I. Preface:

Honolulu Community College is committed to the continuing incorporation of the mission, philosophy, strategies and goals of the University of Hawaii Community Colleges Strategic Plan into the culture of our institution. During the 1998-99 year we made significant progress in updating the strategic plan through a series of open forums sponsored by the Faculty Senate Executive Council and the Office of the Provost. Faculty, staff, and administrators participated in meetings that helped to provide the context for our future endeavors.

As a result of the issues raised in the meetings, the Administration proposed a reorganization of the College. After sharing the future design and dialogue with all affected parties, the consensus of the college community was to proceed with the process of reorganization, the purpose of which is to produce a more student-centered and entrepreneurial organization, which maximizes its capacity and expertise. This was confirmed in May, 1999, when the Faculty Senate Executive Council polled its constituent faculty and found over 90% of those responded voted to move forward with the College’s reorganization. The college community understands the necessity for change.

Every institution and organization is driven by strategic imperatives. A future view is necessary to place the institution in a long-term context. This plan covers an eight-year period, but the planning context and external factors driving the College’s future are in a twenty-year context. The services and programs of the College must be in tune with the needs of the State and the realities of the global economy, especially as it relates to the Pacific Rim economies. The College must have a mission that defines its purpose and role. Its organizational capacity must constantly change to meet the demands for services and graduates with necessary skill sets to improve the quality of life and economy of Hawaii.

The plan that follows is designed to guide the College in the Millennium and beyond. It is a document that reflects the faith of the College community in their ability to continue to effectively contribute to the well being of the State of Hawaii and its people.

II. The Planning Process

The development of a Strategic Plan for HCC evolved as the faculty and administration began to work on an Academic Development Plan for 1998 -
2004. In the Fall of 1997, the Faculty Senate Executive Committee held two general college meetings to discuss the integration of liberal arts and technical-occupational programs. These conversations ranged far beyond their original agendas. Participants contributed ideas for activities not only to integrate liberal arts and technical occupational offerings, but also to develop a unique niche for HCC's Associate of Arts degree, expand and enrich services to students, improve the college image, build a sense of community within the campus, and strengthen connections to the community surrounding the campus.

At the all-college meeting that opened the Spring 1998 semester, groups of faculty and staff met to further develop these areas and on March 4, reports from each group were submitted to the Provost. The reports were posted on a special web site along with additional documents commissioned by the Provost on specific topics: A Structured Path for Transfer, Co-Curricular Education Learning Pathways, Office of Continuing Education and Training Strategic Plan, Learning Pathway Curriculum, and School To Work Partnerships.
In response to the reports, the Provost convened a series of conversations in March and April, open to all faculty and staff. New ideas emerged in these dialogues, including expanding the concept of integration to include the organizational structure of the college, blending credit and noncredit instruction, and student services to support career latticed education to meet the diverse needs of HCC's students. Reaching out to underrepresented minorities and disadvantaged students through student organizations and links to community social services was another much-discussed topic.

Since time was a critical factor for completion of the plan, work continued through the summer, with information posted on the web site for review by faculty who were not on campus. Over four meetings in July and August, a group of faculty and staff drafted a Vision for HCC in 2004 and revised the college Mission Statement. A new idea that emerged in the summer conversations was that of giving programs the opportunity to keep a portion of any revenues they generate as well as more responsibility for developing and offering revenue-generating activities such as noncredit options.

At the all-college meeting in August, the drafts of the Vision and Mission were shared with the entire college community. Throughout September and October, a Strategic Plan Work Group, made up of participants from the summer meetings, held forums for all college divisions and units to provide the opportunity to give feedback on the drafts. Comments received were generally favorable. There was no opposition to adopting the Vision. The content of the Mission Statement was generally accepted, but its format generated more discussion. Several reviewers recommended that a more concise Mission Statement be developed, something that could “fit on the back of a business card.” The recommendation was taken under advisement for future revisions of the Strategic Plan.

Campus leaders, including the Provost's staff, Division Chairs, and Faculty Senate committee chairs participated in a culminating meeting on November 25, 1998 to identify essential Strategic Themes.

During the Spring of 1999, it was decided that the focus of the College would be the reorganization design and implementation process.

III. **History of Honolulu Community College:**

The origins of Honolulu Community College date to 1920 when it was established as the Territorial Trade School in Palama. Subsequently it became part of McKinley High School and was later reestablished as Honolulu Vocational School. In 1955, it was renamed Honolulu Technical School, and in 1965, it became part of the University of Hawaii as a result of the Community College Act of 1964, legislation which provided for a system of comprehensive community colleges. In 1966, the Board of Regents approved the name Honolulu
Community College and authorized it to grant Associate in Arts and Associate in Science degrees. The College is one of Eight units in the UH Community College System.

Between 1966 and 1976 Honolulu Community College experiences very rapid growth and evolved into a fully comprehensive community college. The College offers liberal arts instruction leading to a two-year Associate in Arts degree with transfer of credits to junior class standing at four-year institutions. Honolulu Community College currently offers the Associate in Science, the Associate in Applied Science, and the Associate in Technical Studies degrees as well as shorter certificate programs in more than twenty technical-occupational areas, integrated with a strong general education “core” to provide an educated citizenry for the workforce of the State of Hawaii.

IV. **Campus Sites and Facilities:**

The Main Campus of Honolulu Community College is a short distance from the heart of Downtown Honolulu. It occupies approximately twenty–six acres in the Kalihi-Palama area. The College also occupies the Airport Training Center at Honolulu International Airport for the Aeronautics Maintenance technology and Commercial Aviation programs; The Employment Training Center (ETC) on King Street and the Main Campus is co-located on college property. Additional facilities include the shops housing Automotive Maintenance Technology and Diesel Mechanics Technology on Kokea Street, and the Marine Education Training Center on Sand Island. The Commercial Aviation program will move to a hangar at Kalaeloa Airport in Summer, 2000.

V. **Mission of Honolulu Community College:**

The following mission statement for Honolulu Community College is the result of many discussions, iterations, and review by campus leaders. It will be used in future planning and assessment documents and will lead us into the 21st century.

Honolulu Community College's PHILOSOPHY is based in a belief in

1. *Education as a lifelong process;*
2. *Universal access to quality higher education;*
3. *A learning-centered environment;*
4. *Promotion of citizenship and individual community commitment;*
5. *Continuous evolution to insure that students are prepared for the realities of participation in an ever-changing society.*
Honolulu Community College’s MISSION is to

Serve the community as an affordable, flexible, learning-centered, open-door, comprehensive community college that meets the post-secondary educational needs of individuals, businesses, and the community.

Serve the Pacific Rim as the primary technical training center in areas such as transportation, information technology, education, communications, construction, and public and personal services.

To accomplish this mission, the goals of Honolulu Community College are to:

1. Provide two-year transfer educational programs that offer students the general educational component of the Baccalaureate Degree.
2. Provide two-year, four-year, short term, and apprenticeship occupational/technical curricula for employment, skill upgrading and career advancement, and transfer to four-year technical programs.
3. Insure general educational competency in communication, problem-solving, and cultural diversity/global awareness.
4. Provide developmental instruction to build skills necessary to pursue educational objectives.
5. Maintain flexible educational delivery systems to enhance student access by providing affordable education when and where it is needed.
6. Continuously monitor all programs to insure educational excellence.
7. Develop activities to increase resources for programs and operations.
8. Provide avocational curricula and extracurricular/cultural activities for personal growth and the development of leadership skills.
9. Contribute to the support of the community’s economic and social growth.
10. Maintain a multicultural environment where diversity is appreciated, respected and celebrated.

The mission of Honolulu Community College is consistent with the mission of community colleges as set forth in the Hawaii Community College Act of 1964, the Apprenticeship Act of 1967, the mission of the University of Hawaii system, and the State Vocational Education Master Plan, all of which ultimately aim at developing the State’s greatest asset, its people.

The purposes of the University of Hawaii Community Colleges as stated in the "University of Hawaii Community Colleges Plan" (November 1997) are to:

Broaden access to higher education in Hawaii by providing the opportunity for any high school graduate or adult aged 18 or older to enter quality educational programs within his or her community.
Specialize in the effective teaching of diverse liberal arts and sciences so that Community College graduates are prepared to enter the workplace or advance with confidence toward baccalaureate degrees.

Provide semiprofessional, technical and vocational education and training that prepares students for immediate employment and supplies the paraprofessionals, technicians, and craftspeople needed by Hawaii's businesses and industry.

Offer continuing education in the form of general and customized employment training, as well as non-credit instruction that emphasizes occupational advancement, career mobility, and personal enrichment.

Contribute to the cultural and intellectual life of communities throughout Hawaii by sharing leadership, knowledge, problem-solving skills, and informational services; by offering forums for the discussion of ideas; and by providing venues in which community members can both exercise creativity and appreciate the creative work of others.

