

HAWAI'I COMMUNITY COLLEGE COMPREHENSIVE UNIT REVIEW REPORT

University of Hawai'i Center – West Hawai'i

November 18, 2011

Assessment Period: July 1, 2008 to June 30, 2011

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Writer(s): UH Center Staff & Faculty

Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Unit Reviews are available to the college and community at large to enhance communication and public accountability.

HAWAII COMMUNITY COLLEGE
COMPREHENSIVE UNIT REVIEW REPORT
University of Hawai'i Center – West Hawai'i

Part I: Annual Unit Review is included as pages 15-21

Part II:

A. Unit Effectiveness

1. *Unit description and support of the College's mission and Institutional Learning Outcomes (ILOs)*

The University of Hawai'i Center West Hawai'i (University Center) is a secondary site for Hawai'i Community College and an access site for professional certificates, bachelor and graduate degree programs offered via distance learning technologies by the University of Hawai'i system.

The University Center supports the College's mission and institutional learning outcomes by promoting, marketing and supporting educational learning opportunities for individuals, particularly those living on the West side of the island. Enrollment, class size, graduation data, and number of classes signify effective operations.

2. *Facilities, Equipment and Staffing*

Facilities

The University Center maximizes use of its facilities making the best of a campus location that is less than desirable and facilities that were never intended to house a college campus. The current leases end June 30, 2012; new leases are being negotiated for a two year term with two one-year extensions.

A college campus for West Hawai'i has been in planning stages for decades. Recent projections are for the first phase of the Pāalamanui Campus to be ready for occupancy fall 2014. Once the transition from leased facilities to university owned facilities occurs, there will be new responsibilities for maintenance and repairs that were the responsibility of the landlord prior to the move. Funds for these costs as well as personnel to oversee and maintain facilities are requested.

While excited about the Pāalamanui campus, the University Center's doubling of enrollment generates the same space concerns for the new campus as it currently experiences in Kealakekua. Initially plans were for Phase I and II to be built concurrently, providing space for growth. With only Phase I being built, there will be little to no room for growth. The six plus years from planning to occupancy coupled with increases in enrollment make constructing Phase II of the Pāalamanui campus a significant need. Funds for phase II are requested.

Equipment

In anticipation of the move to Pāalamanui fall 2014, equipment, furniture, and fixtures are needed. Funds are requested using 30% of construction costs, as suggested by Vice Presidents Freitas and Morton.

Staffing

The University Center organizational chart is shown as Attachment A. It lists 14.0 non-instructional positions. Not included on the organizational chart is a .5 FTE Faculty/Counselor provided by Perkins funds, which brings total staff to 14.5. The 14.5 positions are an increase of 1.0 from the 13.5 reported in the 2006 unit review. The addition is a 1.0 FTE clerical position established in 2008, assigned to assist the Culinary Division, both in East and West Hawai‘i, and to perform routine tasks for other faculty and staff.

The 2006 unit review requested funds to create a permanent position for the .5 Faculty/Counselor and convert it to a 1.0 position; this did not happen. Fortunately Perkins funds have continued for the .5 position; however, it is strongly anticipated that the position will not be refunded when the current grant expires June 30, 2012. Funds are requested for this position.

In addition to general funded and federally funded positions, the University Center makes use of casual hires to cover essential tasks. Currently 3.5 FTE positions are filled by casual hires, including 1.25 FTE media specialists, a 1.0 FTE APT Student Support Specialist who administers off site Compass tests, a 1.0 FTE APT Student Support Specialist to assist with mobile compass and other responsibilities associated with the position vacated by Milton Leslie, and a .25 APT Student Support Specialist to assist Student Services with data collection. Additionally, at times it is necessary to pay overload or seek additional casual hires to assist with academic advising and other tasks during peak periods. Funds are requested to permanently fill the casual positions.

In addition to staff, the University Center is home base to 11.8 FTE faculty and an average of 20 - 30 lecturers. Additions to faculty since the last comprehensive review include 4.0 FTE Faculty comprised of: 1.0 FTE English, Kate Sims; 1.0 FTE Social Science, Lucy Jones; 2.0 FTE Nursing, Hazel Reece and Kathleen Giraud. Other new hires during the period, but not new positions, include Tanya Dean, .5 FTE English, a position previously held by Kate Sims; and Toni Cravens, .5 FTE Math, a position vacated by Micky Earnshaw’s resignation. The following chart lists West Hawai‘i based faculty.

Betty Saiki	1.0	Culinary
Paul Heerlein	1.0	Culinary
Jim Lightner	1.0	Culinary & Hospitality
Steve Cline	0.5	English
Tanya Dean	0.5	English
Kate Sims	1.0	English
Kalani Flores	1.0	Hawai‘i Life Styles
Joe Wilcox	0.5	Math
Toni Cravens	0.5	Math
Hazel Reece	1.0	Nursing
Kathy Kotecki	1.0	Nursing
Kathleen Giraud	1.0	Nursing
Christina Hoffman	0.8	Science/Biology
Lucy Jones	1.0	Social Science

An analysis of the CRNs taught by West Hawai'i based faculty/lecturers and/or taken by West Hawai'i based students shows a total of 484 credits for fall 2010. Using a teaching load of 15 credits this calculates to 30.5 FTE instructional positions, excluding the nursing program. The following analysis of these credits identifies programs in need of West Hawai'i based faculty. The move to the Pālanui campus projected for fall 2014 and the establishment of a branch campus intensifies this need. With the move there will be increased demand and a greater call for faculty leadership. Funds are requested for faculty positions.

