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**APPENDIX C**

**CAMPUS PLANNING SUMMARIES**

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**HAWAI`I COMMUNITY COLLEGE**

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## PLANNING CONTEXT

Providing island-wide access to higher education is a high priority for Hawai'i Community College. As the only publicly supported, open-door community college on Hawai'i Island, the College seeks to serve the entire island through distributed sites and the use of technology. The College's mission is to provide the community with a responsive educational environment that empowers learners to develop skills and knowledge to be responsible and productive in a complex world. To do so, the College offers a range of academic and technical training programs that include degrees, certificates, and short-term training options in Hilo, West Hawai'i and at various locations on the island.

The uniqueness of the Hawai'i Community College experience is the focus on four complimentary elements that frame the learning climate: Community work-based learning; using and learning Technology; perpetuation of Hawaiian culture; and caring for the Environment. During the College's strategic planning process in 1996, these four elements emerged as priorities. Community work-based learning is the term selected by the campus to describe five types of learning experiences available to students: cooperative education, internship and practicum, clinical experiences, service learning, and college enterprise, which includes opportunities created at the College to simulate workplace experience. Technology is interwoven into nearly every aspect of the College and is used to support distance learning utilizing internet or videoconferencing. The College has made the commitment to become a center for the study of Hawaiian culture, with an emphasis on the practice, perpetuation, and evolution of the culture. In the environmental area, we strive to make learners more aware of Hawai'i unique environment so that human impact is minimized while a sustainable future is ensured.

The consensus of the faculty and staff is that these four elements continue to provide a rich context for our educational programs and have helped to establish the College's unique role within the UH System. Over the next six years, these will be further developed by integrating into the curriculum, and imbedding into the life of the College. Further, the College will strive to serve as a role model for the community in these areas.

In Spring 1999 there were extensive campus discussions regarding the expansion of our role in serving areas of the Island of Hawai'i outside the city of Hilo. As a result of these discussions, there was a campus-wide commitment, and a collective vision of serving the entire Island of Hawai'i through distributed sites and by delivering programs at those sites that support the economic development initiatives of the area. This vision was reaffirmed in college-wide discussions in Spring 2002. Additional student success centers will be developed throughout the island, often in partnership with other community-based organizations.

Additional areas of emphasis for the 2003-2009 period will be the development of a comprehensive, integrated approach to workforce and economic development which will include both credit and non-credit classes, degree and certificate programs as well as short-term training. The College will also develop and implement a strategic enrollment plan, which will include development of a seamless relationship with the K-12 organizations on the Island, and differentiation of the mission between Hawai'i CC and UH Hilo.

## **CAMPUS PRIORITIES**

### **A. Promote learning and Teaching for Student Success**

- Strengthen the remedial/development program by providing opportunities for developmental students to learn at their own pace with the creation of open labs and an open entry/exit curriculum
- Create an enrollment management system that will support students from pre-enrollment to placement in jobs.
- Expand course offerings for distant learning and support services for faculty utilizing technology in teaching
- Expand services to students with disabilities
- Support Hawaiian studies program with additional staffing
- Establish centers for learning at additional locations on the island
- Expand student support services to islandwide
- Expand West Hawai'i library services

### **B. Function as a Seamless State System**

- Create a seamless transition between high schools and the College
- Facilitate student transition from HawCC into UH Hilo, UH West Oahu, UH Manoa
- Expand support for the UH Center in West Hawai'i to strengthen partnerships in delivering bachelor's and master's programs

### **C. Promote Workforce and Economic Development**

- Develop a comprehensive model for workforce and economic development
- Upgrade existing program curricula and equipment to the leading edge of the industry
- Establish technical positions to support student lab activities in career and technical training fields, and science laboratories
- Establish the Hospitality Training Institute in West Hawai'i
- Support the Environmental Studies programs with additional staffing

### **D. Develop our Human Resources: Recruitment, Retention and Renewal**

- Expand opportunities for faculty and staff professional growth and development
- Support and recognize faculty and staff contributions to college and community service.

### **E. Develop an Effective, efficient, and Sustainable Infrastructure to Support Learning and Teaching**

- Upgrade and replace technological equipment
- Expand efforts to develop technology-enhanced student support services

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**HONOLULU COMMUNITY COLLEGE**

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## **PLANNING CONTEXT**

Honolulu Community serves as the primary technological training center of the University of Hawai'i Community Colleges. It is the only college with a higher number of students registered in technology and workforce development programs than in liberal arts.

In addition to offering twenty-three credit training programs and the liberal arts associate degree, Honolulu Community College is the primary apprenticeship training center for Oahu for the construction industry and Pearl Harbor Naval Shipyard. The college also houses the Pacific Center for Advanced Technology Training (PCATT), an organization dedicated to offering state-of-the-art certification training in information technologies, telecommunications, and internet-based technologies.

The College's programmatic base and locations provide it with strong ties to the businesses, economic sectors, and communities it serves. From a geographic perspective, HCC operates a main campus located on Dillingham Boulevard, the Marine education and Training Center on Sand Island, the Airport Training Center on the South Ramp of Honolulu International Airport, and a hangar and dormitory facility at Kalaeloa Airport housing the Commercial Aviation program. It also delivers outreach educational services and courses through its military education centers at Hickam and Schofield, and through its distance learning course offerings via the Internet and educational television.

