

UNIVERSITY OF HAWAI‘I SYSTEM

LEGISLATIVE TESTIMONY



UOH 800 University of Hawai‘i Community Colleges

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&
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John Morton
Vice President for Community Colleges

Rockne Freitas, Chancellor - Hawai'i Community College
Ramsey Pederson, Chancellor - Honolulu Community College
Leon Richards, Chancellor - Kapi'olani Community College
Peggy Cha, Chancellor - Kaua'i Community College
Manuel Cabral, Interim Chancellor - Leeward Community College
Clyde Sakamoto, Chancellor - Maui Community College
Angela Meixell, Chancellor - Windward Community College

Budget Request for Fiscal Year 2008-2009
Testimony of the University of Hawai'i, Community Colleges - UOH 800

Introduction

Hawai'i is facing a skilled worker shortage. The aging of the current workforce and the growth in the economy over the past two years have resulted in approximately 28,000 jobs to be filled annually according to June 2007 data reported by Economic Modeling Specialist Incorporated (EMSI). The changing local and world economies are requiring increasing levels of education and training for individuals to be successful. It is anticipated that more than half the jobs to be filled in the State over the next ten years will require education and training beyond high school. Providing access and support to individuals who have recognized the importance of continuing their education, including remedial/developmental education, is increasingly important if the State is to remain competitive in the national and world economy.

However, there are significant structural impediments that must be addressed in order to successfully meet the anticipated demand for qualified workers. There is a need to increase the number of high school graduates who continue their education, a need to increase the number of working adults who continue their education, a need to increase the rate at which students who enroll successfully complete their programs of study, and a need to increase program capacity in fields with worker shortages.

While the State's shortage of qualified teachers and nurses are well reported, it is not widely known that there are significant shortages of qualified individuals to fill less than baccalaureate level technical positions. EMSI reported data indicates a need to fill about 4,000 jobs per year with individuals holding 2-year technical degrees; however, only about 2,200 such degrees are awarded annually by both public and private institutions in the State. This technically prepared worker gap is now being recognized by a number of employer groups as a major barrier to their future success. As high tech employers, the community colleges have also been struggling with the need to employ and retain qualified faculty and staff, to retrain and reeducate the existing workforce, and to renovate and reequip education and training facilities to meet the new demands that employers and students are placing upon us.

Community colleges, by virtue of their low cost to students, open access, and community base, have a major role to play in expanding this educated workforce. Career and technical education programs provide education for immediate employment and the Liberal Arts programs provide access to baccalaureate and higher education.

In fulfilling this responsibility, community colleges are focusing on three areas. First, programs need to be developed that match the State's current and future employment opportunities. The construction academy initiative, which was previously funded by the

Legislature to meet employment demands in the construction sector, has moved ahead rapidly. A detailed report on the significant progress of the Construction Academy has been prepared and submitted to the Legislature.

The second area of emphasis for the community colleges is to improve the success of the students who have already enrolled. The level of retention and achievement of degrees or certificates are too low and improvements are needed in both. The causes of student dropout are complex but include a lack of preparedness, financial barriers, competition from demands of work and family, and the lack of a clear focus or goal for the student.

The University, including the community colleges, are working closely with the Department of Education on the issue of student readiness. Hawai'i is now part of the American Diploma project which attempts to align and clarify the expectations of colleges and workplace with high school English and math. Similar alignment efforts are underway in the areas of career and technical education so that students and their parents can not only understand what courses are needed for college work but also earn dual credit for high completion as well.

While working on improving the readiness of students coming directly from high school to the community colleges, the community colleges are also undertaking efforts to improve the success of enrolled students. The UHCC has been selected to participate in the national Achieving the Dream initiative sponsored by the American Association for Community Colleges and the Lumina Foundation. This initiative focuses on using rigorous institutional data analysis to promote the type of changes needed to increase student success. Community college efforts are focused on the success of Native Hawaiian students; with financial support being provided by the Office of Hawaiian Affairs and the Kamehameha Schools. As a part of this national initiative, the community colleges are determining the changes that need to be made in not only the developmental programs offered by the colleges, but also all other programs and services that affect the ability of students to successfully complete their programs of study in a timely manner.

The workforce needs of the state are not going to be met solely through preparing high school graduates for entry into the workplace; returning adults who may already be in the workforce are an important recruitment target for the colleges. In addition to developing new work-related skills, these individuals may need additional preparatory work in English, math, or English as a Second Language and providing that developmental work is critical to the success of these students.

Finally, the community colleges have to grow to meet the employment needs of the State. Growth, however, requires an investment by the State as the tuition in the community colleges is too low to cover the marginal cost of a class. Without additional State support, adding classes to accommodate more students results in the colleges losing money. The FB 2007-09 budget appropriated an enrollment growth fund that colleges can tap to add classes as enrollment demand grows. The fund is designed to provide for only those additional costs beyond what tuition can provide. Furthermore, if enrollment growth does

not occur, the community colleges will lapse the funds. In other words, the fund allows the community colleges to respond rapidly to growth but would only be expended if the growth occurs.

