
APPENDIX A

THE HAWAI`I PLANNING CONTEXT

THE HAWAII PLANNING CONTEXT

SIGNIFICANT EXTERNAL ISSUES

GLOBAL AND NATIONAL ISSUES

Several of the major global and national trends of particular relevance to the Community Colleges are noted below:

- P **Economic** - The world economy is becoming more international. The rules of competition appear to be overtaken by the advantages of technology, human resource management, and resource strategy in the global economy. People now insist on products that are low cost, very high quality, and innovative. Whether from Japan, Germany, the United States, or Mexico, the net result of this powerful transformation is that the United States industry and business are de-layering, restructuring, retraining employees, and teaching them new skills as well as basic math, science, reading, and thinking--to improve productivity and total quality.

- P **Social** - There is a looming threat from changes in the nature of our U.S. society. The traditional family of a working husband, a wife at home, and two children now represents only 6% of the American families. The rise of the single parent family, poverty among children, teenage pregnancy, crime, and the growth of an underclass are strong social forces requiring attention by government, the private sector, postsecondary education, and citizens.

- P **Political** - There will be declining federal support for programs related to education and training, but a greater emphasis on accountability for specific program outcomes. This will require the establishment of new resource allocation and accountability processes to demonstrate effectiveness, and the development of new sources of support, including private foundations. There will be increased federal funding for programs to meet the education and workforce preparation needs of Native Hawaiians.

- P **Educational** - Profound changes are causing a reexamination of the fundamental nature of education in the U.S. The leadership of this country has placed increasing emphasis upon the quality and effectiveness of education. The business community has experienced the need to participate in the preparation of students for jobs and careers. Means of success and excellence of students are shifting toward the ability to self-manage and deal with change; rather than resting on past laurels, self-evaluation of the system is needed to maintain global leadership in education, and multi-cultural education has become a necessity for our students to compete in both the global environment and the increasingly culturally diverse U.S..

- P **Technological** - In addition to a shift from an agricultural/industrial economy to a services oriented economy, the U.S. is placing increasing emphasis on the use of telecommunications and Internet technologies in all sectors of the economy. The quest for global competitiveness also relies on the effectiveness of U.S. to enhance research and development and the rapid application of state-of-the-art technology. The deployment of broadband Internet access will make massive information and education resources available on demand almost anywhere in the world.

STATE AND LOCAL ISSUES

As our community's colleges, we must be attentive and responsive to major issues that will affect the nature of who we serve, the type of programs and services we must provide, and sources of support to provide the resources needed to serve the people of Hawai'i.

Our communities are in a state of transition; our traditional economic mainstays have dramatically changed over the past fifteen years, and for the past eight years, our economy has shown little growth. While this has been a very difficult period in our economy, and resulted in declining State's financial support for higher education, it also has promoted efforts to stimulate and diversify our economic base.

P Population - The 2000 U.S. Census shows Hawai'i's population has grown to 1.21 million — up 9.3 percent over 1990 despite the state's sluggish economy during much of the decade.

21.4 percent of the population now identify themselves by two or more race, the highest percentage in the country; almost a quarter of the state reported at least some Native Hawaiian ancestry, and 58 percent of the state's population reported being at least part Asian. About 39 percent of the state reported some white ancestry.

Growth on O'ahu, where 876,156 people live, was less than 5 percent; the Big Island remained the second most-populated county in the state, with 148,677 residents, an increase of nearly 24 percent; Maui County's population grew almost 28 percent, to 128,094 residents; On Kaua'i, the Census counted 58,463 residents, an increase of a little more than 14 percent.

P Economic - Major changes in Hawai'i's economy and workplace have resulted in a transformation in the kind of skills and knowledge one needs to be successful. Employment conditions today require skills which are in many cases not evident in today's island labor market. The paradox is that while our rate of unemployment has remained at historic levels over the past six years, there are often many high paying jobs going unfilled.

In today's economy, plantation agriculture has declined significantly in terms of acreage, production, and economic value (Figure 1).

In contrast, visitor expenditures grew from \$2.875 billion in 1980 to \$10.279 billion in 1999 (State Data Book 2000).

The spectacular increase in visitor expenditures has transformed the Hawai'i labor market. Service industry job growth has been dramatic. Employment in services has grown from 48,310 in 1970 to 183,400 in 2000, and wholesale and retail trade employment has grown from 61,044 to 136,950. During this same period, agricultural employment decreased from 12,572 or 4.4 % of the civilian workforce in

Major Hawai'i Export Revenues

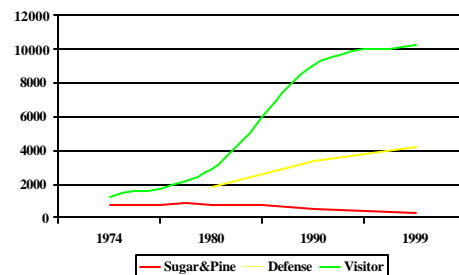


Figure 1

1970 to 7,850 or 1.4% of the workforce in 2000 (State Data Book 2000).

It is important to note that while our major growth sector since 1970 has been the Service Industry, many of the jobs produced during that period required individuals with significant specialized education and training beyond high school. These jobs included: professionals such as those in health, education, and technical fields; managers and administrators; clerical and administrative support specialists; audit and financial specialists; etc. In addition, between 1969 and 1999, self employment grew from 47,012 to 133,430, nearly 20% of the Hawai'i workforce.

P Workplace - The dramatic change in Hawai'i's economic environment have been matched by changes in the workplace. Workplace "re-engineering." coupled with workforce downsizing, has put great demands on remaining workers to become more skilled and more productive.

- *A More Competitive Environment* - The opening of major national chain retailers such as WalMart, K-Mart, COSTCO, Macey's, Sports Authority, etc. have been major factors in the changing retail sales environment.
- *Adoption of New Technologies* - Over the past fifteen years, development of the computer microprocessor and personal computers have transformed many of the tools and practices in the workplace. The personal computer and its accompanying software applications have become essential components of the new jobs in our transforming economy.
- *Focus on Productivity* - Hawai'i's economy was productive in the past because it had a population whose education and training matched the requirements and expectations of its major industries, agriculture and defense. However, as the mix of industries and required skills have changed, the education and training providers have not yet been able to produce enough individuals with the new skills and knowledge necessary to meet current market demand. A significant decline in external investment has resulted in sharply reduced economic growth since 1990. Given the sharp decline in the level of capital available to support continued development, taking steps to improve worker productivity appears to be a critical element in revitalizing Hawai'i's economy.

P Education - Improving the quality of public K-12 education is still one of the top issues of community concern. While a number of efforts have been initiated, such as school-community based governance, charter schools, student performance standards, student assessment, etc.; national measures of student performance have significantly lagged behind community and employer expectations.