VI. The Strategic Environment: Social and Technological Elements Affecting the College’s Future

Scanning the global technological and local environments provides a context of elements affecting the College’s future direction:

A. Global and Technological Factors

• In the year 2000, the world’s population has increased to more than six billion people, and to nine billion by 2030; ninety-two percent of this growth will take place in developing countries.
• The General population of the world will be 57% Asian, 21% European, 14% North and South American, and 8% African.
• The Asia-Pacific Region will have 60% of the world’s population, 50% of the world’s GDP, and 40% of global consumption by 2020.
• The Information Society will transform Industrial Society, with our view of time switching from a preoccupation with the present to the future, the primary strategic resource for development evolving from capital to information, and the transforming resource evolving from processed energy to intelligence.
• The 21st Century Community College will have a balance of learning activities and training between campus-based delivery of services, electronic delivery of services, and workplace/on-the-job training.
• It has been estimated that 80% of the jobs available in the United States within 20 years will be cerebral, and only 20% percent manual, the exact opposite of the ratio in 1900.
• A “Learning-A-Living” System of education will involve a relationship between educators and schools and employers and workplaces where employers define what work requires of program graduates and school curriculum, while educators will certify what students know and can do.

• Job growth nationally will outpace labor force growth. The challenge for the 21st Century workforce pool will be to enhance the capacity and longevity of the current workforce, attract and maintain a qualified workforce, and share the workforce pool between organizations.

• The Internet will produce a paradigm shift as it becomes a universal resource for entertainment, information and global online commercial transactions.

• Technology will allow for life enhancement and extension, automate workplaces, and anytime, anywhere interactive communication.

• All communication will migrate to a two-way Internet-driven model. The automated customer will drive the products and services they want in the next ten years.

• Education will change forever. People will need to have five to ten skills over their lifetime in order to remain competitive in the labor force. Consequently, people need to be taught how to learn via the Internet as well as being taught the basic disciplines of any given skill set.

• 21st Century success dynamics include a global and planetary connectedness, an obsession with customer satisfaction, enhanced people and technology, alternative organizational frameworks, “real time” responsiveness, and a realization of always in the “Process of Becoming.”

• The 21st Century Community College will utilize an understanding the global and technological factors to shape its partnerships and alliances, develop its core programs and services, and create new services as required in a “just-in-time” philosophy of delivery.

B. Hawaii-Based Factors

• Major changes in Hawaii’s economy and workplace have resulted in a transformation in the kinds of skills and knowledge one needs to be successful. While the rate of unemployment has remained at high levels over the past six years, there are often many high-paying jobs going unfilled.

• The State is in the midst of an economic transition from an economy based upon industrial-scale agriculture (sugar and pineapple) and tourism to one based upon participation in the New Economy and tourism.

• Employment in services has grown from 48,310 in 1970 to 169,200 in 1997. During the same period, agricultural employment has grown from 61,044 to 134,550. Many of the jobs produced in the Service Industry required individuals with specialized education and training beyond high school.

• State projections show a positive growth rate through 2005 for information technology specialists, including computer engineers, systems analysts,
networking specialists, and telecommunications specialists. Nationally, there are over a million vacant positions in information telecommunications workers.

• Competition has increased from national and international companies for Hawaii consumer markets. National big box superstores, book companies, computer retailers, and Internet sales have changed the nature of Hawaii retailing. Much of Hawaii’s printing and fashion production moved out of State during the 1990’s. Banks merged with national financial institutions, with billing services and records shifting to the Mainland.

• The new competitive environment has caused many employers to “re-engineer” the workplace, placing great demands on remaining workers to become more skilled and more productive. The transformation of the workplace includes (a) reducing the number of lower-skill jobs; (b) requiring higher-level skills; (c) changing what all workers need to know and how they need to use what they know; and (d) limiting the long-term value of any current stock of knowledge or skill.

• Emerging opportunities for Hawaii have been identified in the areas of transportation, information/telecommunications, biotechnology, health care, and environmental technologies. The diversification of Hawaii’s economy and its future growth is dependent on the State’s ability to transform its workforce into a skilled, technologically advanced employee source to compete in the Global Economy.

VII. Hawaii’s Growing Technology Sector and the “New Millennium Growth Strategy”

The Department of Business, Economic Development and Tourism of Hawaii released a progress report: “Hawaii’s Emerging New Economy” in October of 2000. The report noted significant changes in the State’s economy and governmental operations based upon actions in economic stimulation, regulatory and policy reform, and the passing of economic revitalization and civil service reform packages. These have resulted in the rising value and number of technology jobs. Over $200 million in venture capital investment is predicted for 2001, significantly increasing the need for technology workers in all areas.

One of the major policy initiatives of Hawaii’s “New Millennium Growth Strategy” is to “develop workforce programs that enable Hawaii’s workers to prosper in a continually changing technological environment.” Improving the State’s educational and training base is a major priority. It is noted that “as the mix of industries and required skills have changed, education and training providers have not been able to produce enough individuals with the skills and knowledge necessary to match changing market demand.”

Proactive legislation and funding has been provided to the University of Hawaii system to seed new program development and training for the New Economy.
Honolulu Community College has been funded to be the hub for the Pacific Center for Advanced Technology Training to restructure and improve community college advanced technology training to business and industry.

**State Development Policy Strategies**

Honolulu Community College has an important role to play in the workforce development of the state. The College must be a major contributor to the economic recovery of Hawai‘i. In January, 2000, educators from the University and Community Colleges met with business, community, and government leaders to discuss the elements necessary to improve both the economy and quality of life of our people. The core of the discussions centered on a presentation of the Progressive Policy Institute (PPI) and the National Center for Higher Education Management Systems (NCHEMS).

There was community agreement that the following recommendations used as a guide for a progressive, innovation-oriented state policy framework to create the “New Economy” in Hawai‘i. The PPI describes the New Economy as follows:

*Today, A New Economy is clearly emerging: it is a knowledge and idea-based economy where the keys to wealth and job creation are the extent to which ideas, innovation, and technology are embedded in all sectors of the economy.*

*In the new Economy, states’economic success will be increasingly determined by how effectively they can spur technological innovation, entrepreneurship, education, specialized skills, and the transition of all organizations – public and private – from bureaucratic hierarchies to learning networks.*

*There are five key policy strategies states need to follow:*

1. Co-invest in the skills of the workforce.
2. Co-invest in an infrastructure for innovation.
4. Foster the transformation to a digital economy.
5. Foster civic collaboration.

Honolulu Community College’s education and training assets strategically place it to contribute in moving the state to be a participant in the New Economy. The technical and teaching expertise of its faculty position the College to help improve the quality of life of our citizens through providing the specialized knowledge and skills needed for our graduates to succeed.

The Strategic Plans of the Community Colleges and of the University of Hawai‘i provide the guidance and framework for Honolulu Community College to sharpen its focus on the areas of workforce development, evolving an infrastructure for
innovation, providing students the skills for success in the digital economy, and fostering civic collaboration through partnerships with business, government, and the community..

VIII. The University of Hawai‘i System

The University of Hawai‘i was granted autonomy under Act 115 of the 1996 State Legislature. The primary provisions of the act fundamentally changed the organizational and fiscal relationship of the University to state government. While this new status ensures greater freedom for the University system in areas such as resource development and procurement, it also results in greater responsibility for paying its own way. The reduction of general-funded revenue from the state, an increase in resident tuition in 1996 that resulted in lower enrollments throughout the system, and a University policy change that allows each campus to keep the tuition revenue it generates have created a new and unfamiliar fiscal environment.

IX. Honolulu Community College:

A. Students

The full-time equivalent status of students has remained fairly constant at about 9 credits per student. Students are increasingly part-time and older. The current HCC market is clearly the older, working student. The persistence to graduation and the number of degrees awarded has remained remarkably stable. The number of students starting the first semester and then dropping out, also holds steady at about 50% with higher rates for certain minorities. The percentage of students entering HCC directly from high school has remained constant at 11% from 1994 to the present, despite School-to Work partnerships with 17 high schools.

With the opportunity to keep its tuition revenues, HCC, like many other campuses in the community college system, focused attention on examining two factors affecting credit enrollments: recruitment and retention. Enrollment had experienced a steady decline from a Fall Semester 1994 high of 5,148 students to a Spring Semester 1997 enrollment of 3,956 students.

Honolulu Community College’s clientele include a Fall 1999 headcount of 4,769 students. Enrollment is predicted to rise to 4,794 by 2005. This total includes a credit off-campus program of military students (SOCAD). The College’s technical-occupational education enrollment was 2,751 students, liberal arts 1,715, and unclassified students 303. Enrollment is expected to be 2,808 technical-occupational, 1,681 liberal arts, and 302 unclassified students by 2005.
The number of Associate in Arts degrees awarded has remained between 100 and 125, from the higher enrollments of the mid-1990s to the lower enrollments of the late 1990s. The overall rate of transfer from two-year community colleges to the University of Hawaii at Manoa, has remained stable with about 40% of University of Hawaii at Manoa graduates having some experience at a community college.

