

## **University of Hawai‘i at Hilo Executive Summary**

Good morning and Happy New Year! The beginning of a new year brings with it new hope and exciting possibilities and opportunities. Thank you for this opportunity to come before you to highlight the University of Hawai‘i at Hilo.

The University of Hawai‘i at Hilo is recognized and applauded as a national public university with a rigorous and engaging curriculum and one of the country’s most diverse student bodies. Our size and setting mirror the look and feel of a small private college, yet we are accessible and affordable to a wide range of students.

In June 2004, the Western Association of Schools and Colleges (WASC) granted UH Hilo a 10-year accreditation, the longest accreditation period that is granted by the Commission. This is a tribute to the students, faculty and staff who all contributed to achieve this goal. The University was commended for our “bold vision of service to the Hawaiian community, and our efforts to “transform from a liberal arts college to a comprehensive university that serves the workforce needs of Hawai‘i”.

The word *transform* is a fitting metaphor that epitomizes our passion for helping students reach their fullest potential as independent and critical thinkers, entrepreneurs, lifelong learning and contributing members of society. Our dedicated faculty motivate and inspire critical thinking in every student. Our students live and work in the middle of one of the world’s greatest living, learning laboratory. Hawai‘i’s oceans, tropical forests, mountains, volcanoes and cultural diversity are classrooms money cannot buy. Our strategic and geographical location is ideal for East-West interchange, research and partnerships.

Of the more than 3,600 colleges and universities in the United States, few are more distinctive than UH Hilo. The tremendous diversity of our student body, the richness of our

Big island location, and the *aloha spirit* that permeates our delivery of education make UH Hilo a very special place of higher education.

A comprehensive strategic plan will guide our decision-making through 2010. The achievement of this plan will position UH Hilo as the premier residential campus in Hawai'i providing an exemplary education to all students - residents, commuter, nontraditional students and distance learners. Our ultimate purpose at UH Hilo is to offer a wide range of studies and activities, research opportunities, internships and volunteer community work, and contribute to the quality of life and the social, economic and environmental well-being of our students, island community and our State.

UH Hilo has made significant progress towards meeting our 2002-2010 Strategic Plan. Since 1997 we have experienced over 25% growth in enrollment in spite of historical under funding. Our quality and image has attracted in-state, out-of-state and international students to choose UH Hilo as their college of choice. Our surveys show that 87% of our students and 91% of our alumni are very satisfied with their educational experiences at UH Hilo.

In addition to our growth in enrollment is our growth in grants. UH Hilo grant activity currently exceeds \$14 million, with 40 faculty and administrators serving as principal investigators of 72 research and support services projects.

Academic offerings at UH Hilo have been enhanced and expanded. We reconstituted the School of Business to be the College of Business and Economics. In October 2004 we received Board of Regents approval in concept to establish a College of Pharmacy. We also received approval in concept of the Ph.D. in Hawaiian and Indigenous Language and Culture Revitalization.

UH Hilo is engaged with our community outside the university. We believe that universities are most viable when they interact with their communities and respond to society's most pressing problems and issues. Our research and scholarship directly benefit the people and economy of the Big Island and the State of Hawai'i.

UH Hilo embraces opportunities for dynamic community partnerships. Our federal, state and local partnerships have led to the dedication and blessing of many centers this year: the Mauna Kea Astronomy Education Center; the North Hawai'i Education and Research Center, Phase I; the USDA Pacific Basin Agricultural Research Center, the Hawai'i Innovation Center and the Pacific Aquaculture & Coastal Resources Center. Yes, we have been very busy in creating opportunities in higher education for our students, our Big Island community and the State of Hawai'i.

We hold optimism for the University of Hawai'i at Hilo, but I must also speak of what is needed to both sustain and fulfill our Strategic Plan. Even with our well-qualified faculty and staff dedicated to students and academic excellence, we cannot sustain our momentum and move forward without additional resources.

Last year I spoke of our revenues falling far below most other public higher education institutions of similar size and complexity. The funding situation has not improved and in fact, with increase in our enrollment, this gap is getting bigger and wider.

Our physical plant has also increased in size. Since 1998, with no additional funding, we have increased the size of our plant over 100,000 square feet. We have less to spend per square foot for facilities, ground security and repairs and maintenance as compared to three years ago. The lack of staff and the delay in funding repairs and maintenance has negatively impacted the health and safety of our students, faculty and staff.

Even though we concluded a Memorandum of Understanding with Hawai‘i Community College on the utilization of shared facilities and services, the funding has not come forward and we are still supporting their cost of utilities and other operational costs of over \$2 million. We cannot continue to support these costs.

Funding has not kept pace with our growth and development. Without additional resources, UH Hilo cannot sustain its special niche as a comprehensive university and continue our national distinction in undergraduate education. WASC acknowledged the fiscal challenge we face and stated “*the core budget of UH Hilo has been eroded due to a lack of support for enrollment growth, compensation increases and new space.*” To reach our potential and fulfill our Strategic Plan we need an increase in our permanent base budget as well as funding for new growth initiatives.