A recent national state-by-state assessment, *Measuring Up 2000*, reported (Figure 2) that while we have high school graduation rates that mirror the top performing states, students' academic performance fall well behind the leaders. The result is, a great many adults need to improve their basic literacy skills to be successful either continuing their education, or in the changing Hawai'i workplace. The following are the highlights of the Hawai'i report:

**MEASURING UP
2000** Preparation

Criteria	Top States	Hawai'i (C)
18- to 24-year-olds with a high school credential.	93%	93%
8th graders scoring at or above "proficient" on the national assessment exam:		
in math	33%	16%
in reading	38%	19%
in writing	31%	16%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	19%	7%

Figure 2

14

- P **Preparation.** A very high percentage of Hawaii’s young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. However, the state’s 8th graders perform very poorly on national assessments of math, reading and writing, indicating that they are not being prepared for challenging high school coursework. Also, low proportions of 11th and 12th graders perform well on college entrance exams.

- P **Participation.** A large percentage of Hawaii’s students go on to college immediately after high school, and a high proportion of young adults (ages 18 to 24) are enrolled in education or training beyond high school. But a fairly low percentage of the state’s working-age adults (ages 25 to 44) are enrolled in college-level education or training.

- P **Affordability.** Hawaii requires families to devote a relatively large share of family income, even after financial aid, to attend its public two- and four-year colleges and universities, which enroll 75% of the state’s students. Hawaii makes almost no investment in need-based financial aid.

- P **Completion.** A high proportion of freshmen at Hawaii’s public and private four-year colleges and universities return for their sophomore year. But a small proportion of first-time, full-time college students receive a bachelor’s degree within five years of enrolling. Only a fair proportion of students complete certificates and degrees relative to the number enrolled.

- P **Benefits.** Only a fair proportion of Hawaii’s residents have a bachelor’s degree and this impairs the state economically. The state also receives only fair civic benefits from its population, as measured by the percentage of residents who vote.

The need for adults to improve their basic literacy skills is evident from the entering student placement data summarized in Figure 3. All new UHCC students (approximately 5,000 individuals) are expected to take our placements tests in mathematics and English. On the basis of their performance, students are eligible to enroll in either remedial, developmental, or baccalaureate level classes in mathematics and/or English. In addition, placement levels also serve as prerequisites for other selected courses or programs.

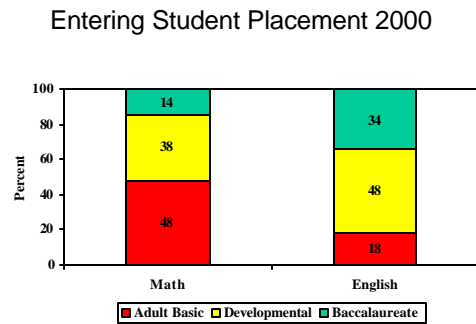


Figure 3

P Political - State financial support for the University has declined from 13% of the State Budget in 1985 to 9% in 2000. A decade of budget reductions has placed us well behind other states in our expenditures per FTE student. A national study conducted by the Educational Commission of the States reported (Figure 4) that our \$3,696 per FTE student (including fringe benefits) is the lowest among the 50 states.

Historically, Hawai'i has promoted student access to postsecondary education by maintaining a low tuition at the community colleges. When looking at the issue of affordability, the *Measuring Up 2000* report give Hawai'i a grade of "C-" (figure 5). This grade was attributable to the level of the cost of attendance at the community colleges and the low level of State grant-in-aid for low income families.

In 1995, State law changed allowing the University to keep its tuition; the General Fund appropriation was reduced by a similar amount. In addition, legislatively set tuition waivers became the responsibility of the University to be funded from tuition. While this policy change may have been an appropriate device to encourage the baccalaureate campuses to increase their tuition, taken together these actions have made it extremely difficult for the community colleges to provide tuition assistance to students with demonstrated financial need. Although increases in student tuition have softened the impact of the budget reductions, we have probably reached the limit of our ability to maintain access to students with low or moderate incomes.

P Emerging Opportunities -To diversify the economy it is essential to build upon Hawai'i's strategic competitive advantages. These advantages include: culture, location, and geography. Our rich Asian and Pacific cultural heritage and population provide us with ready entre to developing economies in the region. Our location can allow us to play a role in educating and training people from throughout Asia and the Pacific. Our geography provides us with unique physical advantages. For example, our mountains, ocean, and relative isolation from the continental U.S. provide a natural laboratory for agriculture; the biological sciences; oceanographic, atmospheric, and astronomical research; and the economic product development, education, and training that can evolve from these activities. There are a number of areas of economic potential that can be pursued with the right mix of "cutting-edge" education and training programs in place. These include: Biotechnology, Information/Telecommunications Technologies, Transportation, Health Care, Environmental Technologies, Visitor Industry/Culinary Arts.

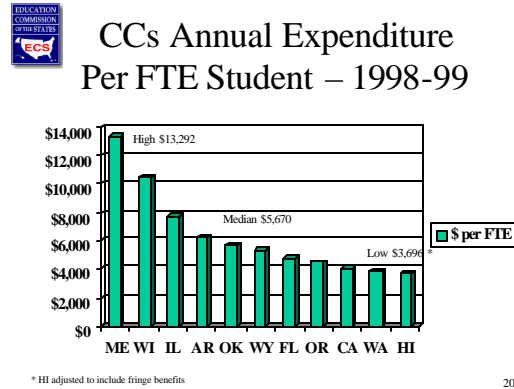


Figure 4

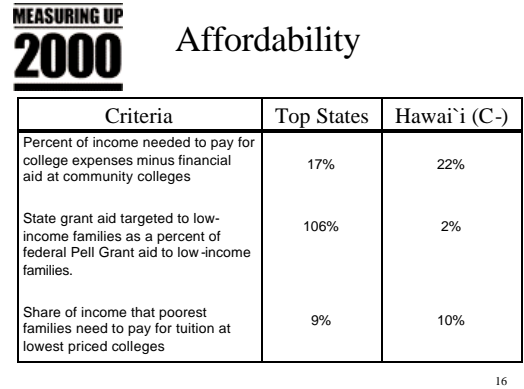


Figure 5

P Decline in the UHCC “Going Rate” - Over the past decade there have been significant changes in Hawai`i’s workforce; change in the mix of low-skilled and high-skilled job; an absolute increase in the number technical, professional and managerial jobs in the State; and increased availability of new education and training opportunities developed in response to these changes. However, there has been a decline in the student “Going Rate” from the public high schools to the Community Colleges.

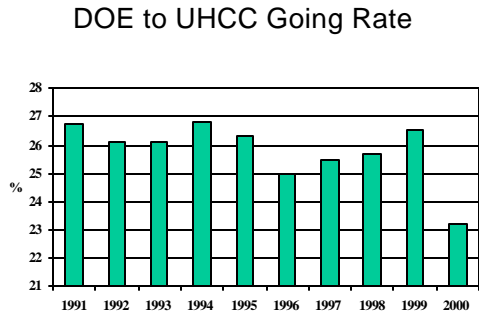


Figure 6

SIGNIFICANT INTERNAL ISSUES

STUDENT DEMAND

P Credit Enrollment - Between 1989 and 1994, enrollment grew about 23% to 27,905. Since 1994, severe budget cuts resulted in fewer opportunities for students to enter the community colleges and enrollment decreased by nearly 4% in 1995, and 5% in 1996. A significant portion of this decline can be attributed to our no longer counting adult basic level remedial students as regular credit students, and the change in welfare regulations that forced individuals to work rather than continue their education. Enrollment increased in Fall 201 to approximately 25,000 students.