Strengths of Liberal Arts at HCC include the capacity to support students to completion of the AA degree, and to meet the general education requirements of the technical-occupational programs. A challenge is to compete with other Oahu community colleges where Liberal Arts are the primary focus.

Several indicators point to the need for HCC to focus on academic support systems. Approximately 60% of students entering HCC test below collegiate levels in English and math. As a result, HCC has one of the highest student populations in need of remedial help in the community college system.

The percentage of students who are non-native speakers is also one of the highest in the system. English as a Second Language programs at HCC span the range from non-credit Intensive College English (ICE) to credit courses in listening, reading, writing, and communication skills which lead to the college-level English courses necessary for the Associate of Arts degree and transfer to a four-year college.

Increasingly, HCC is attracting first-time college students from minority and immigrant backgrounds. The surrounding Kalihi-Palama district, which has the greatest concentration of public housing projects in the state (eight in the downtown census tracts), is a potential source of new students, although current data does not suggest that HCC is drawing as many students from these locations as might be expected.

Recruitment and retention of minority and immigrant students is one of the most problematic issues in the UH system. In the community colleges and at UH Manoa, the persistence and success of Hawaiian, Pacific Islander, and Filipino minorities are lower than other ethnic groups. Their rate of graduation is lower than other groups, even with programs aimed at specific retention and cultural issues.

HCC's strength in this area lies in its proximity for minority and immigrant students. The challenge is to provide sufficient culturally sensitive and effective academic and social support resources to optimize student success.

A Cooperative Education partnership with Pearl Harbor Shipyard is a promising recruitment model. In order to qualify for jobs, students must be registered in HCC degree-granting programs. Currently, Pearl Harbor is recruiting students to HCC's sheet metal, marine technologies, welding, and other programs.
B. **New Programs and Initiatives**

New programs aimed at developing a workforce with specific technological skills include Computing, Electronics and Networking Technology (CENT), Commercial Aviation, and Marine Technologies. These and other initiatives such as the agreement that makes HCC the exclusive regional training center for CISCO Systems and the College's leadership role in PETE, an organization of technology centers throughout the United States, demonstrate HCC's strength as the emerging technological innovator in the community college system.

HCC is also a leader in the development of non-credit and credit options within programs to meet diverse workforce needs. A recent example is revamping of curricula in the communication arts, multimedia and instructional media to offer classes in modules that can be taken either for credit as part of the degree program or non-credit for the purpose of upgrading skills. Current classes include accelerated formats in animation, multimedia, and print technologies.

Another innovation is the Fashion Industry Training Center that trains working members of the fashion industry in Gerber grading and pattern-making technologies with state-of-the-art equipment. Plans call for the equipment and technical support to be available on a fee basis to small businesses that can't afford it for their own shops.

The Aeronautics Maintenance Technology program recently received authorization from the FAA to test a "passport" system to assess students upon completion of curriculum modules instead of cumulatively at the end of the program. These new initiatives as well as the existing PACE Program demonstrate HCC's capacity to respond flexibly to workforce demands in both content and training delivery formats. A training agreement has begun between Northwest Airlines and the College to train future airlines mechanics for their Asian stations.

Industry partnerships continue to be a priority. The new Paul Brown Advanced Styling Center at HCC will serve cosmetology clients from Europe, Asia, and the continental United States in a globally-marketed partnership between HCC and Paul Brown. The Genic Corporation of Japan has formed a partnership with our Cosmetology Department to train Japanese cosmetologists and shop owners. Further expansion of aviation initiatives includes securing of facilities at Kalaeloa for additional programs and development of flight training to meet the needs of airlines serving the Pacific.

C. **Resource Challenges**
The growth of new program initiatives has come in the context of a steady-state budget. The revenue profile of HCC has remained flat for a number of years. The College no longer receives sufficient general funds to cover personnel, equipment and general operating costs. Enrollment declines have meant a decline in tuition revenues that are needed to offset increases in operating expenses and to support any expanded class offerings.

Many of HCC's unique technical-occupational programs cannot pay their own way on tuition alone. To maintain technical currency, they have substantial needs for equipment and faculty that are paid salaries comparable to those in the industries they support. Many of these programs were heavily subsidized by state appropriations in the past. An additional challenge is the necessity to provide for both the current and future needs of the workforce of Hawai'i, including ventures into high technology fields.

HCC, with its strong liberal arts and technical-occupational programs is well positioned to be a center for the generation of economic development initiatives for the region and the international market. The challenge is to acquire the human and economic capital necessary to compete in the global economy. The opportunity is afforded by the autonomy of the University system to find new means of generating revenues and raising capital.

X. Reorganizing to Meet the Mission

A. The National Vision

The University of Hawaii Community College System has been a member of the League for Innovation. Honolulu Community College has had access to some of the seminal minds in community college development through the Chancellor for Community Colleges. The College has been exposed to the thinking of John Rouche of the University of Texas, Robert McCabe, former President of Miami-Dade Community College, Paul Elsner, Chancellor of Maricopa Community College District (Phoenix), and August Gallego, Chancellor of the San Diego Community College District, and Dan Hull, Executive Director of Cord.

The person whose model and recommendations we are following in terms of organization is George A. Baker, Joseph Moore Distinguished Professor of Community College Leadership and Director of the National Institute for Leadership and Institutional Effectiveness.

The driving issue, as stated by Baker, is how can colleges of today reinvent themselves to become full partners in creating the 21st century workforce? Baker notes the winds of change are driving new external and internal pressures on colleges, which include:

External
• Triple demand for accountability; legislative, state system, and accreditation agencies
• Increased pressure from federal, state, and local governments to move people from welfare to work
• Increased number of collaborative efforts: K-12, higher education, private, public, national, and international activities

Internal
• Demise of traditional time and place for instruction
• Increased impact of information technology
• Increased numbers of at-risk and non-traditional students needing developmental skills, especially in the areas of communication and work ethic skills
• A need for better learning strategies

Hawaii faces some serious challenges in its economy and maintenance of social well being for its citizens. The College is and will continue to be a major source of new employees in its programmatic areas of strength. The development of the workforce to be competitive globally is now a necessity. In a recent national survey, 68% of students in community colleges were in school to prepare to enter the job market, prepare for a career change, improve skills for the current job, or explore careers; 32% were at a community college to delay a career and transfer to another college (Baker, 1999). Students’ goals were career-oriented.

B. The College Vision

Honolulu Community College has the right mix of programs to be a major player to assist the state in its efforts in workforce development. The College is collaborating with the DOE in School to Work, the Department of Labor and Industrial Relations in workforce training, the Department of Economic Development and Tourism in new business development, the University of Hawaii in transfer articulation and pre-major preparation, and various businesses in meeting their needs. Its strengths have garnered it accolades from its partners. Colleges will survive in the future is through meeting community needs and forming partnerships. The reorganization is based upon being a career college.

The challenge is to reorganize to better meet student and workforce needs. The great challenge nationally and locally is to remediate and develop students to make them capable of succeeding in college-level programs. There is a national and local crisis in remediation and the lack of preparation of community college students for success. The College must give them the basic skills, general education skills, life skills, and technical skills (occupational orientation) to succeed
Honolulu CC must deal with the economic realities of Hawaii. The University has been in a situation of declining economic State support until the 1999-2000 legislative session. The upturn in the State’s economy and focus on the New Economy led the Governor and Hawaii State Legislature to invest in the community colleges. The formation of partnerships with secondary education and business sectors will allow the College to broaden its resource base through industry support and advocacy.

C. College Reorganization

All members of the college community have distinct roles to play and are responsible to each other. While faculty and staff are assigned to units for organizational purposes, campus-wide collaboration is critical to the success of the college in meeting its mission. Faculty, staff, and administrators must view each other as members of a common team with a common purpose - to ensure the success of our students.

Curriculum planning has a number of elements, including the identification of job growth; how jobs affect curriculum; how competencies are integrated into the curriculum; how the College can mirror workforce and business/client expectations; and most importantly, how can the College integrate general and technical education and training. Designing curriculum on these concepts will require faculty to share needs and expectations across units, and develop commonly agreed upon competencies and curriculum.

The college is currently preparing a reorganization plan that will be submitted for Board of Regents approval to restructure the College’s operations. The description of the following units is based upon that plan:

1. Academic Affairs

Teaching and instructional programming is the heart of a college. Academic Affairs will include three divisions – the University College and two technology divisions. Academic Affairs is also responsible for the College Skills Center, the Library, and the Educational Media Center. Both credit and noncredit programming have been combined under the instructional divisions.

The University College is the liberal arts center of HCC. It is responsible for all developmental courses, custom courses designed in support of specific occupational-technical programs, and the Associate in Arts degree which leads to junior status at the University of Hawai‘i at Manoa. It operates programs in distance learning, military education, and a noncredit program in ESL.

