



UNIVERSITY OF HAWAI'I SYSTEM

TESTIMONY

HB 3186

RELATING TO THE UNIVERSITY OF HAWAII'S
KAPIOLANI COMMUNITY COLLEGE

Testimony Presented Before the
House Committee on Higher Education

February 7, 2006

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Acting Chancellor for Kapi'olani Community College
University of Hawai'i

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Chair Waters and Members of the Committee:

I am testifying in support of House Bill No. 3186, which appropriates funds to Kapi'olani Community College to enable us to continue providing extensive and quality liberal arts and twenty-first century career programs.

Improve Student Support Services: This builds on our First Year Experience and Access to College Experience programs which provide support systems of campus learning-advising teams focused on transfer and career opportunities and improve direct support to students. This request will increase the rate of qualified transfer students entering baccalaureate granting campuses. Approximately 40% of our counselor positions, funded by Federal Title III, Perkins or other extramural sources, are limited to serving specific groups and cannot service the entire campus student population. Permanent funding is needed to institutionalize these critical functions and enhance student recruitment and retention services in the Kekaulike Information and Service Center (KISC), a one-stop-student center. Also, resources are necessary to serve our large (400) non-resident and international student population with visa, SEVIS, and INS requirements; adjusting to a foreign culture and country; and finding housing. Finally, to meet federal compliance requirements, funds for contractual services are needed to support disabled students related to interpreter costs which is costly and special students entering college (advancing from the DOE Felix consent decree programs) that require specialized accommodation.

Facility Maintenance: Replacement furniture and furnishings are critically required for our classrooms, labs, offices and meeting rooms to replace original furnishings provided by Capital Improvement Project funds that initially constructed and furnished the buildings between 10 and 20 years ago. The

majority of our furniture is aged, broken, beyond economic repair and in need of replacement to meet health and safety requirements.

Campus Business and Training Processes: To provide more efficient and effective support services to the campus, an evaluation and redesign of campus' support offices such as the business office, human resources, learning and technology center, library, auxiliary services, student services, etc., and training processes is essential, and subsequent migration to the web to improve their speed, accuracy, and ease of use. Providing the appropriate tools and support will enable our faculty and staff to better serve students.

Support For Business Office: The Business Office is struggling to maintain services due to significant workload increases in dollar volume and number of processing transactions to administer and account for all fund sources. Critical support services related to purchasing, bursar, non-credit billing, and accounts receivable functions are essential to maintain the fiscal integrity of the College. Between FY 1999 and FY 2004, non-credit revenues increased \$2.5 million to \$5.9 million, while extramural funds increased from \$.8 million to over \$2.0 million, respectively. However, the staffing level of the Business Office has not been increased to meet these growing workloads. Also, the campus' holistic budgeting concepts and an entrepreneurial model of operation has added complexity to the accounting of funds. The number of active accounts has doubled since 1999 from approximately 250 accounts in FY 1999 to over 500 accounts in FY 2004, of which 200 are for non-general fund accounts.

Professional Development: Kapi'olani CC offers quality and essential programs as well as emerging programs such as New Media Arts, Exercise and Sports Science, Biotechnology, etc., for our students. Professional development is critical for faculty and staff to keep abreast with all the current pedagogy, technological advances and job requirements. To accomplish this, funds for professional development will enable employees to attend conferences, workshops, take sabbatical and professional improvement leaves, and participate in other training opportunities.

University of Hawai'i/Department of Education Collaboration Support: Kapi'olani CC continues to support the DOE in recruitment efforts, training for the medically fragile child, deaf education, English as a Second Language, autism, and other special needs categories. New collaborative initiatives include addressing new federal requirements that all Educational Assistants in the DOE obtain an Associate of Arts degree or 48 credit hours, addressing other teacher preparation requirements, e.g., math and special education; and implementing the Running Start program in which high school seniors attend the community colleges and earn dual credits to meet both the high school and college requirements. Other initiatives include remediation tied to skills development, early-admit and middle college options, credit for experiential learning, life-long learning and other operational models which integrate available services and promote delivery of seamless educational services, and promote our recognized emphasis and

national success in Service Learning, where College student tutors for literacy and other educational needs can be increased.

Workforce Development: Workforce initiatives in New Media Arts, Exercise and Sports Science, Biotechnology, e-Commerce, and Information Technology programs require communication, liaison and collaborative efforts with prospective employers to ensure that our curriculum and programs provide the needed skills and knowledge for successful job placement of our graduates into the workforce. Also, students need support with advising, coordination and placement in career paths to enhance Hawai'i's workforce. Previously, federal Title III Strengthening Institutions Program grants supplemented workforce development initiatives to develop programs in emerging technologies and careers for the 21st century. However, these funds have ended and continued support for these initiatives is needed as an investment in the State's workforce, with all the long-term benefits that results from a well-trained and economically viable workforce.

