-of-hearing students and EAs working with Special Education students.

However, the UH community colleges are looking closely at the national trends in community college involvement in teacher preparation. Community colleges provide a route to recruiting more minorities and first-generation college students into teaching careers, a fact which is particularly salient in a state where the demographics of the teachers do not reflect the demographics of the students in their classrooms.

The community colleges are also going to be participants in a statewide discussion to address the shortage and licensing of career and technical education teachers.

**HONOLULU COMMUNITY COLLEGE’S AVIATION PROGRAM REACHES ACROSS CONTINENTS**

Honolulu CC’s Pacific Aerospace Training Center (PATC) provides aviation training for Hawai‘i and Pacific Rim students. PATC is comprised of two programs: the Aeronautics Maintenance Technology Program and the Commercial Aviation Program. In cooperation with State and federal agencies and foreign governments and commercial air carriers, PATC provides essential aviation training to foster safe aviation practices.
throughout the Pacific. The program has trained over 5,000 aviation technicians, with students coming from Hawai‘i and the mainland as well as Japan, Korea and China. Several of Hawaiian Airlines’ current employees were also trained and certified through the Honolulu Community College program.

Training for international students includes pilot training, English skills, and simulator and transition training. Seven Northwest Airlines students from Narita, Japan, were among the first international students enrolling in the Aeronautics Maintenance Technology degree program. The relationship with Northwest Airlines in Narita will continue with students enrolling from their Asian bases at least through 2005. Honolulu CC is also working with the Boeing Airplane Company on creating investment and collaborative opportunities in training as a primary Asian training center for flight and maintenance.

New in 1998, Honolulu CC’s pilot training program was initially supported by a $100,000 grant from the U.S. Department of Labor and Industrial Relations Employment Training Fund. The grant supported the hiring of the training staff from the University of North Dakota’s (UND) Center for Aerospace Science and supported Honolulu CC’s instructors going to UND’s flight training centers. The training supported the Honolulu CC faculty’s opportunity to be trained in the UND system, allowing for consistency in the training of students and conformity with airline standards. Among the first graduates of the program in Spring 2000 were two students who received Hites Family Community College Scholarships to fund their aviation baccalaureate at UND. At present, close to 100 students are enrolled in the pilot training program and will, upon completion of their program of study at Honolulu CC, transfer to UND in a fully articulated career pathway for the B.S. in aviation.

Recent developments at PATC include Honolulu CC’s partnering with the University of Alaska and New Mexico State University to field test and collect data from unmanned aerial vehicles to be flown between New Mexico, Hawai‘i, and Alaska. Honolulu CC’s Kalaeloa hangar facility is the Hawai‘i headquarters and has been funded through the Office of Naval Research. The Kalaeloa facility has another role to play in Honolulu CC’s future: part of the Kalaeloa hangar will be modified for classified research operations in a partnership with the UHM College of Engineering (COE) to host a Northrup/UHM COE $14 million project to design and develop new transmitters and antennae for existing naval aircraft.

**RETRAINING FOR HEALTH CARE CAREERS**

Hawai‘i’s economy has been in the doldrums since the first Gulf War, and the situation was exacerbated by the events of 9/11 and resulting Middle East conflicts. Hawai‘i’s tourist industry experienced widespread layoffs and the subsequent need for occupational retraining. In response to these problems, Kapi‘olani’s Health Education programs expanded the number of job entry programs to meet the needs of the State. This expansion included the development and enhancement of new job entry programs such as pharmacy technician, medical transcription, phlebotomy,
LPN to RN Transition program, medical coding, surgical technologist, and licensed massage therapists. Due to a lack of state funding for program growth, these were developed as non-credit or contract programs, providing workers from a weakened tourist industry to transition into the healthcare industry. In addition to expanding the number of graduates for entry-level jobs in healthcare, revenues generated from these non-credit programs now subsidize existing credit programs at the College.

EPSCoR Future Nurses’ Academy

Funded by a National Science Foundation Experimental Program to Stimulate Competitive Research (EPSCoR) grant, the Future Nurses Academy at Kaua‘i Community College is a pilot project to improve math, science and critical thinking competencies in students preparing to enter the Kaua‘i CC Nursing Program. A cohort/learning community curriculum emphasizes math, science, critical thinking and technology-based integrator of examples from nursing and healthcare in coursework and hands-on projects. Students are coached to improve life skills, study skills, career exploration and focus.

Sustainable Island Economies and a Baccalaureate at Maui CC

Maui CC’s involvement has begun as a partner in Global Islands Network (GIN) Project, a member of the International Small Islands Studies Association (ISISA) and a participant in the Islands of the World Conferences. The College’s contribution, under development, will be to explore sustainable strategies for challenges faced by small islands (generally under 600,000 in population). The overall goal, consistent with the College’s Strategic Plan, will be to create a sustainable higher education facility for Maui County as an example of a sustainable public service. The first initiatives involve developing a Bachelor of Applied Science degree in Applied Business and Information Technology to create viable entrepreneurs leveraging business opportunities and IT facilities and services; seeking to create a sustainable solution for Maui CC’s power requirements through the application of alternate energy technologies. The College has identified a partner to fund and conduct research and development for a 600kw-producing windmill to be potentially constructed on the campus to meet 60 percent of the campus’ annual electricity needs; and partnering with private sector interests to construct a 400-bed student housing facility to accommodate growing student interests.

Advanced Culinary Training: The Culinary Institute of the Pacific

The University of Hawai‘i has acquired a favorable long-term lease on the historic Cannon Club property located directly across the street from Kapi‘olani CC’s existing
facilities. Originally part of Fort Ruger, the Cannon Club opened as World War II came to an end in 1945. It served as a much-needed respite for America’s fighting men and women in the Pacific. A proud staff of talented restaurant workers carried on the tradition of service by providing first class food and beverage for our military officers and their families. It was a special treat for the local community to attend functions and experience the special ambiance. *Hawaii 5-O* and *Magnum PI* had many segments of their famous series filmed from the Club, overlooking the scenic skyline of Waikiki. The Army closed the Cannon Club in 1997, after more than 50 years of serving as an elite social club.

The property has been designated by the University of Hawaii to be the home of the Culinary Institute of the Pacific, a world-class facility that will include a four-star signature restaurant, dual-use training facilities, cooking labs, demonstration and competition kitchens, classrooms, administrative and faculty offices, an outside amphitheater and reception areas. The facilities will be open to the public and serve as an advanced training venue for the future great chefs of the world. Kapi‘olani CC has been designated the lead campus in the development of this facility, which will serve as the advanced training site for the culinary arts students at all the community colleges.

The Culinary Institute of the Pacific Program in Advanced Culinary Education will first offer a Three-Year Certificate for Advanced Culinary Applications with the long-term goal of developing a Baccalaureate of Applied Science degree, perhaps in collaboration with one of UH’s baccalaureate institutions. The curriculum will be designed to prepare graduates to obtain executive level positions in the food service industry. This Three-Year Certificate for Advanced Culinary Applications will be on a par with the Culinary Institute of America or Johnson & Wales.

The facility and curriculum will be designed to complement and enhance existing culinary programs and facilities. Required funds for construction and initial operation will be raised, but the long-term plan is to create a sustainable program that will be self supporting. The University hopes to break ground in 2006 and complete construction of Phase I in two years and open the doors in 2008.
TECHNOLOGY AT THE FOREFRONT

INFORMATION TECHNOLOGIES

The University of Hawai‘i continues to make strides in advancing instruction, research, administration, and public service through the use of information technologies.

- Student Information System — In February 2002, the University began a major two-year project to convert its ten separate student information systems into a single consolidated system. Students are now able to register, make payments, obtain grades and other academic information, and receive financial aid through a single on-line environment. The SIS, a fully integrated web-based system, connects administrative and academic functions for its users.

- Procurement System — The UH implemented a new procurement system that integrates the State of Hawai‘i’s first online bidding system with web-based purchasing to support a paperless sourcing and purchasing process.

- Financial Data Warehouse — The UH has implemented the first phase of its financial data warehouse that supports new management reports to assist Senior Executives and the Board of Regents execute their oversight responsibilities.

- Site License — The University’s special-funded systemwide software site license program is estimated to save participating units over $1 million per year.

- Videoconferencing — The University has implemented Internet-based videoconferencing at all campuses to reduce travel costs and time in the post-9/11 world.

- Distributed Learning — The University of Hawai‘i has continued to expand its strong hybrid distance learning program, which leverages the most appropriate instructional technologies for different student populations throughout the State.

- Internet Capacity — In partnership with the U.S. Department of Defense, UH again increased the capacity of its connection to the Internet to keep ahead of the ever-increasing demands of the University campuses as well as the State of Hawai‘i.

- Intra-State Connectivity — UH has increased the capacity of the network connections to all campuses and education centers throughout the State in order to ensure that access is available on all islands to distributed learning opportunities, increasingly critical UH information infrastructure, videoconferencing and global information networking environment.

- Maui High Performance Supercomputing Center (MHPCC) — UH has now achieved the performance level necessary to maintain management of MHPCC for the maximum 10-year term possible under the performance-based contract.
Hōkūlani

Windward Community College’s Hōkūlani ("Starry Heavens") Imaginarium is a multi-media, state-of-the-art planetarium. The theater houses a Digistar II Projector with over 80 additional special effects projectors. Its 66 seats are equipped with interactive buttons for audience participation and infrared hearing devices. The Imaginarium provides a high-tech window to the heavens and other wonders of nature and gives Polynesian voyaging students and navigators a place to learn celestial navigation as part of the Hawaiian Studies curriculum. This facility is available for K-12 visits as well as group and public shows. The Imaginarium, developed with a grant from NASA, has become a focal point of the College and a most popular attraction for the community, especially the Windward school children. The Imaginarium, along with the Center for Multimedia Education and new Performing Arts Center, plays a featured role in Windward CC’s promotion of Hawaiian heritage.

http://www.aerospace.wcc.hawaii.edu/

Sustainable Technology at Maui CC

Designed with two community partners, Maui Electric Company and the County of Maui, Maui Community College’s Sustainable Technology program offers an Associate in Applied Science degree and a Certificate of Achievement, with four Certificates of Competence exit points in Energy Management (demand-side management and energy efficiency), Energy Production (solar water heating, solar electric, wind, and microhydro), Energy Control (computer control systems), and Biomass Energy Processes (crops and recycled oils).

The program meets a growing need in Maui County where no such education and training existed. Maui County has seen a growth in companies and consumers who are moving to sustainable systems to improve energy efficiency and competitiveness. In light of the State’s dependence on imported fuel for energy production, there is a growing need for persons knowledgeable in the installation, function, retrofit, maintenance, and repair of systems that reduce our dependence on oil-based electricity. Internships form an important part of the program, and student interns have been designing, installing, maintaining, and trouble-shooting solar energy systems on the campus and for not-for-profit agencies on Maui such as the Humane Society and Maui Youth and Family Services.

Electronic and Computer Engineering Technology

Maui’s recent focus on sustainable technology is rooted in its Electronic and Computer Engineering Technology program, developed with a grant from the National Science Foundation. With Certificates of Achievement and Associate in Science degrees in two areas, Electronic Engineering Technology and Computer Engineering Technology, the program has recently added a third track, High Performance Computing, to its A.S. degree offerings. The program begins
with the fundamentals of electronics and physics, as well as basic circuits. The Electronic Engineering option builds electronic applications to include amplifiers and the basics of computer hardware. The Computer Engineering option covers robotics, programming PCs, network configuration, and maintenance. The High Performance Computing option includes high-speed networking technology, parallel programming and processing, and PC cluster computing.

Students in this program work in internships throughout Maui County and the State. The internship sites include Maui High Performance Computing Center, the Pacific Disaster Center, the UH Institute for Astronomy both on Haleakalā and Mauna Kea, Maui Memorial Medical Center, Akimeka, Oceanit, AMOS (Air Force Research Lab), Boeing and others.

A partnership with Center for Adaptive Optics (CfAO) enables Maui CC to hold a summer institute for students in the Electronics program. Students are taught by members of CfAO as well as Maui CC’s electronics instructor.