The technology divisions, TECH I - Transportation and Trades Programs; and TECH II – Communications and Services Programs, house all of the
occupational-technical programs of the campus except for aerospace related activities.


Each division also operates noncredit industry training workshops and seminars.

**Apprenticeship & Applied Trades** is responsible for all Apprentice and Journeyworker training in partnership with the Department of Labor and Industrial Relations, the construction trade unions of Hawai‘i, and management representatives. It is part of the construction cluster under TECH I.

The Dean of Academic Affairs is also responsible for Management Information and Research. Operations include all information management systems, reports, and data generation, institutional research, and student records including the registrar’s office.

**Student Services** is integrated into Academic Affairs. The unit is responsible for admissions, academic career counseling, financial assistance and Veteran’s Administration Benefits, student life and development, student health services, and Alu Like Native Hawaiian Program, and a new Native Hawaiian Title III program.

2. **The Pacific Center for Advanced Technology Training (PCATT)**

Based upon the State’s economic transition and increased demand for flexibility and responsiveness, the College is organizing itself to increase its ability to help student reach their goals, and respond to industry and technological change. A major new unit – the Pacific Center for Advanced Technology Training (PCATT) – was formed. It is designed as a systemwide organization to consolidate the offerings of the community colleges in advanced technology training in the fields of telecommunications, information technologies, biotechnology, medical technology, design, graphics, and multimedia, environmental technology, and emerging technologies yet to be defined.
HCC will serve as the hub for PCATT, its administrative coordination center; and be a service provider with the seven other units of the community college system. All campuses will have units capable of rapid response to industry needs for competency based training based upon industry certifiable standards. A legislative appropriation of $1 million was provided to institute PCATT operations. This provides common branding of training; a single point of contact for new businesses; combined marketing and distribution of available offerings; customized training on demand; training support for existing faculty to upgrade their skills; and funding for the expansion of training capacity through new equipment and programmatic upgrades.

PCATT was designed with the assistance of an advisory team from the National Coalition of Advanced Technology Centers.

PCATT has two subsidiary units - The Pacific Aerospace Training Center (PATC) and the Matsuda Center. The PATC includes all the College’s aviation training assets – a maintenance training facility and program at Honolulu International Airport, and a flight training hangar and 71 room dormitory at Kalaeloa. Programming will include both credit courses and degrees in Aeronautical Maintenance Technology and Commercial Aviation (flight training) and contract training in aviation fields. New activities will include an aviation communications institute.

The Matsuda Center is the campus delivery agent for all advanced technology training under PCATT. Industry certifications in Sun Microsystems Solaris, Microsoft’s MCSE, Cisco Systems CCNA and CCNP, Autodesk, Java, HTML, Oracle, advanced telecommunications training, wireless certified training, and other emerging technologies.

3. Administrative Services

Administrative Services includes the Business Office, Human Resources, and Operations and Maintenance. It coordinates all of financial planning, budget development, purchasing, contracts, personnel records and services, the hiring process, facilities maintenance, food service delivery, campus security, and facilities design and planning.
XI. **Goals of the Community Colleges:**

The Goals of the College follow those of the Strategic Plan of the University of Hawai‘i Community College System.

**Goal A: PROVIDING ACCESS TO QUALITY EDUCATIONAL EXPERIENCES AND SERVICES TO THE STATE**

1. Continuous Quality Improvement of Programs and Student’s Education and Experience

   **A. Monitor the transfer experience and progress between and within the various campuses. Pursue strategies and actions that increase retention and graduation rates and shorten the time to degree for all students.**

   - The College restructured its counseling and support services to provide greater focus to students through increasing their awareness of their options and developing career plans at the intake stage of their careers. Counselors are assigned into a one-stop student services center to provide maximum coverage and quick turn-around to enhance services to students. Walk-ins are being covered, with many counselors now responsible for general services, while retaining a specialization in specific program area support if a student requests a specific appointment.

   - Remediation is a major issue for the college. We have implemented changes in our pre-major preparation courses to and reorganized offerings in the Learning Center. The center will shift its locus of management to the office of the Dean of Academic Affairs. The 600-700 under-prepared students are placed into open-entry open-exit courses in Math and English, and have tutorial and peer learning experiences. We are investigating the use of basic skills software to further enhance the process. Students are utilizing materials in the basic skills from the Center for Occupational Research and Development that have proven successful with other adult learners.

   - The college has a shrinking transfer liberal arts student population. More students are seeking to begin their careers at HCC but not complete the associate in arts degree. New measures of effectiveness will include the major role of general education support courses to the occupational-technical programs. We will seek to increase retention of new students through stronger counseling and tracking, and the development of support activities. The college’s population has shifted to its largest ethnic student group being Filipino and Hawaiians growing rapidly. We are seeking to establish the college as an effective gateway for minority students and
immigrants, and develop mechanisms to enhance their opportunity for success and transfer.

- HCC has teamed with West Oahu College to produce an articulated career path for careers in administration of justice. This allows HCC’s AJ graduates to become Public Administration majors at West Oahu, giving prospective or current police and corrections officers an opportunity for advancement and baccalaureate education in the field.

- A new program in Commercial Aviation was instituted as a 2+2 fully articulated program with the University of North Dakota. The program trains students for careers as commercial pilots.

B. Ensure the quality of teaching, increase productivity, and encourage student-oriented behavior.

- HCC has led the system in developing School-to-Work ties with DOE high schools. The college has committed personnel and resources to assisting the DOE in understanding the variety of career choices offered; preparing students for success through pre-testing high school students with the Compass placement test to inform them of their current achievement level relative to program entry standards; articulate programs such as CENT and AMT with DOE high school programs, and train DOE faculty to implement the Cisco Systems Networking Technology curriculum at the high school level. The college works closely with the School to Work State Office, providing offices for it on campus.

- The Dean of Academic Affairs will be responsible for providing faculty with the necessary data to do detailed analysis of their program’s performance and develop strategies for improvement. The goal is to enhance the retention of students and increase their opportunity to succeed in their chosen career path. Outcome assessment will provide faculty with the benchmarking data for program and personal evaluation. Programs will then develop strategies for improving student success.

- The College has implemented a position of teacher trainer in the PCATT to provide support for the training and skills development of faculty. The teacher trainer is also the head of the Faculty Development Committee.

C. Monitor and revise academic programs with attention to the general education experience. Assuring access to core courses and smooth articulation between campuses. Eliminating unnecessary duplication. Pursuing program consolidation and inter-disciplinary options; and reducing low utilization program/disciplines.
• Enrollments in occupational-technical programs at the college is high, with a few areas of weakness. The competition between institutions for liberal arts enrollments has led to a migration of students to Kapiolani and Leeward, colleges with far larger and more comprehensive offerings. The College must develop its niche with the understanding that for many liberal arts students, it is not necessarily the campus of choice. Cooperation between institutions is necessary to maximize effectiveness and efficiency. A possible example is the expansion of offerings at HCC’s off-campus military sites, such as Schofield and Hickam, as well as utilizing HCC’s liberal arts capacity to expand offerings at Fort Shafter for evening students. Collaboration between institutions can increase enrollments through market analysis and shifting faculty resources between colleges to meet demand.

• The college has developed innovative formulas to maximize faculty utilization and increase enrollments. The HCC Military program provides opportunities for the college to place under-loaded faculty in an outreach market. The College has incorporated the Military Program into its new “University College” – the liberal arts cluster. It has also initiated plans with other community colleges to jointly offer their degree specialties, i.e., LCC’s ICS program, and Kapiolani’s Nursing program, on base.

• HCC remains a leader in telecourse development, teaming with neighbor island colleges and Olelo to make offerings available on a statewide basis. This has expanded enrollments in liberal arts but not necessarily provided additional revenue due to concurrent registration policies.

• HCC is a primary trainer of employees for Hawaii’s workforce. We continually update curriculum as the need to maintain technological competency dictates. Major program revisions occurred in AVIT, CENT and CA, with approximately 200 curriculum changes across all programs. In addition, external industry certifications and training authorizations of programs and training exist from the FAA, Sun Microsystems, Cisco Systems, Microsoft, NATEF, the FAA, with new training alliances planned with wireless technology companies and Lucent technologies.

• The College has pursued a policy of reallocating positions from low-demand areas and retraining faculty to meet new needs. The CENT program is a significant example, with a mathematician and engineer becoming certified as Cisco Systems trainers and joining the CENT effort. Another Ph.D. math faculty member is currently being certified to expand our Cisco training team. He provides the added skill of being a native Mandarin speaker, thus giving us international capability to train Chinese students. Excess capacity in the Math department provided an opportunity for faculty to branch out into new areas of need.
• The College has a history of utilizing program stop-out and terminating programs which no longer had a demonstrated industry need. Program evaluation has been utilized to identify areas of weakness and make necessary changes to ensure the curriculum and training meet industry standards. Stop-outs have occurred in the past in Electronics, Welding, Fashion Technology, and Aviation Maintenance. Programs have been terminated in Ship Repair, Machine Shop Technology, Graphics, and Baking.