The FY 2009 Supplemental Executive budget includes a group of general fund budget requests to assist the Community Colleges in addressing emergency response/campus security issues. In total, general fund emergency response/campus security requests of 13.00 FTE and \$3,130,760 were approved in the FY 2009 Supplemental Executive Budget for the Community Colleges. These budget requests include funding for additional security guard positions, contract security, emergency communication systems, security vehicles, surveillance and alarm systems, fencing/gates, and other security related items. The health and safety of the faculty, staff, students, community and other visitors to the campuses is a critical concern for the Community Colleges.

The following highlights achievements, challenges and needs specific to each of our seven community college campuses.

Honolulu Community College

ACHIEVEMENTS:

HCC Team Wins National PISCES Competition:

A team from HCC won first prize in the Pacific International Space Center for Exploration Systems (PISCES) Lunar Habitat Design competition. The team went up against teams from top 4 year universities and engineering schools on a national level; only three teams were invited to Hawai'i for the final phase of the competition and went head to head with the University of Colorado at Boulder and the Colorado School of Mines.

The competition provides an opportunity to engage students in a rich and meaningful educational experience, derived from working on design problems of current interest, on important technical and programmatic issues that are central to the settlement of space. NASA and JAXA now have serious plans for the future of humans in space, including the continued construction of the International Space Station and human and robotic lunar exploration.

(PISCES is a collaborative project of the Japan-U.S. Science, Technology & Space Applications Program ([JUSTSAP](#)), the Hawai'i State Department of Business, Economic Development & Tourism ([DBEDT](#)), and the [University of Hawai'i at Hilo](#).)

HCC Alumnus Donates \$3.4 million for Technical Education:

In November 2007 HCC was fortunate to receive the largest single private gift to a Hawai'i community college from Norman W.H. Loui, former partner and co-owner in Hawaiian Rent-All. This \$3.4 million gift was nearly 2 years in the making and represented a concerted effort of the UH Foundation, President McClain, and all of Honolulu Community College's faculty and staff.

Funding must be spent for the following purposes: \$1.4 million will serve as scholarships to students who require tools for their course of technical program study, \$1 million will go toward funding innovative techniques in construction, and \$1 million will go to HCC's Marine Education and Training Center to provide community and industry training on small boat maintenance and repair.

Community College – DOE High School Partnership:

In the 2006 Legislative Session, the Legislature provided approximately \$5 million to expand the HCC started Construction Initiative. The Initiative was a twofold effort – through the Construction Academy and Apprenticeship Training - to assist the building industry with producing the trained human resources necessary to meet construction needs. The purpose of the Construction Academy was to introduce students to the opportunities available to them in the vibrant and expanding building industry. In this program, students actively participate in an integrated classroom setting that promotes the use of math, reading, and writing

skills as they engage in building and construction activities. The Academy was started by HCC with a federal Department of Labor grant in 2005. It began in 8 high schools with less than 200 students and can now be found in 34 high schools with a total enrollment of nearly 1,700 students statewide. Of this number HCC teaches 959 of these students; well over half of the total enrollment.

Dealing with Capacity Issues:

HCC is the lead campus on apprenticeship trades education and training. Over the last 7 years we have witnessed nearly 270% growth (from 990 in 2000 to 3,656 in 2007) in these programs. The monumental task of juggling classroom space, parking, and other facility use all while taking steps to repair and maintain these facilities cannot be understated. This is an achievement that is met each semester.

CHALLENGES AND NEEDS:

Campus Capacity and Building Obsolescence:

No matter how good of a job the HCC facilities staff does in allocating classroom space, the reality is that HCC is still the University's only downtown, "inner city" campus. The campus location along the Kalihi corridor does present certain problems. The strains from a lack of space as well as facility obsolescence has been a concern for a number of years and will remain an issue until new construction funds can be secured and new projects are completed. The College has not seen any new building on its main campus for almost thirty years; this has hampered the growth of some of HCC's programs, particularly its STEM related programs. HCC's BOR approved CIP budget includes a request for \$36 million in construction funds for an Advanced Technology & Training Center.

Safety & Security Concerns:

Like its sister campuses, HCC has its share of student and employee safety concerns. Given the campus' industrial and commercial location, this is a particular concern during the evening hours. On a local and national level, recent events have brought further scrutiny to the issue of campus security. To address these concerns, HCC is looking to improve security by installing emergency phones on campus, implementing better communications systems, improving physical door security, and providing security personnel with more effective transportation. The BOR budget includes personnel and approximately \$400,000 in funding to provide a safer campus.