From a community perspective, the College's 75 - year evolution from a territorial trade school to a comprehensive community college has rooted it in the Kalihi-Palama neighborhood. It is an active partner in community visioning, working with social services agencies, business groups, Hawai'i high schools, and community leadership groups such as the Kalihi Business Association, the Kalihi-Palama Community Council, and the Neighborhood Boards.

The programmatic strength of the College lies in its industry partnerships with businesses it serves. The sectors include transportation – aviation, marine, automotive and diesel technologies; construction – applied trades, architectural and computer assisted design (CAD), carpentry, electrical installation and maintenance, occupational and environmental safety, refrigeration and air conditioning, sheet metal and plastics, and welding technologies; public service – administration of justice, early childhood education, fire and environmental emergency response, human services; consumer services – cosmetology, fashion technology, and communications arts.

Liberal Arts curricula are geared to serve many populations: workforce technology programs through courses providing remediation and program readiness by the College Skills Center, applied skills courses to meet specialized program needs, and a general education curriculum to meet the transfer goals of our student population.

The College is branching out to offer its technical expertise and skills to Asia and the Pacific Rim. It has provided training to aviation mechanics from Japan and China, and teachers Guangdong Province and Korea. Students from Japan have attended summer English training seminars. PCATT has sent trainers to offer networking seminars to Singapore and China, and has hosted trainees from Mexico, Canada, New Zealand, Pacific Island nations, and the mainland USA. We have developed programs that combine education with cultural and recreational activities.

Workforce projects and community development activities planned by the College include:

- A. The development of a Kalihi Technology Corridor with in partnership with community agencies, the Department of Education, the construction industry, HUD, Kamehameha Schools, state and federal agencies. The concept is to create a skills center and technology business center to occupy properties owned by Kamehameha Schools to service the needs of at-risk students and adults in need of basic skills training to enhance their employability. It would entail the urban renewal of the area between Dillingham Boulevard and King Street to create new learning and skill-building opportunities for both adults and high school students. Part of the concept is to provide reasonable facilities for small technology companies in existing warehouse space that is capable of being remodeled.
- B. A partnership with the Polynesian Voyaging Society, the DOE Ocean Learning Academy, and Kamehameha Schools to create a program in marine technologies at the Marine Education Center. The project would create a canoe halau for the PVS canoes Hokulea and Hawai'i Loa. It will build a maintenance and repair facility to preserve and maintain these Hawaiian voyaging treasures, while developing curriculum to teach hands on marine boat building and maintenance skills, ocean safety, and navigation to high school students and adults.
- C. Creation of the Pacific Aerospace Center to develop education, research, new and expanded commercial aviation enterprise in Hawai'i. The partners include HCC, the College of Engineering and the College of Business at UH Manoa, an aircraft manufacturer, airlines, DOT Airports Division, and other colleges and universities that may participate in research and training.
- D. Development of an inter-professional alliance for child wellness with the Aprica Corporation of Japan, and Hawai'i and Asian child educators, pediatricians, human development experts, cultural experts, and foundations. The goal of this alliance is to place a collaborative "warm heartedness" center in Hawai'i to promote international understanding and happy children.
- E. The College will develop the Computer, Electronics and Networking Technology program into both an associates and advanced baccalaureate program, making it the first bachelor's degree offered at HCC. Additional facilities for science labs, CENT labs, and PCATT will be provided in the proposed Science and technology building.

In addition to the major projects, the College must develop and expand the necessary infrastructure to improve services to students and enhance recruitment and retention. Activities to fulfill these goals will include program improvements, expanding counseling and disabled services, improving remediation and basic skills services, creating an infrastructure for increasing the number of international students, and improving personnel and equipment support for information technology systems.

The cornerstone of needed program development must be the design and construction of facilities for a Science and Technology Center to be located on a remediated incinerator site adjacent to the campus. Remediation is proceeding by the City and County of Honolulu.

Honolulu Community College sees itself as a major asset to its students, its business constituencies, and its community partners and neighbors. The college community will focus on ambitious projects to be

implemented through complex partnerships, involving and linking the college from the neighborhood to the Pacific Rim and beyond.

## **CAMPUS PRIORITIES**

### **A. Promote Learning and Teaching for Student Success**

1. Support Personnel for Students and Program
2. Ocean Studies Academy

### **B. Function as a Seamless State System**

1. Meeting Requirements of Banner/SCT System

### **C. Promote Workforce and Economic Development**

1. Expansion of CENT Program
2. Esthetician Program
3. Kalihi Technology Corridor
4. Avit Program Lectureship
5. Pearl Harbor Lectureship
6. Pacific Aerospace Center

### **D. Develop Human Resources: Recruitment, Retention and Renewal**

1. Professional Development for Faculty and Staff

### **E. Develop an Effective, Efficient, and Sustainable Infrastructure to Support Learning and Teaching**

1. Increase in Technical Support
2. Kalealoa Completion
3. Lease Rent for Aero Facility
4. Cisco Systems Global Learning Network

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**KAPI`OLANI COMMUNITY COLLEGE**

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## PLANNING CONTEXT

KCC provides an extensive and high quality liberal arts program as well as several 21st century career programs in business and information technology, culinary arts and hospitality, nursing and health sciences, legal assisting, and sign language interpreter education. Emerging technology programs in new media arts, biotechnology, exercise and sport science, and eBusiness provide opportunities for new synergies in career education. New synergies bridging K-12 and college, including educational assisting, teacher preparation, Teaching English as a Second Language, and Service-Learning also hold promise for training tomorrow's teachers, locally, nationally, and internationally.