Subject	Credits	Instructor FTE @ 15 credits	Actual Instructor FTE	Faculty Positions Considered Most Important for West Hawai'i
Business	24	1.6		1.0
Sciences: Biological	28	1.9	0.8	
Sciences: Physical	27	1.8		1.0
Sciences: Other	22	1.5		
English	54	3.6	2.0	1.0
Hawaiian & Hawai'i Life Styles	47	3.1	1.0	1.0
Humanities: General	21	1.4		
History	33	2.2		1.0
HOST	15	1.0	1.0	
Math	47	3.1	1.0	1.0
Social Science: AJ/HSer/Subs	45	3.0	1.0	
Social Science	49	3.3		1.0
Culinary	31	2.1	2.0	
Nursing	26	NA	3.0	
Speech	15	1.00		0.5
Total	484	30.5	11.8	7.5

a. Review of previous action plan

Action Plan from Previous Comprehensive Review	Action during Report Period	Action Plan Results
Focus on Recruitment Community College (10% per year)	The FTE of community college students serviced by West Hawai'i doubled from Fall 2005(230 FTE) to Fall 2010 (462 FTE).	Achieved
Focus on recruitment Center programs with Partners from UH / others (Track data annually)	The Center focused on recruitment; however, the UH Manoa College of Education enrollment declined significantly when it lost its West Hawai'i Representative. Unduplicated headcount for UH Center programs was 62 fall 2005; it was 36 fall 2010.	Partially Achieved
Develop / maintain Web Page	Web page was created and maintained. Redesign of the web page is currently in process.	Achieved
Explore / develop the ESL option in LRC	The Center purchased DYNED software as a ESL option. Student use has been minimal and does not warrant the cost of the program.	Partially Achieved

Action Plan from Previous Comprehensive Review (continued)	Action during Report Period	Action Plan Results
Seek funding LRC model ESL	Funding was received and software purchased.	Achieved
LRC Delivery ESL using technology as non credit	ESL software was made available to students and individuals referred by Workforce Development. There was no charge for its use since it was purchased by a grant.	Partially Achieved
Seek additional Center staff Counselor Student Services Spec. IT Spec. Media Spec. Educ. Lib. Spec. Academic Support Asst. Dean (.50 FTE)	Grant funds were used to fund a casual position to handle Compass testing at the high schools for three years. Tuition and fee money is currently funding the position as a casual hire. Tuition and fee money is also funding a Media Specialist. No new staff positions have been assigned to the Center. However, two faculty positions have been added in West Hawai'i: a 1.0 FTE in English and a 1.0 FTE in Social Science.	Not Achieved
Implement/increase Career advising services Career Technical advising Disability services	This action item was dependent on adding a counselor to Center staff. This did not occur. Consequently, technology has been employed to assist in career advising. Materials designed for self directed student use have been purchased for counselors and a kiosk with the UHCC Career Connections software was acquired and placed in student services for easy student access. New equipment and software was also purchased to assist students with disabilities.	Achieved
Increase applications for Federal Financial Aid (Indicate 10% increase per year)	The APT position in student services has been assigned the responsibility of assisting students with financial aid. She has received training and is providing much needed assistance to students with financial aid. This coupled with the doubling of student FTE during the reporting period have helped achieve this action plan.	Achieved

b. The most significant changes occurring during the reporting period include:

i. Retirement of long- time Center Director, Dr. Kathleen Damon in December 2006. The position has been filled by interim appointments. The current interim director has been in the position since October 2007.

ii. Release of \$2 million November 2007 by Governor Lingle for planning and design of a West Hawai'i campus.

iii. Board of Regent approval November 2009 of the 2009 Long Range Development Plan Update for the University of Hawai'i Center at West Hawai'i and renaming of the University of Hawai'i Center at West Hawai'i to Hawai'i Community College – Pāalamanui effective as of the date the University's Hawai'i Community College opens the campus for classes on the Pāalamanui site.

iv. Signing of an agreement November 2010 which provided for the university to build a \$4.7 million road and Pāalamanui Partners, LLC to spend an equal amount toward building the first phase of the Hawai'i Community College – Pāalamanui campus, bringing the total commitment of Pāalamanui Partners, LLC to \$9.7 million.

v. Start of construction and blessing ceremony on March 18, 2011 of the midlevel road that will connect the new Hawai'i Community College – Pāalamanui campus site with Kaiminani Drive and public announcement by University President M.R.C. Greenwood that the

Pālanuanui campus is expected to be one of the most energy-efficient college complexes in the United States when it opens in fall 2012.

vi. Notice by Vice President Rockne Frietas, August 2011, that the projected occupancy time frame for the Pālanuanui campus is fall 2014, based on a January 2012 deadline for Urban Works to have plans ready for submission to the County of Hawai‘i.

vii. Addition of a new bachelor’s program to be offered in West Hawai‘i by UH Hilo; the first cohort will start spring 2012.

c. Unit Outcomes

i. The UH Center, West Hawai‘i offers high value, effective, meaningful, relevant bachelor, master, and professional degree opportunities.

ii. The UH Center, West Hawai‘i offers high value, effective, meaningful, relevant transfer level tertiary (post-secondary educational) opportunities to the West Hawai‘i Community.

iii. The UH Center, West Hawai‘i offers high value, effective, meaningful, relevant workforce development educational opportunities to the West Hawai‘i Community.

d. Assessment Method

Assessment of unit outcomes will include statistical data and survey results.

e. Summarize assessment data collected

A survey of Hawai‘i CC students is being administered November 23- December 2, 2011.

f. Changes and issues identified via unit assessments

Tracking data is the biggest issue surfacing from assessment. This is especially difficult since West Hawai‘i students, neither those enrolled at Hawai‘i CC or those from the UH four-year schools, are identified separately in banner.