**UHCC.e-LEARN**

In Fall 2000, the University of Hawai‘i Community Colleges launched a distance-delivered Associate in Arts degree. The program, a collaboration of all campuses, was developed by a multi-level committee consisting of deans, IT professionals, and others across the system. The developers had to meet the challenges of many campus and systemwide obstacles in everything from registration and credit transfer to course coding to make the program work easily and seamlessly. UHCC.e-learn allows students to select courses from various campuses and register for the courses they select through one “home” campus. They can choose from courses delivered via the Web, Cable TV or HITS (Hawai‘i Interactive Television System). Students may now complete their Associate degree without ever stepping into a classroom. In the four years since its inception, the UHCC.e-learn program has grown in the number of courses offered through distributed learning, with most of the growth coming in online course offerings (www.hawaii.edu/uhcc.e-learn). The program has also benefited from a recently-implemented Student Information System shared among all the 10 campuses of the UH system, which now makes registration and tracking of student progress truly seamless.

**THE PACIFIC CENTER FOR ADVANCED TECHNOLOGY TRAINING**

The Pacific Center for Advanced Technology Training (PCATT), a consortium of all seven of the UH community colleges, was launched in December 2000. PCATT’s mission is to design and deliver customized training in advanced technologies. From telecommunications and computer networking, including high-end computer training in systems such as Oracle, Cisco, and Sun Microsystems, to
biotechnology and digital media arts, PCATT spans the spectrum in offering training in new technologies. PCATT develops partnerships between business or industry consortia and training entities, utilizes training design and development teams to research and prepare new materials, acquires training resources to respond quickly to new opportunities, and provides faculty and staff with the opportunity to acquire additional training and certification consistent with emerging industry standards. With administrative headquarters at Honolulu CC, PCATT offers programs on all the islands (www.pcatth.org). At Kaua’i CC, for instance, PCATT uses two computer labs for advanced training but has also provided training at the Pacific Missile Range Facility.

After only one year in operation, PCATT was selected to be a Microsoft IT Academy Program Regional Center, one of only 12 institutions in the nation that had successfully obtained Regional Center status. With support from the Hawai’i Technology Trade Association, PCATT has developed important international and corporate ties. In 2001, PCATT hosted 10 instructors from Human Resource Development Services in Korea. These engineers and technical educators learned Web development, graphic design, networking, router configurations, Java script, and multimedia.

More recently, PCATT was selected to participate in Cisco and Edgepoint’s Global Learning Network project. Honolulu CC is a development partner to pilot the use of the global learning network (GLN) course delivery platform to non-Cisco academic content. Honolulu CC piloted Algebra I and field tested the instructional module at Honolulu CC and with Department of Education (DOE) high schools. Honolulu CC is now part of a consortium that includes McGraw-Hill to test the first utilization of their “digital library” of content through a complex, multimedia, Web-based format. The College looks to promote the use of McGraw-Hill courseware with other UH community colleges, the DOE, and private high schools in Fall 2004 and looks to explore high-quality, customized training opportunities through the utilization of the GLN.

Technology at PCATT extends to serving human needs as well as industry needs. PCATT has incorporated the Archimedes Project from Stanford. This research effort is designing unique communications devices for autistic children and assisted living, providing “last mile” technology to the hand of the user and through sophisticated voice actuation devices. PCATT is now testing concepts with special education children and senior citizens in Hawai’i. Honolulu CC’s faculty have written for major funding through the National Science Foundation and are collaborating with American and Japanese technology firms.

PCATT extends training to those working with the younger technology enthusiasts through its hosting of the annual “IT Summit” for 150 community college and

Honolulu CC

CHANCELLOR RAMSEY PEDERSEN (LEFT),

PCATT DIRECTOR DON BOURASSA AND

EMERITUS CHANCELLOR JOYCE TSUNODA AT

PCATT DEDICATION.
high school faculty, administrators, and legislators to work with major trainers and educational program managers from Cisco, Microsoft, Red Hat, Oracle, Autocad, and Sun Microsystems. PCATT also serves the young enthusiasts directly, with a newly-created Technology Camp for Hawaiian high school students supported by Kamehameha Schools.

THE CENTER FOR AEROSPACE EDUCATION AT WINDWARD CC

Established in October 1985, the Center for Aerospace Education (CAE) supports the three primary missions of Windward Community College: traditional credit programs for undergraduate students with special emphasis on liberal arts, education workforce development and vocational training, and educational outreach programs for our island community (from grades K to senior citizens). The CAE coordinates and manages several science facilities, including:

- Aerospace Exploration Lab, a hands-on science exploratorium
- Hōkūlani Imaginarium, a planetarium and multi-media theater
- Lanihuli Observatory, radio and optical astronomy and meteorology
- NASA Flight Training Aerospace Education Laboratory, flight simulators
- Hawai‘i Space Grant Consortium, independent student aerospace projects

An adjunct facility to the CAE is Windward CC’s Hoa‘aina RS/GIS Center, which is designated as one of the NASA Centers of Excellence in remote sensing (RS) and geographic information systems (GIS).

UNIVERSITY CENTERS: DISTANCE LEARNING “HAWAIIAN STYLE”

The University of Hawai‘i Centers were established by Board of Regents action in June 1996. University of Hawai‘i Centers on Maui and Kaua‘i and in West Hawai‘i establish a University of Hawai‘i presence in communities that otherwise lack access to programs offered elsewhere in the UH system. The Centers, system entities that are assigned for administrative purposes to existing University campuses, are sites at which qualified students who are unable to travel to a specific UH campus can enroll in courses or credential programs that are offered by one or more of the University’s accredited institutions. Originating campuses and the University Centers collaborate to plan, deliver, and assess instruction; provide academic support and student services; and manage the administrative and operational support. While the primary purpose of the University Centers is instructional, they may also serve as the receive site for various research and/or public service programs.
In 1997, the first year of operation, the Centers supported 282 classes with 4,901 registrations. Three years later, 616 classes were offered to 5,972 participants. The growth of the University Centers has proven to be a significant benefit to the mostly rural neighbor island communities. For example, at Maui CC’s University Center, between 200-300 students per semester take courses leading to degrees at UH West O‘ahu, UH Hilo, and UH Mānoa. Since the University Centers began operation in 1997, 427 degrees have been awarded to Maui students who have completed their programs of study without having to leave their home island.

**Technology and a Baccalaureate at Honolulu CC**

Honolulu CC has obtained approval from the Western Association of Schools and Colleges for a third year certificate in Computing, Electronics, and Networking Technology. The College is incorporating the request for a baccalaureate degree into its biennium budget request. The baccalaureate will have as its foundation the Cisco Certified Network Professional training that Honolulu CC currently offers.

**Professional Development**

Extraordinary challenges present themselves to the community colleges in Hawai‘i, institutions built on the most isolated landmasses on the planet. Getting anywhere from here is a major commitment of time and resources. However, from these challenges come innovative responses, especially in the area of professional development. We’ve created new ways to do our own professional and leadership development and found new ways to bring others to Hawai‘i, at least in the virtual sense.

**University of Hawai‘i Excellence in Education Conference**

The University of Hawai‘i Excellence in Education Conference began in 1983 as an event at Leeward Community College. The vision was to bring faculty together to celebrate teaching excellence and to share innovations with colleagues. The original name was “LCC Excellence in Teaching Series,” which then became the “University of Hawai‘i Community Colleges Excellence in Teaching Conference” as other colleges joined in.

In 1986, the annual conference was moved to the Hilton Hawaiian Village, and community college faculty and staff across the State attended. That year, Joyce Tsunoda sent a memorandum to Albert Simone, then President for UH, declaring the first Friday in March as a non-instructional day. The purpose was to encourage faculty participation at this valuable conference.

The Excellence in Teaching Conference was renamed and became “The UHCC Excellence in Education Conference” in 1990 to encourage non-teaching staff to join the conference and to share their innovations in support of improved learning.
The conference venue was also changed in 1990. Now, the location of the conference was to rotate between Kapi'olani CC, Honolulu CC, and Leeward CC. The format also began to alternate between conference and colloquia. Participation rose steadily, and in the 90s, 800-1,000 faculty and staff assembled annually for this conference.

A look at some of the conference themes and keynote speakers over the years will make clear the Conference’s primary focus on promoting effective, high quality teaching and learning:

1987 — Assessing and Facilitating Student Learning, John Rouche keynote
1988 — Colleges of Quality: Defining and Fulfilling the Mission, Ernest Boyer keynote
1989 — Overcoming Learning Barriers, Patricia Cross keynote
1991 — Expanding Horizons: Partnerships for Student Success; Carol Aslanian, Lee Noel keynote
1992 — Beyond the Discipline: Developing Professional Partnerships; Patricia Cross, Gerald Czarnecki, Maureen Tito keynote
1994 — Reaffirming the Open Door: Shifting Paradigms to Meet New Needs; Patrick Callahan, George Boggs, David Pierce keynote
1998 — Who Are Our Learners – Responding to the Learning Revolution; Constance Rice, Terry O’Banion keynote
2000 — Running Barefoot Through the Data, Dennis Jones keynote
2001 — 2001: A Learning Odyssey, Mark Milliron keynote

The reorganization of the university and the subsequent dismantling of the Office of the Chancellor for Community Colleges also meant the end of the Excellence in Education Conference. The final conference was held in 2002, marking the conference’s 19th year. The individual campuses were left to their own devices in 2003, and some chose to use that first Friday in March for campus-specific professional development or other campus-wide activities. In 2004, the Excellence in Education Conference was reborn as Wo Innovations in Learning Day.

**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 commitment to learning and an eye on leadership development, the Wo Learning Champions program invests in junior members of the academic community, renews its senior members, and promotes the enrichment of all at the State’s community colleges. Supported by a $1 million endowment from the Robert and Betty Wo Family and James and Juanita Wo Family Endowments, the Wo Learning Champions have designed and offered workshops, created Web-based resource materials (including an online mentoring
program to serve faculty and staff across the seven campuses, [www.wlc.hawaii.edu](http://www.wlc.hawaii.edu), sponsored a Distinguished Lecture series, and coordinated day-long professional development institutes on six of the seven community college campuses. The activities on the March 2004 Wo Innovations in Learning Day (WILD) attracted over 880 faculty and staff and ranged from workshops on technology and feng shui for the office to presentations on copyright and learning outcomes. Maui CC will hold its WILD activities in October 2004.

Established in January 2001, the program has been served by three cohorts of Wo Learning Champions serving for 18 months. Each generation of Wo Learning Champions includes one representative from each of the seven community colleges and one from the Employment Training Center, now merged with Windward CC.

### Tsunoda Community College Leadership Champions

The Wo Learning Champion model has been extended most recently in the formation of the Tsunoda Community College Leadership Champions. In Fall 2003, Dr. Joyce Tsunoda spearheaded a fundraising campaign to develop an endowment in support of the development of Hawai‘i’s community college leaders. Representatives from each campus were selected to participate in leadership development activities in summer 2004 at the Leadership Institute conducted by the Community College Leadership Development Initiatives. They will then be charged with developing and providing leadership training for both the formal and informal leaders at the seven campuses. The endowment is available to faculty, staff, students, and administrators.
TCC ONLINE CONFERENCE

Not content to rely only on in-house professional development opportunities, the community colleges in Hawai‘i brought professionals from around the world together in cyberspace. Since 1996, Kapi‘olani Community College has annually hosted the Teaching in the Community Colleges (TCC) Online Conference (tcc.kcc.hawaii.edu), the longest running international online conference on the Internet. This event enables faculty, staff, and administrators in higher education worldwide to share their expertise and engage in productive dialog about innovations and best practices for using technology in teaching and learning.

As a result of exchanges in IPCT-L, Interpersonal Computing and Technology List, an email forum hosted by faculty at Georgetown and Penn State, James Shimabukuro at Kapi‘olani Community College created TCC-L (Teaching in the Community Colleges List) in 1993. TCC-L was devoted to lively and sometimes heated discussions on issues facing college teachers. In 1995, a core group from TCC-L and from Kapi‘olani CC created an online professional conference, “The First Annual TCC On-Line Conference,” held over three days in April 1996. The theme that first year was “Innovative Instructional Practices.” With a technology maven working his Web magic behind the scenes, the conference featured presenters and participants from colleges around the world and disseminated conference papers in the TCC Electronic Journal.