The State of Hawai‘i is in critical need of more baccalaureate degree graduates. The national average of the state’s population in four-year undergraduate enrollment is 2.20%. Hawai‘i, however, is below the national average with only 1.66% of our population in a four-year undergraduate program and needs more of its population to seek a four-year degree.

UH Hilo is committed to preparing professionals to enter the workforce to help shape our economy and the overall quality of life in Hawai‘i. We have sustained steady increase in enrollment. If UH Hilo were given the resources to meet the Board of Regents approved plan to increase the enrollment to 5,000 students, UH Hilo will be even more cost effective in graduating baccalaureate degree students to enter Hawai‘i’s workforce.

We are eager and poised to further develop our excellence in teaching and learning. We are committed to meet the social and economic needs of the Big Island and the State, and

to provide a safe and healthy teaching and learning environment for our students, faculty and staff.

Thank you for the opportunity to share with you our achievements and aspirations.

## **University of Hawai‘i at Hilo**

### **I. Introduction**

#### **A. Summary of Program Objectives**

The University of Hawai‘i at Hilo is recognized and applauded as a national public university with a rigorous and engaging curriculum and one of the country’s most diverse student bodies. Our size and setting mirror the look and feel of a small private college, yet we are accessible and affordable to a wide range students.

A comprehensive strategic plan will guide our decision-making through 2010.

The Strategic Plan Goals are:

- Goal I: Maintain a well-rounded mix of liberal arts and professional programs, while distinguishing ourselves by taking full advantage of the extraordinary natural environment and cultural diversity afforded by our island setting.
- Goal II: Continue to refine and strengthen efforts to fulfill our primary mission to offer high quality undergraduate liberal arts and professional programs.
- Goal III: Build a learning environment that facilitates student development and success.
- Goal IV: Obtain sufficient resources to support enrollment growth, high quality programs and enhanced services.
- Goal V: Embrace opportunities for dynamic community involvement.
- Goal VI: Establish a more effective organization and invest in human capital.

The achievement of this plan will position UH Hilo as the premier residential campus in Hawai‘i providing an exemplary education to all students—residents, commuters, nontraditional students and distance learners. In June 2004, the Western Association of Schools and Colleges (WASC) granted UH Hilo a 10-year accreditation, and commended UH Hilo for “its bold vision of service to the Hawaiian community” and its efforts to “transform itself from a liberal arts college to a comprehensive university that serves the workforce needs of Hawai‘i.”

The word *transform* is a fitting metaphor that epitomizes our passion for helping students reach their fullest potential as independent and critical thinkers, entrepreneurs, lifelong learners and contributing members of society. Our ultimate purpose at UH Hilo is to offer a wide range of studies and activities, research opportunities, internships and volunteer community work, and contribute to the quality of life and the social, economic, and environmental well-being of our students, island community and our state.

The University of Hawai‘i at Hilo is well positioned to meet the competitive business of higher education, in large part because of our special identity and ability to stand out. Of the more than 3,600 colleges and universities in the U.S., few are more distinctive than UH Hilo. The tremendous diversity of our student body, the richness of our Big Island location, and the “Aloha Spirit” that permeate our delivery of education make this a very special place of higher education.

The University of Hawai‘i at Hilo embraces diversity as one its greatest strengths. It is the very heart of who we are as a community of learners. The faces of our

university are the faces of a vibrant world. Our growing student body represents a rich and broad mix of races, ethnic groups, traditions and cultures. Sixty-percent of our 3,300 students hail from our diverse island state, with nearly 40 percent from outside Hawai‘i. More than 10 percent are international, representing 40 countries from Asia, Canada, Europe, Central and South America, and the Pacific Islands. Students leave UH Hilo with confidence of strength and character, and enter the next stage of their lives prepared to work effectively in an increasingly global society.

The Big Island offers our students and faculty some of the world’s most natural, dynamic and dramatic laboratories for learning and research. Our distinctive climate zones and ecosystems of snow-capped mountains, deserts, rainforests and coral reefs cannot be found anywhere else in the world.

Our mid-Pacific location, a strategic intersection of East and West, is a cultural laboratory of opportunities. We have established ourselves as a leader in indigenous studies, and in preserving and advancing the cultures, histories, and languages of ethnic populations in Hawai‘i and across the Pacific Rim. Our academic programs - astronomy, marine science, tropical agriculture and geology – draw their strength from our island living laboratory.

The Aloha spirit continues to shape the personality and ethos of UH Hilo. As we continue to grow we remain committed to an atmosphere of “global intimacy.” Equally important is our commitment to be the gateway for Hawai‘i’s first generation college students.



UH Hilo is engaged with our community outside the university. We live our belief that universities are most viable when they interact with their communities and respond to society's most pressing problems and issues. Our research and scholarship directly benefit the people and economy of the Big Island and the State of Hawai'i.

Despite our strengths and achievements, much remains to be done. As we continue to grow, new facilities are needed, particularly dormitories, classrooms and laboratories. Ongoing investments must be made in our student advising and student life initiatives. Academic vitality must be of priority via faculty development opportunities and the establishment of faculty chairs and professorships. With your continued support, University of Hawai'i at Hilo can fulfill our Strategic Plan and continue to create academic, social and economic opportunities for the Big Island and the State of Hawai'i.