3. Unit Strengths and Weaknesses

a. Top three Strengths and Weaknesses

The top three strengths of the University Center include: (a) its staff and faculty, (b) its student focus, and (c) the increasing demand for its services. The top three weaknesses include: (a) limited number of staff and faculty, (b) facilities, and (c) insufficient program offerings.

A significant number of staff and faculty, including lecturers, have been part of the University Center for a decade or more. The October 2011 Hawai‘i Community College Faculty, Staff, Administrators Annual Survey reports that 48.3%, of the 29 West Hawai‘i personnel responding, have worked at the college for 11 or more years. Results of the October 2011 survey also indicate West Hawai‘i based staff and faculty are committed to the University of Hawai‘i system.

Students are the most important people at the University Center. Services at the University Center to assist students include academic support programs, counseling services, and the establishment of areas where students can meet together. Examples include an aggressive new student orientation program, an online University 101 course, and the establishment of areas around campus where students can gather. The library learning center has also divided its small space so students have quiet study space as well as areas where they can collaborate. Tutoring is also available, with tutors encouraged to actively promote their academic services. Additionally, the student services staff and counselors attempt to personally speak with students who have academic challenges. Establishment of an active student association on campus is one of the top three goals for the next review period.

Over the last five years the University Center has experienced increasing demand for services. Student full time equivalent (FTE) has doubled during the five year period. The number of classes/sections offered has increased substantially and the average number of students per class has increased as well. Increasing class size in conjunction with increased numbers of classes is not an easy feat in West Hawai'i, particularly since classes added are often video conference classes from Hilo with an average West Hawai'i enrollment of 3.5 students. The number of degrees and certificates awarded also increased. Table 4 provides details.

University Center staff and faculty welcome more students and students appreciate additional classes. Increases, however, result in staff having to do more and/or prioritize, leaving some tasks undone. Increased numbers of students and classes result in higher facility use, with more activity in classrooms and areas on campus. Increased enrollment, a strength, turns the small staff assigned to the University Center into a weakness. Recognizing that staff is often a function of enrollment, it is natural that University Center staff is minimal with positions having no one to cross train or to fill in when a staff member is on leave. This arrangement was manageable when enrollments were lower; however, increases during the last five years make it less possible to cover tasks when staff is on leave.

For over 20 years, the College has acknowledged facilities of the University Center as a weakness. In the October 2011 Hawai'i Community College Faculty, Staff, Administrators Annual Survey 64.3% of West Hawai'i respondents judged classrooms on campus to be inadequate and 85.2% felt the campus facilities were inadequate. Even with occupancy of the Pālanui campus being projected for fall 2014, this review continues to consider facilities a weakness.

The physical relocation of the campus will simultaneously result in an organizational transformation of the University Center to a branch campus, an action approved by the Board of Regents and affirmed by Vice President John Morton. Projections indicate enrollment growth in West Hawai'i will continue, with exponential increases possible when the new campus opens. In this scenario, the new campus in and of itself is not a weakness. Rather what will be a weakness if not funded, is the lack of staff to maintain new facilities, the lack of equipment, furniture, and fixtures to furnish it, the lack of academic programs to support demand, and the lack of faculty leadership. Phase I will be constructed primarily with developer/private funds; as such, there are no funds designated for equipment, furniture and fixtures or additional personnel. Plus, as mentioned previously, moving into only Phase I will be a tight fit considering the Kealakekua enrollment and campus growth since 2008, when specifications were developed by architects.

Therefore, funds to fill personnel needs, to furnish Phase I and to construct Phase II are requested.

Minimal community college programs are considered the third major weakness of the University Center. Many of the programs, credit and noncredit, offered by University of Hawai‘i community colleges are not available in West Hawai‘i. Funding received by programs administrated from Hilo are most often kept in Hilo, particularly in the areas of workforce development. Basically, program development is under the direction of individuals who do not live and work in West Hawai‘i. This leaves West Hawai‘i staff and faculty to explain why something publicized by Hawai‘i Community College is not available in West Hawai‘i, or to make excuses for someone in Hilo who has, probably unknowingly, insulted a West Hawai‘i community member when issuing an explanation.

b. Unit Strengths and Weaknesses, enumerated.

S1: Increasing demand	W1: Small number of staff and faculty serving growing student enrollment
S2: Trained, reliable, dedicated faculty and staff	W2: Facilities
S3: Student centered	W3: Lack of programs

4. List the Unit’s top 3 goals/plans for the next Comprehensive Review period. Briefly describe evidence that supports these goals/plans.