By creating and sustaining mutually beneficial partnerships within the UH system, and with government and the private sector, KCC will strengthen its role in teaching and learning and economic and workforce development. KCC will continue to provide systemwide leadership through the Culinary Institute of the Pacific, Honda International Center, Waikiki Lifelong Learning Center, and the emerging Center for Hospitality and Tourism Education and Training.

All these areas of emphasis are closely tied to the University's academic and the State's economic directions, and position the college for growth as it seeks continuous quality improvement.

While the fundamental mission will not change, there will be increased emphasis on student learning and partnerships with state, national and international partners. Changes in faculty roles and rewards and increased community and business demand for access to quality educational and training opportunities will stimulate further development throughout the institution.

- The institution will become increasingly learning-centered. The institution will "weigh the impact on learning when making decisions about curricular design, pedagogical practices, advising, assessment, faculty leadership, resource allocation, strategic planning, or personnel decisions. Curricula [will be] attuned to clear, compelling learning outcomes, and designed to move students progressively to more challenging levels no matter the discipline or content. Students [will] learn to integrate general education, the major, and electives into a coherent ensemble." (AAC&U)
- Improvements in educational technology and networked communications will continue to increase the information available to students, the communication among faculty and students, and the ability to deliver instruction to remote sites and other off-campus settings. While the changes that have already occurred are promising, the near future will include even greater connectivity and potential for electronic interaction into workplaces, community-based organizations, schools and homes. There will also be greater emphasis on assessing the best uses of these technologies for student learning.
- The institution will place increased emphasis on implementing strategies that expand the learning environment from the classroom to co-curricular campus programs, experiential learning in the community, online-learning in cyberspace, and learning abroad in the Pacific and Asia as well as other international destinations. Learning will be further enhanced through increases in interdisciplinary instruction and learning communities, and greater attention to assessing learning outcomes at both course and degree levels.

- Demand will increase for different models of delivery that provide more flexibility not only in terms of when and where courses will be offered but also more flexibility in responding to the changing needs of students, schools, businesses, and community-based organizations. The distinctions between degrees, credit, and non-credit will become more blurred as the college attempts to respond to differing needs of students over a lifetime of learning.
- The institution will place increasing importance on integrated international education to prepare Hawai'i residents for lives that are simultaneously local, national, and global, and to create economic development opportunities for the State and professional development opportunities for faculty and staff.

## **CAMPUS PRIORITIES**

### **Goal 1 To Promote Learning and Teaching for Student Success**

1. Strengthen campus support for the remedial and developmental program that integrates student learning skills with academic instruction in English and mathematics and fosters behavioral changes necessary for student success in the liberal arts and career programs.
2. Provide, maintain, and make visible fully accessible student support services to promote improved student success rates and satisfaction.
3. Position enrollment management, especially student recruitment, enrollment growth and retention as an institutional priority.
4. Ensure that students graduate in a timely manner with the knowledge, skills, and experiences that will prepare them to be effective and contributing members of the community.
5. Ensure quality of teaching, increased productivity and increased learning-centered behavior.

### **Goal 2 To Build A Learning, Partnering, and Service Network for Student Success**

1. Strengthen intercampus collaboration between and among all UH system institutions, the State Department of Education, and the private and non-profit sectors in true partnerships of equals.
2. Become more student-centered in the development of specific UH system policies and procedures.
3. Strengthen curricular coherence across all UH campuses.
4. Adopt new funding strategies to support the College's expanding programs.

**Goal 3 To Build A Learning, Partnering, and Service Network for Workforce and Economic Development**

1. Create and sustain mutually beneficial partnerships to further develop the Culinary Institute of the Pacific statewide with construction of state-of-the-art facilities funded through external resources.
2. Create and sustain mutually beneficial partnerships to further develop a Center for Hospitality and Tourism Education to support integration of Interpret Hawai'i, Waikiki Lifelong Learning Center, hotel management, travel and tourism, and applied language and culture studies.
3. Develop new degree programs (Associate, 3 year, and Baccalaureate) to meet the changing educational needs of our communities, with initial emphasis on a four year degree in Culinary and Hospitality Education.
4. Partner with other UH campuses to plan and develop four year degree programs, with initial emphasis on the health sciences and technology.
5. Provide timely and relevant high quality short-term education and training to take advantage of emerging economic opportunities. Promote seamless articulation between long-term and short-term education and training programs.
6. Develop a Center for Applied Technology in Workforce Development to provide education and training on the applications of technology in hospitality, business, health services, biotechnology, biological and sports sciences, teaching, journalism, communications and film careers.
7. Develop a Center for Sustaining Innovation in Teaching Excellence (SITE) to support interdisciplinary collaborations and the development of assessment processes.

