

Part I. Report Summary

The operation located in Kealahou is a hybrid one; the UHCWH is the outreach campus for Hawaii Community College and functionally serves as a Board of Regents approved Center that provides access to upper level bachelors, masters, and graduate certificates via distributive education in partnership with University of Hawaii institutions.

Hawaii Community College Mission

Hawaii Community College promotes students learning by embracing our unique Hawaii Island culture and inspiring growth in the spirit of E 'Imi Pono. Aligned with the UH Community College system's mission, we are committed to serving all segments of our Hawaii island community.

UH Center West Hawaii Function

The Center was assigned by the Board of Regents to be administered by Hawaii Community College. The Center functions to establish a permanent UH presence in West Hawaii to provide individuals with access to programs offered elsewhere in the University system.

History

The University's history in West Hawaii first began in 1971 when UH Hilo offered classes in this area through their Continuing Education and Community Services (CCECS) operations. In Fall 1982, Hawaii Community College joined UHH in offered higher educational options to residents, and HawCC began offering classes at the regular tuition rates in West Hawaii at various locations in the community. In 1987, the UHH and HawCC programs were consolidated into the rented facilities in Kealahou where they continue to still be located.

In March 1988, then UH President Albert Simone recommended to the UH BOR the facility be designated the UH West Hawaii Education Center. It offered delivery of community college, bachelors, and masters level programs using traditional and distance/educational technology and brokered programs from throughout the UH system. Simone also recommended a request be made for 500 acres in Kalaoa for a future campus. In 1991, the BOR took action to separate Hawaii Community College from UHH and on September 20, 1991, the BOR recommended the Kalaoa site for the establishment of a UH facility in West Hawaii. In June of 1996, the BOR established three UH Centers as part of the UH system, including Kauai, Maui, and West Hawaii and transferred the administrative responsibility for West Hawaii to Hawaii Community College; this became effective in July 1997; all three of the UH Centers are administered by their respective island's community college. In November 1996 a strategic planning process was initiated that resulted in the UH Center West Hawaii Development Plan for 1998 – 2007.

The Educational Development plan was approved in July of 1998 by then UH President, Kenneth Mortimer. The Long Range Development Plan, prepared by Will Chee Planning Inc., was approved at the November 1998 BOR meeting for the UH Center West Hawaii. In 1999, a conceptual Historic Preservation Plan was prepared by Paul Cleghorn, later revised in July of 2000 for the Kalaoa site. A Project Development Report was prepared for Phase I of the facility and completed in 2000. The Final Environmental Impact Statement for the Kalaoa Site, prepared by Will Chee Planning Inc., was accepted by the Governor on March 23, 2001. The Department

of Accounting and General Services (DAGS) contracted with Mitsunaga and Associates to design the first phase of the UHCWH. The design was partially completed in March 2002; DAGS was notified to put the design of Phase I on hold pending UH Administration decision on the future of UHCWH. An initial Memo of Understanding with Hiluhiliu Development was signed on November 21, 2002 with BOR review and approval. In April 2004, the MOU with Hiluhilu development was approved by the BOR as amended and updated. Under the leadership of Chancellor Rockne Freitas, the current status is the college would have in West Hawaii a 20,000 sq. ft. building of their design constructed by Hiluhilu on the 500 acre Kalaoa site; the status is in abeyance awaiting further action by the Governor regarding release of funds and following University BOR approved action as appropriate.

Part II. Program

Functional statements for the UH Center West Hawaii are in the organizational plan.

Hawaii Community College has as its essential functions

- Providing a comprehensive post-secondary instructional program including outreach education. . . .
- Through its University of Hawaii, West Hawaii Center, the College provides West Hawaii communities with outreach services and access to programs offered elsewhere in the University of Hawaii system. Qualified students who are unable to travel to a UH campus enroll in courses or credential programs that are offered by one or more of the University's accredited institutions.

The hybrid center serving both the community college as an outreach location offers the following HawCC degrees and certificates as well as the UH system bachelors, masters, and graduate certificates.

Programs offered at the College / Center

HawCC Programs offered at site:

Liberal Arts / Associate of Arts
Early Childhood Education CC,CA,AS
Environmental Studies ASC
Food Service CC,CA,AAS
Hawaiian Life Styles ASC
Hawaiian Life Styles – Hula Track AAS
Hospitality and Tourism CC,CA,AAS
Human Services CC
Nursing RN ASN
Substance Abuse Counseling CC
Tropical Forest Ecosystem and
Agroforestry Management

Center offerings from UH Institutions – UHH, UHM, UHWO:

At this location we are currently offering the following degrees and certificates as a Center. Students in these programs are counted at their respective four year and/or graduate programs.

<u>Offering Campus</u>	<u>Degree</u>
UHWO	BA in Business Admin. BA in Social Sciences w/ Applied Track Theme
UHWO	Certificate in Substance Abuse and Addictions Studies BA in Social Sciences, Early Childhood Education
UHH	BA in Psychology BS in Nursing
UHM College of Ed.	BA in Elementary Education Post Baccalaureats Certificate in Secondary Education Interdisciplinary Master of Education (IMED) Masters Education in Counseling and Guidance, Rehabilitation Counseling Masters Education in Educational Administration, Higher Education Ended/option no longer offered via DE at this time. Masters Education in Educational Administration, K – 12 Masters Education in Educational Technology
UHM College of Business	Masters Business Administration (Cohort in progress) First cohort was 1999-2002
UHM Library & Info.	Masters Human Resource Management Masters Library and Information Studies (Cohort in progress)
UHM School of Nursing and Dental Hygiene	Masters Science in Nursing (Cohort in progress)
UHM School of Social Work	Masters Social Work (to start summer 2007)

Unit Goals:

Albeit this is the first unit review process submitted, the UHCWH has operated with specific goals in process.

- Provide access and appropriate academic and student support services to students enrolled in the certificates, associate, and applied associate degrees offered by Hawaii Community College. Provide recruitment and retention activities congruent with student success in completing the academic program undertaken.
- Provide access and appropriate academic support services to students enrolled in the graduate certificate, bachelors, and masters degrees from UH Higher Education Institutions within the system. Provide recruitment services and liaison with the UH partner institutions offering the accredited degrees and student support services.

- Provide technology support for the methods of delivering instruction for the degrees and certificates offered at the site using distance/distributive education including the use of Hawaii Interactive television system, compressed video, and the world wide web, etc.
- Maintain adequate facilities to support the academic programs offered at this location.

Faculty and Staff Listing for the UHCWH

As a point of information, the Office of the Vice Chancellor for Academic Affairs for HawCC oversees the hiring and job performance of all the instructional faculty/lectures hired by the college who teach at this WH location. The budget for the salaries is also handled via his office.

The Center faculty/staff are listed below; all report to the Director of the Center. These positions are included in the UHCWH budget.