The TCC conference runs on a real-time schedule, usually in mid-April. It also includes activities such as live presentations that begin and end at a designated time. Other information, including the publication of 30-50 papers annually, is available 24/7. For each publication, a peer review committee accepts proposals and the final draft is edited by another team of peers.

The conference theme changes annually in order to focus on current and controversial issues. This event also includes a pre-conference session one or two weeks prior, encouraging all registered participants and presenters to log on, converse with colleagues, and practice using Web chat and other technologies.

TCC 2004 was held in association with Osaka Gakuin University, Japan, and in partnership with LearningTimes.net in New York. The event featured a special keynote panel led by NY Senator Hillary Clinton with additional comments provided by Dr. Joyce Tsunoda, Emeritus Chancellor, University of Hawai‘i Community Colleges, and Dr. Mark Milliron, CEO and President, League for Innovation in the Community College. Conference organizers are already at work on the 2005 conference, which has been renamed the “TCC Worldwide Online Conference.” As part of its 10th anniversary celebration, conference will be invited to come to Kapi‘olani CC and meet face-to-face while participating online.

INSTITUTIONAL STABILITY
Ko Ke Kula Kūpaʻa
FINANCIAL STABILITY

Over the past two decades, the Hawai‘i State Legislature and Governor have provided the University of Hawai‘i with increased administrative and budget flexibility. The University has been working towards autonomy as shown below:

- Acts 320 and 321, Sessions Laws of Hawai‘i (SLH) 1986, granted the University budgetary and fiscal (acquisition of goods and services, pre-audit of payments, payroll, disbursing, fund accounting, and business and accounting forms) flexibility.
- Act 289, SLH 1993, consolidated the budgets for each campus into one total campus appropriation.
- Act 161, SLH 1995, allowed the University to retain and control income generated from credit tuition and fees while continuing to receive a general fund appropriation.
- Act 328, SLH 1997, then consolidated the seven CC campuses and CC Systemwide Office into a single UHCC appropriation.
- Act 115, SLH 1998, added considerable flexibility in areas including authority to appoint or retain own attorneys, indemnification of collaborating institutions, authority to define characteristics of UH equipment, establishment and management of special and revolving funds, creation of an optional retirement system for UH faculty, submission of budget requests directly to the Legislature, transfer of appropriated positions and funds, and exemption from the Hawai‘i Public Procurement Code Act.
- Act 161, SLH 2000, consolidated various special and revolving funds into a CC Special fund to provide the flexibility necessary to manage resources and operations effectively and efficiently.

In November 2002, Hawai‘i voters overwhelmingly approved constitutional autonomy for the UH. The State Constitution was revised to allow the UH Board of Regents exclusive jurisdiction over the internal workings of the University. Essentially, the University of Hawai‘i is now responsible and accountable for making decisions related to its own structure, organization, and management. The intent was to allow for more efficient services to students, more effective response to community needs, and quicker action on partnership opportunities.

For the University, increased flexibility over the years has resulted in the improved ability to plan and manage assets. Flexibility in procurement rules has led to development of a purchasing card that reduces paperwork and pays vendors more quickly. Timely access to legal expertise enables UH to commercialize its discovery in ways that can return dollars and jobs to Hawai‘i. The University’s control over the investment of its special funds has resulted in greater returns, which means more financial aid for students. Increased control over construction funds gives UH greater leeway in setting the priority and timetable for new projects and needed repairs.

The developments described above are the result of important advances the UH has made over the past decade. Through the support of State lawmakers, the UH now retains the tuition funds that it collects to augment the general fund appropriation, has greater control over its assets and personnel and can manage its land and money to maximize resources. Collectively, these developments have been called “legislative autonomy” because they result from laws passed by the Legislature.
Constitutional autonomy enables the UH to dedicate its time and resources to community partnerships rather than the red tape and over-regulation that often hampers government agencies and organizations. Now, the University has broader authority to formulate policy and exercise control over its internal operations without the legislature first enacting legislation to authorize such action. The complexity of public higher education requires the University to be responsive to the needs of the community on a timely basis and autonomy over its internal affairs will allow the University to accomplish this goal. This also enables the University to be a major contributor in the economic development of the State. The experience in other regions of the country has shown that a quality higher education system is an essential element in any effort to successfully develop and sustain a dynamic economy.

In summary, prior to the approval of the constitutional amendment, the law gave the Board of Regents authority only in those areas already specifically described in State law (as mentioned above). The constitutional amendment gave the BOR authority over all areas, requiring the Legislature to identify any exceptions. The Legislature may enact laws of statewide concern such as State and employment laws and laws relating to Hawaiian ceded lands. In order for lawmakers to override the Board of Regents, the Legislature would have to write a bill, hold public hearings, pass the legislative and obtain the governor’s signature. Should this occur, the UH would still have recourse in the State courts, including review by the Circuit Courts and the State Supreme Court. Also, the Legislature has the right to appropriate funds for the State budget and fund new initiative or the governor’s ability to restrict budget allocations as deemed necessary.
OPERATING FUNDS

Through the years, the UH Community Colleges have developed the trust of the Legislature by demonstrating fiscal and budgetary prudence. The enactments mentioned above provide greater efficiency and flexibility in resource utilization and management through inter-campus staff reallocations and shared use of resources. As a result, the Community Colleges have progressed toward a comprehensive, holistic concept of budgeting to maximize the efficient use of all available sources of funds, excluding restricted use funds that should only be used for specified purposes such as Student Activities Revolving Fund, extramural federal grants, trust agreements, etc., into consideration to meet operational needs. While the revenues for these funds will be expended to meet the primary purpose of the program, the colleges can allocate an appropriate proportion to cover campus operational costs (administrative and support personnel, operations and maintenance, utilities, security, etc.). Now the Chancellors have the flexibility to more effectively and efficiently organize and manage resources on their respective campus.

As a public institution, the University of Hawai‘i’s operating budget is partially funded through appropriated general funds derived from tax revenues. Also, special funds, revolving funds, and federal funds supplement the operating budget. In addition, each campus receives extramural funds from a variety of sources.

The Community Colleges completed the development of a strategic plan for the years 2002-2010, which was approved by the Board of Regents in November 2002. The priorities established in our plan guide the development of an eight-year financial plan and the specific resource requirements that are included in the Board of Regents approved budget request. In concert with the future strategic directions detailed in that plan, the Community Colleges will continue efforts to reduce costs, improve operational efficiency, and increase revenue-generating capabilities to provide quality educational and training programs to meet public demand for services.

![Graph showing UHCC Appropriated Funds Expenditures FY 1999 to FY 2003 by Character of Expenditures]

<table>
<thead>
<tr>
<th>By Fund</th>
<th>FY 1999</th>
<th>FY 2000</th>
<th>FY 2001</th>
<th>FY 2002</th>
<th>FY 2003/1</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Personal Services</td>
<td>79,067,503</td>
<td>80,565,664</td>
<td>82,173,416</td>
<td>89,026,620</td>
<td>94,748,191</td>
</tr>
<tr>
<td>B - Other Current Expenditures</td>
<td>18,846,668</td>
<td>20,753,989</td>
<td>22,960,778</td>
<td>24,400,963</td>
<td>23,522,146</td>
</tr>
<tr>
<td>C - Equipment</td>
<td>2,458,882</td>
<td>2,592,212</td>
<td>3,150,551</td>
<td>2,917,829</td>
<td>4,561,500</td>
</tr>
<tr>
<td>D - Motor Vehicles</td>
<td>19,409</td>
<td>20,686</td>
<td>5,100</td>
<td>7,650</td>
<td>—</td>
</tr>
<tr>
<td>Total</td>
<td>100,392,462</td>
<td>103,932,551</td>
<td>108,289,845</td>
<td>116,363,062</td>
<td>122,831,837</td>
</tr>
</tbody>
</table>
Extramural Grant Awards

Extramural funding increased from $8.6 million in FY 1999 to $15.9 million in FY 2003. Overall, this represents a 46 percent increase over the past five years. Over the years, successful grant funding has been the source of numerous innovative programs as well as programs relating to Native Hawaiians and their heritage to meet their professional and personal needs.
The UH Community Colleges CIP budget appropriation was $16.1 million in FY 2002 and $23.6 million in FY 2003, all funded through general obligation bonds. This represents 4 percent of the University of Hawai‘i system total of $398.1 million (all funds) for FY 2002 and 17 percent of the University of Hawai‘i system total of $214.4 million (all funds) for FY 2003. In FY 2002, the University’s CIP appropriation included $300 million for the UH Mānoa Medical School.

Historically, the UHCC focused on major CIP projects by campus to meet programmatic development rather than spreading the activity over all campuses. Currently, CIP projects are concentrated on the campuses of Honolulu CC for the renovation of the Kalaeloa hangar and dormitory for the Commercial Aviation program and renovations for the Pacific Center for Advanced Training Technology, Kaua‘i CC for a one-stop facility, Leeward CC for renovations for the Food Services program, and Maui CC for a food services facility. Additionally, CIP funds are appropriated for special repairs and maintenance, health and safety, infrastructure, modification for accessibility projects, and CIP planning funds.

### UH Community College Major Capital Improvements Program (CIP) Appropriations - Major Capital Improvements Program (CIP) FY 1998 to FY 2003

<table>
<thead>
<tr>
<th>FY</th>
<th>Dollars in Thousands</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>45,000</td>
</tr>
<tr>
<td>1999</td>
<td>40,000</td>
</tr>
<tr>
<td>2000</td>
<td>25,000</td>
</tr>
<tr>
<td>2001</td>
<td>20,000</td>
</tr>
<tr>
<td>2002</td>
<td>15,000</td>
</tr>
<tr>
<td>2003</td>
<td>10,000</td>
</tr>
</tbody>
</table>

### UHCC Appropriations/1 - Community College Major Capital Improvements Program (CIP) Projects by Campus FY 1998 to FY 2003

<table>
<thead>
<tr>
<th>By Fund</th>
<th>FB 1997-99</th>
<th>FB 1999-01</th>
<th>FB 2001-03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honolulu Community College</td>
<td>100</td>
<td>1,050</td>
<td>4,135</td>
</tr>
<tr>
<td>Kapi‘olani Community College</td>
<td>800</td>
<td>366</td>
<td>3,039</td>
</tr>
<tr>
<td>Leeward Community College</td>
<td>5,945</td>
<td>2,192</td>
<td>350</td>
</tr>
<tr>
<td>Windward Community College</td>
<td>830</td>
<td>1438</td>
<td></td>
</tr>
<tr>
<td>Hawai‘i Community College</td>
<td>20,155</td>
<td>13,509</td>
<td>700</td>
</tr>
<tr>
<td>Maui Community College</td>
<td>661</td>
<td>10,719</td>
<td>1,143</td>
</tr>
<tr>
<td>Kaua‘i Community College</td>
<td>27,691</td>
<td>18,989</td>
<td>6,851</td>
</tr>
<tr>
<td>Total Campus Specific Projects</td>
<td>12,297</td>
<td>10,099</td>
<td>9,298</td>
</tr>
<tr>
<td>CC Share of Lump Sum Systemwide Appropriations/2</td>
<td>42,704</td>
<td>11,876</td>
<td>23,562</td>
</tr>
<tr>
<td>Total</td>
<td>33%</td>
<td>40%</td>
<td>28%</td>
</tr>
</tbody>
</table>

NOTES:

1. Source of funding General Obligation Bond funds except for the FY 2000-01 total which includes $4.370 Million in General Funds.

2. Systemwide Project Categories:
   1. Repairs and Maintenance Projects
   2. Health, Safety & Code Projects
   3. Fire Safety Projects
   4. Projects to Comply with American Disabilities Act (ADA)
   5. Infrastructure Projects
   6. Minor CIP Projects (renovations to meet programmatic needs)

3. Based on Inclusion of $300 Million in Revenue Bonds and Private Contributions for UH Mānoa Medical School
**University of Hawai‘i Foundation**

The University of Hawaii Foundation, established in 1955, is a private, non-profit corporation designated by the IRS as a 501(c) (3) organization, legally separate from the University of Hawai‘i. The Foundation is the central fundraising agency that works exclusively for the benefit of the University of Hawai‘i.

The 26-member volunteer board of trustees, composed of community and business leaders, works with the University and foundation staff to advance the University’s mission by raising and stewarding private gifts. At least two members of the board have designated gifts of $1 million each to the community college system, one for faculty and staff enrichment programs and the other for international education for community college students.