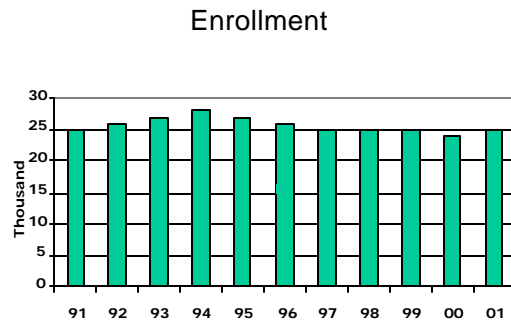


Figure 7

P Educational Level - Between 1990 and 1992, the number of freshman increased to nearly 17,300 or 66% of total enrollment. During the same period, sophomore enrollment declined to about 5,200 20% of total enrollment. An increased emphasis on student retention issues resulted in a significant growth in sophomore enrollment through 1996, where it peaked at 9,220 students (36% of total). We have been able to maintain sophomore enrollment at about 34% through Fall 2001. The Fall 2001 enrollment increase was the result of increased unclassified and freshmen registrations.

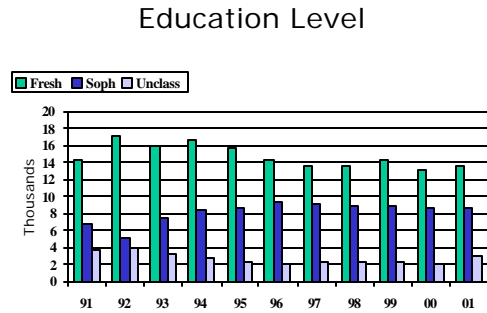


Figure 8

P Non-Credit Registrations - Non-credit student registrations have had some decline in the mid-1990s as more private sector training providers entered the Hawai'i market, particularly in the computers and computer software areas, and the slowdown in construction that resulted in fewer apprentice enrollments. However, there has been strong enrollment growth over the past several years. This increased enrollment has generated significant additional tuition and fees revenues. This is also a potential source for increased future revenues. The Community Colleges account for nearly 70% of the total University non-credit registrations.

Annual Non-Credit Registrations

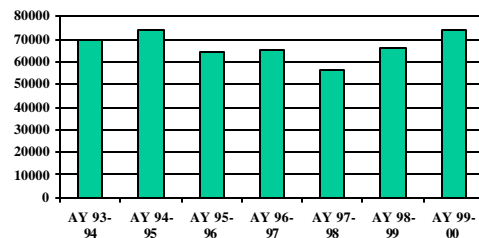


Figure 9

P Student Ethnicity - Part of the Community Colleges role in meeting the goal of access has been to provide opportunities to individuals previously under-represented in higher education. In Hawai'i, that has included Hawaiians and Filipinos. A concerted effort in dealing with identifying and removing barriers to minority student enrollment, retention and success in the late 1980s appears to be having success. Between 1990 and 2001, Hawaiian student enrollment increased significantly. Hawaiian and Filipino students now representing the largest ethnic groups in the Community Colleges.

Student Ethnicity

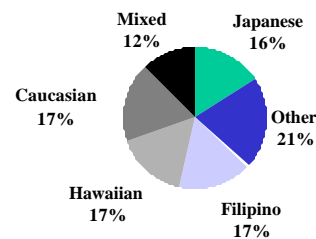


Figure 10

OPERATIONAL EFFICIENCY

P SSH per FTE Faculty - The ratio of Student Semester Hours (SSH) to FTE Faculty, which increased steadily in both liberal arts and vocational programs between 1990 and 1995, has been declining for the past six years. In Fall 2000, the system average stood at 246 SSH per FTE faculty member, the same level it was in 1990.

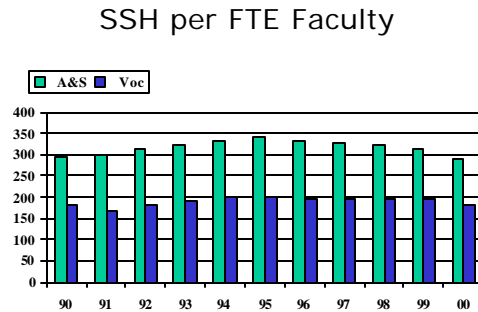


Figure 11

P Percent of Small Classes - The percent of small classes (fewer than 10 students) declined dramatically from 1991 through 1994. However, since 1995, the percent of small classes being offered has been steadily increasing. In Fall 2000, the percent for Arts & Sciences classes was at 5% and occupational technical was at 16%.

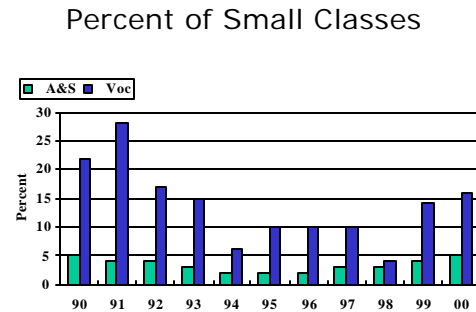


Figure 12

P Average Class Size - Increased class enrollment ceilings in selected classes and programs have allowed more student registrations in fewer classes, thus increasing average class size in our occupational/technical programs. Between Fall 1991 and Fall 1998, average class size in vocational programs increased from 16 to 18 (12.5%), and in Arts & Sciences courses from 22 to 25 (13.6%). Average class size has been declining since 1999. In Fall 2001, the average for Arts & Sciences was 23 and occupational/technical was 16.

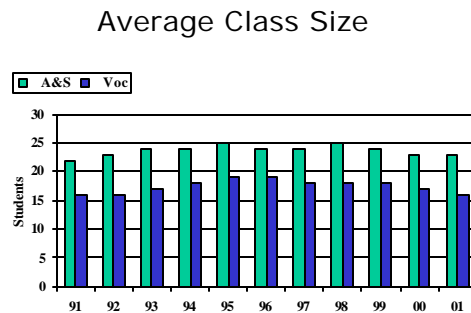


Figure 13

LEARNER OUTCOMES

P Degrees Awarded - Despite the decline in student enrollment since 1994, the actual number of degrees awarded in total has increased significantly over the past ten years. The number of liberal arts degrees awarded increased 18% between 1991 and 2001, while the number of occupational/technical - degrees and certificates awarded increased by 15% during that same period.