Addressing State Needs of the "2nd Decade":

Research done through the University's 2nd Decade Report shows that workforce development training and education are in great demand on the Leeward coast of Oahu. Making a point to partner with high schools located in West Oahu through the Construction Academy was an important first step; nonetheless, HCC understood more could be done. The BOR approved budget includes personnel

and nearly \$335,000 in funding to build an infrastructure that can adequately support distance and blended learning.

Replacing the Workforce and Keeping the Workforce's Skills Current:

It is a well known problem that both public sector organizations and private sector businesses are facing a challenge in replacing retirees, especially those with unique skill sets or skills that are in demand. The larger obstacle for the public sector is being able to compete with compensation levels of the private sector. At present, HCC is looking at having to replace many of its senior faculty and staff.

To compound the issue, finding additional resources to keep HCC's existing workforce current with the skill sets required by private industry in the face of other competing needs is a challenge. Currently, the college pays for professional development, including sabbatical leaves, through internal reallocations. In essence we are robbing Peter to pay Paul.

Replacing Equipment on a Technology Campus:

As a campus that focuses on technical education and training, it is important to keep all equipment up to industry standards and safety regulations. Maintenance of an inventory of properly functioning and technologically current equipment is required not only by accreditation standards, but also industry education demands. At present the campus has a backlog of nearly \$1 million in equipment replacement needs. The BOR approved budget included a request for approximately \$200,000 to take small steps toward the overall need.

OPPORTUNITIES:

HCC makes it a point to constantly "keep its ear to the ground" and works hard to maintain industry contacts. Through these efforts the college is in a great position to assist two critical industries in their growth.

- Music & Entertainment Learning Experience (MELE) Program
- International Flight Training through HCC's Pacific Aviation Training Center (PATC)

Kapiolani Community College

Kapiolani is at the forefront of developing a Student Engagement and Success degree pathway Model. Beginning with internal agreements between Kapiolani and the baccalaureate granting campuses and extending to external partnerships with high schools in the east Honolulu district, the model looks to engage students by directly working with them to identify academic and career goals and identify “pathways” to achieve success.

On May 10th 2007, Kapiolani and Manoa signed a formal agreement to establish degree pathways between the two campuses. Kapiolani’s Degree pathway is a dual admissions-dual enrollment program with Manoa to allow students to efficiently transfer between the two campuses into baccalaureate degree programs at Manoa. Degree pathways include a clear articulated sequence of academic requirements, coordination of student services between programs and career counseling. The program has been named KA’IE’IE and will enroll its first students in the Fall semester of 2008. Expectations are that we will see interest from students looking to articulate into programs in the Colleges of Business, Engineering and Education. Following the model established with Manoa, a similar partnership, MANANAWAI, is in the process of being developed with West Oahu with an initial focus in Culinary Arts & Management and Respiratory care. The degree pathways will increase transfers from 2-year to 4-year campuses and increase production of associate and baccalaureate degrees.

Externally, we are directly working with the high schools in our immediate service area, Kalani, Kaimuki, Kaiser, McKinley and Roosevelt to recruit and identify potential students with interests in Kapiolani’s academic and career offerings. Qualified students may be enrolled in Kapiolani’s Running Start program while still in high school or receive formal acceptance letters from Kapiolani for Fall enrollment. The idea is to engage students before graduation from high school and steer them on a “pathway” to success. This program is called KUILEI.

In the area of workforce development, funding was provided in the first year of the biennium to expand the College’s nursing program to increase the program capacity. Kapiolani has created an Oahu-wide Nursing Satellite Program that extends its nursing programs by enrolling a new cohort of 20 students and a cohort of 21 LPN to ADN transition students at Leeward Community College in the Fall of 2007. In Fall 2008, our nursing program will be offered in Waianae and in Fall 2009 at Windward Community College. The expansion of the nursing program provided increased student access and is being delivered in underserved areas. The expansion of Nursing on Oahu and Health Sciences programs in EMS, Radiologic Technology, etc. to the neighbor islands could be better served by developing a viable distance learning program. Thus, the college is seeking additional resources for positions and equipment to enhance our distance learning offerings.

To sustain excellence in student learning via increased retention rates and increased

college going rates, Kapiolani received additional funds in the biennium to enhance student access, preparation and success and for access and support of native Hawaiian students. We combined the new resources with existing resources that serve first year students, native Hawaiian students and developmental programs and created a consolidated student service program called KAHIKOLUAMEA. The funding in the native Hawaiian initiative also provided for professional development for faculty in teaching in Hawaiian studies and native Hawaiian faculty. This support is essential to achieving diversity in the faculty ranks.

This new funding along with a NSF grant has allowed the College to expand and enhance its STEM Center and Program to include an enrollment of 175 STEM majors, of which 80% are native Hawaiians.