Kathleen Kiss Damon, Director of UHCWH, 1.00 FTE, Permanent, General
 *Joanne Losalio-Watson, Secretary II, 1.00 FTE, Permanent, General
 Wendy Medeiros, Clerk-Typist II, 1.00 FTE, Permanent, General
 Raynette Haleamau-Kam, Counselor/Faculty, 1.00 FTE, Permanent, General
 Pearla Haalilio, Student Services Specialist/ APT, 1.00 FTE, Permanent, General
 Willow Aureala, Counselor for Students w/ Disabilities/Faculty, .50 FTE, Temporary, Federal
 Vacant/ To be advertised, Administrative Officer/APT, 1.00 FTE, Permanent, General
 Rachel Louis, Account-Clerk II (Civil Service), 1.00 FTE, Permanent, General
 *Marvin Medeiros, Janitor II, 1.00 FTE, Permanent, General
 Laurel Gregory, Librarian/Faculty, 1.00 FTE, Permanent, General
 Karen Au, Library Assistant, 1.00 FTE, Permanent, General
 Milton Leslie, Distance Education Specialist/ APT, 1.00 FTE, Permanent, General
 Michael Hopson, Learning Center Coordinator/ APT, 1.00 FTE, Permanent, General
 Charles Connors, Media-Specialist, .50 FTE, Permanent, General
 Nadine Price, Media-Specialist, .50 FTE, Permanent, General

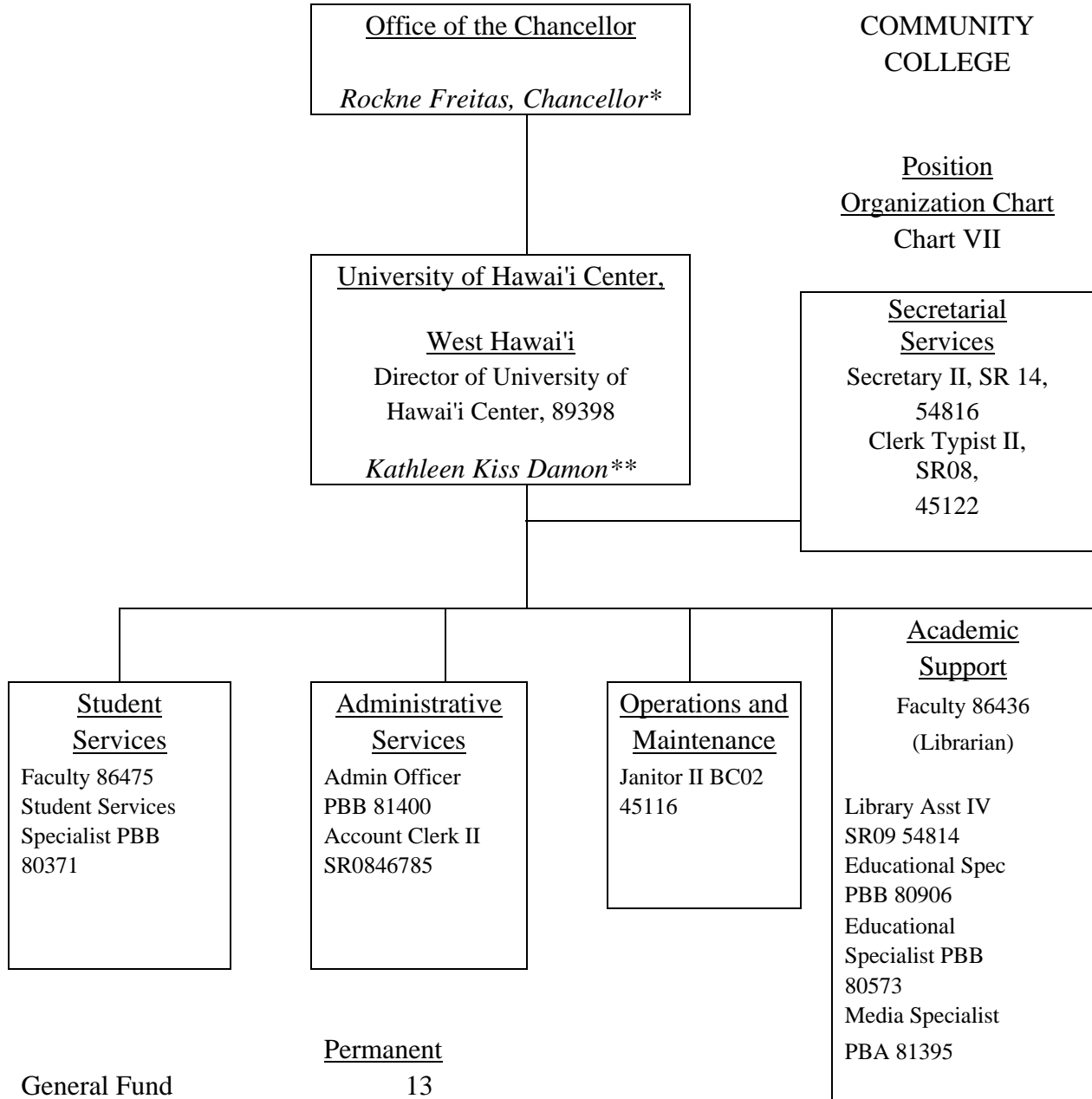
Educational Talent Search Grant (Federally funded DOE)

Kathleen Kiss Damon, UHCWH Director and PI
 Malani DeAguiar, Director/Faculty, 1.00 FTE, Temporary, Federal
 Cheryl Matthews, Education & Academic Support Specialist/APT, 1.00 FTE, Temporary, Federal
 Diane Dean, Student Services Specialist, 1.00 FTE, Temporary, Federal
 Marla(Pua) Larson, Student Services Specialist, 1.00 FTE, Temporary, Federal
 Khammoui Goschke, Student Services Specialist, 1.00 FTE, Temporary, Federal (on leave)
 Lauren Snow, Casual-hire replacement

*Temporary hire in permanent position.

HAWAII
COMMUNITY
COLLEGE

Position
Organization Chart
Chart VII



* Excluded from position count this chart

** PI for Educational Talent Search Grant

Brief Description of Facilities and Equipment

The map inserted here provides an overview of all the leased space at the UHCWH.

Currently the college has 13,506 sq. ft. for the academic programs and 456 sq. ft. to house the offices of the Educational Talent Search staff. The UHCWH rents from three lessors at this location for the college programs. Educational Talent Search also rents additional space for offices under federal funds from a fourth lessor. The facilities are all in the Central Kona Center mall on Haliki'i Street in Kealahou.

<u>Building</u>	Sq. Ft.	Cost in 2006 – 2007 General Funds
Building 1	2,158	\$ 54,201.36
Building 2	3,151	\$ 78,311.64
	(Added 1,170 sq. ft. for nursing classroom)	
Building 3 & Building 4	7,126	\$138,795.36
Total	13,605 sq. ft.	\$271,308.36
		<u>Cost in 2006 – 2007 Federal Funds</u>
Building 5	486	\$ 11,249.88

The leases are committed for 2006-2007 and 2007-2008; the college is discussing further lease agreements as appropriate with the lessors.