The Foundation has built a solid program base, including a range of fundraising services to all UH campuses and management of more than 2,000 gift accounts. Foundation-managed funds for the entire UH system total more than $519 million as of March 31, 2004, of which $10.8 million is managed for the Community Colleges.

The Foundation central staff provides services for the University of Hawai‘i system including fiscal services, annual giving, major and leadership gifts, stewardship services, and endowment management. The Foundation provides 15 development positions, whose personnel costs are shared by the respective participating UH unit, to work with the chancellors and deans. Of that total, three full-time and two part-time development positions are assigned to work with the community college chancellors.

**UHCC Gifts Raised FY 1998 to FY 2004**

<table>
<thead>
<tr>
<th>By Fund</th>
<th>Total Gifts Raised for Community Colleges*</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 1999</td>
<td>$1,575,479</td>
</tr>
<tr>
<td>FY 2000</td>
<td>$2,422,678</td>
</tr>
<tr>
<td>FY 2001</td>
<td>$4,709,798</td>
</tr>
<tr>
<td>FY 2002</td>
<td>$1,438,395</td>
</tr>
<tr>
<td>FY 2003</td>
<td>$1,616,141</td>
</tr>
<tr>
<td>FY 2004</td>
<td>$3,790,780</td>
</tr>
</tbody>
</table>

*Includes pledges, outright gifts, gifts in kind, grants, and deferred gifts in face value. Source: UH Foundation
STUDENT ENROLLMENT

Headcount enrollment at the UH Community College for Fall 2003 increased 2.9 percent over Fall 2002. Fall 2003 is the third consecutive fall semester of growth in the UHCC system enrollment. Enrollment highlights for Fall 2003 include:

- The enrollment gap between men and women continues to widen with 41 percent men and 59 percent women.
- 40 percent of students are enrolled full-time and 60 percent are enrolled part-time.
- The mean age of students is 26.2 years.
- With the new Student Information System, race/ethnic reporting has been expanded to included additional Asian and Pacific Islander categories. However, only incoming students are included in these new categories; continuing students are shown under the category previously selected. UHCC enrollment is ethnically diverse and continues to diversify.

UHCC EMPLOYMENT OF CREDIT STUDENTS FY 1999 TO FY 2003

UHCC STUDENT SEMESTER HOURS FY 1999 TO FY 2003
UHCC Non-Credit Enrollment FY 1998 to FY 2003

UHCC Enrollment by Program Area Fall 2003

Liberal Arts 52%
Career & Tech Ed 28%
No Data 12%
Unclassified 8%

UHCC Enrollment by Program Area Fall 1999 to Fall 2003

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>V%</td>
<td>No.</td>
<td>V%</td>
<td>No.</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>14,073</td>
<td>55.4</td>
<td>13,324</td>
<td>56.0</td>
<td>13,675</td>
</tr>
<tr>
<td>Career &amp; Tech Ed</td>
<td>9,122</td>
<td>36.0</td>
<td>8,440</td>
<td>35.6</td>
<td>8,446</td>
</tr>
<tr>
<td>Unclassified</td>
<td>2,166</td>
<td>8.5</td>
<td>2,007</td>
<td>8.4</td>
<td>2,687</td>
</tr>
<tr>
<td>No Data 1/</td>
<td>27</td>
<td>0.1</td>
<td>6</td>
<td>&lt;0.1</td>
<td>1</td>
</tr>
</tbody>
</table>

UHCC Student Ethnicity Fall 1999 to Fall 2003

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 1999</th>
<th>Fall 2000</th>
<th>Fall 2001</th>
<th>Fall 2002</th>
<th>Fall 2003</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>V%</td>
<td>No.</td>
<td>V%</td>
<td>No.</td>
</tr>
<tr>
<td>Filipino</td>
<td>4,622</td>
<td>18.2</td>
<td>4,293</td>
<td>18.1</td>
<td>4,282</td>
</tr>
<tr>
<td>Japanese</td>
<td>3,906</td>
<td>15.4</td>
<td>3,782</td>
<td>15.9</td>
<td>3,880</td>
</tr>
<tr>
<td>Other Asian</td>
<td>2,356</td>
<td>9.3</td>
<td>2,196</td>
<td>9.2</td>
<td>2,249</td>
</tr>
<tr>
<td>Hawaiian or Pacific Islander</td>
<td>4,988</td>
<td>19.6</td>
<td>4,613</td>
<td>19.4</td>
<td>4,754</td>
</tr>
<tr>
<td>Mixed Asian/Pacific Islander</td>
<td>873</td>
<td>3.4</td>
<td>847</td>
<td>3.6</td>
<td>914</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1,086</td>
<td>4.3</td>
<td>978</td>
<td>4.1</td>
<td>1,142</td>
</tr>
<tr>
<td>Caucasian</td>
<td>4,373</td>
<td>17.2</td>
<td>4,011</td>
<td>16.9</td>
<td>4,331</td>
</tr>
<tr>
<td>Mixed Ethnic Background</td>
<td>2,981</td>
<td>11.7</td>
<td>2,853</td>
<td>12.0</td>
<td>3,044</td>
</tr>
<tr>
<td>No Response</td>
<td>205</td>
<td>0.8</td>
<td>204</td>
<td>0.9</td>
<td>213</td>
</tr>
<tr>
<td>Total</td>
<td>25,390</td>
<td>100</td>
<td>23,777</td>
<td>100</td>
<td>24,809</td>
</tr>
</tbody>
</table>
TUITION

Beginning in AY 2003-04, resident tuition increases of $2 per credit each year through AY 2005-06 have been approved. Tuition for Fall 2004 is set at $47 per credit for residents and $242 per credit for non-residents.

Effective Fall 2001, resident and nonresident community college students pay for all credits for which they are registered. Previously, student tuition fees were capped at 12 credits; students who were enrolled in more than 12 credits did not have to pay tuition for the credits beyond the 12 that determined their full-time status. Thus, students enrolled in 18 credits in fact paid the equivalent of $29 per credit while a student enrolled in 12 credits was paying $43 per credit. The intent for this change was to keep tuition as low as possible for the largest number of students. The percentage of students affected by this is less than 3 percent of the total community college enrollment and exceptions and tuition waiver assistance are arranged for those who legitimately require such assistance.

From FY 1996, the University was allowed to retain and control income generated from credit tuition and fees while continuing to receive a general fund appropriation. Prior to this, the tuition and fee revenues were deposited into the State general fund.

UHCC COMPARISON OF TUITION AND FEE REVENUES FY 1996 TO FY 2003

<table>
<thead>
<tr>
<th></th>
<th>AY '96</th>
<th>AY '97</th>
<th>AY '98</th>
<th>AY '99</th>
<th>AY '00</th>
<th>AY '01</th>
<th>AY '02</th>
<th>AY '03</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>9,732,422</td>
<td>14,593,016</td>
<td>16,997,432</td>
<td>17,832,217</td>
<td>18,623,188</td>
<td>18,262,969</td>
<td>20,127,839</td>
<td>21,269,735</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>AY '98</th>
<th>AY '99</th>
<th>AY '00</th>
<th>AY '01</th>
<th>AY '02</th>
<th>AY '03</th>
<th>AY '04</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per Credit Hr.</td>
<td>41</td>
<td>240</td>
<td>43</td>
<td>242</td>
<td>43</td>
<td>242</td>
<td>43</td>
</tr>
<tr>
<td>Summer/Custom Program</td>
<td>87</td>
<td>130</td>
<td>93</td>
<td>130</td>
<td>93</td>
<td>130</td>
<td>97</td>
</tr>
</tbody>
</table>

Sources: 1) IRO Tuition and Fees Schedule Report, University of Hawai‘i, AY 2001-02 through AY 2005-06
2) IRO Price of Attendance Report, University of Hawai‘i, Academic Year 2001-2002
HIGH QUALITY EXEMPLARY LEADERSHIP

Ke Alakaʻina ʻOi
Joyce S. Tsunoda, Ph.D., is Emeritus Chancellor for the Community Colleges, University of Hawai‘i (UH) and Senior Distinguished Visiting Scholar, East-West Center. She earned a B.A. degree (cum laude) in chemistry and a doctorate in biochemistry from UH Mānoa. At the UH, she has over 37 years of service including 20 years as Chancellor of the UH Community Colleges system. Dr. Tsunoda was Vice President for International Education, Senior Vice President and Chancellor for Community Colleges, a provost (campus president) at Kapi‘olani Community College, past associate dean for special programs and community services at Leeward Community College, and founding faculty of Leeward Community College. She began her distinguished career as a research associate at UH Mānoa.

John F. Morton, Ph.D., has led Kapi‘olani Community College as Provost and now Chancellor since 1984. During this period he has seen the development of a new campus at Diamond Head and a rapidly increasing student population. Prior to his service at Kapi‘olani CC, Dr. Morton began in 1970 at Leeward Community College, where he served as Dean of Instruction, Director of Advanced Institutional Development Program, Acting Director of Community Services, and a faculty member in chemistry and political science. In January 2002, Dr. Morton became project coordinator, overseeing the planning, development, and implementation of the first unified Student Information System (SIS) for the University of Hawai‘i 10-Campus System. Dr. Morton earned his B.S. in Chemistry and M.A. in Political Science from the University of Illinois and his Ph.D. in the Communication and Information Science Program at the University of Hawai‘i. Active in community affairs, he serves on several community boards including ASSETS School, Hawai‘i Services on Deafness (former president), Ola Loa Ka Na‘auao (Wa‘ianae Health Academy), Farrington High School Health Academy, and Hawai‘i Health Information Corporation. Since 1995, he has served as the UH Community Colleges League Representative and since 2004 as a Board member of the League for Innovation in the Community College.

Peggy T. Cha, Chancellor of Kaua‘i Community College, received her B.A. in English from Stanford University and an M.A. in English from the University of Hawai‘i at Mānoa. She has served as the Provost, now Chancellor, since 1998. Prior to her move to Kaua‘i, she was Acting Program Officer, Distance Learning policy and planning in the Office of the Vice President for Planning and Policy, University of Hawai‘i system, and she served as the Assistant State Director for the Employment Training Center. She began her career in academic administration as the Assistant Dean of Instruction for Academic Support, Kaua‘i Community College. She currently serves on the Executive Committee of the Kaua‘i Workforce Investment Board and is a member of the Board of Directors of the Kaua‘i Chamber of Commerce. She also served as the Organizing Board Secretary of the Kaua‘i Island Utility Cooperative, which managed the buyout of the previous investor-owned utility and created the first electric cooperative in the State.

Rockne Freitas, Ed.D., was appointed Chancellor of Hawai‘i Community College in July 2004. Dr. Freitas earned a B.S. in Animal Science from Oregon State University and his M.Ed. and Ed.D. in Educational Administration from the University of Hawai‘i at Mānoa. Most recently, he held leadership positions as Vice President and Executive Director of the Ke Ala‘i Pauahi Foundation, and Vice President and Director of Operations at Kamehameha Schools. Prior to this, Dr. Freitas was at the University of Hawai‘i for eleven years as the Vice President for University Relations as well as Associate and Assistant Athletic Director. He also served as a trustee for the Office of Hawaiian Affairs.
Angela Meixell, Ph.D., Chancellor of Windward Community College, has worked in the University system for 25 years. Her leadership at Windward CC began in August 2000, when she was named Interim Provost. She has experience at both the Community Colleges and UH Mānoa Chancellor’s offices, and four community colleges. Her varied assignments have included State Director of Employment Training, Assistant Dean of Instruction, Acting Director of Administrative Services, and others. Dr. Meixell has an earned doctorate in Educational Administration from the University of Hawai‘i at Mānoa. She has teaching experience in both public and private schools and at UH Mānoa. In addition to her academic leadership positions, she has held a number of leadership positions in the wider community: Aloha United Way Campaign Team, Co-Chair for University of Hawai‘i; Organization of Women Leaders, Honolulu, Hawai‘i, Executive Board; Ifuku Foundation, Honolulu, Hawai‘i, Board member, scholarship committee; Hawai‘i Association of Women in Colleges and Community Colleges, past President, Board Member, member; Hearing Officer, University of Hawai‘i Residency Hearing Board; and UH Mānoa Campus Center Board, Executive Committee, Food Service Committee, Ad-hoc Committees.