Kapiolani established a campus based Violence Prevention Task Force in October. The task force has created a brochure to promote safety and awareness in the campus community and will be conducting training sessions for students, faculty and staff. The information campaign was funded through a grant from the department of Health. The task force also monitored the progress on increasing the security staff and reviewed ongoing R & M projects to improve campus lighting and upgrade of the fire alarm system.

Enrollment growth and intensive use of campus facilities over the past twenty years has led to a deterioration of the physical plant. Increasing demand for technology integration within all programs is contributing to the need for additional funding for new facilities. The Kapi'olani campus has been included in a system wide request for an update of the campus master plan. Starting this semester, the College will be updating its Long-Range Development Plan and its Strategic Plan to reflect the need for new facilities as detailed in the recommendations contained in our 2006-07 Accreditation Self Study. The college is also in need of additional funding for replacement of outdated instructional equipment.

Leeward Community College

The students, staff and faculty of Leeward Community College are very grateful for the valued support of the Legislature in last year's Biennium Budget. The new funds are already making a positive impact on our students and the community. The College has expanded its institutional research with the establishment of the Office of Policy, Planning and Assessment. That Office enables the College to collect, track and analyze the data needed to insure improvement in student learning and effective institutional use of resources.

The College also converted the funding of the Job Placement Office from grant monies to general funds. The Job Placement Office assists nearly a thousand students annually, works closely with area businesses to fill jobs, and hosts a highly successful College and Career Fair each spring that attracts hundreds of high school students, community members and Leeward students.

The remaining items received in the Biennium are critical for the success of our Native Hawaiian students. Leeward continues to have the largest number of Native Hawaiian students enrolled in the UHCC system. Funding to continue our successful Native Hawaiian programs that were originally started through external grants along with the 12 positions for our campus in Waianae have positioned the College to begin to meet the educational needs of our Native Hawaiian students.

As Leeward approaches its 40th anniversary next Fall 2008, the College is proud of its many achievements. Leeward is experiencing steady enrollment growth, assessing effectiveness in teaching and learning, expanding partnerships in the community, and leveraging its resources to best support student access and success.

This Fall 2007, Leeward Community College awarded 15 UH Centennial Scholarships, the highest number in the UHCC system and attracted several of the best and brightest directly from our local high schools into our College. Our Culinary Arts program is settled into its state of the art kitchen and impressive restaurant called The Pearl and preparing for its major community event in May of this year. Our Associate in Arts in Teaching degree is flourishing. Starting with 24 majors in Fall 2006. As of this Fall 2007 the program has grown to 155 majors in only one year's time or over 500%.

A \$500,000 Title III grant is being used to address the substantial remediation needs at LCC Waianae. The College is also the first of the community colleges to sign a Memorandum of Agreement with University Health Services Manoa (UHSM) insuring that the College can provide expanded medical services to its deserving students.

This forward momentum is energizing our campus tremendously. However, there are still numerous challenges facing our forty-year old College. Infrastructure issues such as expanded campus security, lack of adequate facilities, deferred repair, maintenance, renovation projects and obsolete equipment are impeding the movement forward.

Addressing the infrastructure concerns, the most critical challenge is the expansion of facilities for LCC Waianae. The Waianae community has urgent educational and job training needs. The College has occupied leased space at a substantial cost since the 1970s, and as a result could have already paid for a purchased facility many times over. The 12 new positions for Waianae are the first steps in providing expanded services to the residents. With the staffing, academic programs and equipment in place, the issue of adequate facilities is paramount. The funding request for Waianae facilities is the #1 building priority in the university system's CIP request—a facility that will create new opportunities for Leeward Coast residents to raise their community's education capital.

Classrooms scheduled to maximum capacity during high demand time periods and overcrowded offices are commonplace at the Leeward campus in Pearl City. It has been more than 30 years since an additional building was constructed. During this time, the infrastructure needs to support modern teaching and supportive learning environments have changed dramatically. To rectify these issues, the College seeks the construction monies for the "Teacher Education and Innovation Instructional Facility". Planning and Design funding has been appropriated, and the process of developing the specifications has begun, but the campus needs the CIP construction funding to bring the vision to fruition.

Deferred maintenance and facility renovation improvements are just as critical to the College due to space constraints, the age of our facilities, and the need to have more flexible learning and working spaces. The campus has made modest improvements over the last few years by combining capital renewal funds approved by the legislature with other campus resources such as tuition funds and internal reallocations. However, this strategy cannot significantly reduce the \$30 million in outstanding deferred and preventive maintenance projects.

Two other infrastructure challenges are campus security and obsolete instructional equipment. A safe and secure learning and working environment is vital. For the past several years, the College has invested tuition funds to improve security on the campus. Additional funds are needed for completion of a perimeter fence, certification training for the security staff, increased alarm systems and emergency telephone and assistance systems. Due to the open campus location, the College is susceptible to property vandalism. A 360-degree perimeter fence will result in improved security.