## **B. Description of Program Objectives**

**UOH-211, Instruction:** Certificates and degrees are offered through the College of Arts and Sciences, College of Agriculture, Forestry and Natural Resource Management, College of Business and Economics, and College of Hawaiian Language.

**UOH-213, Public Services:** This program improves the quality of life and provides direct assistance to the general public by making available a variety of credit and non-credit programs in which the institution has special competence.

**UOH-214, Academic Support:** This program assists directly and facilitates the academic functions of the University by retaining, preserving and displaying teaching and research materials.

**UOH-215, Student Services:** The purpose of this program is to support, enrich and broaden the student's life while enrolled at the University by making available a variety of services and activities that supplement the primary academic programs.

**UOH-216, Institutional Support:** This program provides campus-wide executive management, fiscal, auxiliary and other related supporting services.

**C. Explain how your program intends to meet its objectives within the upcoming fiscal year**

The vision and ultimate goal for the University of Hawai'i at Hilo is to become the premier residential campus in Hawai'i while also providing an exemplary education with aloha to commuting students, nontraditional students and distance learners. Already known for our success in Hawaiian language revitalization and for using the island as a learning and research laboratory, UH Hilo will become noted for:

- Academic excellence in liberal arts, professional and agricultural programs
- A vibrant, enriched campus life
- Leadership in studies of Hawaiian, East Asian, Pacific and indigenous cultures
- Leadership in studies of the tropical environment
- Active learning in research, internships and community service
- Scholarship in theoretical and applied areas

- Commitment to community development

In order for UH Hilo to meet our objectives we must have the basic human and physical infrastructure to support the teaching and learning environment for our students, faculty and staff. Through partnerships we are able to build capacity that we would not have by ourselves. An example of this is partnering with the private sector to expand our student housing capacity in order to become a true residential campus. Additionally, to continue to build our diverse student enrollment, we must implement a comprehensive enrollment management plan for the successful recruitment and retention of students from throughout Hawai'i, the U.S. mainland, and other countries. By strengthening our human and physical infrastructure and building our student enrollment, we will be able to meet our strategic goals, develop a high-level workforce, and boost the social and economic development of the Big Island and the State of Hawai'i.

## **II. Program Performance Results**

### **A. Discuss the performance results achieved by each program in FY 2003 and FY 2004**

### **B. Explain how these results relate to the program's objectives and department's mission**

#### **1. Overall Institutional Assessment - Accreditation, Measures of Quality and Effectiveness**

In June 2004, the Western Association of Schools and College (WASC) informed UH Hilo that its accreditation has been reaffirmed until 2014. This 10-year extension is the longest accreditation period that is granted by the

Commission, and a culmination of the previous assessments of the Preparatory Review and Education Effectiveness Review teams that visited UH Hilo in March 2003 and March 2004 respectively. The following are some of their commendations:

*... for transforming itself from a liberal arts college to a comprehensive university that serves the workforce needs of Hawai'i.*

*... the University had made "great strides" in moving toward the vision of becoming a learning organization*

The UH Hilo BSN received re-accreditation from the National League for Nursing Accreditation Committee (NLNAC) on February 2003. NLNAC accreditation is a voluntary peer review process to enhance quality improvements in nursing education.

The newly constituted College of Business and Economics were visited by the AACSB International (Association for the Advancement of Collegiate Schools of Business) review team in late October. The team's recommendation was very favorable, and the Initial Accreditation Committee is scheduled to vote on the team's recommendation this December 2004.

## **2. Instruction**

Strategic Plan Goal I: Maintain a well-rounded mix of liberal arts and professional programs, while distinguishing ourselves by taking full advantage of the extraordinary natural environment and cultural diversity afforded by our island setting.

Strategic Plan Goal II: Continue to refine and strengthen efforts to fulfill our primary mission to offer high-quality undergraduate liberal arts and professional programs.

- Reconstituted the School of Business as the College of Business and Economics (Spring 2004)
- Established an interdisciplinary M.S. in Conservation Biology and Environmental Sciences to train individuals for technical and multidisciplinary professional jobs in conservation and ecological research, protected parks management, natural resource management, and social and economic fields (Fall 2004)
- Established a M.A. degree in China-US Relations to provide students with an interdisciplinary liberal arts background in Chinese culture and its relation to America's role in Pacific affairs. It will prepare the student for a broad spectrum of professions such as international education, business and tourism, government, cultural exchange and foreign service in China and the Pacific region (Fall 2004)
- Board of Regents approval to establish a College of Pharmacy, in concept, and authorize the recruitment of a dean (October 2004)
- Board of Regents approval of the Ph.D. in Hawaiian and Indigenous Language and Culture Revitalization; the Certificate in Indigenous Language and Culture Revitalization; and the M.A. in Indigenous Language and Culture Education, in concept (October 2004)

- Continuing discussions to establish a B.S. in Electronics and Information Engineering
- Continuing efforts to establish the Kalakaua Marine Laboratory in Puako