Building 1 has a specific Science classroom/laboratory maintained at a Biosafety level 1, a Video conference/polychom classroom outfitted by Title III, five faculty offices, and the janitor office/storeroom.

Building 2 has two general classrooms, the library/learning center, and office or desk space for the three personnel assigned to the library/lrc. A library lanai borders the side area and has picnic tables for quiet reading/studying outside. Building 2 also has the nursing classroom/laboratory in the lower level of the area. Students congregate on the picnic tables outside of Building 2 as the only space available to them for meeting, relaxing, etc.

Building 3 has the computer lab, the administrative conference room with Vidcon for meetings and/or small class if necessary, the student services general reception area, thirteen office locations – two of which comprise the Business Office here, and two office stations for personnel.

Building 4 has three classrooms that are specifically arranged to teach using HITS technology. By Spring 2007 semester two of these HITS classrooms will also utilize Vidcon as well and this makes them multipurpose for the daytime use with this technology; all three of the classrooms can be utilized for teaching face to face classes as well. Title III purchased the Vidcon equipment for one room and Forest TEAM purchased the other Vidcon equipment for the second room; both are federally funded operations that use DE technology for outreach. Two media specialist offices are located in the area adjacent to the control room in the back of the HITS classrooms.

Building 4 also houses the Food Service program; it has a classroom that can also be used as a small dining room and an adjacent teaching kitchen; the program utilizes the outdoor courtyard which can seat up to 60 for serving Thursday/Friday gourmet meals. A storage area is located at the rear of the building for Food Service equipment.

Building 5, houses the federally funded Educational Talent Search grant staff, and five staff maintain office locations and storage there

Vehicles

The Center currently has one seven passenger van; another van request is currently ready to go out to bid.

Security

The college/center does not have a security guard; security is hired via the bid process to patrol the center area starting in the early evening at approximately 5:30 p.m. until 10 p.m. M-F to match the classes in session, and from 8 a.m. till the end of class time on Saturday which varies up until 4:30 p.m. depending on the programs offered.

Offsite Storage

Two small **secure storage areas** are rented from a public storage area for student services materials and supplies, administrative services storage, and select technical equipment; the Educational Talent Search program also rents a small storage area from the same nearby location. In Student Services, the vacated closet was turned into the office for the student services specialist.

Equipment Needs

A major equipment cost for distributive education at the Center is the educational technology used for the HITS and videoconferencing operations. The original HITS classroom was part of the Center in the early stages, later in the late 1990's a second classroom was minimally outfitted with basic functionality in mind, and in the early 2000's, the College of Education fully outfitted a third classroom using federal funds.

As part of the Center programming and in cooperation with the UH System MSG-master scheduling group-for the HITS system, a UH Center site is to be able to schedule programmatically up to three distributive education programs simultaneously utilizing the three HITS classrooms from 4 p.m. until 10 p.m. Monday through Friday and on Saturdays. The college utilizes the HITS classrooms and/or the multipurpose classrooms with Vidcon from 7:45 a.m. until 4 p.m. daily as well as any other classroom other than those three designated to HITS programming. The VidCon classroom in Building 1 is reserved specifically for the community college's videoconferencing efforts. (Refer to Map)

The HITS equipment is aging. The current technicians have reviewed the status of the equipment that can be used here as well as relocated to a new campus location when appropriate. The equipment expenditure list would then have all three classrooms as functional for HITS, two of them are also multipurpose for Vidcon/polychom.. The detailed equipment list for the HITS classrooms and additional classroom equipment for the basic functional upgrade are listed in Part IV – Budget Implications. In summary, \$44,000 would be required to have the two older HITS classrooms be re-engineered to be basically functional and \$7,900 for basic functional classroom upgrades for DE.

Part III. Quantitative Trend Data

Student enrollment is a quantitative indicator to highlight the unit meeting the goal of providing access as identified in the Unit Map in Part IV. The official Hawaii Community College credit enrollment is reported as a total number and does not subset West Hawaii as a specific location. The WH enrollment numbers provided as follows are an estimated figure provided by the Institutional Research Office based on the zip codes reflecting the areas of North/South Kona, North/South Kohala, and Kau. This mirrors the UH System’s Second Decade Report. Per this understanding, the enrollment numbers are as follows:

Hawaii Community College estimated Enrollments

West Hawaii Area	Fall 2003	Fall 2004	Fall 2005
Kona	286	292	253
Kohala	135	153	115
Kau	77	63	91
Grand Total	498	508	459

As campus developments begin to materialize, it is essential for the college as a whole to be able to specifically identify enrollments; therefore, it will be asked that the college have the Hawaii Community College enrollment in West Hawaii be recorded on the UH System Enrollment Report (MAPS) separately as it once was; the request will be for this process to occur by Fall 2008.

The UH Center enrollment is a figure collected to acknowledge students in the programs offered by UH Manoa, UH West Oahu, and UH Hilo and attending via the Center. They are all students in the offering institutions and in no way are officially counted as student enrollments here.

Enrollments in Distance/Distributive Learning Programs for UH Center West Hawaii

Semester	Sender	Sender	Sender	Total*
	UH West Oahu	UH Hilo	UH Manoa	
Fall 2002	31	4	37	72
Fall 2003	31	8	35	74
Fall 2004	34	4	45	83
Fall 2005	17	7	38	62
Fall 2006	24	7	34	65

***An average range is between 65-75 students**

Operational costs for the UHCWH – Community College West Hawaii Location

A biennium budget request has been submitted for 2007 – 2009 for additional funds to help cover increases in cost for West Hawaii Operations which include a 1.00 FTE Clerk Typist II to assist in the support of Center Operations (.50 FTE) and provide secretarial support to the Food Service/Hospitality Division/chairperson located here (.50 FTE). An amount of \$173,736 has been requested for 2007-08 and \$182,736 for 2008-09;

this is the first major request for additional funding for West Hawaii operations since the College assumed responsibility for the site in 1997 to address underserved regions and populations of the state.

Budget for UHCWH Operations only – Does not include instructional expenses

	FY 2003	FY 04	FY 05	FY 06	FY 07(10/2/06)
A Personnel	\$482,505	507,057	611,780	511,018	603,758
B Supplies and Eq (Includes leases)	\$330,732	411,742	398,094	427,737	427,780
Total	\$813,237	918,799	1,009,874	938,755	1,031,538

Part IV. Quantitative Data Analysis

A brief commentary on the student data of Fall 2005 provides an indication of the student population we serve. What is as important to note at this time is the profile of students who are here and those that are not yet served. West Hawaii Complex Area Superintendent, Art Souza, quoted in West Hawaii TODAY 5/11/06 stated: “We also need to take a hard, serious look at the plans for a West Hawaii campus. Transforming West Hawaii into an educational destination could go a long way. It would mean our children could stay here and build their careers here.”