Unit Goals

Top three goals for the next review period:

1. Seek funds for additional positions and programs
2. Develop a transition plan for the University Center and Hawai‘i Community College Pālanuanui
3. Set up an active student association on campus

B. Other Relevant Data Analysis

1. The organizational structure of the West Hawai‘i campus in relation to the mother campus in Hilo is challenging. West Hawai‘i faculty and staff are required to communicate with and get support from their departments and units in Hilo. For example, a lecturer who teaches history in Kona is expected to be evaluated and mentored by members of the Humanities Department in Hilo; this entails having a close working relationship with people he/she rarely sees on the other side of the island. Faculty is supervised by department chairs and administrators who are 100 miles away, and these relationships are often tenuous or, in some cases, neglected. This situation is clearly elucidated by the 2011 Faculty, Staff and Administration Survey which was taken by 25 West Hawai‘i faculty and lecturers, an assessable number considering West Hawai‘i statistics. In answer to question #33, "When I seek assistance, the _____ is responsive to my needs," the most common response for Academic Affairs was *not applicable*.

Specific statistics follow:

- a. 48% responded not applicable for the Vice Chancellor of Academic Affairs
- b. 80% responded not applicable for the Dean of Career and Technical Education

c. 76% responded not applicable for the Dean of Liberal Arts and Public Services. Similarly, for question #36, “Communication between my program/department/division/unit and the _____ is effective, the most common response for the three positions in Academic Affairs was again, *not applicable*. Conversely, *not applicable* was the least common response to both questions #33 and #36 for the Office of the Director of the University Center.

2. The Hawai‘i Community College faculty staff directory lists over 200 employees. Of the 200, less than 15% are based in West Hawai‘i, creating some unfortunate results. Complicating matters, the culture of West Hawai‘i is vastly different from that of the Hilo side. As the minority in a college-wide meeting or committee, the West Hawai‘i representative is typically a solo voice in an assembly of well acquainted colleagues who live and work in Hilo. Attempts to pitch a West Hawai‘i approach or idea are often exasperated by the sheer numbers of decision makers residing in Hilo, who seldom set foot on the West Hawai‘i campus. It is human nature for them to support the people they interact with on a regular basis, to base decisions on the students and culture they are most familiar with. However, putting West Hawai‘i personnel in a position of explicitly following Hilo directives prevents them from focusing on what will work best for the West Hawai‘i campus and community. Allowing West Hawai‘i autonomy is key to the “renovate to innovate” philosophy purported by UH President Greenwood. On the other hand, forcing the West Hawai‘i campus to fit within a box defined by individuals who have only a cursory interest in meeting the higher education needs of West Hawai‘i generates frustration, is demoralizing and can result in a noticeable lack of involvement in college matters.
3. The 2006 Comprehensive Unit Review submitted for the University Center included biennium budget requests for 9.5 staff positions, none of which were funded. The center has doubled its student count during this reporting period, so the need for additional staff and faculty still exists. The projected move to Pālanui fall 2014 intensifies the need for additional personnel.

- C. Action Plan for Unit Improvement
Complete Tables 1-4 to provide justification for Unit budget requests

Table 1—Prioritized Top 3 Non-Cost Items

Task:	Academic yr.	Who is responsible	Justifications	
			How does it improve unit effectiveness?	Addresses which strength or weakness*
<i>1. Assess outcomes</i>	<i>2012-2017</i>	<i>Director & Staff</i>	<i>Provides key information on what West Hawai‘i does well and what it can improve on</i>	<i>W1, W2, W3</i>
<i>2. Improve communication internally and between campuses</i>	<i>2012-2015</i>	<i>Director, Staff & Faculty</i>	<i>Good communication reduces wasted time, improves moral, and increases effectiveness</i>	<i>S1, S2, S3, W1, W2, W3</i>
<i>3. Create a transition plan</i>	<i>2012-2017</i>	<i>Director, Staff & Faculty</i>	<i>Transition planning will help the college and University Center identify and address issues in advance, making it easier to adapt to changes</i>	<i>S1, S2, S3, W1, W2, W3</i>

Table 2—Prioritized Top 3 Cost Items (“G” funded requests only)

Priority	\$ amount & budget category* Except R/M	Justifications		
		Best fits which Action Strategies in the Strategic Plan and how? If it doesn’t match to any of the existing Action Strategies, you may write a new one for recommendation.	Addresses which strength or weakness?	If currently grant funded, please explain: put date when funding ends and indicate HawCC commitment to support, if any
<i>Staff and Faculty for West Hawai‘i</i>	<i>\$794,588P</i>	<i>A1.1c-d-g; A1.2c; A1.3a-b; A1.4c-d-e-f; A2.1c-d-g; A2.2c; A2.3a-b; A2.4c-d-e-f; A2.5c B1b-c-f-g-j; B2a-b; B3b-c; B4a; B5a-b-e D1e; D2; E1a-b; E3c-d; E4c</i>	<i>S1, S2, S3, W1, W3</i>	
<i>Furniture, fixtures, equipment Pāalamanui campus (30% of \$9m)</i>	<i>\$2,700,000 SE; Eq</i>	<i>A1.1c; A2.1c; A2.5c; D1.e; E1a-b; E3a-b;</i>	<i>W2</i>	
<i>Pāalamanui Phase II, design (10%), construction (\$4m) and furnishing(30%)</i>	<i>\$5,600,000</i>	<i>A1.1c; A2.1c; A2.5c; D1.e; E1a-b; E3a-b;</i>	<i>W2, 3</i>	

Detail for the \$794,588 request: “Staff and Faculty for West Hawai‘i.” Positions are prioritized within the two groups, staff and faculty. The top priority positions are needed even if the move to Pālanui is delayed.