### **3. Public Services**

#### Strategic Goal V: Embrace opportunities for dynamic community involvement

- The nursing department is offering their BSN degree program using distributed learning technology to registered nurses at Maui, Kauai and West Hawai'i who otherwise would not have the access and opportunity for professional advancement
- Hawaiian Language continues to be offered online in asynchronous mode to in-state and out-of-state sites.
- College of Continuing Education and Community Service (CCECS) offers "Fitness for Life," that targets not only a person's physical health, but strives to bring about an overall sense of well being and balance. There are a variety of classes each semester: conversational French, yoga, recreational paddling, recreational sailing and dance.
- CCECS established Senior College, made possible by a grant funded by the Osher Lifelong Learning Foundation of California. Senior College outreach class will begin January 2005 and will serve adults over 45 years of age in geographically isolated areas of the Big Island. We recently hired a East Hawai'i Coordinator serving Hilo, Papaikou, Honomu to Laupahoehoe; a South Hawai'i Coordinator serving Keaau, Pahoa, Kalapana, Mountain View, Volcano, and Pahala to Naalehu; and a West

Hawai'i Coordinator serving Honaunau, Kealakeakua, Keauhou, Kailua-Kona and Kalaoa to Waikoloa.

- Federal, state and county partnerships have led to the dedication and blessing of the following:
  - a. The Mauna Kea Astronomy Education Center - June 2004  
A partnership primarily with NASA for the construction of the Center. Anticipate opening of the center in November 2005.
  - b. The North Hawai'i Education and Research Center, Phase I - August 2004  
A collaborative partnership with Hawai'i Community College, area high schools and the community of North Hawai'i to provide opportunities in higher education and new approaches to meeting the challenges of Hawai'i's economy. Anticipated opening will be in 2005.
  - c. USDA Pacific Basin Agricultural Research Center - September 2004  
Groundbreaking was held for this federal Center to address the unique agricultural concerns of growers in Hawai'i and other U.S. territories in tropical and subtropical environments in the Pacific.
  - d. Hawai'i Innovation Center - November 2004  
This Center is in partnership with the High Technology Development Corporation.

e. Pacific Aquaculture & Coastal Resources Center - December 2004

A partnership with the County of Hawai‘i, Keaukaha Community Association and Hawai‘i Aquaculture Development Program. The Center’s programs will support the university’s aquaculture and marine science programs, including extension services to commercial aquaculture, fisheries and eco-tourism industries.

#### **4. Academic Support and Student Services**

Strategic Goal III: Build a learning environment that facilitates student development and success.

- We now have a part-time physician together with the nurse practitioner/manager to provide high quality and comprehensive health care to our students.
- Upgraded technology throughout the campus to improve access, instruction and campus life. Further upgrades to wireless access have been implemented.
- Arrangements underway to increase on-campus housing capacity through public-private partnerships. Ground preparation for the China-US Center has commenced.
- Efforts to internationalize the campus are ongoing. Our international student enrollment continues to increase and enrich campus life for all students.



- Library collections and access to systemwide resources continue to support students in their studies
- Orientation sessions for new, transfer and returning students are held each semester and have increased the overall academic success and student retention.

## **5. Institutional Support**

Strategic Goal IV: Obtain sufficient resources to support enrollment growth, high quality programs and enhanced services.

Strategic Goal VI. Establish a more effective organization and invest in human capital.

- A new dean of the College of Arts and Sciences will begin in January 2005. A search is underway for a dean of the College of Agriculture, Forestry and Natural Resources Management
- A new Director of Development was hired in August 2004.
- Combined the Graduate Council and Research Council into a single unit.
- A Memorandum of Understanding was entered into with Hawai'i Community College to manage shared facilities and services of the two institutions.
- Continued planning for the Student Life and Events Center, the Science and Technology building, and the redesign of the Student Services Building

- Grant activity currently exceeds \$14 million with 40 faculty and administrators serving as principal investigators of 72 research and support services projects

**C. Explain how the effectiveness of the program is measured (i.e., outcomes, measures of effectiveness, benchmarks, etc.) and discuss the performance results achieved during the past two years**

UH Hilo's greatest measure of institutional effectiveness is the 10-year accreditation, the longest accreditation period granted by the WASC's Accreditation Commission for Senior Colleges and Universities. This was granted at the recommendation of the WASC Preparatory Review and Educational Effectiveness Review teams.

UH Hilo was commended for "its bold vision of service to the Hawaiian community and for its progress in transforming its mission to transform itself from a liberal arts college to a comprehensive university that serves the workforce needs of Hawai'i."

**D. Discuss actions taken by each program to improve its performance results**

**Outcome assessment**

Continue the self-assessment towards becoming a learning organization by designing and implementing a campus-wide assessment plan. Assessment continues to be a top institutional priority, and we need to continue to work to bring everyone on board. There is strong commitment to appointing a faculty member dedicated to the working on a campus-wide assessment plan.

To continue our enrollment growth and program expansion UH Hilo continues to advocate that the UH system develop a budgeting approach to support growth and expansion. It is critical that the UH system address the current and emerging needs of UH Hilo and bring alignment to the institution's mission, planning and resources.