**Goal 4 To Promote Local, Regional, and Global Learning**

1. Promote a respect for differences; champion diversity.
2. Recruit and retain students, faculty, staff and administrators from under-represented groups, especially Hawaiians.
3. Strengthen KCC as a premier resource in Hawaiian, Pacific Islands, Asian and international programs.
4. Promote the further development of the Integrated International Education and Globalization Program (IEG), with special attention to recruiting non-resident students, especially international students, and developing necessary infrastructure such as housing, enrollment management, and support services.

5. Develop and promote the teaching of English, Japanese, Korean, Chinese, as a second language within teacher certification, locally, nationally and internationally.

**Goal 5 To Invest in People: Professionals in a Learning Organization**

1. Redefine faculty roles and rewards to promote the scholarship of teaching.
2. Redefine staff roles and rewards to promote professional career of development.

**Goal 6 To Invest in the Learning Environment**

1. Develop a student-friendly campus environment that encourages and enables students to be health-conscious and civic minded, and to value themselves, the community, civility and active participation.
2. Develop a flexible physical infrastructure that adapts and responds to a complex and changing environment, and addresses the needs of a diverse and dynamic student population with an increasing number of international and non-resident students, as well as students with special needs.
3. Expand existing and develop new information and technology infrastructures to enhance student learning, increase employment opportunities, respond to and promote economic development, and facilitate learner access.
4. Develop student-centered learning and teaching resources and methodologies that ensure superior academic achievement and career training, and anticipate and address changing economic and social conditions. Explore the development of an institute for applied research and best practices in teaching and learning.
5. Develop and ensure the highest standards and best practices in matters of human resources, finance, and management to promote student learning and access, support diverse academic and training programs, and respond creatively to change.

**Goal 7 To Contribute as an Equal Partner to UH System Resource Development and Stewardship in Support of Student Learning**

1. Build an effective constituency that converts community support for the University of Hawaii into public and private revenue streams that support achievement of strategic plan goals.
2. Allocate and manage resources to achieve continuing improvement in organization, people, and processes to secure competitive advantage.

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**KAUA`I COMMUNITY COLLEGE**

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## **PLANNING CONTEXT**

Kauai Community College is a comprehensive, open-door, 2-year institution, serving any student 18 years or older or a high school graduate. Vigorous Early Admit and Running Start programs have also targeted high school juniors and seniors who could profit from the advanced training and articulated courses available at the college.

The responsibility of the neighbor island campuses has always been heavily weighted toward the need for comprehensiveness in the curriculum to ensure the state's rural and isolated populations access to the intellectual capital of a trained workforce and a thoughtful citizenry. Yet, realistically, we cannot mount full programs to provide a handful of graduates a year. Moreover, the need for baccalaureate and post-graduate education and training is growing, especially in specialized technology areas due to the growing high tech industries around the Pacific Missile Range Facility.

The challenge to KCC and to the University system is to provide for the workforce and economic development needs of the entire state, and not just the major urban centers. Increased flexibility, creativity, and collaboration are the tools the college needs to meet this challenge. As a University Center, the college will continue its leading role in coordinating distance learning procedures and operations in order to maintain comprehensiveness and respond to the full range of educational needs in the state. The University Center currently supports nineteen baccalaureate and graduate level programs from UH Mānoa, UH West Oahu and UH Hilo.

By maintaining a strong Liberal Arts core the college serves both the transfer and the career and technical missions. Employer feedback from the full range of businesses on the island called for those competencies and qualities embedded in liberal arts values, e.g., critical thinking, interpersonal skills, communication skills, and ethical behavior.

With federal support we are helping all faculty to strengthen their curricula with these "soft skills." We believe that this approach will also improve program retention and graduation rates among more traditional students, who often lack the self-discipline and basic study skills to succeed in college courses.

Building upon this solid foundation, the college also responds to technical and specialized workforce needs such as nursing and health related careers, culinary arts, information technology, transportation technology, business administration. In particular the college is responding to continuing workforce shortages in nursing, the growing high tech opportunities and the constant needs of the visitor industry.

## **CAMPUS PRIORITIES**

### **A. Promote Learning and Teaching for Student Success**

1. Develop an integrated campus retention plan to improve retention and success rate of all students.

### **2. Function As A Seamless System**

1. Implement the new systemwide student information system.

2. Support faculty and staff involvement in systemwide activities, e.g., articulation, distance learning
  
- 3. Promote Workforce and Economic Development**
  1. Continue to strengthen our programs and respond to identified community workforce needs, including appropriate use of credit/non-credit hybrid programs, specifically in the areas of:
    - Complementary medicine and health related careers
    - Sustainable/energy/information technology
    - Teacher education/education related careers
    - Excellence in undergraduate education
  2. Establish a technology system which is consistent, reliable, timely and deliver professional development opportunities for all technology users.
  
- 4. Develop Our Human Resources: Recruitment, Retention, and Renewal**
  1. Modify faculty workload to promote creativity and innovation. Move to a 12 credit instructional load to allow faculty to work more closely with colleagues across disciplines and with industry advisors to develop new curriculum in response to community needs.
  
- 5. Develop an Effective, Efficient, And Sustainable Infrastructure to Support Student Learning**
  1. Stabilize institutional research resources to improve decision-making and planning on all levels, and provide essential data for successful grant writing and other resource development activities.
  2. Stabilize and formalize funding for marketing to support educational activities.