The College has a substantial inventory of instructional equipment principally used in the sciences, arts and career technical programs as well as equipment used for instructional technology, distance education and adaptive technology for disabled students. Much of this equipment is beyond economic repair or approaching inoperability and must be replaced as required by industry and accreditation standards. We owe it to the students we serve to provide them with the equipment necessary to communicate efficiently in today's educational environment and to thrive in their hands-on, equipment-intensive laboratories. For example, in the Math & Sciences Division which houses numerous

equipment-dependent disciplines, much of this equipment is on the average 19 years old. The average replacement age for the equipment should be 13 years, and thus timely replacement should have occurred at least 6 years ago. The critical need for equipment funding is especially felt in the College's high technology programs: Digital Media, Television Production, and Computer Science where technology changes are the most rapid.

Leeward Community College has historically been focused on liberal arts, yet the needs of its service area require more attention to job training and a review of program offerings. Responding to the community needs detailed in the University of Hawaii's Second Decade Report, the College is becoming a more active partner with local businesses on workforce development issues. The College has developed a number of short-term training programs such as Commercial Driving and entry level health training. However, our service area needs and deserves higher level professional programs.

The Center for Applied Science and Technology (CAST) is a flexible, community responsive customized training program. As a STEM initiative, the project supports expanded academic and workforce development opportunities in the fields of science, engineering, pharmaceutical, agricultural and optical technologies. An example of the College's commitment to the CAST concept is a pilot program called Process Technology, which is the result of a partnership developed with HECO, TESORO and AES to develop skilled and work-prepared future technicians in their industries. The Process Technology program proves that the CAST concept is an efficient, cost effective response to career and technical education that builds off of the College's strong liberal arts programs.

With students at the heart of all our decisions and planning, the college community is engaged in campus wide discussions on our strategic plan that will focus the College in its crucial role as an educational excellence and workforce training partner for the rapidly growing West Oahu and Leeward Coast regions for the Second Decade.

Efforts toward preventing violence and promoting safety on campus

- All 7 campus security officers received training Fall 07 and are now certified by the American Association of Industrial Security Officers.
- One quarter mile of perimeter fencing constructed on makai side of campus
- "Preventing Harassment and Violence in the Workplace" workshop offered annually. One hundred sixty-two faculty and staff have already attended, representing nearly half of all faculty and staff.
- An Emergency Broadcast System (EBS) was installed as part of an integrated fire alarm system, enabling communication with the entire campus simultaneously should an emergency condition exist.
- All Leeward CC counselors received crisis training in Summer 07 and have formed a college crisis intervention team.

Efforts to meet employee shortage areas

- Process Technology Program was created as part of CAST - partnership with HECO, TESORO and AES to create a greater pool of process technicians to meet workforce needs.
- Teachers: AAT (Associate of Arts in Teaching) Program started with 24 majors in Fall 2006, and the program has grown to 155 majors in only one year's time.
- The College is assisting in the recertification of Department of Education Teaching Assistants so that they can continue in their professions.
- Non-credit programs in Culinary Arts are being implemented to target homeless populations on the Waianae Coast and soon-to-be released inmates in the correctional system.
- Nursing: Partnership with Waianae Health Academy in delivering Health Programs is ongoing, and a partnership with Kapiolani CC was started Fall 07 bringing the Associate Degree in Nursing to Leeward CC. The initial cohort of 20 students complements our non-credit programs including the CNA (certified nursing assistant program) and the MA (medical assistant program). Funding for an instructional nursing portable has been approved and is in the design process.

Windward Community College

As the only University of Hawai'i campus on the windward side of O'ahu, Windward Community College offers the community a quality educational center and a vital cultural resource. Windward CC offers credit programs in the liberal arts and science disciplines leading to transfer to four-year institutions. The Windward CC student population is over 36% Hawaiian/Part-Hawaiian, reflecting the demographics of the neighboring communities. Windward CC provides a desirable alternative for students seeking the personal interaction that faculty and counselors on a small campus can provide.

Merged administratively into Windward Community College in 2002, the Employment Training Center (ETC) serves adults and youth in need of special vocational programming. The Employment Training Center works actively with the State Department of Labor and Industrial Relations, as well as with other federal, state, city and private agencies to develop and provide short-term workforce training programs. It also provides an educational alternative for Department of Education students.

Windward Community College is grateful for the legislative support that has provided new facilities that have allowed the instructional programs to move out of deteriorating state hospital buildings into environments that truly support learning. In addition, the multi-use facilities provided, such as the campus center and theatre, have positively changed the relationship between the college and the community. The community utilizes campus facilities extensively, and in turn has increased its support for and involvement with the college.