Acquiring external funding is a way of helping ourselves. UH Hilo continues to encourage faculty and staff to attract external funding from donations, grants and contacts.

Partnership is another way of leveraging and enhancing our resources and opportunities. We continue to seek collaborative federal, state and local partners to achieve our Strategic Plan.

**E. Please identify all modifications to your program's performance measures and discuss the rationale for these modifications.**

None.

**III. Problems and Issues**

**A. Discussion of problems and issues encountered, if any.**

**Past Enrollment Growth**

The University of Hawai'i at Hilo (UH Hilo) has experienced unprecedented growth over the past six years. Enrollment levels have increased every year since 1997, resulting in a 25% increase in enrollment from 1997 to 2003. From Fall 2002 to Fall 2003 alone, enrollment grew a dramatic 8.6%, the sixth consecutive increase in fall semester enrollment. Headcount of 3,300 in Fall 2003 was the

highest in the history of the campus. The average annual rate of growth since Fall 1997 is 3.8%.

The number of both first-time freshmen and transfer students entering UH Hilo in 2003 were the highest levels on record. Entering undergraduate enrollment increased 9.3%, to 1,270 new students, and transfer enrollment also increased substantially by 12.3%. Students who enter UH Hilo are also returning at higher rates as well, contributing to the steady growth in enrollment. Additionally, more students are enrolling full-time: in Fall 2003, 79.4% of the students were full-time, the highest level on record.

The Office of Institutional Research (IRO) anticipates that this growth will continue at UH Hilo. The high enrollment forecast indicates rapid growth, with enrollment continuing to climb steadily at the rate of 3.8% per year. A more conservative middle forecast provides for continued growth through 2010 at an average annual rate of 1.8%. However, with the addition of more residence hall beds as the China-US Center development begins, IRO projects that enrollment would increase more rapidly toward the goal of 5,000 students, as set forth in the UH Hilo Strategic Plan.

During this period of unprecedented growth, staffing levels in the instructional area have remained constant except in approved new programs. UH Hilo has a great need to address the rapidly growing needs of the student population. This growth has adversely impacted programs that offer general education courses such as English, Communications, History, etc., as well as, fundamental math and science courses that support all science programs.

Likewise, during this period of unprecedented growth, staffing levels in the Office of Student Affairs have remained constant due to limited funding available for positions. UH Hilo has a great need to address the rapidly growing needs of the student population. Student services currently available to students are no longer sufficient and need to be expanded so that the University can provide a learning environment that facilitates student development and success, which is Goal III and Goal IV of our Strategic Plan.

In all other areas including academic and institutional supports, the workload has also proportionally increased. With the critical demands in academic and student services, we had to substantially restrict the support areas such as auxiliary services, business office, human resources, safety office, telecommunications, internet services, security, etc., with reduced budgets in the last two years.

Continued and prolonged restrictions will adversely affect the basic services such as facility maintenance, library support, and technology support and impact the health and safety of our faculty, staff, and students.

#### **Joint Use of Facilities by Hawai'i CC and UH Hilo**

In 1991, the Board of Regents approved the separation of Hawai'i CC from UH Hilo. An agreement was made that Hawai'i CC will continue to use the UH Hilo facility until a new Hawai'i CC campus is realized. UH Hilo agreed to pay for the operation of the Hawai'i CC facility for one year, (FY 1993) only. Funding for facility and other services such as the library and the campus center were never allocated to Hawai'i CC, and till today, without any additional funding, UH Hilo continues to service and support Hawai'i CC.

This historical problem together with the rapid growth of both campuses, has created both fiscal and maintenance problems. In order to keep the both campuses open, UH Hilo has had to defer many repair/maintenance services that adversely affect both campuses. For example, UH Hilo only employs a repair/maintenance crew of four for both campuses. Currently, we do not have enough tradesmen to handle the volume of repair/maintenance needs for either campus. With the appropriate allocation of funds to both Hawai'i CC and UH Hilo, we can begin to address the issues of providing adequate services to both campuses.

### **Infrastructure Needs**

The growth of the University of Hawai'i at Hilo and Hawai'i Community College (which utilizes resources from the University of Hawai'i at Hilo) in student population and building square footage has resulted in a need for increased resources to support the growth. Since 1993, UH at Hilo's student full-time equivalent (FTE) has increased by 23%; position counts has increased by 71 positions or 22.7%; R&M projects has increased from \$571,125 to \$4,588,686 or 703%; square footage has increased by 271,200 square feet. Current resources are directed towards the "front line" where additional instructional positions are need. However, as with any growth, resources must also be increased to the support functions.

Currently, the Administrative Affairs support function has 57.00 general funded position counts, the very same number of appropriated positions in 1993.

Administrative Affairs, comprised of Business, Human Resources, Facilities

Planning, Operations & Maintenance, Environmental Health & Safety and Theater, cannot continue to function effectively and efficiently with the same number of positions when the physical plant has been expanding and increasing. The University of Hawai‘i at Hilo (UH Hilo), as with other State agencies, is highly dependent on the utilities, especially electricity, to function in its day-to-day business operations. Projected increases in utility costs, coupled with an increase in the amount of space being occupied, require additional funds to meet increased costs. Additional allocations are needed to maintain current utility levels for this campus.