Staff			Instructional Faculty		
#1	1.0 APT B to oversee media and IT operations in West Hawai‘i	\$42,492	#1	1.0 Faculty – History	\$47,760
#2	1.0 Faculty/Counselor: to augment and replace .5 Perkins funded counselor for students with disabilities; Perkins funding to stop 6/30/2012	\$55,344	#2	.5 Faculty – Speech	\$23,880
#3	1.0 Janitor to insure janitorial services are consistently available	\$33,238	#3	1.0 Faculty – Sciences (non biological)	\$47,760
#4	1.0 APT for admissions, records, and student services	\$34,848	#4	1.0 Faculty – Non credit workforce training	\$55,344
#5	1.0 APT to administer mobile compass and assist with outreach	\$34,848	#5	1.0 Faculty - Business	\$47,760
#6	1.0 APT B Facilities Maintenance for Pālanui Campus	\$42,492	#6	1.0 Faculty – Math	\$47,760
#7	1.0 Ground maintenance for Pālanui Campus	\$33,238	#7	1.0 Faculty – English	\$47,760
#8	1.0 APT to assist with library/learning/testing center	\$34,848	#8	1.0 Faculty – Hawaiian Studies	\$47,760
#9	1.0 Accounting clerk for Business office	\$34,848	#9	1.0 Faculty – Social Science	\$47,760
#10	1.0 Secretary II for Pālanui Campus administration	\$34,848			
Total Cost \$794,588					

Table 3—Repair and Maintenance

Nature of Problem	Describe Location: eg. building(s) & Room(s)
Pālanui Campus repair and maintenance	Pālanui Phase 1
Increased lease cost for Kealakekua Campus leases to take effect July 2013	Kealakekua campus

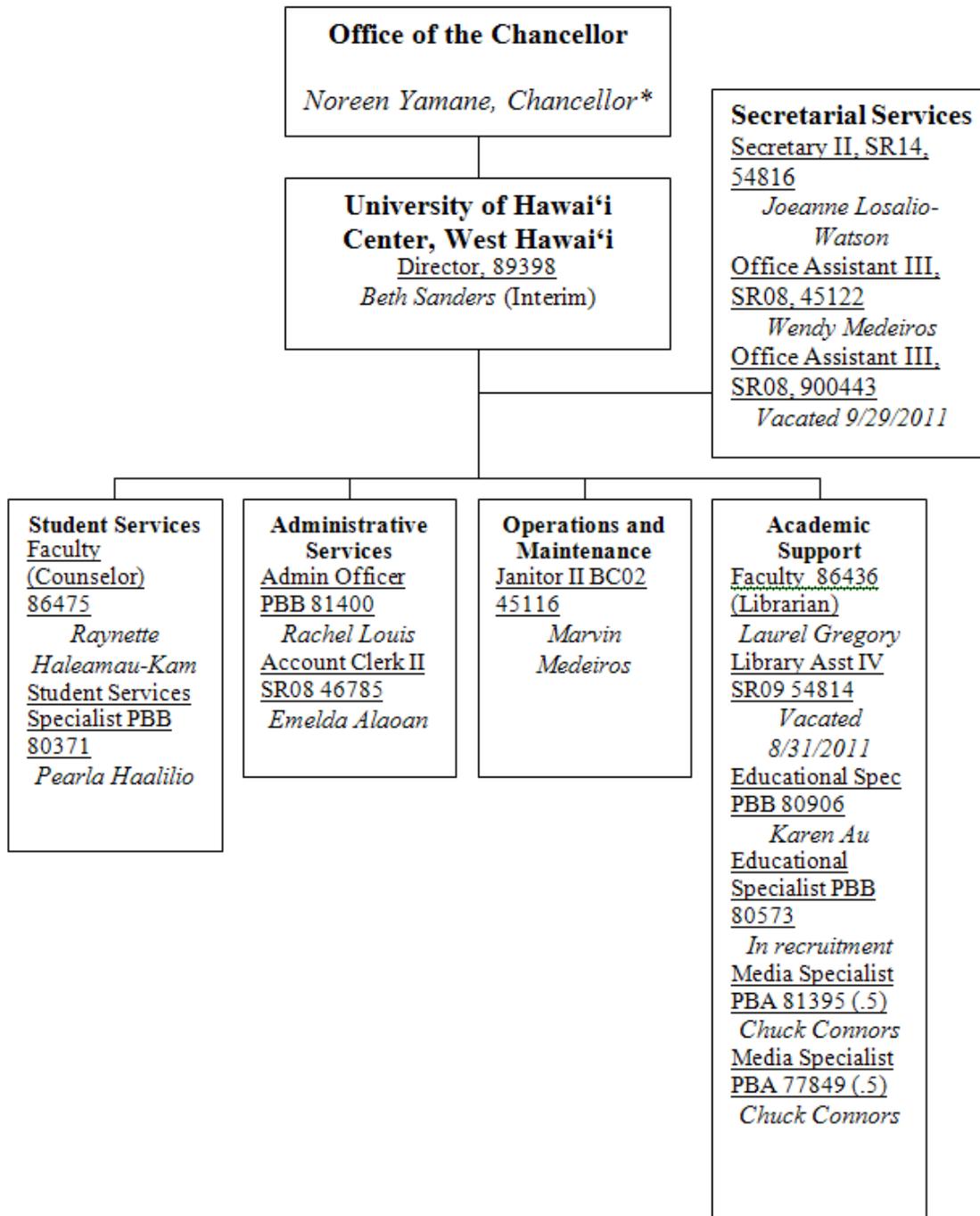
Table 3 will be given to the Vice Chancellor for Administrative Affairs