Ramsey Pedersen, Chancellor of Honolulu Community College, joined Honolulu CC as a faculty member in 1973, teaching interdisciplinary social sciences and anthropology. He completed a masters degree in Pacific Island Studies in 1972 from UH Mānoa and was awarded an E.P.D.A. Community College Teaching Certificate at the same time. He completed a masters degree in Political Science at UH Mānoa in 1985, specializing in Futures Studies. He joined the Honolulu CC administration as an Assistant Dean in 1987 and was appointed Dean of Instruction in 1990 and Interim Provost in 1998. Mr. Pedersen serves on the President’s Council of PETE -Partnership for Environmental Technology Education, which includes two other League for Innovation colleges (Moraine Valley and Kirkwood Community Colleges); the NCATC - National Coalition of Advanced Technology Centers and served on the team that created the “corporate college” seminars for NCATC presidents on how to connect to major corporations; CORD - Center for Occupational Research and Development; the state college-level representative on the National Governor’s Academy Pathways to Advancement Project and with members of the Workforce Investment Board, Department of Human Services, Enterprise Honolulu (the EDB), the Department of Education, and businesses to redefine Hawai‘i’s Post-secondary workforce policy and programs.

Michael T. Rota, Associate Vice President for Academic Affairs, received his B.S. in 1965 and M.Ed. in 1967 from the University of Maryland. Since the reorganization of the University system in December 2002, he has been serving as Associate Vice President for Academic Affairs (Community Colleges) for the 10-campus University of Hawai‘i system. He is responsible for academic program coordination, course and program articulation, strategic planning, institutional and program evaluation and assessment, regional accreditation, federal higher education issues, workforce development issues, and collaboration with external agencies. Between 1983 and 2003 he served as the Vice Chancellor for Academic Affairs for the seven-campus community college system of the University of Hawai‘i. His more than 36 years in public education in Hawai‘i have also included teaching/and or administration positions at Hilo High School, Hawai‘i Technical School, Hawai‘i Community College, and the University of Hawai‘i at Hilo. Mr. Rota has been representing the University of Hawai‘i system on the State Workforce Development Council since its inception in 1997 and is a member of the O‘ahu Workforce Investment Board. He is currently
serving as the leader of the state initiative on adult workforce development, one of eight statewide projects funded by the National Governors Association Policy Academy. He has recently been appointed to a three-year term on the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges effective July 1, 2004.

Clyde Sakamoto, Ed. D., has been an administrator at Maui Community College since 1973, beginning as the Dean of Students, advancing to the Dean of Instruction, and then to Provost, and now Chancellor. Dr. Sakamoto has had special projects and assignments along the way. Most recently he was assigned as the Executive Director of the Project 2 + 4, responsible for baccalaureate development at the UH Community Colleges. Dr. Sakamoto also served as a Congressional Fellow in the office of Senator Daniel K. Inouye. He has served as Director for the Office of International Services, ACCJC. Prior to his service at Maui Community College, he was a Peace Corps Volunteer in India and Director/Instructor of English Language Laboratory for Southeast Asia. Dr. Sakamoto earned a B.A. degree in Political Science and his M.Ed. at the University of Hawai‘i at Mānoa. He received his Ed.D. from George Washington University. Dr. Sakamoto is a prolific grant writer, having received many millions of dollars in grants for the College. He is also the recipient of numerous awards for leadership in education. He has served on and/or chaired nine accreditation teams for WASC since 1979.

Mark Silliman, Ed. D., has been the Provost and now Chancellor of Leeward Community College since 2000. Dr. Silliman has been an administrator in higher education for 18 years and has taught ESL for more than 12 years. He holds an A.S. in Physical Education from Herkimer County Community College; a B.S. in Human Development and Family Studies from Cornell University; an M.A. Teaching of English to Speakers of Other Languages from Teachers College, Columbia University; and an M.Ed. and Ed.D. in Organization and Administration of Higher Education from Teachers College, Columbia University. He joined Leeward CC as Dean of Instruction in 1996 and led the College’s Strategic Enrollment Management initiative, expanding the vocational programs and teacher education initiatives. Dr. Silliman is a Board member of the Community Colleges for International Development (CCID).

Michael T. Unebasami, Associate Vice President for Administration and Community College Operations, received his B.A. in 1968 and M.B.A. in 1970 from the University of Hawai‘i at Mānoa. He started as Vice Chancellor for Administrative Affairs in the Chancellor’s Office for Community Colleges in May 1983 and became Associate V.P. for Administration and Community College Operations in January 2003 after the University of Hawai‘i Systemwide Administration Reorganization, which resulted in organizational and position title changes within the Community Colleges. Prior to his becoming Associate Vice President, he was the Director of Administrative Services at Leeward Community College for thirteen years. He also held several positions at the University of Hawai‘i, including Assistant Dean for Administrative Affairs in the School of Public Health, Program Budget Specialist in the Budget Office, and Finance Officer at the East-West Center. Mr. Unebasami served on the National Association of College and University Business Officers (NACUBO) Board of Directors from 1987-1991 and is currently a board member of the Western Association of College and University Business Officers (WACUBO), two national organizations in which he has been actively involved since 1983.
COMMITMENT TO THE LEAGUE FOR INNOVATION

Ke Kuleana i Ka Hui Kāko‘o No‘eau

SUPPORT FROM ACADEMIC, COUNTY, STATE AND NATIONAL LEADERS
STATEMENT OF COMMITMENT FROM THE UNIVERSITY OF HAWAII BOARD OF REGENTS

The University of Hawai‘i, the only public postsecondary education system in the State of Hawai‘i, provides unique opportunities for education and research and is currently considered to be one of the best educational values in the United States. The Board of Regents is very proud of the University of Hawai‘i Community Colleges’ (UHCC) role that enables the University of Hawai‘i to meet its mandate of enabling access to postsecondary education for every resident who desires and can benefit from it.

The UHCC’s long-standing alliance with the League for Innovation in the Community College has been mutually beneficial to both the University of Hawai‘i and the League. We firmly believe that their continued membership in the League will be an invaluable asset to our students, faculty, staff, administrators, and the communities that they serve. The UHCC continued pursuit and demonstration of excellence as well as their exemplary International and Native Hawaiian programs makes them a vital and vibrant partner for the League.

The board requests and endorses continued membership in the League for Innovation in the Community Colleges.

[Signature]
Patricia Lee
Chair, Board of Regents

[Signature]
Kitty Lagareta
Vice Chair, Board of Regents
STATEMENT OF COMMITMENT FROM THE UNIVERSITY OF HAWAI'I

Under the leadership of Chancellor Emeritus Joyce Tsunoda, the University of Hawai'i has built an incredible system of community college education and has developed an equally incredible group of faculty, staff, and administrators committed to community college principles. As Acting President of the University of Hawai'i, I now seek to build on Joyce's successes to further strengthen the role of community colleges within the unique system of higher education that is the University of Hawai'i.

I believe it is very clear that a strong and vital community college system is key to the success of the transfer institutions within the University system and also key to the workforce of the State of Hawai'i. The awards and recognition from AACU, ACE, National Campus Compact, and other organizations for the work of Hawai'i's community colleges speak strongly of the quality of the programs here. I take particular interest in the role of the community college's in our Kellogg Foundation sponsored P-20 initiative, which ties together all levels of education in a coordinated, community based effort to improve the success of students at all ages.

The League for Innovation in the Community College is a highly regarded organization for change within American higher education. Hawai'i has benefited greatly from its involvement with the League and will continue to both benefit and contribute to the League in the years to come. I strongly support our community colleges and strongly endorse our application for continued membership as a Board college of the League. In our engagement with the League for Innovation we will, as the motto of Kap'olani Community College - E Kulia I Ka Nu'u - says, "Strive for the Highest."

Sincerely,

David McClain
Acting President

2444 DOLE STREET • BUCHANAN HALL • HONOLULU, HAWAI'I 96822 • TEL (808) 956-9704 • FAX (808) 956-9413
AN EQUAL OPPORTUNITY / AFFIRMATIVE ACTION INSTITUTION
FROM UH COMMUNITY COLLEGE FACULTY SENATE CHAIRS

STATEMENT OF COMMITMENT FROM THE UNIVERSITY OF HAWAII COMMUNITY COLLEGE FACULTY SENATE CHAIRS

The Faculty Senate Chairs of the University of Hawai‘i Community Colleges fully support continuation of our membership in the League for Innovation in the Community College for the benefits it provides to faculty, staff, students, and administrators. The opportunities to participate in the League allow for sharing of expertise, experiences, and fellowship through the League’s publications, conferences (as an attendee and/or a presenter), awards and scholarships, online resources, and CEO surveys. We value the opportunity for networking with other community colleges, corporate partners, and League experts.

We have benefited throughout the years by having key League leaders, including Dr. Terry O’Bannon, Dr. Mark Milliron, and Dr. Patricia Cross, engage and enlighten us in their keynote addresses at our annual Excellence in Education conferences and sharing their insights and expertise.

Our participation in the League enables our faculty, staff, and administrators to continually improve teaching, learning, student success, and institutional management in support of our students and our communities.

As the faculty leaders of the University of Hawai‘i Community Colleges, we fully endorse our continued membership in the League for Innovation.

Francis-Dean Uchima
Hawai‘i Community College

Naghin Modavi
Kapi‘olani Community College

James Goodman
Leeward Community College

Floyd McCoy
Windward Community College

Patrick Patterson
Honolulu Community College

Albert Spencer
Kaua‘i Community College

Dan Kruse
Maul Community College
STATEMENT OF COMMITMENT FROM THE STATE OF HAWAI’I

On behalf of the people of the State of Hawai’i, I would like to acknowledge that the University of Hawai’i Community Colleges (UHCC) is renowned for its academic excellence, international focus, private/public partnerships, diversity, and cutting-edge technology. Since its establishment by the Hawai’i State Legislature in 1964, the UHCC has been providing accessible, affordable, post high school education, and have evolved into seven comprehensive institutions offering a full-range of technical training and liberal arts education. Most recently, the UHCC has become an active partner with the State of Hawai’i in a National Governors Association sponsored planning grant on workforce development for Hawai’i.

I understand that the UHCC’s have been an integral part of the League for Innovation in the Community College since 1995 and all involved have benefited from this relationship. The League for Innovation represents a vital link for Hawai’i in learning from the best practices on the mainland and in Canada. I also believe that the other League colleges also benefit from Hawai’i’s special experiences. Therefore, I strongly support the University of Hawai’i Community Colleges and hope that their continued association with the League for Innovation is renewed to make a positive difference for our faculty, staff, administrators, as well as our students and communities.

Sincerely,

LINDA LINGLE
Governor
Office of the President
The Senate
State of Hawai‘i
State Capitol
Honolulu, Hawai‘i

May 17, 2004

Mr. John Morton
Chancellor
Kapiolani Community College
4303 Diamond Head Road
Honolulu, Hawaii 96816

Dear Chancellor Morton:

It is a pleasure to offer my support for the University of Hawaii Community Colleges in your application for membership in the League for Innovation in the Community Colleges.

There are few institutions in Hawaii that have had a more profound impact on the lives of our people than our Community Colleges. The colleges have brought affordable opportunities for higher learning to all the major islands, prepared their graduates for further study, and been a catalyst for the state’s economic progress. With regard to the latter point, the Community Colleges have unquestionably become Hawaii’s largest source of trained workers, your alumni filling the ranks of the tourism, restaurant, and retail industries, the construction trades and other skilled labor pools, the rapidly expanding health care field, and other white- and blue-collar professions too numerous to mention. Quite simply, our Community Colleges are a major educational and economic force in our island community and have earned that status through effective leadership, innovation, creativity, and an unwavering commitment to responding to the needs of the people of this state.

The University of Hawaii Community Colleges certainly merit membership in the League and I am fully confident your application will be approved.

Sincerely,

[Signature]

Robert Bunda
Senate President
Mr. Mark David Milliron, Ph.D., President
League for Innovation in the Community College
4505 East Chandler Boulevard, Suite 250
Phoenix, Arizona  85048

Dear Dr. Milliron:

I write to express my support for the University of Hawaii’s Community Colleges’ (“UHCC”) membership in the League for Innovation in the Community College (“League”).