As UH Hilo transforms to the only comprehensive university for the State, we are also critically short in human capital in many support areas such as international programs, research and graduate studies, EEO/AA office, North Hawai‘i Education and Research Center, Mauna Kea Astronomy Education Center, Pacific Aquaculture and Coastal Resource Center, alumni affairs, career center, etc.

### **Student Housing**

The University of Hawai‘i at Hilo is rapidly growing in the number of students enrolled in response to the higher education needs and demands of the State of Hawai‘i and the island of Hawai‘i.

The Strategic Plan for the UH Hilo calls for the enrollment of students, currently just over 3,300, to grow rapidly and to reach a target population of 5,000. Over the past few years the population of students has grown by over 25% from 1997-2003, with growth for Fall 2003 at 8.9% over the previous year. In addition to

this, the Strategic Plan states that a major goal for the University of Hawai'i at Hilo is to become the premier residential campus in the State of Hawai'i.

With the emphasis on becoming a premier residential community, the University must increase housing for students. Currently the housing facilities at the University of Hawai'i at Hilo can accommodate 620 students or only about 22 % of the current student body. The amount of housing provided today is inadequate to meet current and future student needs.

The current estimated need for housing at UH Hilo is 600 additional spaces over our current capacity with an estimated 800 spaces needed by the 2005-06 academic year. At the beginning of the Fall 2004 semester the Housing Office had 350 wait-listed students. The demand was much greater than the wait list would suggest. Many new freshmen and transfer students were admitted to UH Hilo and chose not to attend due to lack of housing.

To meet the current demand for housing, UH Hilo has signed a Memorandum of Understanding with four local apartment and hotel owners. Students sign rental agreements with owners and the University provides a shuttle service and student liaison. In the current 2004-05 academic year the University has about 300 students living off campus through this partnership arrangement.

The University has entered into a Public/Private partnership with Geo International to build housing near the campus in the China-U.S. Center. The China-U.S. Center project will house 760 students and will open during the 2005-06 academic year.



The campus is also planning to require traditional aged freshmen to reside on campus as soon as new housing is constructed. This plan will allow the University to focus on academic and personal support programs for freshmen. We also have developed plans to request for proposals from other private developers to build additional student housing on campus as needed to satisfy the growing demand.

### **Native Hawaiian Issues**

The crucial role that the University of Hawai‘i provides for Native Hawaiian students is of strong priority in both the UH System Strategic Plan 2002-2010 and the UH Hilo Strategic Plan 2002-2010. Serving students from the Big Island and from throughout the State of Hawai‘i are at the core of UH Hilo’s mission, with a special focus on providing educational opportunities and access for Native Hawaiians. We are the gateway for Hawai‘i’s first generation students (68%) to receive a college degree and enter the workforce.

UH-Hilo’s Hawaiian Studies Program has long been the systemwide leader in the number of majors in the field but has been severely hampered in fulfilling its mission because of a lack of consistent system funding. A plan to address the needs of the Program and develop it within the context of a Hawaiian Language College is detailed in a 1997 Hawaiian Language Task Force report to the Hawai‘i State Legislature. As a result of the legislative action based on that report, Ka Haka ‘Ula O Ke‘elikōlani College of Hawaiian Language (CHL) was created with temporary, external resources providing initial funding. Reflecting CHL’s academic and financial management skills, and despite its lack of

permanent, consistent system support, the College has been able to establish and maintain undergraduate and graduate degrees as well as a teacher certification program that serves as a national model in indigenous education.

Although UH Hilo has experienced unprecedented growth in student enrollment during the past six years, at the same time, the number of Native Hawaiian students has gradually declined. In 1999, 20% (557) of the students at UH Hilo identified themselves as Hawaiian or Part-Hawaiian. By 2003, the percentage had decreased to 15.7% (519 students). The number of students enrolling directly from Hawai'i public high schools has also declined (from 213 in 1997 to 183 in 2003) and from Hawai'i private high schools (44 in 1997 to 23 in 2003). Native Hawaiians are under-represented in the percent of our state's people who have earned a college degree; a better-educated Hawaiian population would help improve the state's economy.

Diminished state funding resulted in UH Hilo seeking and receiving federal funds to create and expand support services for Native Hawaiian through the Title III Kipuka Program. The program has successfully increased the retention of Native Hawaiian students through its programs and services, which include providing counseling, advising, mentoring, and programming that is culturally relevant and appropriate and that Native Hawaiian students respond to. It has demonstrated that targeted support services can have a significant impact on the success of Native Hawaiian students. Continuing the success of retaining and graduating large numbers of Native Hawaiian students can only be attained by institutionalizing the programs and services of Kipuka.

## **Workforce Development**

The State of Hawai‘i is in critical need of more baccalaureate degree graduates.