With a focused effort on enrollment management and operating efficiencies, and with the addition of support positions in the 2005-2007 biennium, Windward has sustained its enrollment while infrastructure and operational costs have continued to increase. The appropriation of utility funds by the 2006 legislature made it possible for the college to continue to support quality programming. The college is working to gradually increase enrollment through increased retention, an expanded schedule of courses, and focused marketing.

A highlight of the past year was the legislative appropriation of funding for a new library/learning center. An architect has been contracted and the design is underway. Based on the concept of a "learning commons", the college and community are energized by anticipation of the benefits the building will bring once it is in use.

In addition, legislative support for equipment replacement has allowed the college to begin the process of updating its "antiques" into modern equipment and to implement its technology plans.

Through grant support, the Employment Training Center has added work experience and internships to all of its programs. The internship program is so popular with employers that the college is moving ahead to develop a similar program on the credit side. This

supports a college-wide initiative toward “Connecting Learning to Life”. The college is developing a new strategic plan that moves toward increased integration of liberal arts with career exploration, and technological literacy.

Windward CC has successfully utilized private and federal grant support to extend its Pacific Center for Environmental Studies, its Center for Aerospace Education, and its Bio-processing Medicinal Garden Complex. The addition of the dome to the Lanihuli Observatory was literally a crowning moment. Windward CC has added a new agriculture program in Urban Forestry. This relatively new field has significant employment opportunities for its graduates.

Windward CC joined the neighbor island colleges this year in hosting baccalaureate courses for students through a program called University Partners. This program is designed to bring in courses from upper division colleges and universities. It allows students to stay in the windward community, also taking courses from Windward CC while getting a head start on baccalaureate programs. West Oahu has begun to offer elementary education at Windward CC. In addition, partnerships with other community colleges are being developed. Kapi’olani CC will begin to bring Nursing to Windward in 2009.

Community partnerships continue to be a Windward Community College strength. Local businesses and organizations, as well as private citizens in the community, continue to provide significant resources to the college. Often those resources provide significant quality to the students’ experiences.

With the other community colleges, Windward CC is focusing on student success. Through extensive data collection, more is known than ever before about the specific learning needs of our students. Through the Achieving the Dream initiative, that data is being analyzed and discussed. There is an expectation that programs can be developed to significantly improve student success. Retention of students through support programs will be another source of enrollment growth.

Health and safety concerns have been reduced significantly at Windward CC with the addition of new facilities. Compounded by the Kaneohe weather, leaking roofs, mold, and mildew continue to be problems that need to be addressed in both old and new buildings. Addition of contract security around the clock has improved student and staff safety, as well as protecting the state’s significant investment in new equipment.

Windward CC has developed an open, comprehensive budgeting process based on program assessment and strategic planning. The college is able to identify needs, and develop a financial plan to meet those needs. In the coming biennia, Windward CC will seek to expand its infrastructure to support enrollment growth. The college will continue to supplement state funds by seeking grants and private support.

Hawaii Community College

Achievements

The Washington Monthly magazine released a new ranking of America's community colleges on August 21, 2007 that has placed Hawaii Community College 16th among the top 30 in the nation. The America's Best Community Colleges list is the first of its kind and included in the magazine's third annual college rankings, designed as an alternative to similar guides such as U.S. News & World Report and the Princeton Review. Hawaii CC's ranking was largely based on the 2006 Community College Survey of Student Engagement which is implemented by over 400 community colleges nationwide.

Other achievements include:

- reaffirmation of accreditation status by ACCJC;
- establishing Construction Academy programs at all but one of the public high schools on Hawai'i Island;
- an articulation agreement with Oregon State University that will open another door for our students interested in transfer;
- an articulation agreement with U.H. Hilo (to be signed 1/23/08) that provides for advanced admission of qualifying Hawaii Community College students;
- ACT/SAT preparation classes made available to sites around Hawai'i Island;
- sixteen new faculty colleagues recruited since 2006 and more faculty positions to be recruited;
- national accreditation of our Child Care Center by the National Association for the Education of Young Children (NAEYC);
- completion of our 40th Model Home;
- implementation of a pioneering DUI Court Monitoring Program by our Administration of Justice students;
- Hawaii Community Foundation funding to provide Substance Abuse Counseling certificate program classes to the Island of Kauai;
- dedication of the Kea'au Middle College in collaboration with Kea'au High School and funded by a grant from HUD.

Hawaii Community College continues to lead the way for increases in enrollment. Our spring enrollment is close to 8% above last spring at this date. Faculty and staff are working hard to provide services to this ever growing student population.

Challenges

With one of the oldest campuses in the UH system it is a real challenge to provide a safe, healthy and inviting learning environment. With mostly portable or very old buildings that require constant attention, we have serious issues with safety and security.

Along with old buildings, we also have some very old equipment. In some cases it is as

old as the building and certainly is obsolete. Due to budget constraints over the past decade, equipment replacement funding has been reduced significantly at Hawaii Community College. This has resulted in a backlog of needed equipment replacements on the campus, in both the academic and institutional support areas.