RESPONSIVENESS TO STATE NEEDS

A. Seek a closer integration of credit and noncredit learning, reduce the demarcation between “academic” and “vocational”, and proactively seek to increase the delivery of contract training and services to support economic development.

• The college has eliminated the OCET office and consolidated all program responsibilities for both credit and noncredit in the University College and Technology Clusters. The Matsuda Center will remain as a demonstration and training broker for the introduction and support of technology in the workforce. It is sponsoring the “Wireless Institute” with DBEDT, the first professional institute dealing with the evolving technology and product demonstration by major vendors.

• Program consolidation has occurred in Drafting Technology. With the termination of LCC’s program, HCC has the only degree program on Oahu.

• Participation by HCC in the Millennium Task Force is leading to an expansion of training services in telecommunications targeted at specific company requirements. The CENT program will expand in the evenings.

• Technical program demand remains strong in a weak economy. Pearl Harbor Naval Shipyard is entering into an agreement to utilize HCC’s programs as its Apprenticeship degree requirement. This has led to full enrollments in Marine, Sheet Metal, Electricity, Refrigeration, and Welding.

• Training partnerships and internship in the automotive industry exist with Daimler-Chrysler, Toyota, and Nissan. Advanced mechanic’s training is hosted for General Motors, Daimler-Chrysler, Honda, Mazda, and various parts and equipment providers.
• Advanced stylist training is being offered in Cosmetology through Paul Brown’s salons. Esthetician courses are being offered with faculty gaining national certification to support necessary training for the growing spa industry.

• A partnership with the Hawaii Fashion Industry Council led to the reorganization of the Fashion program and the awarding of $150,000 through DLIR ETF funds and an INC grant. An advanced training center in Gerber Cad technology for fashion was implemented and staffed.

• The Early Childhood Education program is involved in training and curriculum development projects on a state and national level, and was recently awarded $100,000 ETF grant for training in the industry. The PACE program continues to deliver training on site to clients, allowing them to “chunk” noncredit workshops into larger experiences that are comparable to credit courses and may be converted for credit.

• HCC is a lead agency in the “Weed and Seed” program that is cleaning up illegal activities such as drug sales and use, theft, and other crimes in the Chinatown to Kapalama area. The college will provide faculty expertise to enhance the improvement of job skills for residents through a volunteer effort, become a “safe haven” for area residents to use its library, cafeteria, and other services.

B. Access, Distance Education, and Technologies

• The College is committed to supporting the goals of an “associate degree of the air,” allowing students to complete an associate in arts degree through distance learning. Web-based offerings are being supported. Research into emerging teaching methodologies needs to be supported to allowing faculty to gain the skills necessary to transition to new modes of teaching. We are also investigating becoming web-based testing center for industry certified exams.

GOAL B: INSTITUTING DIFFERENTIATED CAMPUS MISSIONS AND FUNCTIONING AS A SYSTEM

A. Role and Mission

1. Continue to be open-admission institutions, and, in coordination with baccalaureate campuses, provide access to all that can benefit, including traditionally disadvantaged adults.
• Enrollment management and remediation are being coordinated through a newly formed Career Development Center, providing one-stop registration, counseling, and placement testing. The CDC will also include the Learning Center, integrating remedial services with student services.

• A year-round schedule has been implemented in the AVIT program. Others are under consideration.

3. Differentiate campus roles and focus within the community colleges.

• HCC has differentiated its mission by providing a transfer associate in arts program, and 23 degree and certificate programs in the occupational-technical areas of transportation services, construction services, public service, communications and information technologies, and personal services.

2. Priorities

• The College is developing a new strategic and academic development plan based upon the strategic plan of the system.

• Program revisions are constant, with over 200 separate curriculum actions for 1998-99.

• Faculty are often reallocated and retrained to serve the changing needs of workforce training. CENT is a good example. Trainers were not available from industry so they we “home-grown.”

• We will undertake intercampus cooperation with WCC to utilize their substantial facilities and market potential with our over-capacity in liberal arts.

• Preventative maintenance of our aging and deteriorating physical plant is underway; major infrastructure work is either planned or in progress.

GOAL C: CONTINUING TO CHAMPION DIVERSITY AND RESPECT FOR DIFFERENCES

• HCC is serving as an underprivileged minority gateway for an increasingly diverse population by age and ethnicity. Hawaiians and Filipinos are two groups with increasing numbers on campus. Both have student clubs and organizations, and both languages are offered. The immigrant population is served through a growing ESL program.
• We are providing support services for Hawaiians through the Native Hawaiian Education Project and focusing on preparing new Hawaiian students with the study skills, and basic skills to survive and prosper in a collegiate environment.

GOAL D: STRENGTHENING THE UNIVERSITY AS A PREMIER RESOURCE IN HAWAIIAN, ASIAN, AND PACIFIC AFFAIRS, AND ADVANCING ITS INTERNATIONAL LEADERSHIP ROLE.

• the college hired a new historian with a strong background in Asia.

• A new director of International Affairs has been appointed to increase International student enrollment. Agents are being contracted to represent the college throughout Asia.

• The College’s technology strengths are being stressed in credit and noncredit training. Cosmetology is going to host training for stylists from Japan and possibly China.

• The Cisco curriculum training attracted clients from Japan. A trainer is in Taiwan offering instruction. Cisco is designating HCC as its Pacific Rim training center. The fashion industry training center has a Mandarin-speaking trainer in CAD systems and negotiations are underway to provide training for two different groups from China.

• Aviation maintenance training will welcome its first 4 Japanese trainees – employees of Northwest Airlines – this Fall. We anticipate the pilot leading to more Asian mechanics trainees being sponsored from the airline’s other overseas Asian stations.

• Flight training will be marketed to Asian airlines and individuals. Kalaeloa Airport will become a major training center, with business alliances under discussion with simulator providers and depot level aircraft maintenance companies. A major aviation training industry could evolve in the state.

• The Labor Bureau of a Guandong Province of China has contracted HCC for training faculty and students in a variety of technical areas. Twenty Chinese teachers are currently on campus.

• The College will serve as a training center for the wireless industry to provide Hawaii business with teams capable of doing client installations throughout the Pacific Rim.
• China is interested increasing quality control in construction, leading to a
discussion of educating trainers to Hawaii’s apprenticeship and
journeyworker training standards.

GOAL E: ACQUIRING RESOURCES AND MANAGING THEM WITH
ACCOUNTABILITY AND RESPONSIVESNESS

1. Human Resources

• Faculty and staff were provided with funding for seminars through the
first campus fundraiser in Fall 1998,

• Faculty are provided with professional development and sabbatical
leaves based upon available funding and replacements.

2. Financial Planning, Administration, and Reporting

• The College is developing a financial management philosophy to allow
for more entrepreneurial activities through the delivery and training and
services; alliances with larger training firms to provide certification and
service training for their products; and is seeking to substantially increase
its fund raising to provide for more scholarships, equipment donations,
staff development, and facilities enhancement.

• An internal budgeting and management process will provide programs
with a clear understanding of their costs, and allow for them to increase
their funding through enhanced revenue generation from expanded
training and enrollments. Units will also be held accountable and given
the appropriate data to assist them in doing cost/benefit and profit/loss
analysis.

• The College has strengthened its institutional research capabilities
through the inclusion of an additional computer specialist reassigned from
the Office of the Chancellor.

3. Private and Other Support

• The reorganization includes the creation of a Director of Community
Affairs and Resource Development.

• Management training in resource development is being provided
through support from the UHF and the Chancellor’s Office.

• A new Executive Advisory Council is being formed. It will include the
Matsuda Center Council and the present Executive Council of the college.
They will guide and assist fund raising and industry relationships. The Matsuda Center is separated from the former OCET organization to be readily identified for its high technology support of industry training and technology demonstration. It is anticipated the higher profile activities will lead to expanded support from industry.

• The development of the Pacific Aerospace Training center will continue. A structure allowing for airline and service provider investment and participation with HCC is under design. The goal is to create an organization to support the operations of aviation training in Hawaii, thus creating a collaborative support organization capable of including a critical mass of companies. This initiative is in support of making a Hawaii and aviation training destination for the Pacific Rim.

ACADEMIC DEVELOPMENT PLAN ACTIVITIES

GOAL A:

PROVIDING ACCESS TO QUALITY EDUCATION EXPERIENCES AND SERVICE TO THE STATE

1. Continuous Quality Improvement of Programs and Students' Education and Experience.

   a. Monitor the student transfer experience and progress between and within the various campuses. Pursue strategies and actions that increase retention and graduation rates and shorten the time to degree for all students.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Increase student enrollment and retention; Locate alternative parking near the main campus until the implementation and completion of campus master plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td>Institutional Support</td>
</tr>
<tr>
<td>Activity Dates</td>
<td>2001-2006</td>
</tr>
<tr>
<td>Costs</td>
<td>None</td>
</tr>
</tbody>
</table>

Activity: Coordinate production of marketing and promotional material for College.