Forty years ago, the Hawaii State Legislature empowered the University of Hawaii to implement a community college system to offer a two-year college transfer program, as well as vocational and continuing education programs. Since then, UHCC has grown and developed into a system of eight stand-alone campuses, each of which commands the pride and respect of the community it serves.

Like all other state educational institutions, UHCC is faced with a myriad of financial problems. Moreover, with Hawaii’s population scattered among a string of islands, UHCC is faced with a unique physical challenge in offering equal and equitable higher and continuing education services. However, UHCC has successfully risen to the challenges through innovative use of resources and technology.

Located in the center of the Pacific, UHCC has been able to access and incorporate into its curricula and operations the diverse business, cultural, scientific, and technological methods of its Asian and Pacific neighbors. This is no more evident than in the multi-ethnic community residing in each of the UHCC campuses.

UHCC’s participation in the League can be mutually beneficial. While UHCC certainly would benefit from the League’s services, UHCC can offer its unique experiences and the diverse thinking of its multi-cultural members.

Your favorable consideration of UHCC’s membership application to the League is appreciated.

Sincerely,

CALVIN K. Y. SAY
Speaker

bc: KCC-Chancellor’s Office
May 17, 2004

League for Innovation in the Community Colleges

To Whom It May Concern:

I have just learned of the existence of the League, and am delighted that the community colleges in the University of Hawaii system are members. I compliment the League on creating an organization dedicated to catalyzing the community college movement, as well as Hawaii's community colleges for being members, and it is my fervent hope that the membership in this organization will continue.

Community colleges play a vital role throughout the State of Hawaii. As Mayor of Hawaii County, I am most familiar with Hawaii Island, where I know that Hawaii Community College, with campuses in both East Hawaii and West Hawaii, is integral in meeting community needs, providing workforce development opportunities, and allowing both recent high school graduates as well as older individuals to pursue learning opportunities close to home in a comfortable atmosphere at an affordable price. Our island community, and our island state, would be much poorer if the University of Hawaii Community Colleges did not exist.

Hawaii Community College has my ful support, and so does UHCCs' affiliation with any international organization committed to innovation, experimentation, and interaction among institutions of different nations.

Aloha,

Harry Kim
MAYOR

Hawaii County is an Equal Opportunity Provider and Employer
May 27, 2004

Mr. John Morton, Chancellor
Kapiolani Community College
University of Hawaii
4303 Diamond Head Road
Honolulu, Hawaii 96816

Dear Mr. Morton:

I am pleased to write this letter on behalf of the University of Hawaii Community Colleges (UHCC) regarding their re-application for membership in the League for Innovation in the Community Colleges.

Thousands of our island residents have greatly benefited from the seven community colleges in Hawaii. The programs are comprehensive and offer an affordable path for all who seek self-improvement and an opportunity to better the quality of their life through continued education and occupational training.

I continue to be impressed with the dedicated efforts of the faculty and staff of our community colleges who place the interest of students first and view quality instruction not only as an investment in the individual but also in the global community in which we live.

On behalf of the people of the City and County of Honolulu, the largest county in the State of Hawaii, I offer my support and endorsement of the UHCC in their bid for membership in the prestigious League for Innovation in the Community Colleges.

Sincerely,

[Signature]

JEREMY HARRIS
Mayor

JH:cl (22066)
Dr. John Morton, Chancellor
Kapi'olani Community College
University of Hawai'i
4303 Diamond Head Road
Honolulu, Hawai'i 96816

Dear Chancellor Morton:

On behalf of the County of Kaua'i, I wholeheartedly support the efforts of the University of Hawai'i Community Colleges as they seek to renew their membership in the prestigious and reputable League for Innovation in the Community College. We highly value our productive and beneficial relationship that provides access to quality and affordable education for our people.

As the sole public higher education institution on the Island of Kaua'i, Kaua'i Community College began in 1928 as a vocational school and became a comprehensive community college in 1965. Throughout the years, Kaua'i Community College has worked collaboratively with the County on many programs and special projects to help our residents, businesses, and communities. Kaua'i Community College has been most responsive and offers a wide-range of courses and various delivery modes to reach those who seek and benefit from higher education and life-long learning.

From the University Center at Kaua'i that enables our residents to live and work on Kaua'i while earning a bachelor's or graduate degree, to meeting County workforce development needs, to promoting opportunities for students to interact with international students, Kaua'i Community College has more than fulfilled our expectations. Kaua'i Community College has worked diligently to ensure that economic development, cultural, and technological needs are addressed, and we appreciate their efforts.

In summary, the County of Kaua'i and its residents agree that it would be an asset to the League for Innovation if the membership of the University of Hawai'i Community Colleges is renewed.

Aloha
Bryan J. Baptiste
Mayor
FROM MAYOR ALAN ARAKAWA,
COUNTY OF MAUI

ALAN M. ARAKAWA
MAYOR

OFFICE OF THE MAYOR
Ke'ana O Ka Mea
COUNTY OF MAUI – Kalana O Maui

200 South High Street
Wailuku, Maui, Hawaii 96793-2155
Telephone (808) 270-7866
Fax (808) 270-7870
E-mail: mayors.office@co.maui.hi.us

May 12, 2004

John Morton, Chancellor
University of Hawai‘i – Kapi‘olani Community College
4303 Diamond Head Road
Honolulu, HI 96816

Dear Chancellor Morton:

In response to your query about the working relationship between the County of Maui and UH Maui Community College (MCC), I would not hesitate to say it is an outstanding, community-oriented, working relationship that is invaluable to our four-island county.

MCC works closely with us in developing a creative, innovative and technologically-literate workforce capable of facing the demands of a competitive 21st century Maui County.

Of particular note is our recent collaboration with MCC at the Maui County Business Resource Center – a multi-agency partnership that assists entrepreneurs get started in business and also provides continuing business education on a free or extremely affordable basis. Helping to fund this resource center is the “Maui County Store” – a retail business selling Maui County and UH logo wear – that is operated by students of MCC’s entrepreneurial program. This is a classic example of the cooperative relationship between MCC and the County of Maui.

Besides our direct cooperative programs, Maui Community College also provides computer lab programs aligning our community to cutting edge information sciences; the culinary institute is today creating a stream of graduates that are going directly from MCC into the high-end bistros and restaurants for which Maui County (as well as the State of Hawai‘i) is becoming increasingly renowned. And, there are the educational opportunities MCC has made available to our county’s sister islands – Moloka‘i and Lana‘i – that are invaluable to those communities which are more isolated from post-high educational opportunities and resources.

There are so many programs that MCC has initiated that provide direct and indirect help our community and to its technological, cultural and economic development that we would be alone at sea were we to attempt to provide these innovative services on our own.

It is because of the key role MCC plays in Maui County – and the University of Hawai‘i Community Colleges play throughout the State of Hawai‘i – that I do not hesitate to submit a letter of support for your membership in the League for Innovation in the Community Colleges.

Sincerely,

[Signature]

Alan Arakawa
Mayor
Congress of the United States
House of Representatives
Washington, D.C. 20515

July 1, 2004

Mr. John Morton
Chancellor
Kapiolani Community College
4303 Diamond Head Road
Honolulu, Hawaii 96816

Dear Chancellor Morton:

I am writing in regards to the University of Hawaii Community Colleges (UHCC) and its application to re-apply for membership in the League for Innovation in Community Colleges.

As you know, for 36+ years the League has made a tremendous difference in community college (CC) education and in the lives of millions of educators and students. In Hawaii, there are many families who cannot afford to pay the tuition required for their children to attend the University of Hawaii at Manoa, and/or students prefer the curriculum or uniqueness of one of the community colleges throughout our state. For whichever reason, an individual chooses to attend classes at a community college, I commend the League’s commitment to improving life on campus with innovative, trendy initiatives that make community colleges more inviting or accommodating to meet their needs.

As a former educator, I truly believe that the League plays an important role in keeping students motivated and focused on being successful at our community colleges, and the League may serve as the reason or “springboard” for individuals who decide to move on to the University of Hawaii or a larger secondary institution. With an alliance of more than 750 community and technical colleges from 11 different countries, and a partnership with more than 100 leading corporations, foundations and government agencies, the League brings fresh, “outside-of-the-box” ideas to college campuses throughout our nation and global community.

For those reasons and more, I fully support the UHCC and their application to re-apply for membership with the League. Rest assured, I will keep your organization in mind when initiatives that support the League’s best interest appears before me on Capitol Hill.

Thank you for your time and consideration. If I can be of assistance with a federal matter, please do not hesitate to contact me at either my Washington, D.C. or Honolulu District Office.

I wish you continued success with future endeavors.

Sincerely,

Neil Abercrombie
Member of Congress
FROM U.S. SENATOR DANIEL AKAKA, U.S. CONGRESS

United States Senate
WASHINGTON, DC 20510-1703
July 9, 2004

Dr. John Morton
Chancellor
Kapiolani Community College
University of Hawaii
4303 Diamond Head Road
Honolulu, HI 96816

Dear Dr. Morton,

Thank you for the opportunity to express my strong support of the University of Hawaii Community Colleges (UHCC) application for membership in the League for Innovation in the Community College.

I am pleased by the UHCC's steadfast commitment to provide educational opportunities for Hawaii's residents. I commend the UHCC for its strong partnership with public agencies, private industry, social service organizations, and the community in responding to economic trends in Hawaii by providing relevant degree and certificate programs in more than 70 fields of study, and offering additional curriculum for professional growth and personal development. I applaud the UHCC's efforts to extend educational opportunities beyond the physical boundaries of each campus through distance learning technologies, courses at rural education centers, and online training at the facilities of private and nonprofit sector partners and government agencies.

The importance of UHCC's role in providing post-secondary educational options for individuals cannot be emphasized enough. The UHCC provides a cost-effective and flexible curriculum to serve the needs of its students, whose average age is 26 years old, and many with added responsibilities of work and families. I am aware that more than 62 percent of the students enrolled in Hawaii's public post-secondary education institutions are served by community colleges. Program offerings at the various campuses continue to provide a trained and qualified workforce for local industries.

Our hospitality industry has a bright future in part due to the UHCC's leadership role in providing individuals with requisite skills through its food service and hospitality education programs. Since 1946, the Kapiolani Community College (KCC) food service program has provided formal food and beverage education for many individuals working in the hospitality industry. The future KCC's food service program, appropriately renamed the Culinary Institute of the Pacific, is excelling. KCC's plans to expand its two-year Associate of Science degree program in Culinary Arts and Pastry, to include a three-year Advanced Professional Certificate and four-year Bachelor of Applied Science in Culinary Arts, Science, and Management program will help showcase Hawaii's multi- and cross-cultural cuisine.

Dr. John Morton
July 9, 2004

I look forward to the completion of the Facility for Advanced Culinary Education (FACE) state-of-the-art restaurant and banquet facility and information and interpretive center at the former Cramer Club site which will provide for a hands-on educational opportunity for individuals pursuing food service degrees.

Other UHCC degree programs also mirror the needs of Hawaii. In face of a nationwide shortage of trained health professionals, the UHCC's role in providing individuals with the skills they need to fill positions in Hawaii's health care industry is important. Moreover, the UHCC's technical and occupational programs continue to provide Hawaii's building and trades industry with skilled and capable individuals to work on construction projects from homes and buildings to the infrastructure needs of our modern society. Its business education components prepare individuals to work in an office environment by providing training in office administration, computer and office technology, and financial specialties such as bookkeeping and accounting. Equally important is the UHCC's Liberal Arts programs that provide individuals the opportunity to prepare for advanced post-secondary degrees.

As a former educator, I know that the importance of Hawaii's community colleges in providing close-to-home educational opportunities cannot be understated. I am aware of many successful graduates of the UHCC system who currently hold positions of responsibility at local industries and government. I am confident Hawaii's community college system will continue to fill an important role in providing a skilled and trained workforce for Hawaii's private industry and public sector requirements.

Again, thank you for the opportunity to provide my expression of support for the UHCC's application for membership in the League for Innovation in the Community College.