Our rising enrollment along with shortages in the student services infrastructure results in not being able to provide full support to all students in the area's of admissions, financial aid, advising and counseling.

Needs

Currently we have no way to communicate directly with staff and students in case of an emergency on campus other than word of mouth. With over 20 acres of campus area we must have a better system. Hawaii Community College has several different fire alarm systems that need to be upgraded or at least integrated. A web based Surveillance System will enhance the security patrols of the campus by acting as a deterrent to incidents and providing partial real-time surveillance. Current fire alarm and communication systems need to be upgraded to current standards. Safety awareness and education training need to be implemented, along with perimeter fencing improvements. Our request for emergency response and campus safety will address these issues and other issues that will make the campus safer and better able to respond to emergency situations.

With technology changing so rapidly, many of our trades shops do not have the latest equipment that is now standard in their field. The inability to acquire and maintain the needed equipment will result in programs that do not effectively serve the needs of students and will make it difficult for college programs to meet industry standards.

The student services Infrastructure request is first and foremost about this basic infrastructure: positions that have long been needed in student services to adequately provide expected services consistently and competently. Additionally, the budget request addresses weakness in the college's academic advising capability. In short, academic advising has been the responsibility of instructional faculty. In recent years, academic advising has grown to be a very challenging service to deliver. Students bring credits from many sources, earn credits in many different ways while with the college, and must be able to blend their academic plans while at Hawaii Community College with the requirements of institutions they plan to attend next. Quality academic advising will only occur when advising becomes the responsibility of a group of advising specialists. This important point is evident to counseling faculty who have been providing academic counseling and related services for years. A program review of the counseling unit highlighted the significant need for better academic advising as well as specially trained personnel to deliver this service.

Maui Community College

Maui Community College's goals coincide with the University's Strategic Plan and the direction of the County of Maui. Providing adequate infrastructure and support services, and increasing the educational capital of the State are key elements in Maui Community College's legislative requests.

The College's major strategic direction looks to the exploration of offering additional baccalaureate programs, especially in areas of science and health care. Just as importantly, the college is committed to enhancing its two-year programs, which address workforce needs and prepare our students to be successful in a globally competitive world. In the past year, Maui Community College received accreditation for its first baccalaureate degree in Applied Business and Information Technology. MCC continues to explore the possibility of expanding its baccalaureate degree offerings.

MCC has been extremely successful with developing additional resources. In 2007, through the generosity of Dorvin Leis, MCC received a \$1 million gift to support sustainable initiatives. Since January 1, 2006, MCC was awarded \$18.8 million dollars in grants. Through partnering with a private developer, MCC students will have access to a 400 bed student housing facility which we anticipate will greatly increase our non-resident student enrollments. MCC has opened a new Lahaina Educational Center which was built primarily with Federal funds.

MCC has instituted strategies to strengthen student learning outcomes, improve retention and persistence rates, recruitment and has facilitated student transfers through AA Degree curriculum revisions. MCC has expanded its Allied Health program by establishing a Maui Oral Health Center and Dental Assisting Program as well as approval for a Dental Hygiene Program. The Maui Oral Health Center has assisted with over 10,000 appointments of residents who are within the low income bracket and are normally without oral care.

MCC's top capital improvement priority is to construct a new Science building. The current Science building is 37 years old, with three outdated labs. These labs are no longer conducive to today's advanced science instruction. The poor conditions and lack of space have inhibited the program from providing quality instruction and meeting student needs. There are air quality and other health and safety concerns with the facility as well. The college received funds to design the new facility in 2006 and is nearing completion of the Science building plans.

With the recent tragic events at Virginia Tech, safety and security has been a widespread concern. The College has experienced a gradual increase in burglaries and theft on the campus. With the expansion of student housing, the college anticipates increasing amounts of students who will rely on the campus for a place of study as well as for student life and social activities. Additional security personnel and security equipment is necessary to provide a safe educational environment for our students and staff.

The College needs to address a growing backlog of inoperable and antiquated equipment. Budget constraints have forced the programs to teach with equipment and systems that may no longer be used in the industry. Many of the operational equipment are becoming a safety issue. The college has recently instituted a Technology Fee, but the backlog is too significant.

Institutional services, such as the Business Office require additional support. Since January 2000, the College has been awarded more than 65 million dollars in extramural funds and has pursued revenue-generating opportunities. This has had a tremendous workload impact on the Business Office. Delays in procurement, vendor payments and exposure to audit violations have resulted.

As the only institution in the County of Maui representing the University of Hawai`i Community Colleges and the University System, Maui CC and its University Center seek support for growth and progress, to accommodate the higher learning demands and sustain the economic health of our tri-isle region.