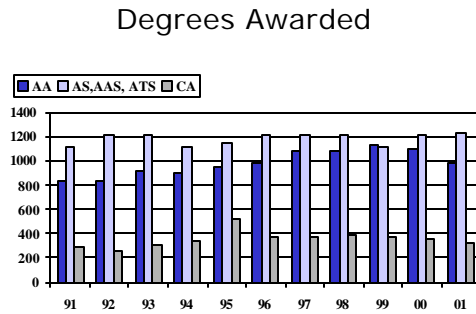


Figure 14

P Transfers - One of the major functions of the community colleges is to prepare students for transfer to baccalaureate level programs. In 1995, 1,217 new students at UH Hilo, UH M-noa and UH West Oahu were transfers from the Community Colleges. In 2001, this number stood at 1044, a 14% reduction from 1995.

Transfer to UH 4-year Campus

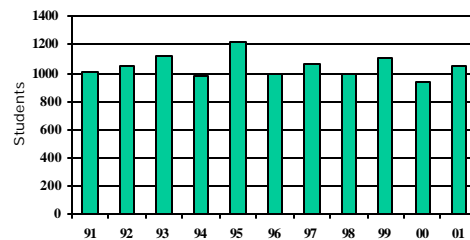


Figure 15

P Preparation for Transfer - Since Fall 1992, surveys of Community College graduates and leavers have been conducted at the conclusion of each semester. These surveys have included students from all campuses and all programs. Fall 2000 graduates and leavers were asked how well the education and training they received prepared them for their new college. Approximately 92% of the students who had transferred to another college indicated that they believed they were prepared to meet the expectations of their new college.

Preparation for Transfer

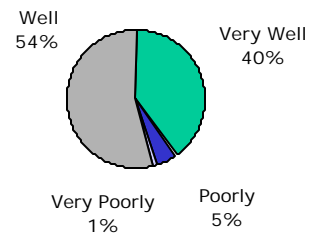


Figure 16

P Preparation for Work - In the Fall 2000 graduate and leaver surveys, former students were asked to indicate how well the education and training they received prepared them for their current jobs. Approximately 89% of the respondents to the question indicated that they believed they were prepared to meet the requirements of their current job. However, more than 10% responded that they felt poorly prepared. Vocational education students employed in a job closely related to their study were the most satisfied.

Preparation for Work

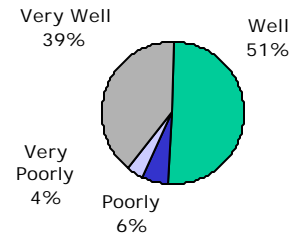


Figure 17

ORGANIZATIONAL AND FINANCIAL ISSUES

P Staffing and Organization - Between 1995 and 2001, total UHCC General Funded staffing increased from 1,470 FTE to 1,518 FTE, an increase of 3.3%. These increases included 24 FTE Administrative Professional Technical (APT)/Civil Service, 22 faculty, and 2 Executive & Managerial (E&M). All of this growth took place at the campuses; staff assigned to UHCC system administration declined by about 3 FTE during that same period. At all UHCC campuses except Honolulu faculty FTE counts increased.

UHCC Staffing and Organization

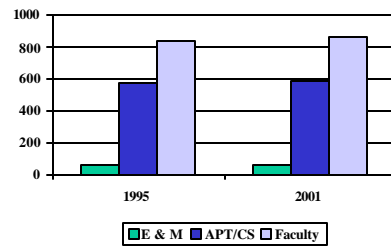


Figure 18

P Revenues - Between FY 1997 and FY 2001, revenues from all sources increased 25% from \$108.7M to \$136.4M. However, there were significant shifts in the sources of those revenues. General Fund revenues declined from 58.1% of revenues in FY 1997 to 50.7% in FY 2001. Tuition and fees revenues (including non-credit) increased from 21.1% in FY 1997 to 26.1% in FY 2001, and contract and grant revenues increased from 13.1% of revenues to 15% during the same period.

UHCC Revenues

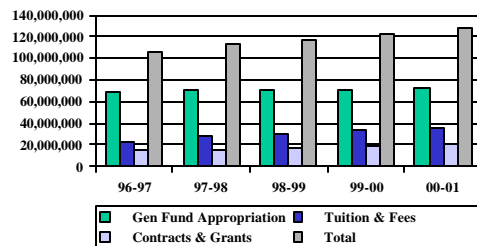


Figure 19

P Expenditures - The UHCC expenditure pattern remained steady between FY 1997 and FY 2001. The dollars spent on Instruction and Public Services held steady at 54% of total expenditures, but increased in absolute terms from \$70.3M in FY 1997 to \$78.9M in FY 2001. The proportion of other expenditures also remained the same: Academic Support 9%, Student Services 9%, and Institutional Support 12%.

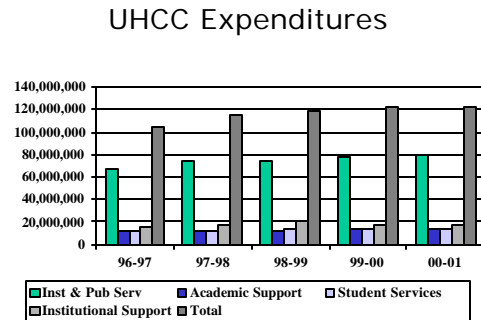


Figure 20

INSTITUTIONAL ASSESSMENT ISSUES

Over the past few years, there have been a number of external reviews and analyses that have identified significant issues that affect our ability to deliver quality education. These have included our most recent WASC re-accreditation (2000), the University Strategic Plan for Information Technology (2000), Measuring Up 2000 - The State-by-State Report card for Higher Education (2000), and the NCHEMS UH Financing Study (2000). Each of these studies has identified critical issues that we must deal with over the next four years.

P WASC Accreditation

Each campus of the University of Hawai'i Community Colleges is separately accredited by the Western Association of Schools and Colleges - Accrediting Commission for Community and Junior Colleges (WASC - ACCJC). ACCJC policy calls for all its member colleges to conduct an in-depth evaluation and assessment, including a visit by a team of external evaluators at least once every six years, to maintain its accreditation. Nearly twenty years ago, the Community Colleges and the ACCJC jointly agreed to a process that has all seven campuses evaluated simultaneously and an informal assessment of the functioning of the UHCC as a system. The in-depth evaluations result in reports that recommend specific actions to be undertaken by the time of the next accreditation visit.

In Fall 2000, the UHCC campuses were evaluated by seven accreditation teams, the chairs of whom served as an eighth team to assess the functioning of the system. The team chairs developed fourteen recommendations tied to the standards and based not only on interviews with system staff, but on information gleaned from the visits to the colleges. The recommendations fall under the following five major themes:

- Research and Planning:** Though the system has made impressive gains over the past six years despite the bleak financial picture, more remains to be done. The Program Health Indicators can be broadened to include all programs, not just vocational ones. The newly decentralized institutional research model needs additional attention to fully realize its potential to inform decisions at the system and college levels. A

system-wide database awaits development, especially in light of the delays the primary vendor had been experiencing. In a word, the promise is there, but much needs to be done before the benefits can be seen.