Aloha pulehu,

Daniel K. Akaka
U.S. Senator
FROM U.S. REPRESENTATIVE ED CASE,
U.S. CONGRESS

Mr. John F. Morton
Chancellor
Kapiolani Community College
4303 Diamond Head Road
Honolulu, Hawai‘i 96816-4496

Dear Mr. Morton:

I write in strong support of the University of Hawai‘i Community Colleges (UHCC), their tremendous faculty and staff, and the invaluable role each school plays in meeting the education needs of Hawai‘i's students and communities. I also strongly support UHCC's re-application for membership in the League for Innovation in the Community Colleges (League).

UHCC provides affordable, comprehensive and convenient education to over 25,000 credit students on the four major islands of Kaua‘i, O‘ahu, Maui, and the Big Island of Hawai‘i. This represents more than half of the total university enrollment in the state, and many in communities, primarily in my Second Congressional District, with no practical access to alternate higher education opportunities. UHCC also operates the Employment Training Center, which offers vocational and remedial education, counseling, and support services for under-educated and unemployed adults, at-risk youth, and others who need assistance in the transition to further education or to work.

UHCC’s goal is to serve all of Hawai‘i’s communities with the best educational programs and to make a positive difference in the lives of students and communities. It has actively participated and continuously provided leadership and direction in League activities, including membership on its Board of Directors. In addition to UHCC’s faculty and staff, its students have also greatly benefited from League membership.

Thank you for the opportunity to express my views in support of UHCC and its re-application for membership in the League. If I can assist UHCC or the League in any way, please let me know.

With aloha,

Ed Case

ED CASE
United States Congressman
Hawai‘i, Second District
United States Senate
SUITE 722, HART SENATE OFFICE BUILDING
WASHINGTON, DC 20510-1102
(202) 224-3694
FAX (202) 224-6773

June 14, 2004

Dr. John Morton
Chancellor
Kapiolani Community College
University of Hawaii
4303 Diamond Head Road
Honolulu, Hawaii 96816

Dear Chancellor Morton:

It is with admiration and respect for the University of Hawaii Community Colleges (UHCC) that I submit this letter of support, as the UHCC reapplicant for membership in the prestigious League for Innovation in the Community College.

Since its establishment by the Hawaii State Legislature in 1964, the UHCC has provided 40 years of outstanding service to the people of Hawaii through its mission of broadening access to quality yet affordable education, thereby enhancing the intellectual, social, and cultural growth of our community. Also, the UHCC’s strength lies in its geographic location in the Pacific which provides a vital link between East and West in our global economy.

Over the years, I have witnessed and kept abreast of the UHCC’s efforts and positive strides that have been provided for our residents as well as those who came to Hawaii from national and international locations to participate in its short-term education and training programs.

I look forward to and support the continued association between the UHCC and the League for Innovation to assure that we can continue our legacy of quality, accessible, and affordable education and training today, tomorrow and for our future generations to come.

Alaka,

[Signature]

DANIEL K. INOUYE
United States Senator
The University of Hawai‘i Community Colleges’ Commitment

The UH Community Colleges have been active participants in the League for Innovation since first being accepted for membership in 1995. We have twice hosted the League’s Board meeting. In March 1998, 40 members of the League gathered at the Hawai‘i Prince Hotel for three days of meetings, tours, briefings, and other functions. Highlights of that Board meeting included a tour to Pearl Harbor, a briefing by Colonel Tom Boyd at Camp Smith, and a luncheon presentation by Robert G. Lees, Secretary General for the Pacific Basin Economic Council.

Hawai‘i again extended its aloha in February 2003, hosting the first ever joint Retreat for Chief Executives and Board of Trustee Chairs Retreat and Spring Board Meeting. Two days of meetings included Trustees and Board members of the League and began with a welcome reception at the Westin Maui Prince Hotel in Makena, Maui. The Board and Trustees gathered at meetings to hear and participate in discussions relating to Working Relationships Between a Board Chair and a CEO, e-Learning for Academics and Workforce Development, Innovative and Entrepreneurial Strategies, and Effective Fundraising and Foundation Development. Subsequently, the Board and League Representatives met for three days to discuss various issues and to brainstorm on topics including internationalizing our curricula, regional conferences/affiliations, the underprepared student, and student behavior. The Board, Trustees, and Representatives also interacted at functions and tours that included a catamaran sail to the island of Molokini for snorkeling, whale watching, and team building.

Participation in Projects Sponsored by the League

1999
- Windward CC’s Gabriel Prince won first place in the League’s Literary competition for his essay “Reality Just Slows Down.” He was the first UHCC student to win.

2001
- Mark David Milliron is the keynote speaker at the 18th Annual Excellence in Education Conference, as was Terry O’Banion before him, at the 15th Annual Excellence in Education Conference
- Leeward CC’s Ernest Libarios and Wally Mitsui receive the League’s prestigious Innovations of the Year for PATH (Perseverance Achievement Transition Heart), a program that transitions at-risk teens from the Hawai‘i National Guard Youth Challenge Academy into college or work.
- Leeward CC’s Myriah S. Connolly won third place in the League’s Literary Competition for her one-act play, “Impossible Connection.”
2004

- Windward CC’s Lisa Cooper won 2nd place in the League’s National Student Literary Competition. Honorable mentions were received by Honolulu CC’s Shawn K. Ah-Sing-Bombard
- Windward CC’s Julie Benedetto won a Third Place award in the League’s National Student Art Competition
- Windward CC’s Jessica Beck, Leeward CC’s Charlene Oshiro, Kapi’olani CC’s Hayden Ramler and Maui CC’s Sharon Ransford were awarded a Certificate of National merit in the League’s National Student Art Competition

**ATTENDANCE AND PRESENTATIONS AT LEAGUE CONFERENCES**

<table>
<thead>
<tr>
<th>Year</th>
<th>CIT/ INNOVATIONS CONFERENCES</th>
<th>CONFERENCE PRESENTATIONS</th>
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<tbody>
<tr>
<td>1999-2000</td>
<td>5</td>
<td>1</td>
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<tr>
<td>2000-2001</td>
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<td>22</td>
<td>1</td>
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<tr>
<td>2003-2004</td>
<td>26</td>
<td>3</td>
</tr>
</tbody>
</table>

**PUBLICATIONS:**

“Innovation in Professional Development: Online Global Conferencing”
Bert Kimura

“The Teaching in the Community Colleges (TCC) Online Conference”
LeagueTLC Innovation Express, July 2001, Bert Kimura & Jim Shimabukuro
http://www.league.org/leagueltc/express/inn0107.htm
Accessed 2004-06-01

**SERVICE:**

Compaq/Microsoft Community Colleges Advisory Panel
# State, National and International Recognition

## Nā Kūlana Mokuʻāina, Aupuni a Punī Ka Honua

### 1999

<table>
<thead>
<tr>
<th>Event</th>
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<tr>
<td>Hawaiʻi CC hosted the World Indigenous Peoples’ Conference on Education, with 5,000 participants from all over the world, including the U.S., Australia, New Zealand, Canada, Europe, Africa, and the Pacific Rim countries.</td>
</tr>
<tr>
<td>Kapiʻolani CC’s Charlotte Toguchi, professor of Speech, receives the Mosal Award for Leadership by Phi Theta Kappa, the international honor society for two-year colleges. This is Phi Theta Kappa’s most prestigious award and is given to an advisor or regional coordinator who makes significant contributions to the honor society, the College, and the local community in terms of leadership and service.</td>
</tr>
<tr>
<td>Kapiʻolani CC’s John Morton was awarded a medal by Governor Ben Cayetano for being selected as UH Manager of the Year.</td>
</tr>
<tr>
<td>Kapiʻolani CC’s Marcia Armstrong, Director of the Medical Laboratory Technician Program, is elected to the Board of Directors of the American Society for Clinical Laboratory Science for 1999-2002.</td>
</tr>
<tr>
<td>Kapiʻolani CC’s Steve Wehrman, Director of the Respiratory Care Program won the 1999 American Lung Association Volunteer Excellence Award for Innovative Team Projects for work with children with asthma.</td>
</tr>
<tr>
<td>Leeward CC’s Lucy Gay, Director of Continuing Education and Training, was presented with the Regional Leadership Award for the Southwest Region by the National Council for Continuing Education and Training.</td>
</tr>
<tr>
<td>Leeward CC’s video production program won the National Council for Marketing and Public Relations Gold Paragon award for “Best Video Advertisement Series.”</td>
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### 2000

<table>
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<th>Event</th>
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<tbody>
<tr>
<td>Honolulu CC named one of only six Cisco Training Academies in the United States to offer Certified Network Professional training courses.</td>
</tr>
<tr>
<td>Kapiʻolani CC’s Alpha Kappa Psi Chapter of Phi Theta Kappa received Hallmark awards for Fellowship, Leadership, and Scholarship and was the 4th runner up for the Most Distinguished Chapter award.</td>
</tr>
<tr>
<td>Kapiʻolani CC’s Darla Chuck was selected to receive the 2000 National Board for Respiratory Care/Applied Measurement Professionals Inc., William W. Burgin, Jr., M.D. Education Award for her literature review on liquid ventilation. The prize included $2,500 and travel to the 46th International Respiratory Care Congress in Ohio.</td>
</tr>
<tr>
<td>Kapiʻolani CC’s Louise Pagotto was elected to the Community College Leadership Development Initiatives Board.</td>
</tr>
<tr>
<td>Kapiʻolani CC’s Rebecca McGonigle and Donovan Slack were selected to the first-team All-USA Academic Team. Kapiʻolani CC became the only community college in the nation to have two students named to the first team, made up of 20 students selected from the 1,400 applicants.</td>
</tr>
<tr>
<td>Kapiʻolani CC’s Robert J. LeClair was elected as President-Elect of the American Association for Paralegal Education, the organization for 800+ paralegal programs in the nation.</td>
</tr>
<tr>
<td>Leeward CC’s Alpha Lambda Gamma Chapter of Phi Theta Kappa is recognized as a five-star chapter, the highest rank possible.</td>
</tr>
<tr>
<td>Leeward CC’s Ritva Sinnikka Hayasaka, professor of East Asian languages, was elected to the National Board for Professional Teaching Standards, whose mission it is to establish rigorous standards for teachers throughout the U.S.</td>
</tr>
<tr>
<td>Maui CC’s Bob Baker and Anita Barden both received $1,000 scholarships from the American Academy of Chefs. They were the only Hawai‘i winners of the national competition.</td>
</tr>
</tbody>
</table>
### 2001

Hawai‘i CC’s Julie Beck, Talya Abel and Dawn Velasquez were awarded the American Scholar Award, sponsored by USA Today.

Honolulu CC’s Anthony Lum and Mary Anne Meyers Simpkins were among the 350 students nationwide who received Coca-Cola Scholarships worth $1,000.

Honolulu CC’s Anthony Lum won a Distinguished Chapter President Award at the Phi Theta Kappa Convention.

Honolulu CC’s Troy Baker and Frank Lee Sardinha were two of only seven students to win Gates Millennium Scholarships.

Honolulu CC was named the national winner of the 2001 Meritorious Service Award by the National Coalition of Advanced Technology Centers.

Kapi‘olani CC’s Alpha Kappa Psi Chapter of Phi Theta Kappa was named one of the top six distinguished chapters and won Hallmark awards for Fellowship and Leadership.

Kapi‘olani CC’s Charlotte Toguchi, Phi Theta Kappa Coordinator for the Pacific Region, was presented with the 2001 Distinguished Regional Coordinator Award at the Phi Theta Kappa Convention.

Kapi‘olani CC’s Dona Takahashi won a Distinguished Chapter Officer Award at the Phi Theta Kappa Convention.

Kapi‘olani CC’s Dr. John Berestecky, professor of Microbiology, was selected as a national mentor for the Centers for Disease Control/American Association of Community Colleges program, “Bridge to Healthy Communities.” Dr. Berestecky will work with a cohort of community colleges as they use service-learning strategies to promote total health and prevent HIV and AIDS.

Kapi‘olani CC’s Jorge Corbalan received a Regional Officer Award at the Phi Theta Kappa Convention.

Kapi‘olani CC’s Jorge Corbalan won an EMI/Selena Scholarship, awarded to only ten students in U.S. that are of Hispanic ancestry.

Kapi‘olani CC’s Kamilla Ma‘i‘i was honored as the Centennial Scholar from Hawai‘i at the American Association of Community Colleges conference in Chicago and was recognized for being a member of the second-team All-USA Academic Team.