West Hawaii TODAY in its 5/8/06 edition provided a snapshot of the WH community in that it listed White as 31.5% of the population; Native Hawaiian/Pacific Islander as 11.3%; Mixed Ethnicities as 28.47%, Asian as 26.8%, Other as 2%. Our enrollment indicators highlighted that the WH student enrollment was 28% White; 25% Native Hawaiian/Part Hawaiian; 13% Mixed; Filipino separately was 13% and included in the Asian as 24%, etc.. Both Filipino and Native Hawaiian are considered the under-represented populations within the UH system albeit not at the community colleges. The college even at this off site location with its more limited offerings is at parity with the community ethnicities, one key indicator to measure meeting the goal of access to post secondary education.

By gender, as also evidenced in national higher education trends and at our community colleges, the enrollment is predominantly female (69%) then male (30%). By age the “adult learner” student population, age 25 plus, is or has often been the more dominant student population nationally at community colleges as well as here, but this is changing; the younger 18-22 year old populations is increasing as noted in our samples. However, it is essential to note that our students, regardless of age, are non traditional: they are not attending full time generally, they are working, they are balancing other role responsibilities as parents, partners, etc. As noted earlier by the college in the self study, our HawCC students in general are part time, taking 9+ credits per semester. Further information from two additional data samples provide a closer look at the students here.

In spring 2006 in preparing for the Unit Review, HawCC in West Hawaii asked students to respond to questions in an anonymous survey developed by the National Center for Higher Education Management Systems (NCHEMS). A random sample at approximately 20% of both entering and continuing students was selected. Again, although a limited sample, the nationally developed survey serves to provide indicators to the unit in preparing its review. Dr. Gwynne

Pacheco reviewed all the data and also provided a working synopsis for the report. In summary, she stated that “overall the results suggested for both samples that they felt very positively about their experience at the Kealahou campus.

The top four factors influencing college choice for entering students here were teachers/friends, cost – first reason, close to home and convenient- tied for second and third. The top three goals for continuing students who entered and stayed here were to increase knowledge, obtain a degree, and improve job skills. All of the continuing students rated instruction as satisfactory or better.

The quality of academic and student support services offered by the WH campus were rated positively by both entering and continuing students:

Student Support Services and Advising you received has ENT as 94.7% rate satisfactory or better; CONT as 93.7% rate satisfactory or better. 78.9% of the entering students indicated they met with a counselor after taking the placement test and preferred to have an orientation “in person with a counselor.”

Would you recommend West Hawaii has ENT as 84.2% and CONT as 95.9%.

A majority of both new, entering students and continuing students evaluated the Library/Learning Center as “satisfied with services” (ENT = 57.9%; CONT = 87.8%)

In this NCHEMS sample for both new and continuing students, the age distribution represents a national trend with increasing numbers of younger students attending the community colleges. The largest age group in this sample was students aged 18-22.

In the sample of entering students, 15% reported having a disability and this mirrors national statistics that approximately 10-15% of the college student population have disabilities. (With the .50 FTE federally funded disabilities counselor now on campus here, students are availing themselves of this advising and counseling support; the counselor is also contacting all the transition counselors at the feeder high schools to provide an optional link to entering student support as well if requested.)

Because the majority of students in the sample are working either full or part time (ENT=68.4%; CONT=43.8%) scheduling an instructional schedule that works for everyone is virtually impossible. The most popularly requested times were weekday morning and weekday afternoons, and evenings for the continuing students. As noted, the online courses appear to have addressed this issue as well. Of students who reported they were enrolled in online courses, 41% (ENT) and 39% (CONT) reported the most important reason was “it fit into my schedule.” Both entering and continuing students in the sample reported they lived a considerable distance from the campus (ENT had 21.1% between 6–15 miles and 37.9% between 16-30 plus miles; CONT has 44.9% between 6-15 miles and 37.7% between 16-30+ miles). When WH began offering online courses, it was thought distance traveled was a deterrent to enrolling; however, it appears scheduling conflicts are also a predominant need for students to choose classes compatible with their schedule.

A student survey sample (@30%) was also conducted in Spring 2006 in preparation for doing the fall schedule to identify student time preference for classes; albeit a significant number indicated they preferred in person classes (91%), they also noted that on line was a definite option (70%).

A new option indicated was the class meeting one time a week (38%) as well as twice a week. This feedback continues to help with schedule design.

Part V. Other Data

Hawaii Community College in West Hawaii had a sizeable student participation in the nationally recognized 2006 CCSSE –Community College Survey of Student Engagement Survey. Therefore, the five institutional characteristics for the college as a whole would reflect this location as well.

Thanks to the support of our IRO office, the input of the 115 WH participants here were subset into a specific data base so that the feedback on quality analysis of this location could also be identified. 63% of the students responding were full time and 36% were part time. 55% were continuing students and 43% were new. 77% were female and 23% were male; 47% were 18-24 and 53% were 25-64. In terms of providing access to first generation students in their family to attend college, 64% indicated that their father's and 59% their mother's highest level of education obtained ranged from not a high school graduate to high school diploma, GED and/or some college but did not complete a degree. 86% of the students surveyed said they would recommend this college to a friend and 79% rated their entire educational experience as excellent/good.

In the additional CCSSE site specific questions, 91% rated library services at this college as important and 81% rated they were very or somewhat satisfied; 88% indicated the learning center was important and 70% noted they were very or somewhat satisfied. 80% of these students when asked how important were distance education classes to them indicated they were very/somewhat important.

Highlighted especially for this review were those CCSSE items that indicated a lower score/concern or possible issue to address in regards to our goals of student access and success and in the need for staffing to provide identified services already targeted in retention/recruit efforts.

- In talking about **career** plans with an advisor or counselor, only 24% had.
- When asked about **how they paid for college tuition**, 52% indicated my own income/savings and 46% indicated parent/spouse.
- When asked **if the college emphasized providing financial support** you need to afford your education, 70% said some or very little.
- When asked the retention question...what following issues would cause you **to withdraw** from this college, 56% of the sample indicated working full time and 49% indicated lack of finances.
- Only 44% indicated they got information about major/program requirements From faculty/academic advisors.
- When asked if a service was important at this college that did not match with their satisfaction in use , 82% highlighted the need for

career counseling; 74% indicated the need for financial aid advising; 77% indicated transfer credit assistance; 65% services for Students with disabilities.

Part VI. Unit Student Learning Outcomes

A unit map was designed utilizing the R. Stiehl seminar and format. This is inserted here given its size and color print for easy readability.

It is hoped the unit map serves to not only indicate the broker and cooperative role the administration/faculty/staff from the UHCWH carry out in working with the college, the university partners, and the community in fulfilling its dual mission as a hybrid location to access community college programs and the upper level bachelors, masters, and graduate certificates, but also provides a mechanism for discussion on how to measure the objectives.