- **Student Assessment and Placement:** Systemwide tools for assessing student competence and proper placement also await refinement and implementation, especially for the growing number of students who attend more than one college, students who attend either in a traditional way or through the increasing availability of distance education.
- **Staff Development:** One underlying theme of this report is the growing need to reassert the needs for staff development. Sadly, one of the main victims of financial retrenchment was the system's staff development program. The current budget is one-tenth of the budget in the late 1980's. However, the need for staff development, given the accelerated pace of change this past decade, has only increased. The system is urged to continue developing low-cost, creative alternatives to address its staff development budget, to seek sources of private giving, and to establish programs for staff development in technology, new institutional research databases, revised accounting methods, and so forth.
- **Financial Support for Capital and Other Needs:** Other victims of the recent retrenchment were the system's maintenance, repair, and capital development funds. Yet despite a growing backlog of maintenance and repair, new facilities have been constructed, unfortunately without adequate support for the on-going costs associated with expanded facilities and services. Likewise, though the system has emphasized entrepreneurship and the search for revenues outside of those provided by the Governor and the legislature, the results are uneven among the colleges and the policy and procedures, including accounting procedures, are not yet developed.
- **System Governance:** As a "system within a system," the UHCC continuously faces the threat of becoming buried within the larger UH structure. Despite the near universal respect accorded to the Senior Vice President/Chancellor and her colleagues, the Board of Regents needs to always protect the integrity of the system within the larger University. The Board of Regent's Community College Subcommittee is a primary vehicle for maintaining the system's identity and integrity, and it should be maintained and strengthened. In addition, the Board of Regents should address its own procedure of self-evaluation in order to enhance its performance in carrying out its role.

P UH Strategic Plan for Information Technology 2000

The following are relevant portions from the approved UH Strategic Plan for Information Technology 2000 that identify issues of concern for Community Colleges:

This plan is designed to build on the University's successes and remedy its deficiencies within the new institutional environment that has emerged over past several years of financial constraint. The most fundamental changes at the University are the result of the new financial relationship between the University and the State as the University now retains its tuition and struggles with the complex issues of implementing greater autonomy. Individual units must incorporate this revenue stream into their financial planning and, as a result, entrepreneurship is more critically required and highly valued. Students are increasingly viewed as important customers in the University's new economy. The University is no longer subject to the State Procurement Code for purchasing and has been given greater flexibility across most administrative areas. The University System is seeking a new set of equilibria that balance the unique missions and characteristics of each campus with the need for systemwide collaboration to provide improved service to a statewide student population in a cost-effective manner.

- P Teaching, Learning and Students:** The University will effectively use technology to extend its instructional activities throughout the State and beyond, while applying technology to improve the quality of instruction and services delivered to students both on and off campus.
 - Enhance Instructional Technology Support
 - Upgrade Classroom Technology
 - Assess / Enhance Campus Information Technology Labs

- Connect Student Housing
 - Address Student Access Issues
 - Expand Technical Infrastructure for Distance Learning
 - Develop Policies that Support Teaching with Technology
- P Administrative Services:** Modern administrative information systems will provide every member and customer of the University community with integrated access to appropriate administrative information and services in a reduced paper environment.
- Develop Integrated Access to Administrative Services
 - Implement Integrated Data Warehouse
- P Space and Facilities:** All University campuses and facilities will be information technology friendly, with a reliable modern technical infrastructure equipped for services appropriate to their use.
- Develop, Apply and Maintain Construction Standards
 - Construct ITS Building at Manoa
- P Faculty and Staff Support:** The University community will be able to use information technologies appropriately and effectively with the assistance of an able and committed information technology support staff.
- Provide Staff with Up-to-Date Networked Computers
 - Increase Technical Support Staff
 - Increase Professional Development Opportunities
 - Improve HR Practices for IT Professionals
- P Information Technology Management and Funding:** The University will effectively manage the converging and rapidly advancing technologies of computing and communications across the University system and at each campus or college by employing sound fiscal practices.
- Reinvigorate IT Advisory Committees and IT Planning
 - Budget IT Costs as Ongoing Operational Expenses

The most critical action is the last one, that the University implement funding mechanisms to treat all aspects of information technology as recurring costs that include stable budgets for computers, software, maintenance, training and replacement of obsolete technology on a regularly scheduled basis.

NCHEMS - Funding Analysis of the University of Hawai'i System

Since 1980, the National Center for Higher Education Management Systems (NCHEMS) has been active in assisting states and national agencies to develop effective approaches to policy in the areas of governance, assessment and accountability, and in directed resource allocation. Work in these areas has included joint projects with such agencies as the Education Commission of the States, the National Governors' Association, the National Conference of State Legislatures, the National Center for Education Statistics of the U.S. Department of Education, and under contract to a range of individual states and multicampus systems.

In the Spring 2000, NCHEMS was contracted to evaluate the financing of the University relative to its various peer institutions across the country. A published a report of its analysis of the funding of the University as compared with similar institutions made the following observations:

- Resources per FTE student are at the lowest point since 1980.
- UHS, relative to peers, is collectively under-funded by \$117-\$137 million.
- The levels of under funding are proportionally higher at most of the CCs.
- Four-year campuses get relatively more funding from the state and less from tuition than their peers. The reverse is true for the Community Colleges. It should be noted that this pattern is counter to that normally

found. More typical are patterns in which students contribute a greater share at four-year institutions and a lesser share at two-year institutions.

- Hawaii institutions receive far less revenues from sources other than tuition and state appropriations than peer institutions. This is true regardless of peer groups used as the basis of comparison and is for all campuses.
- The funding gap to be filled cannot be acquired from a single source; revenues will have to be increased from all sources if the gap is to be closed.
- It is appropriate to address the structural problem reflected in the high System Support Index number for the state. In simple terms, this means establishing University of Hawaii System policy that has the net effect of funneling future growth to places less expensive to operate than Manoa.



Analysis of UHS Financing

Additional Revenues to Reach
Institutional Peer Medians

	Unadjusted	CGI Adjusted
UH Manoa	\$36,963,000	\$87,830,000
UH Hilo	-	-
UHCC	\$25,784,000	\$29,425,000

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Figure 21

APPENDIX B

PLANNING ASSUMPTIONS

PLANNING ASSUMPTIONS

EXTERNAL ISSUES

- P The Hawai`i population will continue to grow approximately 1% per year throughout the planning period.
- P The number of Hawai`i public school graduates will continue to increase approximately 2-3% per year during the scope of the planning period.
- P Changes in the Hawai`i economy and workforce that result in a reduction in low-skilled jobs and increase in technical and professional employment will continue over the duration of this planning period.
- P Although a growing number of jobs in Hawai`i require education at the baccalaureate level and beyond, the majority of jobs will require some education and training beyond high school, but not at the baccalaureate level.
- P The Community Colleges will continue to enroll a substantial number of students who will require some form of remedial/developmental education and related support services.
- P With the appropriate mix of programs and services, an increasing number of new high school graduates will choose to continue their education at the Community Colleges. This should result in enrollment increases of 3-4% per year over the next 4 to 6 years.
- P The Community Colleges will continue to benefit from strong and informed community interest, involvement, and support for the development of the Community Colleges.
- P The visitor industry and related retail sales and services, will continue to be the mainstays of the Hawai`i economy.
- P Community and employer expectations regarding our graduates will continue to increase. These expectations include:
- Program graduates who are literate and can communicate;
 - Program graduates who are prepared for further education;
 - Program graduates who know standard industry practices;
 - Program graduates with “Real World” experience;
 - Program graduates with “Soft Skills” as detailed in the United States Department of Labor SCANS competencies;
 - Administrators, faculty and curricula that are able to change to meet new industry requirements; and
 - Student certifications that meet established industry standards and are transportable.