The Chronicle of Higher Education cites that the national average of the State's population in four-year undergraduate enrollment is 2.20%. Hawai‘i, however, is below the national average with only 1.66% of our population in a four-year undergraduate program.

UH Hilo is committed to preparing professionals to enter the workforce to help shape our economy and the overall quality of life in Hawai‘i. We have sustained steady increase in enrollment bringing our current enrollment to 3,300. Currently, UH Hilo is able to graduate baccalaureate degree students at less cost than UH Manoa. If UH Hilo were given the resources to meet thje Boar of Regents approved plan to increase our enrollment to 5,000 students, UH Hilo will be even more cost-effective in graduating baccalaureate degree students to enter Hawai‘i's workforce.

### **B. Program change recommendations to remedy problems.**

PCRs address the four areas identified in section III.A above: Past enrollment growth, Infrastructure needs, Native Hawaiian issues, and Workforce development. The specifics are discussed in Section V.

Hawai‘i CC has submitted a separate PCR to seek full funding for the operation of their facilities.

UHH is working on a public-private partnership to provide needed bed spaces for current and future students of our campus. This involves the current China-U.S. Center project that will provide about 760 bed spaces in the academic year 2005-

2006. We are also pursuing another RFQ/RFP to seek other private developer to build additional student housing on campus for academic year 2007 and beyond.

No state funding is required for either of these projects.

**C. Identify any program issues or problems that have affected or will affect the implementation of the program, and the corrective measures or remedies established or planned.**

None.

**IV. Expenditures for Fiscal Year 2004-2005**

See Attachment I

**V. Biennium Budget Requests for FY 2006 & 2007**

Pursuant to the UH system priorities, the following will address the UH Hilo's biennium budget requests. See Attachment II.

**Past Enrollment Growth**

All requests in this area are critical to the continuous operation of UH Hilo. They are of foremost importance and of the highest priority to UH Hilo. The requests address all critical areas in instruction, student services, and library support.

UH Hilo has a great need to address the rapidly growing needs of the student population. This growth has adversely impacted programs that offer general education courses such as English, Communications, History, etc., as well as, fundamental math and science courses that support all science programs.

The specific positions requested in student services include seven specialists (in the Advising Center, International Student Services, Counseling Center, Student Support Services, and Minority Access and Achievement Program), an APT (Student Life

programmer), a registered professional nurse/health educator, and three clerks (in Admissions, International Student Services, and the Campus Center). In the 2006-2007 year, four positions would be added: two specialists and two clerks in the Advising Center and the Student Support Services Program). The proposal also includes a request for funds for student employees, who are critical to the functions and performance of many student services programs. These offices are in the most urgent need of additional staff to meet the demands due to enrollment growth.

The PCR from library includes provisions for increased staff and the related expenses such as a computer and workstation. All remaining funds will be used to purchase library materials. Every effort will be made to make the best possible purchases for computers, chairs, and desks so that we can maximize our purchases of library materials.

### **Infrastructure Needs**

To complete our transition to become the only comprehensive university in the State, we need to invest in the infrastructure of this campus.

Currently, the Administrative Affairs support function has 57.00 general funded position counts, which is same amount of appropriated positions in 1993.

Administrative Affairs which is comprised of Business, Human Resources, Facilities Planning, Operations & Maintenance, Environmental Health & Safety and Theater, has not increased in position counts appropriated Administrative Affairs for the past eleven (11) years. The request is to gradually increase the staffing to adequately support all the operations of the campus.

The University of Hawai‘i at Hilo (UH Hilo), as like other State agencies, is highly dependent on the utilities, especially electricity, to function in its day-to-day business operations. Projected increases in utility costs, coupled with an increase in the amount of space being occupied, will cause a shortfall of funding. Additional allocations are needed to maintain current utility levels for this campus.

As UH Hilo transforms into the only comprehensive university for the State, we are also critically short in human capital in many support areas such as international programs, research and graduate studies, EEO/AA office, North Hawai‘i Education and Research Center, Mauna Kea Astronomy Education Center, Pacific Aquaculture and Coastal Resource Center, alumni affairs, career center, etc. A number of PCR’s will address these deficiencies.

### **Native Hawaiian Issues**

The time has now come for the University to fulfill the directive set forth by the Board of Regents in October 2003 that by its next meeting in Hilo one year later, “...a plan for fully funding the College of Hawaiian Language Program at UH-Hilo be provided by the administration.” The proposal for fully funding the College over the next two biennia (2005-2006, 2006-2007) calls for twenty-one new positions in the first year and eighteen new positions in the second year, and is being rightfully considered as a Native Hawaiian historic request. With such a designation, the priority being placed on allocating system funding of this successful program is clear and necessary so that both campus and system administrators are cognizant of their crucial role in obtaining legislative and gubernatorial support.

In order to reverse the trend of the declining Native Hawaiian student enrollment at UH Hilo, and meet its objective of increasing representation of Native Hawaiians at the University, additional funds are necessary to implement recruitment efforts targeted specifically at Native Hawaiians and other local students. With the substantial and consistent annual increases in the number of students inquiring about, applying to, and subsequently enrolling in UH Hilo, the current staff of the Admissions Office cannot adequately and sufficiently carry out the efforts needed to recruit and serve this population.