The student learning outcomes are identified on the unit map; the first two outcomes are specific and concrete. The main data indicators are the graduation/completion rates for the credit undergraduate community college degrees and certificates and the credit bachelors, masters, and graduate certificate programs. Additional work will need to be done to identify the format for and the collection of appropriate data for the additional nine student learning objectives ambitiously listed here in this first map. A matrix highlights graduation completions for those offerings at the College/Center since the academic year 1997-1998; this spring will mark a decade of community college oversight for this location.

WEST HAWAI'I GRADUATION DATA

Hawai'i CC Programs

Program	Degree/Certificate awarded	1998	1999	2000	2001	2002	2003	2004	2005	2006
Liberal Arts	Associate in Arts (AA)	24	32	22	26	34	21	26	32	27
Nursing	Associate in Science (AS) / (registered nurse)						8		6	
	Certificate of Achievement / (Practical nurse)	8	9		3					
Food Service	Associate in Applied Science (AAS)	8	10	14	7	9	11	5	3	6
	Certificate of Achievement (CA)	5	1	4	6	8	11	1	1	9
	Certificate of Completion (CC)	3	4	5	6	8	12	2		15
Hotel Operations	Certificate of Completion					2				
Early Childhood Education	Associate in Science	2			2	3	1	2	1	1
	Certificate of Achievement	1		1	1					
	Certificate of Completion				2	1	1	1		
Human Services	Certificate of Completion	3	6	4	1	6	6	10	3	4
Hawaiian Lifestyles	Academic Subject Certificate			1			2	4		5
Environmental Science	Academic Subject Certificate								4	
TOTAL		54	62	51	54	71	73	51	50	67

Note: The data represents the number of degrees and certificates awarded, not the number of individuals. Students may receive more than one degree or certificate.

WEST HAWAI'I GRADUATION DATA

UH Hilo, UH Manoa, UH West Oahu

Campus/Program	Degree/Certificate awarded	1998	1999	2000	2001	2002	2003	2004	2005	2006
Hilo Business	Bachelor of Business Admin	4	6							
English	Bachelor of Arts	5	3					2		
Psychology	Bachelor of Arts							1	1	
Sociology	Bachelor of Arts	8	9	5						
Liberal Studies (Elem Ed)	Bachelor of Arts		1							
Elem Education	Professional diploma			1						
West Oahu Business	Bachelor of Arts				4		2	1	1	6
Social Sciences	Bachelor of Arts						1	4	4	1
Substance Abuse & Addiction Studies	Certificate						4	4		
Manoa Business	Masters in Business Admin						5*			

Education	Master of Educational Admin								1	
Education	Post-baccalaureate Certificate in Secondary Ed.							15	5	11
	BA in Elementary Education									7
	Interdisciplinary MA in Education									11
TOTAL		17	19	6	4	0	12	27	12	36

Note: The data represents the number of degrees and certificates awarded not the number of individuals. Students may receive more than one degree or certificate.

*MBA awarded in December 2002. Did not participate in WH graduation, so not listed in the 2003 graduation program.

Two nationally recognized surveys were used to provide indications of quality of service and areas for improvement for the community college. These results will continue to be discussed. It is expected that the NCHEMS survey sample will be done in preparation for each unit review. It is expected that the WH data for NCHEMS will be subset for unit review information particular to this location.

The UH partners will be asked to share their data and respective studies on recruitment, retention, evaluation, and applicability to the partnership roles with the respective Centers and their staff. This request is being formalized via the Center Directors and the Vice President of Academic Affairs Office for the UH System.

The HawCC OCET operations in West Hawaii are slated to be asked to provide appropriate entry data and outcomes measures for the Center’s evaluation process.

Part VII. Unit Summary

Alignment with the College Mission

The hybrid location in West Hawaii of the UH Center West Hawaii and Hawaii Community College is congruent with the college mission and the center mission to provide access to post secondary education to the West Hawaii residents and to provide options for both the first two years of community college programs all the way to the upper level bachelors, masters and graduate certificates. The Hawaii Community College OCET programming is part of providing the non credit offerings to this community and is under the jurisdiction of the island wide OCET office.

Alignment with the College’s Strategic/Academic Development Plan

As noted in the 2002-2010 HawCC Plan- Item 6 Distance Education, the UHCWH has participated in distance/distributive education opportunities clearly as expected with its Center mission to provide access to the bachelors, masters, and graduate certificates but also in responding to providing these same opportunities to the HawCC college students using emerging technology.

The college has now identified a specific committee on behalf of the Faculty Senate to become engaged in the review of the distance education topic, and representatives from the Center are involved with this college committee as well. Faculty/lecturers at this location have been

instrumental in developing a selection of on line classes and have responded to the student interest/need in this method of delivery. This fits the planning assumption of the college's development plan. As noted in the SDP comments on the Distance Learning Delivery System, maintenance of existing technology is critical to the Center's future; a request for both equipment and additional staffing is submitted with this unit review. The WH need for a 1.00 FTE IT specialist and a 1.00 FTE Media Specialist were ones in the college's current biennium request forwarded for total college wide technology needs; these two positions were discussed as then being placed for the support of college services here in WH. This is aligned with Goal E in the SDP.

The critical need for of a permanent facility in West Hawaii remains a major focus for this unit and the college as well as for developments in East Hawaii.

The SDP focuses on the promotion of teaching and learning for student success. Students here have indicated in the surveys a concern for improved and/or additional services to augment the current ones; therefore, career advising/counseling, financial aid advising/assistance, services to students with disabilities (the current position is a .50 FTE federally funded one) are all identified needs. The need for increased development in student life opportunities and programming also surfaces as a younger student population is expected to be recruited here; currently a faculty member advises student government, and counselor/student life programming is minimal. Feedback from staff/faculty highlight a need to develop services here to support language development needs of students for whom English is their second language. These items are all connected to the Goal A: Promote Learning and Teaching for Student Success listed in the SDP's College Priorities. The college has submitted a biennium request for this upcoming biennium; in the overall Strategic Enrollment Management (SEM) request, it was discussed that a 1.00 FTE instructor/counselor position and a 1.00 FTE Student/Retention Specialist would be included for the college services located in West Hawaii. The addition of these two positions will address the services needed. If not funded in this current biennium request, the attached budget highlights both positions for consideration in either the supplemental or following 2009-2011 biennium request.

Unit Goals Met for college/center

The hybrid location continues towards meeting unit goals by providing access for students/West Hawaii residents to credit programs at the community college and upper level bachelors, masters, and graduate certificates. Graduation data documents student success.

Appropriate academic and student support services were maintained for the college location; however, additional services and staffing needs are identified for this current biennium and have been submitted for funding in the larger college requests. Survey feedback highlights these needs as well as levels of student satisfaction. Nationally normed and designed student survey usage will continue.

Technology support for the distance/distributive learning instruction is maintained; however, the critical need for additional staffing at this location has been noted and submitted for funding in this current biennium request in the larger college request.