Table 4—Unit Data Elements

University of Hawai‘i Center West Hawai‘i					
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Demand</i>					
FTE Community College Students taking West Hawai‘i Classes	230	248	318	372	462
West Hawai‘i Unduplicated Student Enrollment (Community College) based on West Hawai‘i CRNs	Not available	Not available	497	573	638
West Hawai‘i Student FTE based on West Hawai‘i CRNs	162	173	219	256	328
% of FTE to West Hawai‘i Student	-	-	44%	45%	51%
UHH and UHWO Students	25	28	29	25	30
UH Manoa Students	40	103	81	111	137
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
<i>Efficiency</i>					
Number of classes	95	99	121	131	162
Average class size	12	13	13	15	15
	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011
<i>Effectiveness</i>					
Certificates & Degrees Awarded					
Hawai‘i CC	53	46	71	57	66
University of Hawai‘i Manoa	4	6	5	13	17
University of Hawai‘i West Oahu	4	7	5	7	5
University of Hawai‘i Hilo		2	-	6	3
Total	61	61	81	83	91

Certificates & Degrees Awarded via University Center West Hawai'i						
Hawai'i Community College		Spring				
	Degree or Certificate	2007	2008	2009	2010	2011
Liberal Arts	AA	16	22	36	36	28
Nursing	AS (RN)	8		7	7	7
Culinary Arts	AAS	4	2	1	2	7
	CA	7	4	8	2	
	CC	6	12	4	5	12
Hotel Operations	AAS		1			2
	CA	1				
	CC	1				1
Early Childhood	AS				4	1
	CA		1	1		1
	CC	1		1		2
Environmental Science	ASC	1				
Hawai'i Life Styles	ASC			2		1
	AAS	1				
Human Services	CC	5	3	2	1	
Substance Abuse Counseling	CC	2				2
Tropical Forest Eco & Agro	CA		1			2
<i>Hawai'i Community College Total</i>		53	46	62	57	66
UH Hilo, UH West Oahu, UH Manoa Program						
	Degree or Certificate	2007	2008	2009	2010	2011
UH Hilo – Psychology	BA				6	2
UH Hilo – Nursing/RNC	BS					1
UH Hilo	BA		2			
West Oahu – Business	BA	1	2	1		
West Oahu – ECE	BA				2	
West Oahu – Health Care Adm	Certificate			1	2	2
West Oahu – Social Sciences	BA	2	3	3	3	1
West Oahu – Substance Abuse	Certificate	1	2			2
Manoa – Education	BA Elementary Ed		5	4		4
Manoa – Education	Master of Ed Special Education					3
Manoa – Education	Post baccalaureate Certificate in Secondary Education	4	1	1	5	8
Manoa – Education	Post baccalaureate Certificate in Special Education					2
Manoa – Education	Master of Ed Education Technology				2	
Manoa	Master of Human Resource Management				4	
Manoa	Master of Social Work				2	
<i>Four Year Program Total</i>		8	15	10	26	25
<i>Grand Total</i>		61	61	72	83	91

Attachment A: Unit Organizational Chart University of Hawai'i Center, West Hawai'i Pāalamanui



University of Hawaii Center West Hawaii Annual Unit Review 2011

I: Narrative and Analysis of Data

a. Mission, services, and clientele

Mission:

As a secondary site for Hawaii Community College, the mission of the University of Hawaii Center West Hawaii is to promote student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E 'Imi Pono, " by serving all segments of our Hawai'i Island community. And as a University Center, its mission is to provide access, promote and support the professional certificates, bachelor and graduate degree programs offered via distance learning technologies by the University of Hawaii system.

The merits of adopting a distinct mission for the University Center and seeking board approval were discussed recently, ending with a decision to hold off doing so until construction starts on the Palamanui Campus.

Services:

The University Center makes available to students of Hawaii Community College services similar to those available in Hilo, only on a smaller scale. It operates a library, learning center, testing center, and counseling center, accepts and processes applications, performs outreach, accepts student payments, processes purchasing documents, handles human resources paperwork and maintains facilities. All functions of the UH Center are under the direction of the Director except for instruction, which is overseen by the Vice Chancellor for Academic Affairs and Division/Department chairs.

As one of three board of regent approved University Centers, the Kealahou campus negotiates for educational programs needed by the community and supports distance delivery through technology and services. Public information meetings about program offerings are advertised and facilitated with coordinators from the various UH colleges. University Center students attending classes in West Hawaii have media support and access to library and proctoring services.

Clientele:

The University Center's clientele is basically anyone interested in higher education. The focus is typically West Hawaii residents, but as programs expand on their delivery options the Center is promoting programs island wide.

b. Include any necessary information on external factors affecting the unit;

Facility and Location:

The primary external factors affecting the University Center are its facility and location. Currently the leased facilities are fully utilized. Class caps are limited by the size of classrooms and class offerings are limited by the number of classrooms. Residing in a shopping center does little to enhance the center's public image; students have only picnic tables outside a local sports

bar to gather at; faculty and staff are crammed into offices, resulting in privacy concerns when student conferences are held; and poor acoustics force occupants to contend with sound bleed, hindering student concentration. The Kealahou location of the campus is inconvenient for those living along the Kohala Coast and Waimea and traffic patterns make it an issue for those living in South Kona. Rising gas prices are an issue for both students and instructors, with both trying to condense trips to the campus into as few of days as possible.