The primary need in the library is for increased staff so that the current hours of operation for the Hawaiian Collection can be expanded. The collection is a closed collection due to the rare and unique nature of the materials. When these materials were housed in an open area with less security, a high amount of vandalism (pages torn from a book) or theft of materials was documented. While moving the materials into a closed collection has significantly assisted in the security of these materials, vandalism and theft is still an area of great concern. Increased staffing will provide additional security for these rare and unique materials.

As UH Hilo transforms into a comprehensive university with master and doctoral professional degrees, library operational hours and services must be increased. One new doctoral program recently approved by the BOR is the Hawaiian and Indigenous Language and Culture Revitalization and Feeder Program. The in-depth Library research assistance needed for doctoral students can only be adequately met with the skills and knowledge of a librarian with a solid subject background in Hawaiian materials.

To institutionalize the retention effort provided by the federal Title III funding and to continue this highly successful program, we seek the funding for two Junior Specialists and a clerk-steno. Student peer advisors will be also be an integral component of the staffing of the Center.

### **Workforce Development**

To address some critical shortage in baccalaureate-trained workforce in the State, a number of PCR's are proposed in the areas of teacher education, nursing and health sciences, agriculture, astronomy, and business. We also proposed PCR's for graduate programs in counseling psychology, conservation biology and pharmacy.

Finally, we also would like to support Hawai'i CC's request for funds to support their facility operations which were paid by UH Hilo since 1993. This will allow UH Hilo to utilize the funds for facility operations which are severely under funded at the present. Funding of Hawai'i CC's request will be of mutual benefit to both institutions.

### **Collective Bargaining**

FY 2006 includes \$1,233,346 of general funds and FY 2007 includes \$1,652,768 of general funds and \$90,604 of special funds for collective bargaining augmentation which is required to meet the pay raises which occurred in the past biennium.

### **Special Fund Ceiling Increase**

The University of Hawai'i at Hilo requires an increase in the expenditure ceiling for the special fund (FY2006 -\$500,000, FY 2007 - \$1,500,000) in order to expend tuition and fees revenue and other revenue received by the Auxiliary Enterprise Fund, Community Service Special Fund and Library Special Fund. This increase will



enable UH Hilo to expend operating funds to meet existing student needs as well as future needs.

### **Revolving Fund Ceiling Increase**

The University of Hawai'i at Hilo requires an increase in the expenditure ceiling for the revolving fund (FY 2006 & FY 2007 \$1,000,000) in order to expend its Research and Training Revolving Fund (RTRF). In the past years, the RTRF was expended against the UH Manoa revolving fund, but as the RTRF increases, UH Manoa is no longer able to accommodate UH Hilo's portion.

This increase will allow UH Hilo to expend funds for the purpose of 1) securing additional research and training contracts and grants and 2) facilitate research and training at UH Hilo.

### **VI. Program Restrictions**

UH Hilo's prorata share of the executive restriction carried over from FY 2004-05 is \$47,831.

## IV. Expenditures for FY 2004-2005:

	Act 41 FY 2005	Collective Bargaining	Transfers In(Out)	(Restriction) Specific Apprn	Net Allocation	Est Total Expenditures
(Position Count)	(386.75)				(386.75)	(386.75)
Personal Services	22,147,299	1,094,418	746,949		23,988,666	23,988,666
Current Expenses	11,493,283		(1,103,118)		10,390,165	10,390,165
Equipment	348,866		356,169		705,035	705,035
Motor Vehicles						
Total	33,989,448	1,094,418	0	0	35,083,866	35,083,866
Less: Special	8,940,557				8,940,557	8,940,557
Federal	394,543				394,543	394,543
Other	4,084,938	456,609			4,541,547	4,541,547
(Position Count)	(361.25)				(361.25)	(361.25)
General Fund	20,569,410	637,809	0	0	21,207,219	21,207,219

Transfer of \$746,949 is required to meet our payroll requirements. A majority of this need is in the research and training revolving fund. The transfer of \$356,169 to equipment is necessary due to the need to record library books in the equipment category rather than current expense.

**V. Biennium Budget Request for Fiscal Years 2005-2007**

	Act 41 FY 2005	Adjustment FY 2006	Request FY 2006	Adjustment FY 2007	Request FY 2007
(Position Count)	(386.75)		(386.75)		(386.75)
Personal Services	22,147,299	2,450,326	24,597,625	3,025,531	25,172,830
Current Expenses	11,493,283	(195,980)	11,297,303	618,583	12,111,866
Equipment	348,866	431,169	780,035	501,427	850,293
Motor Vehicles				50,000	50,000
Total	33,989,448	2,685,515	36,674,963	4,195,541	38,184,989
Less: Special	8,940,557	500,000	9,440,557	1,590,604	10,531,161
Federal	394,543		394,543		394,543
Other	4,084,938	1,000,000	5,084,938	1,000,000	5,084,938
(Position Count)	(361.25)		(361.25)		(361.25)
General Fund	20,569,410	1,185,515	21,754,925	1,604,937	22,174,347