Kapi‘olani CC’s Linda Letta won a Paragon Award for New Advisors at the Phi Theta Kappa Convention.

Kapi‘olani CC’s Michelle Fong was awarded a George O. Bierkoe Distinguished Member Award for her participation in the Alpha Kappa Psi Chapter of Phi Theta Kappa.

Kapi‘olani CC’s Robert J. Leclair was named the 2001 State of Hawai‘i Outstanding Educator in Post-Secondary Career and Technical Education.

Kapi‘olani CC’s Sherie Char and Christina Simpkins each received Coca-Cola Scholarships worth $1,000, acknowledging their 100+ hours of community service.

Kapi‘olani CC’s Steve Wehrman, Director of the Respiratory Care program, received the Dr. Charles H. Hudson Award for Cardiopulmonary Public Health from the American Respiratory Care Foundation. The Hudson Award recognizes efforts to positively influence the public’s awareness of cardiopulmonary health and wellness.

Leeward CC’s Mike Moser, Director of Upward Bound Math/Science, won the President’s Award of the Western Association of Educational Opportunity Personnel for outstanding dedication to the ideals of educational equity and service.

Maui CC’s Chris Speere was awarded the Presidential Medallion at the American Culinary Federation National Convention in Nashville. Chris also serves as President of the ACF Maui Chefs and Cooks Association.

Maui CC’s Culinary team won a bronze medal and commendations for their culinary skills in the American Culinary Federation’s Western Regional Conference.

Maui CC’s Junior Culinary Team earned the right to represent Hawai‘i for the third time in the American Culinary Federation’s Western Regional Junior Culinary Competition.
### 2002

Hawaii CC’s Diane Ferreira was selected to receive the Outstanding Educator award from Colby College, her alma mater. Ferreira was honored for her excellence in the classroom, her ability to teach and reach students in a meaningful way, and her ability to make learning exciting.

Honolulu CC’s Brian A. Leamy received a Jack Kent Cooke Foundation Scholarship, one of only 40 winners nationwide, and the only winner from Hawaii.i

Honolulu CC’s Christopher H. Vonier represented Region 10 at the 30th Anniversary of the ISNIT Metal Apprentice Contest in Detroit and came away with 1st place.

Honolulu CC’s Sifatutupu Fuamatu received a $5,000 Law Enforcement Career Scholarship from the Association of Former Agents of the U.S. Secret Service.

Kapi’olani CC’s Dawn League-Pablo was awarded $2,000 and Hawaii CC’s Unchalee Rimando and Raymond Torres were awarded $1,000 by Coca-Cola Scholars Foundation to honor their academic success and their performing 100+ hours of community service.

Kapi’olani CC’s Radiological Technologist Program won the U.S. Department of Education Secretary’s Award for Outstanding Vocational Education Program.

Kapi’olani CC’s Dr. Gemma Williams received a Rotary International University Teacher’s Grant to teach career decision-making at Bethel College in Butterworth, South Africa.

Kaua’i CC’s Brian Cronwall was named Phi Theta Kappa Faculty Scholar.

Leeward CC’s Fern Tomisato was selected as Honolulu Magazine’s “Educator of the Year.”

Leeward CC’s Kay Ono was honored as the Western Business and Information Technology Educators Outstanding Post-Secondary Teacher of the Year.

Maui CC’s Dr. Robert Wehrman nominated by the Cannes Film Festival Academy in the Best Music Score category, for his work in the film “Waikiki – In the Wake of Dreams.” Dr. Wehrman also scored the Eddy Lee film “Ice in Hawaii.”

Maui CC’s Junior Culinary Team won a gold medal at the American Culinary Federation State Championship and finished second (silver medal) at the ACF Western Regional Junior Championship at Tucson.

UHCC’s Phi Theta Kappa students presented 1,001 red, white, and blue origami cranes to members of the New York region in commemoration of the September 11 tragedy, a tradition that stems from the Hiroshima bombing. The Hawaii chapters of the Honor Society also brought home six international awards and three of Hawaii’s chapters (Honolulu CC, Kapi’olani CC, and Windward CC) were among the top 100 (out of 1,300 chapters). Dr. John Morton (Kapi’olani CC) was awarded the Shirley B. Gordon Award of Distinction for community College executive officers. Reed Ratliff (Kapi’olani CC) was honored with the Distinguished Chapter President Award. Dawn League-Pablo (Kapi’olani CC) was presented with the Distinguished Chapter Officer award. Hallmark awards were received for Scholarship (Honolulu CC) and Leadership (Kapi’olani CC). Finally, Honolulu CC’s Alpha Kappa Iota was named Distinguished Chapter and the Pacific Region won the Distinguished Region award.

### 2003

Kapi’olani CC’s Culinary Arts students won the gold medal at the Western Regional American Culinary Federation (ACF) conference, held in Portland, Oregon.

Kapi’olani CC’s Ka Nani 2002, a publication of student creative writing and artwork, was awarded “Winner of First Place with Special Merit, Two-Year College Magazine Category” by the American Scholastic Press Association.

Kapi’olani CC’s Judith O. Kirkpatrick elected to serve on the Executive Board of the Conference on College Composition and Communication.

Kapi’olani CC’s Judith O. Kirkpatrick received Honorable Mention in the 2003 David R. Pierce Faculty Technology Award Program. The award included a check for $1,500.
Kapi'olani CC’s Michael Hewitt was awarded a $1,000 scholarship from the Coca-Cola Foundation.

Leeward CC’s Alan Leitner was invited under the auspices of the International Art Society of Hawai‘i and Nikakai Japan to show at the Tokyo Metropolitan Art Museum.

Leeward CC’s Florence Yamada won the Hawai‘i Business Education Association award for Outstanding Post Secondary Educator of the Year.

Leeward CC’s Harvest magazine won first place showing in the American Scholastic Press Association’s annual Review and Contest Awards for scholastic yearbooks, magazines and other publications.

Leeward CC’s Jean Hara was selected National Business Education Association Post Secondary Teacher of the Year.

Leeward CC’s Kay Ono won Hawai‘i Business Education Association President’s Award.

Leeward CC’s video production program won the National Council for Marketing and Public Relations Gold Paragon award for “Government/Community Relations Project.”

Maui CC’s Eric Paul Shaffer was awarded the 2002 Cades Award for Literature. Eric is the author of several books of poetry including “Living at the Monastery.” Three of his poems published in 2001 were nominated for the Pushcart Prize.

Maui CC’s Jeanne Turner and Kimberly Swanson were selected as Presidential Scholars.

Maui CC’s Nancy Johnson, Coordinator of the Maui Community College Nursing and Health Program, has been recognized as the Hawai‘i Nurses Association (HNA) 2003 Nurse of the Year.

Windward CC’s Sandy Matsui was presented with the Outstanding Service Award by the Pacific Island Chapter of the Western Association of Educational Opportunity Personnel.

Windward CC’s Sandy Matsui was presented with the Pillar of the Profession Award by the National Association of Student Affairs Administrators.

Windward CC’s Upward Bound Thinkquest Team comprised of students Carlie Salomons and Chantal Aquino and coached by Michelle Hite won First place Award in Web Design presented by TRIO Thinkquest (sponsored by the U.S. Department of Education, Office of TRIO Programs and judged by a professional panel of representatives from the Internet Society).

Windward CC’s Upward Bound Thinkquest Team comprised of students Carlie Salomons and Chantal Aquino and coached by Michelle Hite won Gold Medal Site from New Project presented by TRIO Thinkquest (sponsored by the U.S. Department of Education, Office of TRIO Programs and judged by a professional panel of representatives from the Internet Society).

2004

Kapi'olani CC’s Michelle Sasaki received a $2,000 New Century Scholar award at the end of April from the Coca-Cola Foundation and Phi Theta Kappa International Honor Society.

Kapi'olani CC’s Louise Pagotto was elected to the Community College Leadership Development Initiatives Foundation Executive Board, serving as Vice Chair for Pacific Liaison.

Leeward CC’s Della Kumine was elected Hawai‘i Business Education Association president-elect.

Leeward CC’s Jean Hara was selected as the Western Business and Information Technology Educators president-elect.

Leeward CC’s Kay Ono was elected Western Business and Information Technology Educators Secretary.

Maui CC’s Elaine Yamashita was elected to an Affiliate Liaison seat on the National Governing Board of the National Association for Education of Young Children.

Maui CC’s Student Nurses won a Silver Award for Membership from National Student Nurses Association.
Over forty years have passed since community colleges sprouted and spread like spring wildflowers within the higher education landscape. Those forty years have provided countless stories of success for students, for communities, and for the institutions themselves. Community colleges are now recognized as a vital component of American higher education, providing opportunity and access to the benefits of a quality education for work, for life, and for personal satisfaction. Many of those who benefit are “second-chance” students, those who do not or cannot follow the traditional high school to college transition. Indeed, community colleges have proudly declared themselves committed to life-long learning.

The boundaries of these past successes are now being blurred. Until recently, community colleges were clearly entrenched between the secondary school experience, whenever it may have occurred, and the workforce or the baccalaureate institution. Now, society’s demands and community college success have begun a movement toward community colleges’ direct involvement with secondary education and with baccalaureate education. This boundary shift is driven by several factors, including the failure of other institutions to be successful in educating students; the lack of capacity of other institutions to meet employment demands in critical areas such as education, nursing, and technology; and the increased knowledge demands for workers such that their education cannot be completed in the traditional two-year format. Community colleges are wrestling with the questions of whether the traditional boundaries of high school, two-year college, and baccalaureate institutions are the appropriate boundaries for students or whether these boundaries are simply artifacts of historical institutions.

At the same time, society is dealing with issues related to its capacity to finance affordable, high access post-secondary education. Increased demands for higher education are competing with increased demands for other public services such as health care, public safety, and improvements to lower education. The traditional funding mechanisms no longer can meet all of these demands. Rising tuition fees, decreased state appropriations, and the shifting of financing from local to federal sources through financial aid programs are all symptomatic of the changes in higher education financing. The tension is constant between the desire to maintain low cost to promote access and the need to ensure that the lack of funding does not translate to low cost access to low quality.

Accompanying the financing debate is a questioning of the cost-effectiveness of community college education. While community colleges have clearly improved access
to higher education for populations previously ignored or disenfranchised, the record of student success is less clear. The success of students who complete community college programs is high, whether on the job or at a transfer institution. The success in getting students to successful completion is far lower and reflected in high attrition and low completion rates.

Coupled with the slowly maturing technologies of the information age and the clearly emergent global economies, the climate of expanding mission, increased demand, changes in finance, and demands for more success make the future an exciting time. While there is some risk that the funding issues may drive institutions to restrict access or the mission shift may change the nature of faculty work that the learning culture of community colleges changes, there is an even greater likelihood that the innovation that is the community college movement will create new and successful solutions to society’s needs.

Innovation is key—the ability to create new ways to solve old problems or to change old ways to solve new problems. Innovation rests on the belief that we don’t have the answers but that we have the will to keep finding them. Innovation is learning, striving to find out what works, what doesn’t, why and why not, and how to address a problem—and then starting over again.

While we take great pride in the accomplishments that are included in this self-study, innovation is not about what we have done but what we will do. Innovation is the commitment of the Hawai‘i community colleges to the future.

We don’t desire to, nor can we, do it alone. While the history of innovation may include examples of individuals single-mindedly and single-handedly creating innovations, we seek a different form of innovation. We seek to learn from each other; we seek to share with each other; we seek to adapt from each other. There is no better “other” for this sharing than the League for Innovation in the Community College. As we are committed to the core values of the community college, so, too, is the League. As we are committed to facing change as challenge, so, too is the League. As we are committed to defining our success in terms of students and student learning, so, too is the League. As we are committed to innovation and sharing, so, too is the League. Hawai‘i may be far in distance but certainly Hawai‘i is close in spirit to the League for Innovation. Together, we know that a‘ohe hana nui ka alu‘ia (no task is too great when done together).
We extend our appreciation to the many individuals at the campuses and system offices for their time, support, and commitment in the compilation of this University of Hawai‘i Community Colleges Self Evaluation Report.

Mahalo Nui Loa

University of Hawai‘i Community Colleges

Hawai‘i Community College
Honolulu Community College
Kapi‘olani Community College
Kaua‘i Community College
Leeward Community College
Maui Community College
Windward Community College

2004