Participants: OPARD, Office of the Chancellor, Provost, Deans, Directors
Activity Dates: Annually, 2001-2006
Costs: $30,000 annually

Activity: One-Stop Center;
Physical renovations of space on the first floor of Building 6 to accommodate admissions, registration, academic advising, records, veterans, financial aid, fee payment; install computer network; student query computers, information kiosks; upgrade electricity; furniture and partitions.
Participants: Student Services, Records, Cashiers Office
Activity Dates: 2000-2001
Costs: To be determined (TBD)

Activity: Student Recruitment Model;
Provide printed, web-based, and computer-based materials for recruiting to HCC programs; produce brochures; provide travel to international, mainland and neighbor island markets; produce computer, multimedia and video productions for recruitment.
Participants: Student Services, Educational Media Center
Activity Dates: 2000-2001
Costs: To be determined (TBD)

Activity: Pre-college Center;
Expand services to remedial students, needing to enhance English, math, workforce, and job readiness skills; expand staffing to evening hours; add APT staff and tutors; add computers and multimedia; buy software; network computers.
Participants: Student Services, College Skills Center
Activity Dates: 2000-2001
Costs: To be determined (TBD)

b. Ensure the quality of teaching, increase productivity and encourage student-oriented behavior.

Activity: Job Placement;
Create on-line portfolios for students for career/job presentations; add web-based accounts for students;
buy computers and software; work with external agencies for training, job listings, and marketing of job skills.

Participants: Student Services, Educational Media Center, Computing
Activity Dates: 2000-2001
Costs To be determined (TBD)

Activity: Satellite Programs/Campuses; Create off-campus sites to extend programs into the community; add classes at Fort Shafter; add cohorts of classes at targeted off-campus sites, such as Waianae; extend distance education, online education by adding staff to process/support additional students
Participants: Student Services, Military Program, Distance Education, Academic Deans
Activity Dates: 2000-2001
Costs: To be determined (TBD)

Activity: Create Enrichment/Enhancement Models for Cohorts of Students; Add staff to increase services for doubly deficient (in English and math) students to take classes with monthly start-dates to enable them to meet program prerequisites; add classes, as needed, in computer literacy, life skills, job readiness, English, math, English as a second language, and other disciplines in enhancement models based on Trio, Upward Bound, or Gear Up models of targeting services to cohorts of students.
Participants: Student Services, College Skills, Computing
Activity Dates: 2000-2001
Costs: To be determined (TBD)

Activity: Carpentry - Obtain New Forklift; Obtain new forklift to be used mainly in the CARP program but also used by all credit and apprenticeship programs in Bldg. 14 and HCC Operations and Maintenance personnel.
Participants: CARP Program/Director of Administrative Affairs/Dean
Activity Dates: To be determined (TBD)
Costs: To be determined (TBD)

Activity: Obtain Equipment;
Obtain computer controlled plywood panel saw,
forklift, copier machine, derrick scaffold, pallet jack.

Participants: CARP Program/Dean

Activity Dates: To be determined (TBD)
Costs: To be determined (TBD)

Ensure the quality of teaching, increase productivity, and encourage
student-oriented behaviors.

Activity: Hire a full-time Communication Arts (CA) instructor to
develop and to teach the multi-media component of
the communication arts curriculum.

Participants: CA Faculty, Administration

Activity Dates: 2001-2002
Costs: Personnel cost for the position

Activity: Continuous upgrade of software licenses and/or
hardware for computers in the digital lab and for
digital photo lab.

Participants: CA Faculty

Activity Dates: 2001-ongoing
Costs: To be determined (TBD)

Activity: Career pathways to post-Associate Degrees;
Continue efforts to clearly delineate Pre-Professional
academic paths for students with clear
career/academic goals. Expand existing efforts to
publicize and advise these pathways. Develop a
marketing plan for these Pre-Professional Programs,
to include general education core articulation
agreements for Bachelor of Science degrees. Work
closely with counselors and expand role of faculty
advising for those students who enter these
pathways.

Participants: Instruction, Counseling/Student Services staff

Activity Dates: 1999-2004
Activity: Increase coordination with Liberal Arts Program in terms of scheduling for all student groups (i.e., evening, working, summer etc.) This would include working towards "block" scheduling and integration of support courses for Pre-Professional degree pathways.

Participants: Liberal Arts faculty
Activity Dates: Spring 2000
Costs: None

Activity: Develop an assessment plan to all Pre-Professional programs to track student/program outcomes short term (transfer institution) and long term (employment success.)

Participants: Liberal Arts faculty, institutional researcher (campus based), system researchers
Activity Dates: Spring 2000 - 2004
Costs: To be determined (TBD)

Activity: Ensure that ongoing initiatives for liberal arts students include the Pre-Professional programs - for example in terms of evening program/schedule, Early Admit efforts for high school, and Running Start students, outreach to international students etc.

Participants: Liberal Arts faculty, counseling/Student Services staff
Activity Dates: Fall 1999 - 2004
Costs: No additional cost - part of existing schedule process.

Activity: Build expanded bridges with Pre-Professional focus with feeder High Schools and advisors from transfer institutions. Integrate internship opportunities into the program.

Participants: Liberal Arts Faculty, counseling/Student Services staff, facilitators for outreach/bridge programs on campus and in the DOE.
Activity Dates: Spring 2000 - 2004
Costs: To be determined (TBD)
Activity: Expand options for an active evening program; Provide necessary support for a vigorous evening program on campus that enables working/non-traditional students to successfully achieve degrees. This would include building and sustaining services for the evening population students such as the Library, Computer Center, Counseling and Administrative Services. This would also include creating a safer and more welcoming environment in terms of parking access, lighting, visible Security presence, and coordination of classes to create sense of community.

Participants: Liberal Arts Faculty, Assistant Deans, Dean of Instruction, Student Services, Library Staff, Computer Center Staff, Security, Buildings and Grounds staff.

Activity Dates: 1999-2004
Costs: To be determined (TBD)

Activity: Expand options for evening offerings at off-campus sites, such as Fort Shafter; Provide necessary infrastructure of support services for students.

Participants: Liberal Arts Faculty, Assistant Deans, Dean of Instruction, Off-campus Coordinator, Student Services

Activity Dates: 1999-2004
Costs: To be determined (TBD)

Activity: Unit: Administrative Computing; Implement the Buzzeo registration and record-keeping system including installation, training of all technical staff, and training of all users.

Participants: Administrative computing center staff, college staff using Buzzeo.

Activity Dates: 2001 – ongoing
Costs: To be determined (TBD)

Activity: Unit: PCATT - Academic Computing; Upgrade central server system.