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**LEEWARD COMMUNITY COLLEGE**

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## PLANNING CONTEXT

Leeward Community College's development has been guided by the principle of innovation – a readiness to depart from tradition where necessary in order to bring the best of current educational techniques to its students. LCC was established by the 1964 State Legislature and opened its doors in the fall 1968 as the first community college to move onto an entirely new campus. Now that the LCC campus is over thirty years old, the backlog of repairs and maintenance currently totals about \$20 million. Although no funds for new facilities are expected in the foreseeable future, a facilities master plan for LCC was approved and adopted by the Board of Regents to provide funds to reduce the backlog since 1996.

At its inception, LCC was the only post-secondary institution in West Oahu, hence it developed its general education and liberal arts programs followed by selective development of vocational programs. In the 1980's, business, science and math became areas of special emphasis. Math/Science faculty developed multimedia support materials and instituted an open-lab chemistry program in 1980 to assist students with laboratory experiments. Women in Transition and later Men in Transition programs were developed to support students in career exploration. LCC became the first of the community colleges to employ a full-time learning disabilities specialist, and the Komo Mai Center for disabled students was nationally recognized.

In addition to serving its students, the College was also originally conceived as a “regional community center,” and through the years, it has embraced both the performing arts and the visual arts curricula. Its theater program is the most fully developed in the community college system, providing more than 200 presentations each year. Since 1988 the college has offered courses in commercial music and TV production, as well.

LCC provides access to higher education and plays an important role in workforce development in Leeward and Central Oahu. A rate of population increase in these districts of approximately 16% over the past 10 years has made LCC's service area the fastest growing region of Oahu. There are currently more than 71,000 students enrolled in the Leeward-Central Districts compared to approximately 33,000 students in the Honolulu District and 93% of LCC's total enrollment is drawn from its service area.

The college employed a broad-based and inclusive process to develop its Plan beginning in the spring semester 2001. The planning bodies have considered a comprehensive array of current and future external and internal factors impinging upon the college.

Faculty and staff planners understood that advances in information technology and telecommunications are transforming almost every aspect of education and the way knowledge-based institutions operate. Experience and practice has shown that the appropriate use of these technologies can broaden access to education at the local and global levels, improve the quality of instruction and reduce costs by making more effective use of physical and human resources. However, the achievement of these benefits poses significant challenges to the entire instructional process and the traditional role of a faculty member in such areas as course design, content, delivery, assessment, remediation, intellectual property rights, and workload.

Increased globalization and the growing use of English have resulted in increased demand for U.S. higher education by foreign countries. The U.S. is the leading destination for international students, particularly in the fields of business, engineering, math, and computer sciences. There has also been an increase in the

demand for distance education, resulting in an increasing number of U.S. universities offering joint and on-line degrees. These factors may also stimulate mutually productive partnerships with appropriate counterparts, especially in Asian countries.

Internal factors influencing the planning process include the observation that enrollment patterns over the past 20 years have trended in cyclical highs and lows. The college has responded to reverse a downward spiral into several terms of continuous increases with an aggressive outreach effort, coupled with the implementation of Philippine and Hawaiian Studies curricula. LCC currently has the highest percentage of Filipino students and among the highest percentage of Hawaiian/Part Hawaiian students. Moreover, LCC has worked to maintain among the highest persistence and course completion rates in the system for its students.

The college has aggressively worked to decrease its reliance on state general funding by establishing staff positions in marketing, fund development, and grants writing with the goal of increasing its enrollment and its funding from federal and private institutions. This initiative has resulted in immediate dividends, and the college has received more than \$4 million in grants in the past year that have allowed it to strengthen its ties to its service base, increase recruitment of under-represented students, and update its science laboratories.

LCC has significantly upgraded its information technology and telecommunications infrastructure. A substantial number of its faculty and staff have undergone in-service training in the use of the Internet for instructional purposes; many have incorporated various aspects of this technology within the framework of their courses. A small but increasing number of faculty members have been involved in the delivery of distance education courses each semester, allowing the college to expand its distance learning option.

Although its infrastructure is aging, the faculty and staff at LCC are as committed to the guiding principle of innovation as was its founding generation. “To help people learn”, continues as an appropriate motto for the future as it was in the past. This first planning document of the 21st century reflects both the continued commitment of the college to its original principles, as well as its acceptance of the new challenges to actualizing that commitment.

## **CAMPUS PRIORITIES**

### **A. Promote Learning and Teaching for Student Success.**

- Provide lifelong learning and development of essential skills.
- Develop effective teaching methodologies and delivery modes.
- Promote understanding/respect for different cultures.
- Develop and strengthen local and global connections.

### **B. Function as Seamless State System.**

- Develop a comprehensive marketing plan.
- Improve inter & intra-campus communication.
- Improve articulation of courses and programs.

**C. Promote Workforce and Economic Development.**

- Facilitate job placement.
- Provide non-credit and short-term training.
- Provide facilities, services, and activities to communities.

**D. Develop Human Resources: Recruitment, Retention and Renewal.**

- Recruit, retain highly qualified personnel.
- Institute comprehensive strategic student enrollment management program.

**E. Develop an Effective, Efficient and Sustainable Infrastructure to Support Learning and Teaching.**

- Improve, broaden scope of assessment.
- Ensure availability of high-quality resources and services.
- Develop additional sources of internal and external funding.
- Manage, improve, and upgrade physical facilities.