- P The total State General Fund support available to the Community Colleges will remain substantial. A weak economy and growing competition for State funds will constrain State support in the near term, but the State's commitment to public higher education, coupled with institutional accountability, will improve the Community Colleges's General Fund base in the long run.
- P The Community Colleges must expand non-General Fund sources of financial support if we are to have sufficient resources to meet our strategic goals.
- P With the advent of satellite and interactive television, personal computers, and the Internet, much of what was once restricted to the classroom on campus can now be delivered anywhere in the world at the convenience of the learner. The growing use of these technologies and the sharp drop in their cost will increase the public's demand for greater access to postsecondary education and increase competition from other education and training providers.
- P Rapidly changing technologies, particularly those related to telecommunications and the Internet, will provide access to a rapidly growing array of information resources and educational programs in Hawai`i from around the world.
- P Changes in the federal and state welfare statutes and requirements will cause an increasing number of individuals to seek programs and services designed to improve their employability.
- P As significant changes continue to take place in the workplace, an increasing number of individuals will seek opportunities for further education. This will include not only individuals employed in the visitor industry and related services, but also professionals such as teachers, health care providers, social service providers, etc.
- P Providing residents with the opportunity to enroll in programs that lead to employment in the State will continue to be a high priority for the Community Colleges
- P A growing health and wellness industry in Hawai`i along with an aging population will result in increased demand for instruction in related health programs.
- P Increased competition in the education marketplace will require the community colleges to commit additional time and resources to marketing and promotion if we are to continue to attract students to the campuses.
- P Limited resources and the rapid advance of new technologies will require that we develop strategic partnerships with business and other education providers.

INTERNAL ISSUES

- P Student expectations for education and support services will continue to increase. Their expectations include:
- Build upon their previous education and training;
 - Ability to smoothly transfer between campuses offering the same programs without having to repeat courses;
 - Employability in a job related to their education and training;
 - Ability to meet established industry certification requirements upon graduation;
 - Ability to work and meet other family obligations while continuing their education;
 - Ability to enroll, register, and complete other institutional transactions as efficiently as possible;
 - Enrollment in classes taught by faculty who are supportive, qualified, and well-prepared;
 - Classes conducted in suitable facilities, with the equipment necessary to prepare students with essential skills and knowledge; and
 - Timely access to appropriate support services, including:
 - Financial Aid and Scholarships
 - Library Services
 - Tutorial Support
 - Computer Services
 - Advising and Counseling
 - Child care
 - Job Placement Services
- P Increased professional development opportunities for faculty and staff in the Community Colleges is a critical element in providing quality programs and services.
- P Regular coordination among the Community Colleges and all campuses of the University of Hawai'i in the delivery of programs will provide greater opportunities for the residents of Hawai'i.
- P Quality customer service is an increasingly important aspect in the enrollment and retainment of today's students. Professional development for support staff is an important part of the success of the community colleges' enrollment management efforts.
- P Promoting partnerships with business, industry, government, and other educational entities will make maximum use of limited resources.
- P A regular, systematic review of community postsecondary education needs and appropriate program modifications will assure efficient use of limited resources.
- P The current location of the University Center in Kealahou, and the lack of adequate facilities and infrastructure will continue to hamper the delivery of quality programs and the growth of student enrollment in West Hawai'i.

- P** Facilities and equipment limitations, particularly at our Oahu campuses, will limit our ability to respond to increased demands for telecommunications and high technology education and training.

APPENDIX C

CAMPUS PLANNING SUMMARIES

HAWAII COMMUNITY COLLEGE

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

HONOLULU COMMUNITY COLLEGE

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

KAPI`OLANI COMMUNITY COLLEGE

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 e-Business provide opportunities for new synergies in career education. New synergies bridging K-12 and college, including educational assisting, teacher preparation and service-learning also hold promise for training tomorrow's teachers. New synergies in developing and promoting UH, UHCC and Non-UH partnerships in enhancing teaching and learning, economic and workforce development, education and training such as serving as the home-base for the Culinary Institute of the Pacific (CIP), the Honda International Center (HIC), Waikiki Lifelong Learning Center (WLLC) and the Hawai'i Center for Hospitality and Tourism Education and Training.

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 significant changes in the focus on the learning process and in 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 in 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.
- The institution will create more strategic partnerships and alliances with local, regional and global entities for promoting teaching and learning, economic and workforce development education and training.

CAMPUS PRIORITIES

Goal 1 To Promote Learning and Teaching for Student Success

1. Strengthen campus support of Holomua, the remedial and developmental program that seeks to integrate student learning skills with academic instruction in English and mathematics and to foster 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 student recruitment, enrollment growth and retention for both resident and non-resident students as institutional priorities.
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 teaching, increased productivity and increased learning-centered behavior.

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

1. Strengthen inter-campus collaboration between and among all UH system institutions, the State Department of Education, and the private and non-profit sectors in a true partnership 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. Develop and sustain mutually beneficial partnerships including Culinary Institute of the Pacific (CIP), the Hawai'i Center for Hospitality and Tourism Education and Training (HCHTET), and enhance the Waikiki Lifelong Learning Center (WLLC).
2. Provide timely and relevant high quality short-term education and training to meet emerging economic opportunities especially in biotechnology, sports medicine, business, information technology and e-Business, entrepreneurship, teacher education and educational assistance, health sciences, new media arts, journalism, telecommunications and films.
3. Develop degree (Associate, 3 year and Baccalaureate) qualified programs to meet the changing educational needs of our communities.
4. Develop structured collaborations between existing 21st century career and academic programs with emphasis on strong applied technology, service-learning, and integrated international education applications.
5. Promote seamless articulation between long-term and short-term education and training programs.
6. Work with our sister UH campuses to plan and develop four year degree programs.

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 further development of Integrated International Education and Globalization Emphasis (IIEG), including the recruitment of non-residents especially International students and to develop the necessary infrastructure such as housing, enrollment management and student support services.

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

1. Redefine faculty roles and rewards to promote the scholarship of teaching, a focus on learning and related services to students.
2. Redefine staff roles and rewards to promote careers of professional 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, civic minded, and to value themselves, the community, civility and active participation.

2. To 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 students and physically challenged students.
3. To 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. To develop student-centered learning and teaching resources and approaches to ensure superior academic achievement and career training, anticipate and address changing economic and social conditions, and provide access to all who seek these College resources.
5. To 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

1. To 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. To allocate and manage resources to achieve continuing improvement in organization, people, and processes to secure competitive advantage.