Participants: Academic Computing Staff
Activity Dates: 2001
<table>
<thead>
<tr>
<th>Costs:</th>
<th>To be determined (TBD)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity:</strong></td>
<td>Upgrade campus email system</td>
</tr>
<tr>
<td><strong>Participants:</strong></td>
<td>Academic Computing Staff</td>
</tr>
<tr>
<td><strong>Activity Dates:</strong></td>
<td>Continuous</td>
</tr>
<tr>
<td><strong>Costs:</strong></td>
<td>To be determined (TBD)</td>
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<tr>
<th>Costs:</th>
<th>To be determined (TBD)</th>
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<tbody>
<tr>
<td><strong>Activity:</strong></td>
<td>Integrate campus website into a large-scale campus database system based on Oracle.</td>
</tr>
<tr>
<td><strong>Participants:</strong></td>
<td>Academic Computing Staff; Administration</td>
</tr>
<tr>
<td><strong>Activity Dates:</strong></td>
<td>2001-2003</td>
</tr>
<tr>
<td><strong>Costs:</strong></td>
<td>No costs – utilize existing staff.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Costs:</th>
<th>To be determined (TBD)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity:</strong></td>
<td>Upgrade campus instructional computer labs.</td>
</tr>
<tr>
<td><strong>Participants:</strong></td>
<td>Academic Computing Staff; Information and Computer Science Instructional Staff</td>
</tr>
<tr>
<td><strong>Activity Dates:</strong></td>
<td>2000-ongoing</td>
</tr>
<tr>
<td><strong>Costs:</strong></td>
<td>Continuous investment in new equipment</td>
</tr>
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<tr>
<th>Costs:</th>
<th>To be determined (TBD)</th>
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</thead>
<tbody>
<tr>
<td><strong>Activity:</strong></td>
<td>Continuous upgrade of campus network including extending network to all buildings on campus. Upgrade of main campus router to 100-megabit capability or better.</td>
</tr>
<tr>
<td><strong>Participants:</strong></td>
<td>Academic Computing Staff</td>
</tr>
<tr>
<td><strong>Activity Dates:</strong></td>
<td>2001-ongoing</td>
</tr>
<tr>
<td><strong>Costs:</strong></td>
<td>To be determined (TBD).</td>
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<table>
<thead>
<tr>
<th>Costs:</th>
<th>$20,000</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity:</strong></td>
<td>Install wireless Ethernet links to the Marine Education and Training Center and to the Commercial Aviation Program at Kalaeloa.</td>
</tr>
<tr>
<td><strong>Participants:</strong></td>
<td>Academic Computing Staff; Educational Media Center Staff</td>
</tr>
<tr>
<td><strong>Activity Dates:</strong></td>
<td>2001</td>
</tr>
<tr>
<td><strong>Costs:</strong></td>
<td>$20,000</td>
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<table>
<thead>
<tr>
<th>Costs:</th>
<th>To be determined (TBD)</th>
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</thead>
<tbody>
<tr>
<td><strong>Activity:</strong></td>
<td>Increase data storage capability of academic computing center to meet increased demand for storage. Install an automated backup system for network data storage.</td>
</tr>
<tr>
<td>Activity</td>
<td>Participants</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td>Research the latest developments of network monitoring and security mechanics to maintain a secure and reliable campus network.</td>
<td>Academic Computing Staff</td>
</tr>
<tr>
<td>Connect campus network to the State SONET network.</td>
<td>Academic Computing Staff</td>
</tr>
<tr>
<td>Unit: Educational Media Center; Establish a web development team.</td>
<td>Academic Computing Staff; Educational Media Center Graphics; Administration</td>
</tr>
<tr>
<td>Replace foreign language labs.</td>
<td>Educational Media Center Staff</td>
</tr>
<tr>
<td>Upgrade classrooms for multi-media presentations.</td>
<td>Educational Media Center Staff, Division Chairs</td>
</tr>
<tr>
<td>Upgrade computer graphics capability.</td>
<td>Educational Media Center Staff</td>
</tr>
<tr>
<td>Activity:</td>
<td>Insure ADA compliance for all production materials.</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Participants:</td>
<td>Educational Media Center Director, Media Specialist, Distance Education faculty</td>
</tr>
<tr>
<td>Activity Dates:</td>
<td>2000-2005</td>
</tr>
<tr>
<td>Costs:</td>
<td>$25,000</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Activity:</th>
<th>Unit: Library; Convert two 9-month positions to 11-month positions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants:</td>
<td>Library staff; administration</td>
</tr>
<tr>
<td>Activity Dates:</td>
<td>2001-2004</td>
</tr>
<tr>
<td>Costs:</td>
<td>$30,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Upgrade and expand electrical system to support growing need for computers, printers, and other peripherals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants:</td>
<td>Library staff; Director of Administrative Services</td>
</tr>
<tr>
<td>Activity Dates:</td>
<td>2001-2004</td>
</tr>
<tr>
<td>Costs:</td>
<td>To be determined (TBD)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Acquire Uniprint system to enable library to charge patrons for each print job. Necessary due to the increasing demand by students to print materials available from computers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants:</td>
<td>Library staff</td>
</tr>
<tr>
<td>Activity Dates:</td>
<td>2002</td>
</tr>
<tr>
<td>Costs:</td>
<td>$18,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Unit: Cooperative Education; Establish Cooperative Education Worksite Wellness Center.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants:</td>
<td>Cooperative Education Coordinators; Technical program faculty</td>
</tr>
<tr>
<td>Activity Dates:</td>
<td>2000-2005</td>
</tr>
<tr>
<td>Costs:</td>
<td>$65,000</td>
</tr>
</tbody>
</table>

c. Monitor and revise academic programs and attention to:
1. The general education experience;
2. Assuring access to core courses and smooth articulation between campuses;
3. Eliminating unnecessary duplication;
4. Pursuing program consolidation and inter-disciplinary options; and
5. Reducing low utilization programs/disciplines.

2. Responsiveness to State Needs.

a. Seek a closer integration of credit and non-credit learning, reduce the demarcation between "academic" and "vocational", and proactively seek to increase the delivery of contract training and services to support academic development.

Activity: Flexibility in scheduling and delivery; Continue to develop more flexible scheduling alternatives that meet the needs of varied student populations. This should include building on the ability to offer "fast-track" scheduling options so students can finish degrees more quickly (for example building on accelerated process) and responding to the needs of working students. This also includes developing options of non-credit classes for particular populations and needs of the community.

Participants: Liberal Arts Faculty, Assistant Deans, Dean of Instruction, Student Services/Registration

Activity Dates: 1999-2004

Costs: None - use existing personnel and offer non-credit only on a self-sustaining basis.

Activity: Unit: PCATT; Upgrade and acquire additional physical space for the delivery of non-credit and contract training.

Participants: PCATT Staff; Dean-PCATT

Activity Dates: 2000-ongoing

Costs: Renovations and furniture costs to be determined.

Activity: Create master plan for the consolidation of advanced technical training into an identifiable location on campus.

Participants: PCATT Staff; Academic Computing Staff; Dean-PCATT
<table>
<thead>
<tr>
<th>Activity Dates:</th>
<th>2000-2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costs:</td>
<td>No costs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Upgrade and replace hardware and software to reflect leading-edge technologies (Cisco, Sun, Oracle, Microsoft, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants:</td>
<td>PCATT Staff; Dean – PCATT; System Deans</td>
</tr>
<tr>
<td>Activity Dates:</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Costs:</td>
<td>To be determined (TBD)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Develop and maintain a database to match customer needs to training opportunities and to improve marketing of the PCATT. Work with all campuses in the system on the consolidation of marketing databases.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants:</td>
<td>PCATT Staff; Academic Computing Staff; Dean-PCATT; System Deans</td>
</tr>
<tr>
<td>Activity Dates:</td>
<td>2000-ongoing</td>
</tr>
<tr>
<td>Costs:</td>
<td>Possible software costs; no staff costs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Develop a system for targeted marketing and expand the circulation of promotional materials.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants:</td>
<td>PCATT Staff; Dean PCATT</td>
</tr>
<tr>
<td>Activity Dates:</td>
<td>2001 - ongoing</td>
</tr>
<tr>
<td>Costs:</td>
<td>Possible software costs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Host regular system seminars on topics of advanced technology in partnership with industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants:</td>
<td>PCATT Staff; Dean – PCATT; System Deans</td>
</tr>
<tr>
<td>Activity Dates:</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Costs:</td>
<td>Self-supporting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Explore training programs in conjunction with industry certification programs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants:</td>
<td>PCATT Staff; Dean – PCATT; System Deans</td>
</tr>
<tr>
<td>Activity Dates:</td>
<td>2001-ongoing</td>
</tr>
<tr>
<td>Costs:</td>
<td>No additional costs.</td>
</tr>
<tr>
<td>Activity</td>
<td>Participants</td>
</tr>
<tr>
<td>----------</td>
<td>--------------</td>
</tr>
<tr>
<td>Purchase, partner, or work with outside vendors to use and/or develop non-credit curriculum.</td>
<td>PCATT Staff; Dean – PCATT; System Deans</td>
</tr>
<tr>
<td>Explore and implement as appropriate non-credit to credit course conversions.</td>
<td>PCATT Staff; Dean – PCATT; System Deans</td>
</tr>
<tr>
<td>Develop non-credit/credit programs and partnerships to share instructors, curriculum, facilities, equipment, and technology.</td>
<td>PCATT Staff; Dean – PCATT; System Deans</td>
</tr>
<tr>
<td>Develop and maintain electronic records for all aspects of the PCATT to include fiscal, curriculum, personnel, registration, schedules, room utilization, equipment, etc.</td>
<td>PCATT Staff; Academic Computing Center Staff; Director of Administrative Services; Dean-Career Development Center; Dean-PCATT; System Deans</td>
</tr>
<tr>
<td>Continually assess all aspects of the non-credit training experience including marketing, registration, curriculum, instructors, classroom environment, hardware, software, etc. Where appropriate, develop online assessment instruments.</td>
<td>PCATT Staff; Dean – PCATT; System Deans</td>
</tr>
<tr>
<td>Activity:</td>
<td>Hire additional staff in support of PCATT initiatives and operations.</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Participants:</td>
<td>Dean – PCATT; PCATT Staff</td>
</tr>
<tr>
<td>Activity Dates:</td>
<td>2001</td>
</tr>
</tbody>
</table>
| Costs: | Business and Marketing Director - $60,000  
Fiscal Support Specialist - $35,000  
Registration Clerk - $20,000 |

**b. Identify, develop and deliver education and training programs to meet the growing State and regional needs for mid-level and advanced technicians in critical areas such as allied health, transportation, electronics, etc.**