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**MAUI COMMUNITY COLLEGE**

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## PLANNING CONTEXT

Maui Community College, as one of the seven Community Colleges in the University of Hawaii system, serves its constituencies by offering a strong liberal arts program and comprehensive occupational/technical programs, which include business, health, trade technology, and public service career fields. In addition to credit programs, there is a robust curriculum, which includes training, workforce and economic development, personal enrichment courses, and international programs within the noncredit sector. There is a University Center at MCC, which enables students to access four-year and advanced degrees in many areas such as Education, Social Work, Business Administration, and Liberal Studies. The University Center continually evaluates student/community needs and attempts to respond by partnering with the University of Hawaii system to fulfill those needs. MCC has also developed linkages with numerous companies and organizations such as the Maui High Performance Computing Center, Maui Economic Development Board, and the Department of Education to support programmatic offerings.

The tri-isle character of MCC's community requires innovative and creative approaches to ensure access to higher education, programs, and services. Through a distributive teleconferencing network, and resident/visiting faculty, MCC is able to offer courses at its Kahului campus and educational centers in Hana and on Lana'I, Moloka'I and throughout the system. Students access the Internet, world wide web, and other on-line resources from any of the MCC facilities and communicate with faculty via MCC and statewide computer networks.

Over the past year the students, faculty, staff, and administration of MCC have held a series of open meetings, workshops, and retreats to develop a strategic plan. This plan will encompass the continued evolution of programs and degrees at the two-year level, noncredit instruction and training, and the University Center. It will also encompass the development of the four-year degree. In light of the development of the baccalaureate, the mission statement is being revised with the expectation of having a broader and more comprehensive focus.

In 2001, active work was initiated to develop four-year degree offering(s) in addition to the continuation of two-year degrees, certificate programs, training and other credit and noncredit offerings. The creation of a baccalaureate degree offers great opportunities while at the same time presents a new set of challenges. The MCC ohana remains firmly committed to the core values of access, affordability, and partnership with the community, which has guided the institution's growth and development since the inception of the College in 1965.

In the development of the plan, it became apparent through the dialogue with the various constituencies that certain areas began to emerge as being critical in order that MCC fulfill its "contract" with the community to deliver a quality educational product. It was agreed that these areas would serve as the principles as we move through the strategic planning process.

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## **PRINCIPLES:**

### **Complimentary Roles**

Clarify the role MCC is to play in the UH system and optimize the advantages of being in an integrated system with differentiated, complementary roles.

### **Facilitate Student Success**

Provide appropriate student and academic support services that facilitate access, Student transition, retention, and progress toward educational objectives and academic achievement.

### **Knowledge Creation and Transfer**

Expand, preserve, and transmit knowledge through high quality instruction by such activities as teaching, scholarship, and applied research. Provide service through extension, technical assistance, and training.

### **Institutional Effectiveness**

Build an institutional culture of trust, respect, integrity, and appreciation for diversity and honor for students and colleagues in the pursuit of educational effectiveness.

### **Resource Sufficiency and Stewardship**

Acquire and manage resources with accountability and responsiveness.

### **Dynamic Community Involvement**

Leverage MCC resources in service to the social, cultural, and economic benefit of Maui County.

Along with the principles set out by the MCC ohana, a series of values were identified which have characterized the institution over the years. The values identified are:

Learning Centered

Respect for Others

Integrity and Self-Value

Open and Respectful Communication

Diversity

Balance access, accountability, and retention

## **CAMPUS PRIORITIES:**

While Maui Community College remains committed to the mission of providing quality education to students seeking two-year degrees and other certificates, a top priority in the upcoming year is the continued development and implementation of the proposed baccalaureate degree in Applied Business and Information Technology (ABIT). Concurrent with the evolution of our four-year project, several initiatives at the two-year level such as the development of programs in biotechnology, dental assisting, and educational assistant will be important concerns. Instructional technology has become a major component of the educational enterprise and more effective and efficient methods of utilizing this technology are being investigated. The entire area of student services is undergoing a program review process, which is particularly important in light of the baccalaureate degree. The faculty has formed an institutional assessment committee, which is engaged in both programmatic and course assessment. There are continued discussions regarding improved services to the centers at Hana, Lana'i, and Moloka'i.

### **A. PROMOTE LEARNING AND TEACHING FOR STUDENT SUCCESS**

1. Acquire positions and funds to meet increasing demands for counseling services due to growth in student enrollment and loss of federal funds. For over 20 years, MCC has utilized federal funds via Carl Perkins Vocational and Technical Education Act to provide counseling services to students enrolled in occupational programs. A time limit has now been established to utilize Perkins funds in the development of new initiatives. MCC is seeking to institutionalize counseling positions as we move to the implementation of a case management approach to all degree-seeking students including those in liberal arts, transfer programs. It will also help to balance the ratio of students to general-funded counselors. Additionally, this supports the goal of increasing the rate of graduation or continued enrollment of degree seeking students to 45% as well as to increase the student course completion rates.

### **B. FUNCTION AS A SEAMLESS STATE SYSTEM**

1. There is a need to acquire the necessary equipment and personnel to support the new SIS (Student Information System).

### **C. PROMOTE WORKFORCE AND ECONOMIC DEVELOPMENT**

1. The development and implementation of a baccalaureate degree in Applied Business and Information Technology (ABIT) to begin in Fall 2003. The request for instructional and support positions and related resources ties directly to this expansion of the College's mission to include a bachelor's degree while retaining the basic community college mission.