An equipment request is submitted for the DE operations/HITS classrooms for the next biennium and to highlight this request now. Like the SEM request, should the current biennium request not yield funding, the supplemental and/or next biennium budget request, 2009-11, would be the appropriate request; see budget item attached.

Leased facilities at the Central Kona Center have been maintained; however, space limitations remain while we are located here, and aging facilities and equipment present their own challenge to maintain. A budget request for this current biennium has already been submitted to assist with the ever increasing operational costs even for this small location.

Three Unit Strengths

The **dedicated service and commitment of the faculty and staff and instructors assigned to West Hawaii.**

Although comments are made that we function in the “shadows of McDonald’s” in a storefront leased location, students provide feedback of high satisfaction rates, positive comments on quality of services and instruction in the surveys, and their success in completion of and graduation from college programs/certificates.

Academic and student support services that cooperate to serve faculty/students alike.

In this hybrid college/center design, the whole operation is a “one size fits all.”

The library/learning center and new computer center provide basic academic support services and equipment to serve all the students/faculty at this location. The minimally staffed Office of Student Services provides recruitment and retention services to the students here and to those in the community for whom this is the open door access to higher education.

The addition of the federally funded Educational Talent Search program also allows the college to have a presence in the public schools, grade 6 – 12, not to recruit for this specific college but to continue to inform students, especially first generation and low income, that there are educational opportunities in this community, on this island, and in state.

The operation as a Center provides an ever growing and wider selection of bachelors, masters, and graduate certificates and **brokers access** for West Hawaii residents to these University options via distance/distributive education. Access to the out of state OSU DE bachelor’s will be the new challenge.

Four Unit Areas for Improvement

As stated in the unit goals, **an emphasis on recruitment and retention** for both the college/center programs is essential in the upcoming three years. Documentation of continued growth and outreach is necessary.

The **need for additional student services staffing**. A 1.00 FTE counselor position to provide permanent, general funded services to students with disabilities, career/technical advising, career advising, and student life programming is needed. A 1.00 FTE Student Services Specialist to focus on retention needs to include financial aid advising, etc. Student feedback highlights this

need as well as professional identification of the need. **Please see Addendum, pages 23-25, prepared by Center Director Kathy Damon for further data and justification.**

The **need for increased technical staff at this location**. An on site IT specialist is needed to serve the needs of this location rather than have the Hilo based staff drive out on a as needed and/or emergency model to provide IT services. A second on site 1.00 Media Specialist to provide services for the location. Currently, two .50 FTE media specialists with additional casual assignment pay stretch to cover the wide range of times and services needed here. Aging technical equipment for the distance education demands upgrading for functionality and replacement and multipurpose use. . **Please see Addendum, pages 25-26, prepared by Center Director Kathy Damon for further data and justification.**

The **need for additional support in the library/learning center/academic support management and expanded services**. An Educational Specialist 1.00 FTE Band A is requested for the library/learning center to augment support services, hours of operation, the ever-increasing demand for proctored testing for DE and Center academic programs, and the projected addition of the ESL computer assisted delivery of non credit instruction whose planning is underway. To give an indicator of the testing services provided at this location alone, on average for the years 2003, 2004, and 2005, 535 exams were proctored for college/center programs and 390 compass tests were given. The three staff provide operational coverage Monday-Thursday from 7:45 a.m. – 6:45 p.m., Friday 7:45 a.m. – 4:30 p.m. and Saturdays, 10 a.m. – 4:30 p.m throughout the academic year.. Additional APT level help is essential to support the ever increasing and wide range of academic support services required here. The implementation of the initial ESL support is envisioned via use of computer assisted instruction and support services located in the LRC. **Funding for this purchase** of the software/hardware is submitted for the permanent initiation of this LRC option after the pilot's completion. The need to plan for increased staffing for the day to day management of the total academic support college operations. A half time, Assistant Dean for Academic Support is envisioned for the day to day management of the total academic support services at the college/center. Plan to implement this proposed position in Fall 2009. **Please see Addendum, pages 25--27, prepared by Center Director Kathy Damon for further data and justification.**

Unit Goals for the next review period

- Recruitment and retention for college/center programs is a primary goal. A projected increase of 7-10% per year in enrollment will be targeted. Track appropriate data.
- Provide academic and technical support in delivery of academic offerings. Track appropriate data.
- Develop English as a Second Language support using technology and the LRC format to initiate options for students. Provide counseling and LRC support to identify potential students and inform them of the option. Track appropriate data.

- Focus on transfer advising process from the college programs to the UH system institutions, to the UH Center bachelor's offerings, and/or job admission options such as OSU as they develop. Track appropriate data.
- Develop and maintain a workable web page using the new template to meet the college/center needs for recruitment, marketing, and student/academic support via this option.
- Increase the student services provided with additional staff to address career advising, financial aid advising/counseling, services to students with disabilities, and student life programming.

Action Plan

Action Plan Tasks	Year	Responsible Party
Focus on Recruitment Community College (10% per year) (Track data)	2007-08 2008-09 2009-10	Student Services *Counselor/s *Student Service Specialist *Faculty / Ambassadors *Program faculty
Focus on recruitment Center programs with Partners from UH / others (Track data annually)	2007-08 2008-09 2009-10	DE Coordinator UH Partners Counselor/s
Develop / maintain Web Page	2007-08 2008-09 2009-10	Academic Support Committee L. Gregory, Mike Hopson, Milton Leslie, Nadine Price Et. al.
Explore / develop the ESL option in LRC	2007-08	LRC Coordinator
Seek funding LRC model ESL	2007-08	UHCWH Director
LRC Delivery ESL using technology as non credit	2008-10	LRC Coordinator
Seek additional Center staff Counselor Student Services Spec. IT Spec. Media Spec. Educ. Lib. Spec. Academic Support Asst. Dean (.50 FTE)	2007-10 2007 2008 2007 2008 2009 2009	UH Center WH Director SEM request or biennium 09-10 SEM request or biennium 09-10 IT program request/biennium 09-10 IT program request/biennium 09-10 UHCWH request biennium 09 UHCWH request biennium 09
Implement/increase Career advising services Career Technical advising Disability services	2007-08	Counselor/new hire 1.00 FTE Permanent position/replace .50 FTE Federally funded position
Increase applications for Federal Financial Aid (Indicate 10% increase per year)	2007-2010	Counselor/s Student Services specialist/s

Track/grid each semester by program for student enrollment data College Center	2006-10	UHCWH Director in cooperation Counselor/s DE Coordinator/ UH partners w/ assistance from IRO appropriate
Track data for Non Credit OCET offerings in West Hawaii	2007-10	UHCWH Director OCET Director/programs WH OCET staff
Increase transfer from CC students to Center Programs Provide transfer counseling Track data	2007-10	Counselor/s
Focus on the design/development & move to Kalaoa Campus location at direction of the Chancellor	2007-10	Chancellor UHCWH Director, Staff, Faculty, Partners

Chart 1: Facilities assigned to program

As discussed in the body of the unit review, this location rents all of its existing facilities in the Central Kona Center.