A college campus for West Hawaii has been in planning stages for decades. Most recent projections are that the first phase of the Palamanui Campus will be available for occupancy fall 2014. In the interim, the University Center is attempting to rent adjacent office spaces as they become available. With student growth averaging 23% annually over the last four years, it is likely the student count will have doubled from the time the Palamanui campus was designed until it is occupied.

Small staff:

The number of staff at the University Center is naturally governed by student count so most positions have no one to cross train or to fill in when a staff member is on leave. For example,

- The library, learning, tutoring, and testing services are combined in one area with 3 positions assigned. In order to maximize the number of hours the facility is open for student use, some shifts must operate with only 1 of the 3 individuals on site.
- Student counselors total 1.5 FTE with the .5 position paid from federal funds. Growing enrollment is making it more difficult for students to receive the level of service they have come to expect. Most burdened, however, is the 1 clerical position in student services who handles all application and registration related issues. Growing enrollment has also greatly increased the amount of time the one APT position in student services spends working with students on financial aid issues, resulting in a reduction in the amount of time spent on other activities.
- Cleaning and maintenance is another area affected by student growth. With more students on campus, facilities need to be cleaned more often and trash emptied more frequently. With only 1 janitor on site, cleaning quickly becomes a safety issue when situations occur outside of his regular work hours and when he is on leave. Outside services are utilized when possible but are not always available on short notice or when a clean-up is necessary, resulting in whoever is onsite, typically the Director, to perform the cleaning.
- Media technical support is another essential area, particularly since its absence adversely affects students. A media specialist is typically needed from 7:30 a.m. – 10:00 p.m. Monday through Friday and from 7:30 a.m. – 3:30 p.m. on Saturday, a total of 80.5 hours per week. In some instances, such as installation of equipment, it is necessary to have more than one media specialist on site increasing the total number of hours to be filled. The University Center has two .5 FTE, both filled by the same individual, for a total of 40 hours per week. This leaves a deficit of 40.5 hours per week assuming there are no shared shifts. Historically, the shortfall has been filled by a casual hire.

Organization:

The organization structure of the University Center within Hawaii Community College is one that assigns more responsibility than authority, resulting in West Hawaii personnel held accountable even when decision making authority is absent. The community wants to deal with

someone locally, not with someone on the other side of the island; when something goes wrong, they hold West Hawaii accountable. Likewise, when faculty has a need or there is a problem, the first contact is most often the Center Director. Similarly when student issues surface, staff in West Hawaii is typically the first contact, yet they have little to no authority to process waivers. As student counts increase, the need for greater autonomy in West Hawaii will need to be addressed.

Student data:

Hawaii Community College students attending classes in West Hawaii are not tracked separately from Hilo students. Data published by MAPS and the college report on Hawaii Community College students in total regardless of where they are attending classes. This makes tracking West Hawai‘i students difficult; and results in a variety of different enrollment counts and numbers, none of which are considered official.

Since West Hawaii does not have a banner code, its classes like its students are combined with Hilo classes in the schedule of classes. The only distinguishing factor is the “room” designation. Since Hilo classes are considerably greater in number than West Hawai‘i classes, the West Hawai‘i students must wade through the list to access days and times of classes available on their home campus. For example, total English classes approximate 75 per semester, less than 20% or 15 are available in West Hawai‘i. Being able to track West Hawai‘i students and classes would be a true advantage to staff and students alike.

Students in distant learning programs offered online or via other technology by UHM, UHWO, or UHH may or may not be identified to Center staff. There is no mechanism in place system wide whereby the Centers are made aware of students from their campus who are enrolled in programs at other UH campuses.

c. Include required external measures, if applicable;

Demand:

Education and training required for annual job openings in Hawaii for 2008-2018 indicate the continuing need for Bachelor and higher degrees as well as postsecondary vocational training and associate degree training.

Type of Education & Training	Average Annual Job Openings
Short-term on-the-job training (OJT)	9,620
Bachelor’s degree or higher	4,170
Moderate-Term OJT	2,330
Work experience in related occupation	1,840
Long-term OJT	1,540
Postsecondary Vocational Training	830
Associate Degree	690

The University Center provides training related to nine of the top ten occupations projected to have the most annual job openings in Hawaii for 2008-2018 (Hawaii Labor Market Dynamics, July 2010).

Occupation	Annual Job Openings	Related Program of Study
Waiters & Waitresses	980	Culinary Arts Hospitality & Tourism
Retail Salespersons	940	Business
Cashiers	740	Business
Comb. Food Prep. & Serving Workers, incl. Fast Food	410	Culinary Arts
Elementary School Teachers, excl. Spec. Educ.	350	Teacher Education
Security Guards	340	
Personal & Home Care Aides	340	Nursing
Registered Nurses	330	Nursing
Secondary School Teachers, excl. Spec. & Voc Educ.	320	Teacher Education
Customer Service Representatives	320	Business Hospitality & Tourism

II: Provide the Unit Outcomes for your Unit.