Strengthen Developmental Education: Enhanced services and expansion of the Holomua ("to move forward") Center hours to evenings and Saturdays, and provision of support services to improve student readiness for transitioning to the college level vocational and liberal arts programs are needed. Approximately 25% of all first year students are severely under-prepared, lacking basic skills in math or English, and test for placement into the developmental and remedial levels of coursework. The Holomua Center services our remedial/developmental students with appropriate classes and counselors to help students with their many academic and socio-economic needs and enable them to progress to college-level math and English and a quality general education. As the program delivery requires repetition and more intensive coursework, the expanded availability of the Holomua Center and its labs, tutors, counselors, learning software and materials is essential to the success of these students.

Distance Learning Infrastructures: Since 1985, distance education support services have been funded through Olelo - Corporation for Community Television. Temporary staff have provided technical support for a wide variety of distance learning activities including credit and non-credit classes, satellite broadcasts, statewide meetings, continuing education programs, and orientation and training for faculty, students, guest presenters, and State agencies. Staff members collaborate with faculty and departmental staff to design, develop and deliver a wide range of on-line courses as well as train faculty and staff about teaching strategies using interactive television and the Internet through workshops, meetings, and informational materials. These training sessions address the application of technology in distance learning and its impact on the quality of teaching, student learning, course preparation, program development, and academic support. The continuation of Olelo funding is uncertain and use of the Olelo funded positions is restricted to cable television production. Conversion of temporary positions to permanent positions with permanent funding is critical to ensure essential activities continue. Also, the College is moving to other delivery modes including video production, distance learning

course scheduling and delivery, development of multi-media instructional materials, adding on-line courses, videoconferencing, development of WebCT, digital video usage, and statewide cable programming and interactive web site development that use on-line streaming audio and video training segments.

Workforce Development – Respiratory Therapy Program: A growing national movement to upgrade requirements for health science paraprofessionals to the baccalaureate level is most pronounced among Respiratory Care Practitioners, Physical Therapist Assistants, and Occupational Therapist Assistants. To meet this requirement, the establishment of a joint Kapi'olani CC and UH West O'ahu baccalaureate program is being formulated. A faculty position is needed to provide 300 level Kapi'olani CC courses that will fulfill the requirements for the baccalaureate degree at UH West Oahu. Students will thus be able to complete an A.S. degree in Respiratory Care and continue toward a baccalaureate degree. This will be instrumental in developing a model for more coordinated operating partnerships with the UH West Oahu and possibly other four year degree that integrate available services and promote delivery of seamless educational opportunities.

Long-Term Care Program: To meet the needs of our rapidly increasing aging population, funds to develop a long-term care program to train specialized healthcare workers is critically needed. Hawai'i's elderly population is increasing at a rate 2-3 times faster than the national average. Most paid long-term care providers are paraprofessional workers. After informal caregivers, these workers assist older persons and younger people with disabilities to enable them to maintain some function level and quality of life. Kapi'olani CC, with input from caregiver coalition groups, has collaborated with the Executive Office on Aging to ensure that key elements are addressed within the program plans using our educational resources and expertise. Specifically, the College's workforce development strategy is to increase affordable care options for the elderly by: 1) training quality paraprofessional healthcare workers (e.g., physical therapy assistant, respiratory care practitioner, occupational therapist assistant, nurse aide, etc.); 2) building the capacity of unpaid family caregivers; and 3) engaging active retirees to become a part of Kapi'olani CC's community by offering to them a variety of specially-designed non-credit health and non-health related courses and programs. This strategy expands upon the existing initiative between the U.S. Department of Labor, State Department of Health, and University of Hawai'i Community Colleges to improve the quality and capacity of training nurse aides Statewide.

Increased Teacher Preparation: The projected need for licensed teachers in the State of Hawai'i is 1,174 annually until 2012 while the current total UH output is 348 annually. To help address the shortage of qualified teachers to meet educational needs in the State, Kapi'olani CC can play a significant, cost effective role by recruiting and preparing students at the lower division for transfer into upper division teacher preparation programs that lead to licensure. Most new jobs to be created over the next eight years will require education and training beyond high school while existing jobs will require that the incumbents acquire a

significant increase in skill and knowledge to remain competitive and productive through continuing professional education. With additional resources, Kapi'olani CC can effectively assist in reducing the teacher shortage.

We support this bill as the requests are included in the University of Hawai'i Board of Regents budget and Executive Budget.

Thank you for the opportunity to share this testimony with your Committee.