Chart 2: Inventory List: Equipment and Controlled Property

The complete inventory list for the Center and all of its equipment, etc. is on file with the Administrative Services Office.

Chart 3: Budget Requests

Item	Biennium Request 2009-10	Biennium Request 2010-11
Equipment		
Equipment/HITS	\$29,500	\$14,500
DE operations & Classroom upgrade	\$ 7,900	
Hardware/software For ESL option (pilot complete by 2007-2008)	\$ 8,000	

Item	Biennium Request 1st year; 2009-10	Biennium Request 2 nd year; 2010-11
Personnel		
Education Specialist Band A APT*/1.00 FTE	\$33,888	\$33,888
IT Specialist	\$42,084	\$42,084

APT*/1.00 FTE		
Media Specialist APT*/1.00 FTE	\$33,888	\$33,888
Counselor 1.00 FTE	\$52,174	\$52,174
Student Services/ Retention Specialist Band BAPT*/1.00	\$41,316	\$41,316
Asst. Dean Academic Support** .50 FTE	\$35,856	\$35,856
	2009-10	2010-11
Totals	\$284,606	\$253,706

Educational Support Specialist

Academic Support PBA, Educational Support Specialist, Library and Learning Center, University of Hawaii Center, West Hawaii, (Hawaii Community College). Full time, permanent.

Duties: Under the general direction of the Librarian and with the assistance of the Library Assistant IV, provides managerial and supervisory leadership for and oversight of the daily public services operations of a specialized academic library and learning center. These operations include, but are not limited to circulation; course reserves; basic general reference and research support; instruction in the use of library equipment and resources in all media; access and user services; public services personnel (including hiring, scheduling, training, and evaluating student assistants); financial and user transactions, reports, and statistics; faculty services; document delivery, interlibrary and intra-system loans; maintenance and troubleshooting of publicly-provided equipment and services; facilities, security, and safety matters; stack and collection management; special projects; and other responsibilities as assigned. Provides instruction to faculty, staff, and students in the operation and use of computing resources, including the use of the Internet. Instructs individuals in the use of the library's general and complex online information sources, including the UH library system public access catalog (WebVoyage) and the EBSCOhost full-text periodical databases. Assists the Learning Center Coordinator with placement testing for English, and mathematics, conducts makeup testing and proctors out-of-state exams.

Assistant Dean for Academic Support. 11 mo. .5 fte faculty position, University of Hawaii Center, West Hawaii, (Hawaii Community College). This position reports directly to the Director

of the University of Hawaii Center, West Hawaii and is responsible for coordinating the daily operations of the academic support services and distance education functions of the Center. These functions and services include the Library and Learning Center; academic liaisonship to UH system baccalaureate and masters level programs; academic computing; and the operation and maintenance of distance education technology (HITS and Video conferencing) to provide student access to UH system program and course offerings. This position is in charge of the budget for academic support at the Center; oversees personnel; coordinates activities of the academic support personnel; implements policies and procedures; and coordinates planning, assessment, and program review. Positions reporting to this position are: the Librarian (faculty); Learning Center Coordinator (1 fte APT Educational Specialist); Library Assistant IV (1 fte civil service); Media Specialists (2 .5fte APT); and the Coordinator of Distance Education (1 fte APT Educational Specialist). Other duties as assigned.

*Current APT contract through 2008

Addendum to the University of Hawaii Center, West Hawaii Unit Review

February 6, 2007

Submitted by Kathy Damon, per the CERC request for more information regarding positions requested as a result of the Unit review.

Counselor Position

The College/Center requests a 1.00 FTE counselor position for the biennium that follows. Should the college receive funding in this year's submitted biennium request for SEM – Strategic Enrollment Management now going before the legislature, the argument had been made for a 1.00 FTE counselor position to be provided to the college/center in WH as part of the overall college request; however, if the funding does not materialize per the initial request, which is likely, this request in this specific WH UNIT review, is to seek a counselor position just for WH in the following biennium. Per the general format, units must make the requests in unit reviews for them to be in the college's planning agenda for the future biennium, hence this request.

Please note that an anticipated factor for WH is the development of a new, geographically accessible campus which would be projected into the next biennium.

This position request for a 1.00 FTE generally funded counselor positions student services for this anticipated growth. With the opening of the first phase of a new campus, the development plan expects enrollment to reach 700 students.

The full time counselor position would provide services for students with disabilities, academic advising and support to the CTE students enrolled at the college, career advising services for all students at this location, and job placement information as appropriate to all students.

Currently, WH has only one general funded, 1.00 FTE counselor position.

A federally funded Perkin's position has provided a .50 FTE position to cover the disabilities needs for students and to also assume academic counseling and advising for CTE students. In addition, the college is absolutely remiss in not providing to students at this West Hawaii location either access to a career center and/or job placement services; both services are provided on the main Hilo campus. The student surveys noted earlier identify and document student demand that WH students are not satisfied and note the absence of such services in career advising, job placement that are provided to students at the main Hilo location. Assuming West Hawaii students would schedule appointments and make a five-hour round-trip drive to Hilo for an appointment for such Hilo based services is not reasonable.

In Hilo, the college recently replaced the 1.00 FTE federally funded disabilities counselor by a request for general funds to provide this required service. At this WH outreach campus, the college continues to annually band-aid this federally required support by utilizing Perkin's funds. This request is to move a required service from the tenuous federal funds to the stable general funds as did the main campus.

The current demand for students with disabilities students is as follows: From no students registered to be provided services as students with disabilities, with the addition of the .50 FTE federally funded counselor in 2005, the college/center now serves 22 students who are registered for services with appropriate documentation. National statistics note that a college campus can expect 15% of its student body to request services for disabilities. Therefore, an anticipated demand for an enrollment of 400 would be sixty students. With enrollment growth and with the recruitment/information providing that is occurring now in the community, it can be expected that this percentage can and will be met; once agency and school counselors are connected with the on-campus counselor and with the services provided and counselor to counselor/student transition plans can occur, the likelihood that the enrollment will increase is expected. UH Community colleges with successful programs like Leeward Community College role-model such partnerships with their local high schools and agencies.

In the ten months from 3/05 – 12/05, 88 individuals either inquired and/or requested appointments with the counselor in regards to services with disabilities; in the year from 1/06 to 12/06, 158 and/or approximately twice the number of individuals either inquired and/or requested appointments with the counselor in regards to services regarding disabilities.

In the community, the counselor visited and/or responded to 124 agency inquiries. The counselor has contacted agencies via all WH high schools (6) repeatedly each year, the Department of Vocational Rehabilitation, the Mental Health Kokua, Kona Krafts, Vocational Management Consultants, Alu Like, and Kaiser Permanente. In addition, a specific fair was hosted on campus for students and faculty in regards to services available to students with disabilities.