1. The UH Center, West Hawaii offers high value, effective, meaningful, relevant bachelor, master, and professional degree opportunities.
2. The UH Center, West Hawaii offers high value, effective, meaningful, relevant *transfer level* tertiary (post-secondary educational) opportunities to the West Hawaii Community.
3. The UH Center, West Hawaii offers high value, effective, meaningful, relevant *workforce development* educational opportunities to the West Hawaii Community.

III: Update or Create your Action Plan including Budget Requests with Justification, if needed.

Action plans for the next academic year and forward are identified below.

Action Plan	Budget Request (Annual Amount)
1. Assess outcomes.	None
2. Seek additional funding to rent space and hire personnel to accommodate the influx of testing of online students projected to occur as online classes require at least one proctored test per semester; Online students have averaged 755 per semester over the last three years.	Space: \$12,000
	Personnel: \$17,305 (.5 FTE APT Band A)
3. Improve communication, internally and with Hilo.	None
4. Involve more faculty in advising (not counseling) of students.	None
5. Investigate if/how West Hawaii students can be tracked in banner.	None
6. Monitor applicant numbers for University Center programs.	Combined with #8
7. Convert Mobile Compass testing to internet version of Compass. A position designated for Mobile Compass does not currently exist. A casual hire funded by Federal monies has been used but is no longer available. Tests administered in the last year by Mobile Compass totaled 778; of the students tested 539 or 69% enrolled in the UH System; of the 539 there were 116 running start students	Personnel: \$17,305 (.5 FTE APT Band A)
8. Develop an academic plan for West Hawaii.	Casual Hire: \$12,730
9. Maintain a safe and clean campus. This requires additional janitorial service.	Personnel: \$16,620 (.5 FTE)
10. Improve media support for students and instructional faculty; This requires additional personnel since the number of media classrooms has doubled, the complexity of technology has increased with HITS 3 and the number of classes have increased on average 18% annually for the last three years.	Personnel: \$36,985 (Two .5 FTE Media Specialist)
11. Support construction of Palamanui campus Phase I and seek funds to develop Phase 2.	\$400,000 for planning and design
12. Provide student services to increasing enrollments. This requires converting the .5 FTE federally funded counselor to general funds (funds are no longer available) and increasing her to 1.0 FTE; plus admissions and records needs a 1.0 FTE.	Personnel: \$59,592 (1.0 FTE Faculty/Counselor) Personnel: \$34,610 (1.0 FTE APT Band A)

Total Annual Budget Request:

Personnel, 4.5 FTE	\$182,417
Office lease	12,000
Planning & Design	400,000
Total	\$594,417

VI: Data Chart Included

The following data indicates that demand, efficiency and effectiveness of the University Center are healthy.

	Fall 2008	Fall 2009	Fall 2010
<i>Demand</i>			
FTE Hawaii CC Students Enrolled	318	372	462
FTE West Hawaii CRNs Only	219	256	328
University Center Students	39	35	36
	Fall 2008	Fall 2009	Fall 2010
<i>Efficiency</i>			
Number of classes (room usage)	121	131	162
Average class size	13	15	15
	Spring 2009	Spring 2010	Spring 2011
<i>Effectiveness</i>			
Certificates & Degrees Awarded			
Hawaii CC	71	57	66
University of Hawaii Manoa	5	13	17
University of Hawaii West Oahu	5	7	5
University of Hawaii Hilo	<u>0</u>	<u>6</u>	<u>3</u>
Total	81	83	91

Certificates & Degrees Awarded – Hawai‘i Community College

<i>Program</i>	<i>Degree or Certificate</i>	<i>Spring 2009</i>	<i>Spring 2010</i>	<i>Spring 2011</i>
Liberal Arts	AA	36	36	28
Nursing	AS (RN)	7	7	7
Culinary Arts	AAS	10	2	7
	CA	8	2	
	CC	4	5	12
Hotel Operations	AAS			2
	CC			1
Early Childhood	AS		4	1
	CA	1		1
	CC	1		2
Hawaiian Lifestyles	ASC	2		1
Human Services	CC	2	1	
Substance Abuse Counseling	CC			2
Tropical Forest Ecosystem & Agro Forestry	CA			2
<i>Total</i>		<i>71</i>	<i>57</i>	<i>66</i>

Certificates & Degrees Awarded – UH Hilo, UH West Oahu, UH Manoa

<i>University Program</i>	<i>Degree Certificate Awarded</i>	<i>Spring 2009</i>	<i>Spring 2010</i>	<i>Spring 2011</i>
UH Hilo – English	BA			
UH Hilo – Psychology	BA		6	2
UH Hilo – Nursing/RNC	BS			1
West Oahu – Business	BA	1		
West Oahu – Early Childhood Education	BA		2	
West Oahu – Health Care Administration	Certificate	1	2	2
West Oahu – Social Sciences	BA	3	3	1
West Oahu – Substance Abuse & Addiction Studies	Certificate			2
Manoa – Education	BA Elementary Ed	4		4
Manoa – Education	Master of Ed Special Education			3
Manoa – Education	Post-baccalaureate Certificate in Secondary Education	1	5	8
Manoa – Education	Post-baccalaureate Certificate in Special Education			2
Manoa – Education	Master of Ed Education Technology		2	
Manoa	Master of Human Resource Management		4	
Manoa	Master of Social Work		2	
<i>Total</i>		<i>10</i>	<i>26</i>	<i>25</i>