¹ Adapted from the UH System Strategic Plan. Objectives and Action Strategies from same.

KAUA`I COMMUNITY COLLEGE

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

F. 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.

LEEWARD COMMUNITY COLLEGE

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.

- q Improve inter & intra-campus communication.
- q Improve articulation of courses and programs.

C. Promote Workforce and Economic Development.

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

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

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

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

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

MAUI COMMUNITY COLLEGE

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 a comprehensive occupational/technical program that includes business, nursing, trade technology, and public service career fields. In addition to credit programs, there is a robust curriculum including training and personal enrichment courses within the non-credit sector. There is also 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 other components with the University of Hawaii system to fulfill those needs. MCC has also developed linkages with Maui Research and Technology Center, the Maui High Performance Computing Center, the UH Super Computer facility, and the Science City facility atop Haleakala to support programmatic offerings.

Through a two-way teleconferencing network, MCC is able to offer courses at its educational centers in Hana and on Lana`i and Molokai. Through its campus and countywide computer network, students communicate with faculty and access the internet, world wide web and other on-line resources from any of the MCC facilities. The tri-isle character of the its community requires innovative and creative approaches to ensure access to higher education and quality programs and services.

In 2001 the decision was made to pursue a four year degree offering in addition to the continuation of two year degree and certificate programs. The creation of a baccalaureate degree offers great opportunities while at the same time presents a new set of challenges. However, the MCC ohana remains firmly committed to the core values of access, affordability, and partnership with the community which have guided the institutional growth and development since the inception of the College.

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 development of the four year degree, continued evolution of the University Center, programs and degrees at the two year level, and non-credit instruction and training. 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.

CAMPUS PRIORITIES

The highest priority in the upcoming year is the continued development and implementation of the proposed baccalaureate degree in Business and Information Technology. However, the campus constituencies are committed to the continuation of 2 year degrees and certificates as the 4 year program evolves. In addition, there are a series of initiatives at the 2 year level including the development of programs in biotechnology, dental assisting, and educational assistant. Instructional technology has become a major component of the educational endeavor 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 have 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 Molokai.

A. PROMOTE LEARNING AND TEACHING FOR STUDENT SUCCESS

1. 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

2. 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 will need to develop mechanisms to achieve the goal of decreasing faculty teaching loads while maintaining necessary and appropriate instructional offerings.
2. MCC will need 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. 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.

WINDWARD COMMUNITY COLLEGE

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

1. The State's economic picture is expected to slowly recover over the upcoming six-year period.
2. 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 M-noa 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.

3. 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

- q The student population will likely remain predominantly liberal arts majors.
- q 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.
- q 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.
- q WCC will remain an open-admission College.
- q 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.
- q Campus technology will continue to be important to academic support and to the enhancement of successful teaching.
- q WCC will be a leader in Hawaiian Studies, the performing arts, and the sciences.
- q 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
 - q Basic computer literacy skills; integrate new technology into teaching strategies
 - q Peer tutoring and mentoring
 - q Writing Across the Curriculum and Writing Intensive
- B. Increase enrollment and retention of students
- C. Support assessment and related activities
 - q Institutional researcher position or compensation to conduct institutional research

- q Implementation of strategies to address assessment outcomes/findings
- D. Support distance learning
 - q Incentives for faculty to develop distance DL delivered courses
 - q Lecturer replacement costs
 - q Student Services
 - q 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:
 - q Expand system and campus funding for electronic databases
 - q System and campus funding for delivery of books and other materials
 - q 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.
 - q Provide all faculty members with up-to-date computer and other appropriate technology tools.
 - q Implement a four-year equipment replacement cycle for computing equipment.
 - q Implement facilities for distance learning .
- F. Improve institutional technology planning and technology support services
 - q Reorganize technology support units and staff under a qualified technical manager.
 - q 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
 - q 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

APPENDIX D

UHCC ORGANIZATIONAL ISSUES

UHCC ORGANIZATIONAL ISSUES

Over the past twenty years there have been a number of occasions to examine and evaluate the manner in which the University and the Community Colleges have been organized. These have come in the form of legislative initiatives to establish a separate board for community colleges (an approach that has recently been adopted in Kentucky), or a separate board for UH Hilo and UH West Oahu (and renaming the new entity the Hawai'i State University); task forces formed to give advice on the 1984 systemwide reorganization that resulted in the dissolution of the UH M-noa Chancellor's Office (an approach that was reversed by the 2001 decision by the BOR to reestablish the Office); studies conducted by nationally prominent consultants (e.g., Dr. Ernest Boyer of the Carnegie Council in 1989) that recommended maintaining the missions of the current major units, but resulted in the reshaping of some internal operating patterns; and evaluations by various accreditation teams that have made specific operational recommendations designed to strengthen and preserve the distinct mission of the Community Colleges.

A recent examination of the organization of the Community Colleges by the faculty and administrative leadership concluded that ????

[Insert the report of the UHCC Operational Review Committee]

APPENDIX E

STRATEGIC FINANCIAL PLAN 2002-2010

STRATEGIC FINANCIAL PLAN 2002-2010

In concert with the strategic priorities detailed in this 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. However, a decade of budget reductions has placed us well behind other states in our expenditures per FTE student. A national study conducted by the Educational Commission of the States in 2001 reported that our expenditure per FTE student is the lowest among the 50 states. In a separate study conducted by the National Center for Higher Education Management Systems (NCHEMS) in 2001, it was reported that in FY 1998, the Community Colleges were funded at a level that was \$26.5M to \$38M below our peer institutions when adjusted for cost of living. This funding shortfall makes it particularly difficult to provide an adequate level of student, academic, and institutional support services essential to promote student success.

We are committed to work toward closing the funding gap identified in the 2001 NCHEMS funding study. We recognize it will be necessary to pursue a multi-dimensional, phased implementation strategy (including matching expenditure and execution plans) to accomplish this goal. This will require that we:

- d. Optimize tuition revenues by targeting student recruitment in areas where there is excess delivery capacity, and increasing the number of non-resident tuition paying students;
- e. Increase operational efficiency, i.e. streamline administrative and academic policies, reduce the number of low enrolled classes, increase average class size—particularly in under-enrolled occupational/technical programs, etc.;
- f. Improve the financial management capacity of administrators and staff;
- g. Use a holistic approach to financial management to assure best use of all available resources—“the color of money is green”;
- h. Increase revenue flow from customized training and other non-credit sources;
- i. Increase revenue flow from gifts, sales and services, and other entrepreneurial activities;
- j. Increase contract and grant funding initiatives;
- k. Seek appropriate State General Fund support, including a scholarship program for needy students; and
- l. Consider adopting alternative organizational approaches to assure development of the entrepreneurial environment essential to assure the continued success of specialized training centers such as the Pacific Center for Advanced Technology and Training and the Culinary Institute of the Pacific.