Kaua'i Community College

Achievements

Kaua'i Community College, at just over 1000 students, is the smallest of the community colleges in the University of Hawai'i system, but is tasked with the same mission as the larger campuses, to serve as the comprehensive, 2-year institution for its community. Moreover, as the only access to public higher education for our county, including the island of Ni'ihau, we are also the University Center for Kaua'i, brokering in and supporting 4-year and graduate degrees as well as unique workforce development programs from our sister campuses. The Kaua'i County going rate for high school seniors, going on to post-secondary education at a UH campus, is slightly higher than the state average. And our college remains a significant access point for both Filipino and Native Hawaiian students, who made up 22% and 20% of our student body, respectively, in Fall 2006 and 24% and 20% for Fall, 2007.

In fulfilling this mission, Kaua'i CC has established an exemplary nursing program, with a 100% certification testing of graduates in the last two years, industry partners who offer internships to students and who hired all of our Electronic graduates last year, and a culinary arts program, which last summer achieved accreditation by the American Culinary Federation Foundation. With the additional staff and support supplied through the biennium budget, we were able to increase our nursing enrollment by almost 20% and we could offer our non-credit Certified Nurse Aide program three times in the past year. With support from a federal grant and the Office of Hawaiian Affairs, we have also been successfully supporting five teachers and educational aides at Niihau school to meet No Child Left Behind certification requirements. They are on track to complete AA degree requirements in Fall, 2008.

Outreach efforts, both to our partner high schools on the island as well as to the adult, working community are another very important part of our overall service strategy for Kauai. For example our Academy for Future Nurses is a one-year preparatory program, which helps to ensure a pipeline of prepared and qualified candidates for the Nursing program. We are also part of the systemwide Construction Academy, which has already enrolled 163 students from three high schools. A third academy effort is the Hiest/STEM pilot program funded last year. A separate report was submitted to the Legislature on progress for this effort. Teams of teachers from the high schools and the college have embraced this opportunity to align math and science curricula and create consistent assessment processes to ensure a smooth and successful transition for students from high school to college. Above all, they appreciate and are taking full advantage of the opportunity to collaborate in developing applied, hands-on lessons, which will better prepare students for success in their college level courses and encourage all students to explore STEM career pathways. The cross disciplinary teaming of math, science and career and technical teachers has been especially useful.

Another type of non-traditional program, which the college began to develop several

years ago is a hybrid, which combines the flexibility and customization of non-credit training with the academic rigor and documented assessment of credit disciplines. These short-term (usually six months or less) training programs are awarded either a certificate of competence or a record of training and can be developed quickly and customized to specific certification requirements or even for a specific business. This variant on contract training, when combined with credit modules, bridges the gap between the typical narrowly defined skills workshop and a more broadly conceived and time-consuming program.

Challenges

Maintaining a comprehensive set of programs and services on a small campus, especially on a neighbor island, is our paramount challenge. As the smallest campus, we cannot achieve the economies of scale possible with large populations, nor do students have easily accessible, independent, alternatives. Cooperation and collaboration with our sister campuses is one of the most important strategies for offering cost effective solutions to the wide-ranging educational needs of the Kaua'i community.

The University Center policy, which strive to make the educational resources of the UH system reasonably accessible throughout the state, is our primary tool. Kaua'i CC can be "Your University of Hawai'i on Kaua'i" because of the commitment of the UH system to deliver education statewide, through distance learning technologies and other collaborative approaches, which make the best shared use of facilities, faculty and staff. It works because we agree that the students are "our" students, i.e., UH students, and not "proprietary" to any one campus.

The College is also, in alignment with the strategic plan discussions underway, seeking ways to improve services for working adults and those who are non-traditional students and indeed, non-traditional employment seekers. The extremely low unemployment rate in the state, coupled with the projected decline in the 18-23 population points to the need to serve the education and training needs of adults who may be returning to the workforce or entering for the firsts time, who have disabilities and will need accommodations, are academically unprepared and not work ready or who are working adults and need highly flexible delivery methods and schedules. These students will need significantly more and possibly different support services to be successful.

Needs

The priority request is to establish a base level of security personnel for the campus. While we have not had any major reportable incidents on campus, the unfortunate realities in the headlines do not allow us to leave the safety and security of the college to good luck and the general civility of our community. As we have seen, emotions can run high on Kaua'i, as well as anywhere in the country. And while Kaua'i is small in enrollment, due to the generosity and community-mindedness of our benefactor, Grove Farm, it is actually the largest physical CC campus at 200 acres.

Second priority is a small increase in our operational budget for equipment. In particular, trying to keep up with the workforce training needs of the Pacific Missile Range Facility and the contractors who work with the range is a significant drain on the campus budget. Continued growth in nursing and culinary arts is also anticipated. We greatly appreciate the support in this area during the last biennium and are asking for the amount, which was not funded in the last session.