In terms of providing academic advising and support services to career and technical students at the West Hawaii campus, currently 109 students are identified this year as in the CTE programs and are served by the .50 FTE counselor. These numbers do not reflect undecided students.

This location provides career and technical programs on a limited basis reflecting areas of employment and/or need in the community. The model is such that a counselor provides the students with “critical path” advising, seeing them at entry/individual orientation, when encountering barriers to academic success which may range from warning and/or probation, to financial need, to difficulties with an instructor, with difficulties in a class, when earning half of the credits to complete a certificate and/or degree so that the final plans for academic advising and course selection for the degree and/or certificate completion are on track, and then finally the completion of the graduation request. The point here is that the CTE counselor at this location handles ALL the CTE students for ALL the required counseling/advising needs unlike the Hilo model where specific counselors specialize in specific programs. The demand for a counselor for the student population is to provide this range of counseling support. As the enrollment grows, the counselor ration to student would increase.

Career advising/information and job placement services would be provided to all students by this counselor position. Venues for such services include providing the one credit career and life

exploration class already developed in the on line format and/or deliverable in a face-to-face modality; for creating special career advising and job placement services targeted to specific CTE and/or AA majors, etc. and/or as the field suggests as favorable models for delivery of services. The students in WH are not currently provided the staffing for these services. This request in the unit review would address this issue eventually.

IT Specialist and Media Specialist (two positions)

Media and IT specialist support is identified for the college including West Hawaii in the current review for technology. This request is currently going forward to the legislature.

Should the funding be provided this legislative session, the need is addressed given the assumption that positions would be hired for this location..

Should the funding not be provided, the request in this unit review highlights it as a needed item in the following biennium request.

Currently, the college/center has a full time media specialist position first assigned and funded via IT operations from UH Manoa to support the Center in hosting the HITS programs for certificates and masters from throughout the system. These academic offerings are generally presented from 4 p.m. – 10 p.m. Monday through Friday and all day Saturday. This position was divided into two .50 FTE media specialist positions to maximize coverage. The college also utilizes HITS from Hilo to Kona during the day from 8 .m. to 4 p.m. and the media specialist staff stretch to cover the college programming; only the Center is heavily involved in utilizing HITS for instruction for bachelors and masters and certificates, not Hilo. In addition, the on site offerings via the Title III polychom set up are provided support via these two staff. Obviously, one position does not suffice and when the Title III funding ends, an additional 1.00 FTE media specialist will be even more necessary. The use of technology from HITS to other options continues to evolve, regardless technicians remain important in the design, installation, maintenance, training, and support. As a point of emphasis, in the fall 06 semester 16 courses were offered on HITS, 24 courses were offered on polychom, and 35 courses were offered on line; in addition, programs increasingly utilize a hybrid approach to distance education as faculty and programs become more sophisticated. The number of DE offerings is only expected to evolve and increase.

The IT needs are currently provided via a circuit rider approach with a Hilo based IT specialist driving out to West Hawaii to attend to work requests; this does not provide continuity nor immediacy of technical services. Since this area now has the library/learning center, compass testing arrangement, and computer classroom, having such a circuit rider random approach to IT services is not acceptable, even more so when the college acknowledges that the WH faculty have become the college leaders in the provision of on line courses. One way of identifying the “demand” is to count the number of work orders; however, this does not identify campus and faculty/staff frustration in having equipment down, inoperable, and students and staff alike left waiting for the IT specialist to arrive. The current review for technology identified a need for an IT specialist on site.

The media and IT specialists provide services to all the general operations and staff at the college as well as the instructional programs offered here utilizing technology.

Crucial to the request for a 1.00 FTE IT specialist and a 1.00 FTE Media Specialist is the fact that with the projected development of the new location and the move to the new location, the technical services will be needed for the relocation and installation. The college/center is projected to grow in offering undergraduate and graduate options, the distance education technology staffing is essential for the congruent purpose of the college/center model and its use of distance education technology. These staff would also be expected to serve locations in Kona, Kau, Waimea, and other areas as they develop via the Title III program. It is emphasized that all media and IT operate together as a college wide academic support service.

Assistant Dean for Academic Support

The request for the Asst. Dean for Academic Support position at a projected .50 FTE in the following biennium, 2009 – 2011, is based on the demands that will come given the forecast of three items:

- * Projected increase of staffing in the college/center academic support area;
- * projected increase in the academic offerings and services for the college/center
- * projected design of and relocation to the centralized library/learning center /computer classroom and center/ and HITS/polychom facility that will be the hub of the new campus/building.

Given this forecast, the position is identified in this unit review for funding in 2009-11 and for planning purposes at this time as at least a .50 FTE position.

Unlike the Hilo location, West Hawaii functions as an integrated academic support area that will integrate even more comprehensively with the new location/buildings. In the discussions and preparation for a new campus, academic support function to the college/center is seen as the hub and center of the whole operations. Design discussions in preparation of a new campus/building highlighted the importance of the development and coordination for academic support operations for faculty, staff, and students from the undergraduate through the graduate programs.

A model for having a .50 FTE Asst. Dean for Academic Support is already exemplified in the system at Windward Community College as it prepares for its multimillion dollar design and construction of the library/learning center, etc. A key component of this position was to provide for coordination of this undertaking which may be smaller in scale for West Hawaii but nevertheless essential to the design and functioning of the college/center. Academic support is critical to the distributive education model of the college/center and the utilization of technology. The largest number of staff will be housed in the Academic Support area, and projected positions will increase the number of employees in this area. Kauai Community College had the Asst. Dean for Academic Support of the total college take over the Center Director function for the bachelors, masters, and graduate programs.

The Windward Community College model had the lead faculty position in academic support, which like West Hawaii is the librarian, be the identified .50 FTE Asst. Dean to coordinate all of the academic support functions; the librarian was the senior tenured faculty in the academic

support operations for this college and as faculty, could supervise the various positions, both APT and clerical, assigned to academic support. Should the .50 FTE Asst. Dean position be a temporary one, it would be congruent to follow the WCC model and have the current librarian be considered for this temporary position. After the biennium was past and the relocation/design accomplished, the college/center could re-evaluate the position and decide if a full time, permanent one would be applicable; however, the provision of the .50 FTE Asst. Dean at this critical time would provide for the administrative oversight at this juncture. This would be a new development at this location since it has been administrated with a “flat organization” model; this would now provide administrative oversight into one critical area and have the Center director and/or Vice Chancellor for Academic Affairs depending on how the college/center develops have major oversight for the growth of the whole campus here which upon completion is expected to jump at first to an enrollment of 700 and eventually an enrollment of 1300 in the projections of the development plan.

The college/center academic support operations are integrated all in one area and not subset into college and/or center operations for both coordination of services, supervision of employees, and compatibility of staffing and hours of service. Since a college/center provides support to both undergraduate and graduate options, such integration makes sense. With the potential addition of non UH institutions and agreements with OSU for example, having one site to coordinate all academic support services would provide for centralized operations.