2. The development and implementation of a Biotechnology A.S./Certificate program at MCC. The College has strong working relationships with the high tech research park, Dekalb Genetics (Monsanto), and Micro Gaia, a biotechnology company. The faculty members assigned to head the program have several years of experience in protein biochemistry, molecular biology, microbiology, and genetics research.
3. The development and implementation of a Dental Assisting Program and the development of a Career Ladder Dental Assisting/Dental Hygiene track. Dental/Oral health is a priority of the Surgeon General and the Hawaii Health Department. The Maui County Health Officer estimates that 33% of Maui County residents do not have adequate access to dental health care. MCC has been asked by the Maui Dental organization and the Maui County Health Department to develop this program.
4. MCC is responding to the national education initiative, "No Child Left Behind" by the development and implementation of a program to meet the needs of the Educational Assistants in the DOE who will be required to have an Associate's Degree or 48 credits by 2005-2006. In addition, three infant/toddler centers, slated to open on Maui in the next two years, will require significant training options for the day care providers. MCC is working with organizations to provide this training and to develop the option for students to convert the training to credit.

**D. DEVELOP OUR HUMAN RESOURCES: RECRUITMENT, RETENTION, AND RENEWAL**

1. MCC needs to develop mechanisms to achieve the goal of decreasing faculty teaching loads while maintaining necessary and appropriate instructional offerings.
2. MCC needs to develop additional opportunities for professional renewal and development for both faculty and staff. This will become more critical as the institution moves toward the baccalaureate offering.

**E. DEVELOP AN EFFECTIVE, EFFICIENT, AND SUSTAINABLE INFRASTRUCTURE TO SUPPORT STUDENT LEARNING**

1. In the past 21 years MCC has reallocated positions to support the technology development on the campus. Only in one instance did the college request legislative appropriated funding for a .50 position. With the rapid expansion in technology and distributed learning the need has far exceeded the existing 4.5 positions. The need is both in the area of technical staff and clerical support. In addition, there are significant needs in the area of equipment. New hubs, switches and equipment for wireless infrastructure are also being requested.
2. There is a need to acquire funding for the replacement of inoperable, damaged, obsolete equipment and new, technically current equipment. Funding is necessary for a regular,

continuous equipment replacement schedule to properly maintain the inventory of equipment. In some cases, equipment requirements are critical from the health and safety perspective.

3. The request provides for a minimum level of custodial, building maintenance, and security support services to accommodate facilities maintenance workload increases due to the construction of several new buildings at MCC on Maui and Moloka'i. The average square footage assigned to each janitor at MCC during FY 1998 was 32, 09; the additional buildings will bring this to 36, 609 by 2003. Currently, there is an allocation to provide for one security officer, 24 hours a day. As activity increases around the campus, reports of campus crime, violence, and theft are becoming more frequent. The College is requesting assistance in these areas.

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**WINDWARD COMMUNITY COLLEGE**

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## PLANNING CONTEXT

Windward Community College (WCC) is the youngest of the seven community colleges in Hawai‘i. It is located in Kāne‘ohe on the island of O‘ahu at the base of the Ko‘olau mountains and primarily serves residents from Waimanalo to Waimea on the North Shore. Established in 1972, the College operates out of renovated former Hawai‘i State Hospital buildings and some newly constructed buildings on approximately 64 acres of land just below the State Hospital facilities. A Master Plan for the College has been developed and approved. In fact, a new science building, a multi-functional humanities building with a theater and art gallery, a student center, and an Imaginarium have been completed and opened in the last five years. Operating on a conservative timetable, it will take at least a decade to complete the Master Plan.

The College credit program has as its foundation, a strong liberal arts curriculum. It is known for its offerings in creative writing, journalism, Hawaiian studies, the fine arts, and the marine, earth, and planetary sciences programs. In addition to the Associate in Arts degree, the College also offers an Associate Degree in Technical Studies; an Academic Subject Certificates in Business, Hawaiian Studies, and Psycho-Social Developmental Studies; Certificates of Completion in Agricultural Technology; and certificate programs in agriculture.

A variety of non-credit certificates are offered through the Employment Training Center/Office of Continuing Education and Training (ETC/OCET).

Training Center/Office of Continuing Education and Training program offers a wide selection of non-credit courses and cultural programs and oversees the Fujio Matsuda Technology Training and Education Center, which was established in 1985 to serve as a technological education center for the Windward O‘ahu community.

The College offers many enrichment activities, including theatrical performances, art displays, a Hawaiian and Polynesian Institute, and a newly organized Hawaiian Music Institute. The Employment Training Center.

The following planning assumptions were used in the compilation of this Academic Development Plan:

### External

- The State's economic picture is expected to slowly recover over the upcoming six-year period.
- There will be an increase in the number of students enrolling at WCC who would have otherwise enrolled at the University of Hawai‘i at Mānoa due to the publicity of the college’s offerings and quality educational experience, smaller class sizes, convenience for Windward O‘ahu residents, reasonable tuition, free parking, and UH Mānoa’s expressed concentration on upper division and graduate education.
- New students will be attracted to the College due to our improved facilities, such as the science building, the humanities complex, the Imaginarium, and the student campus center.