All of these steps are essential if we are to preserve student access, maintain a low tuition, and attain the goals we have set for ourselves in this plan. In addition, it will be necessary for us to develop a thoughtful resource acquisition and expenditure strategy (including re-allocations) to aggregate the additional resources detailed below if we expect to be accomplish our priorities over the next eight years

UH-IRO Middle Series Enrollment Projection - 03/02

High Non-Resident Student Growth

UH Community Colleges	Actual					Projected							
	1997-98	1998-99	1999-2000	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
ENROLLMENT													
Fall Headcount	24,899	24,909	25,390	23,777	24,809	25,189	25,120	25,252	25,623	26,031	26,529	27,306	27,579
						1.5%	-0.3%	0.5%	1.5%	1.6%	1.9%	2.9%	1.0%
Annual													
FTE Students	14,607	14,552	14,537	14,617	14,638	14,911	15,038	14,989	15,239	15,505	15,775	16,247	16,412
Gen & PreProf SSH Taught	303,269	304,391	302,338	290,007	300,328	303,957	304,502	305,502	309,928	315,109	320,993	330,408	333,752
Tech-Occ SSH Taught	134,929	132,167	133,781	148,496	138,803	143,379	146,643	144,156	147,231	150,041	152,272	157,007	158,611
Total SSH Taught	438,198	436,558	436,119	438,503	439,131	447,336	451,145	449,658	457,159	465,150	473,265	487,415	492,363
Classes Taught -	6,881	6,880	7,009	6,985	6,958	6,984	6,976	6,973	6,977	6,975	6,975	6,976	6,975
Additional Classes						26	18	15	19	17	17	18	17
Avg Class Size	21.2	21.2	20.7	20.9	21.0	21.4	21.6	21.5	21.8	22.2	22.6	23.3	23.5
REVENUES													
	Actual					Projected							
SOURCE OF FUNDS													
General Funds	66,079,867	65,210,647	65,735,885	68,311,641	73,052,129	73,300,622	73,300,622	79,300,622	81,300,622	82,800,622	85,800,622	88,800,622	91,800,622
General Fund Request	0	0	0	0	0	0	6,000,000	2,000,000	1,500,000	3,000,000	3,000,000	3,000,000	500,000
Total General Funds	66,079,867	65,210,647	65,735,885	68,311,641	73,052,129	73,300,622	79,300,622	81,300,622	82,800,622	85,800,622	88,800,622	91,800,622	92,300,622
Tuition & Fees Special Funds	24,026,444	25,956,551	30,067,353	34,316,235	36,801,815	37,365,509	37,263,154	37,458,964	38,009,307	38,614,537	39,353,273	40,505,879	40,910,938
BOR Approved Increase	0	0	0	0	0	0	1,756,179	3,395,758	4,969,034	4,969,034	4,969,034	4,969,034	4,969,034
Expected Tuition Increase	0	0	0	0	0				0	975,071	1,993,819	3,065,394	
Additional Non-Res Tuition	0	0	0	0	0	235,000	1,645,000	2,820,000	3,760,000	5,170,000	5,640,000	6,110,000	6,580,000
Total Tuition & Fees Special Funds	24,026,444	25,956,551	30,067,353	34,316,235	36,801,815	37,600,509	40,664,333	43,674,721	46,738,342	48,753,571	50,937,379	53,578,733	55,525,366
Revolving Funds	4,502,782	4,369,479	4,580,106	1,433,522	1,950,094	1,950,094	1,950,094	1,950,094	1,950,094	1,950,094	1,950,094	1,950,094	1,950,094
Appropriated Federal Funds	2,661,354	2,766,072	3,111,080	3,538,967	2,510,242	2,510,242	2,510,242	2,510,242	2,510,242	2,510,242	2,510,242	2,510,242	2,510,242
Other Revenues													
TOTAL Appropriated Revenues	97,270,447	98,302,749	103,494,424	107,600,365	114,314,280	115,361,467	124,425,291	129,435,679	133,999,300	139,014,529	144,198,337	149,839,691	152,286,324
EXPENDITURES													
Current Services	97,270,447	98,302,749	103,494,424	107,600,365	114,314,280	114,562,773	115,317,247	116,078,633	116,899,840	117,754,115	118,638,510	119,556,006	120,507,715
Higher Ed Inflation						754,474	761,386	821,207	854,275	884,395	917,496	951,709	988,942
UH System Assessments						0	0	0	0	0	0	0	0
Enrollment Changes						3.00	2.52	2.08	2.77	2.46	2.44	2.56	2.48
FTE Positions													
Faculty \$						156,000	131,238	108,127	144,169	127,845	126,714	132,909	129,156

Support Services						150,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000
STRATEGIC INITIATIVES													
Goal A Requirements						0	500,000	2,000,000	3,000,000	4,500,000	6,000,000	8,500,000	8,500,000
Positions													
Goal B Requirements						0	750,000	750,000	750,000	750,000	750,000	750,000	750,000
Positions													
Goal C Requirements						0	500,000	1,000,000	1,500,000	2,000,000	2,500,000	3,000,000	3,000,000
Positions													
Goal D Requirements						0	3,500,000	4,500,000	5,500,000	7,000,000	7,150,000	7,150,000	7,150,000
Positions							45	90	135	180	180	180	180
Goal E Requirements						0	3,250,000	4,250,000	5,250,000	6,250,000	8,250,000	9,750,000	11,250,000
Positions													
Total of Strategic Initiatives													
Total Expenditures	97,270,447	98,302,749	103,494,424	107,600,365	114,314,280	115,623,247	124,909,871	129,707,967	134,098,284	139,466,355	144,532,720	149,990,624	152,475,813
New Positions						3	48	92	138	182	182	183	182
Internal Reallocations						261,780	484,580	272,287	98,985	451,826	334,383	150,934	189,489
Net Revenues						0	0	0	0	0	0	0	0

UH-IRO Middle Series Enrollment Projection - 03/02

High Non-Resident Student Growth

Assumptions:

- Student patterns of course enrollment will remain stable over the period of the plan
- State Revenues will grow and Legislature will provide significant GF support (+\$19M) to CCs to maintain student access and low tuition
- Students paying non-resident tuition will grow to an additional 1,400 by 2010
- Non-Credit tuition charges will increase at the same rate as credit tuition
- Excess non-credit revenues will be used to cover other institutional operating costs
- Salary increases for all established GF positions will continue to be covered by a separate appropriation for Collective Bargaining
- Additional classes and FTE faculty will be added to hold UHCC average class size to 23.5 students by 2010
- The existing BOR teaching assignment policy will be maintained, but additional faculty positions and \$ will be added to reduce average teaching assignments to 12 Credits or equivalent by FY07
- Credit Tuition will be increased by \$1 (2%) per credit per year beginning in AY 2007-2008 to partially offset inflation
- Non-Resident Tuition differential (~\$4,700) will remain at its current level
- Non-Resident Tuition policy will be changed to restrict students' ability to change their residency designation

Additional Non-Resident Tuition Paying Students

2002-03	50
2003-04	350
2004-05	600
2005-06	800
2006-07	1100
2007-08	1200
2008-09	1300
2009-10	1400