## Internal

- The student population will likely remain predominantly liberal arts majors.
- Systemwide efforts to make the University of Hawai'i a truly seamless system will help the Community Colleges to provide their area residents with the basic educational requirements for any of the system's degree and certificate programs. To this end, WCC hopes to offer the residents of the windward side of O'ahu the core courses required for programs offered at any of the UH campuses.
- The needs of employers and special needs students and the avocational interests of area residents can be served through the Employment Training Center/Office of Continuing Education and Training.
- WCC will remain an open-admission College.
- The need to assist underprepared students will continue and will be served through joint efforts of the Windward Community College credit program and non-credit programs and the State Department of Education.
- Campus technology will continue to be important to academic support and to the enhancement of successful teaching.
- WCC will be a leader in Hawaiian Studies, the performing arts, and the sciences.
- New facilities such as the Imaginarium, Science and Humanities buildings, and Student Center will attract and accommodate new students and increase community involvement and support.

## CAMPUS PRIORITIES

### 1. Promote Learning and Teaching for Student Success

- A. Expand existing and support new academic support initiatives designed to promote learning and student success across the curriculum
  - Remedial instruction in basic skills
    - Basic computer literacy skills; integrate new technology into teaching strategies
    - Peer tutoring and mentoring
    - Writing Across the Curriculum and Writing Intensive
- B. Increase enrollment and retention of students
- C. Support assessment and related activities
  - Institutional researcher position or compensation to conduct institutional research
  - Implementation of strategies to address assessment outcomes/findings
- D. Support distance learning
  - Incentives for faculty to develop distance DL delivered courses
  - Lecturer replacement costs

- Student Services
- Supply and service costs (videotapes, proctoring, etc.)

## **2. Function as a Seamless State System**

- A. Implement a new student information system to support student admissions, registration, and retention.
- B. Enhance library services to include:
  - Expand system and campus funding for electronic databases
  - System and campus funding for delivery of books and other materials
  - Initiate a universal library card, standardize library policies and procedures
- C. Participate in system-wide efforts to improve the current articulation process.
- D. Share Resources within the UH system (Marketing, Disability related accommodations)
- E. Pursue the designation of WCC as a University Center.

## **3. Promote Workforce and Economic Development**

- A. Provide an exciting new home base for ETC and integrate the efforts of both institutions in workforce and economic development efforts.
- B. Explore the integration of workforce and economic development within the strong liberal arts offerings.
- C. Identify additional programs to add to currently articulated transfer programs
- D. Explore providing some general education requirements for transfer into nursing, allied health, and other vocational programs.
- E. Explore and establish partnerships with Windward businesses
- F. Capitalize and fully utilize the expertise of ETC in offering adult basic education.

## **4. Develop Our Human Resources: Recruitment, Retention, and Renewal**

- A. Modify faculty workload to enhance quality of instruction. Reduction of instructional credit hours and increase in student contact hours outside of the classroom, staff development, curriculum development. Move to a 12-credit workload for faculty to increase time for professional renewal and growth. Work towards a consistent and equitable workload assignment across the University system.
- B. Establish peer mentoring and orientation for new faculty and lecturers.
- C. Assign clerical support to faculty with leadership responsibilities, such as Dept. Chairs and major committee chairpersons.
- D. Increase the offering of sabbaticals.
- E. Establish salary equity and adjust for discrepancies in faculty salaries.
- F. Establish a training and mentoring program in instructional technology and curriculum development.
- G. Develop a college-wide plan for prioritizing and communicating staffing needs.

## **5. Develop an Effective, Efficient, and Sustainable Infrastructure to Support Student Learning**

- A. Complete plans and construction of new buildings and renovation of existing buildings in the master plan.
- B. Renovate and repair classrooms and offices

- C. Examine the process by which renovation and repair work is completed on campus.
- D. Assess and establish life-cycle funding for college equipment
- E. Develop and maintain adequate instructional infrastructure using technology.
  - Provide all faculty members with up-to-date computer and other appropriate technology tools.
  - Implement a four-year equipment replacement cycle for computing equipment.
  - Implement facilities for distance learning .
- F. Improve institutional technology planning and technology support services
  - Reorganize technology support units and staff under a qualified technical manager.
  - Increase efficiency of the technology support unit.
- G. Provide staffing (faculty, staff, operations and maintenance, technicians, and possibly management)
- H. Increase campus security personnel
- I. Increase staff and funding for marketing.
- J. Update telephone system

## **6. Forge Stronger Links with the Windward Community**

- A. Expand continuing education and community service
  - Increase the short term training programs, non credit options, and enrichment classes
  - Increase continuing education opportunities for senior citizens
  - Take advantage of the surrounding resources (e.g., courthouse, health center, parks and recreation)
  - Forge relationships with the community through service learning and other internship-type activities

## **7. Strengthen the Liberal Arts**

- A. Continue support for existing and new initiatives
- B. Encourage community use of WCC facilities.
- C. Support Goals of Arts and Humanities Department
- D. Support Goals of Business Department
- E. Support Goals of the Language Arts Department
- F. Support Goals of the Mathematics Department
- G. Support Goals of the Natural Sciences Department
- H. Support Goals of the Social Sciences Department