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Provide Technical Support for Commercial Aviation Program to support computer labs, computer systems, and Internet connectivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants:</td>
<td>Dean-Transportation and Trades; Dean-PCATT; Director, Educational Media Center</td>
</tr>
<tr>
<td>Activity Dates:</td>
<td>2001</td>
</tr>
<tr>
<td>Costs:</td>
<td>One full-time APT position; Diagnostic Equipment, $10,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants:</td>
<td>Dean, PCATT; PCATT Staff; Cisco Trainers</td>
</tr>
<tr>
<td>Activity Dates:</td>
<td>2000-ongoing</td>
</tr>
<tr>
<td>Costs:</td>
<td>Laboratory Costs - $100,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Become an ACT training and testing center. Develop necessary facilities to deliver ACT training and testing. Market the ACT Center.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants:</td>
<td>Dean- PCATT; PCATT Staff</td>
</tr>
<tr>
<td>Activity Dates:</td>
<td>2000-ongoing</td>
</tr>
<tr>
<td>Costs:</td>
<td>$100,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Develop a call-center training program including curriculum and laboratory facilities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants:</td>
<td>Dean- PCATT; PCATT Staff;</td>
</tr>
</tbody>
</table>
Activity Dates: 2000-2001  
Costs: Laboratory setup - $50,000 estimated; facility renovations to be determined

Activity: Establish HCC as an authorized AutoDesk training center.  
Participants: Dean- PCATT; PCATT Staff; CAD faculty  
Activity Dates: 2000-2001  
Costs: Laboratory setup - $100,000 estimated; Certification - $5000; Licenses - $5000

Identify, develop, and deliver education and training programs to meet the growing State and regional needs for mid-level and advanced technicians in critical areas such as allied health, transportation, electronics, etc.

Activity: Develop an evening Computing, Electronics, Networking Technology CENT) program to meet the State’s need for technically skilled workers.  
Participants: CENT Faculty, Advisory Committee, Administration, Chancellor’s Office  
Activity Dates: 2001-2006  
Costs: Personnel Costs for a Full-time Instructor, Educational Specialist, and Lecturers

Activity: Establish a four-year CENT degree to meet the State’s need for advanced technicians and professionals.  
Participants: CENT Faculty, Advisory Committee, Administration, Chancellor’s Office  
Activity Dates: 2001-2006  
Costs: To be determined (TBD)

c. Provide education and training to meet the needs of Hawaii’s tourist industry.

d. Prepare a skilled and highly educated workforce with special attention to educators, selected health care and human services personnel, and other professionals that will contribute to the economic diversification of Hawaii and its workforce.
Prepare a skilled and educated workforce with special attention to educators, selected health care and human services personnel, and other professionals that will contribute to the economic diversification of Hawaii and its workforce.

Activity: Develop an evening esthetician program to meet the beauty industry’s needs for licensed estheticians.
Participants: Cosmetology (COSME) Faculty, Advisory Committee, Administration, Chancellor’s Office
Activity Dates: 2001-2006
Costs: Personnel Costs for Academic Support Specialist and Evening Lecturers

Activity: Establish Early Childhood Education (ECE) as a new program, separate from the Human Services Program, to offer an A.S. Degree in early childhood education.
Participants: ECE Coordinator & Faculty, Administration, ECE Advisory Committee, Early Childhood Programs, Chancellor’s Office
Activity Dates: January 2001- July 2001
Costs: None

Activity: Plan, design, and implement a B.S. degree program in Early Childhood Education for students who are pursuing careers working with children from birth to 5 years of age.
Participants: ECE Coordinator & Faculty, Administration, Chancellor’s Office, ECE Advisory Committee, Early Childhood Programs
Activity Dates: August 2001-January 2005
Costs: $224,600

Provide training and education in the science and practice of agriculture, assist the state in the transformation of its agricultural base, and participate in the University agricultural alliance to ensure that it is serving student needs and advancing agricultural research and extension.
f. Bring community Colleges' service and faculty expertise to bear on community needs and problems.

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g. Expand and strengthen partnerships with the private sector, government and the K-12 schools, and develop closer collaboration among campuses on Oahu and between Oahu and neighbor island campuses.

Activity: Create Community Partnerships;
Create outreach programs to recruit and partner with community agencies, businesses and workforce training to add community-based programs and training
Participants: Student Services, Community Relations, Marketing, Academic Deans
Activity Dates: 2000-2001
Costs: To be determined (TBD)

Activity: Auto Body Repair and Painting - Strengthen Curriculum/Articulation with ETC:
Strengthen partnership with ETC in curriculum development and articulation.
Participants: ABRP Program/Dean/ETC Administration ETC Staff
Activity Dates: To be determined (TBD)
Costs: To be determined (TBD)

Activity: Establishment with Manufacturers
Establish partnerships with major manufacturers
Participants: ABRP Program/ABRP Advisory Committee/Dean
Activity Dates: To be determined (TBD)
Costs: To be determined (TBD)

2. Access, Distance Education, and Technologies.

a. Respond to the post-secondary educational needs of under served populations through campus-based and non-campus-based delivery means.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Unit: Educational Media Center; Develop full HITS capability with dedicated HITS classroom.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants:</td>
<td>Educational Media Center Staff; HITS (UH system); HCC Distance Education Coordinator</td>
</tr>
<tr>
<td>Activity Dates:</td>
<td>2002-2003</td>
</tr>
<tr>
<td>Costs:</td>
<td>$40,000</td>
</tr>
</tbody>
</table>

| Activity: | Enhance digital capabilities for web-based delivery of training. |
| Participants: | Educational Media Center Staff |
| Activity Dates: | 2001-2002 |
| Costs: | $20,000 |

| Activity: | Develop capability to do webcasting of instructional materials |
| Participants: | Educational Media Center Staff |
| Activity Dates: | 2001-2002 |
| Costs: | $20,000 |

| Activity: | Upgrade downlink capabilities – establish uplink capabilities. |
| Participants: | Educational Media Center Staff |
| Activity Dates: | 2002-2004 |
| Costs: | $42,000 |

| Activity: | Provide support for HITS. |
| Participants: | Educational Media Center Staff |
| Activity Dates: | 2001 |
| Costs: | One full-time APT Technician |

**b. Make the best use of technology to improve teaching, reach more students, and improve administrative services.**

| Activity: | Unit: Educational Media Center; Upgrade campus video cable system from analog to digital. |
Activity: Distance delivery program and distance A.A. degree; Refine, expand and/or develop distance education courses in multiple modes with an emphasis on quality and integrity of instruction, and relevance for students in terms of program/degree goals. This would include provision of necessary support in terms of equipment, resources and training.

Participants: Administration, Instruction, Educational Media Center, Academic Computing

Activity Dates: 1999 - 2004
Costs: $157,000

Activity: Increase integration of emerging technologies into Math/Science instruction.

Participants: Instruction, Academic Computing, Educational Media Center

Activity Dates: Ongoing
Costs: To be determined (TBD)

Activity: Expand and integrate computer applications in the Pre-Calculus/Calculus sequence. Acquire sufficient computer laboratory space and appropriate site licenses.

Participants: Instruction, Academic Computing

Activity Dates: 2000-2004
Costs: To be determined (TBD)

Activity: Complete and refine WWW based Applied Physics (PHYS 51V) materials.

Participants: Instruction, Academic Computing

Activity Dates: 1999-2002
Costs: To be determined (TBD)

Activity: Faculty/student computer work lab; Create a smaller computer lab facility on the 6th floor of building 7 to support those Humanities and Social
Science courses/instructors who work closely with computers and who integrate technology and computer work directly in their in-class structure.

Participants: Liberal Arts Faculty, Technical/Computer Support staff, Apprentice Staff and students

Activity Dates: 1999-2000

Costs: $2,000

Activity: Create computer writing lab; Create computer writing lab on 5th floor of building 7 to provide alternative means of delivery for Language Arts instruction.

Participants: English and ESL Instruction, Academic Computing

Activity Dates: 1999-2001

Costs: To be determined (TBD)

Make the best use of technology to improve teaching, reach more students, and improve administrative services.

Activity: Develop a web-based Food Science and Human Nutrition (FSHN) Course

Participant: FSHN Faculty

Activity Dates: 2001-2006

Costs: Assigned Time

GOAL B:

IMPLEMENTING DIFFERENTIATED CAMPUS MISSIONS AND FUNCTIONING AS A SYSTEM

1. Role and Mission.

a. Continue to be open-admission institutions, and, in coordination with the baccalaureate campuses, provide access to all who can benefit, including traditionally disadvantaged adults.

b. Differentiate campus roles and focus within the community college system.
2. Priorities.

a. Assure that each campus has plans that guide resource allocations in academic, administrative and facilities development.

b. Expand inter-campus collaboration through joint instructional offerings; by sharing services, facilities, faculties, and staff, and by utilizing advanced technologies.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Liberal Arts Faculty, Technical-Occupational Faculty, Dean of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants:</td>
<td></td>
</tr>
<tr>
<td>Activity Dates:</td>
<td>2000 - 2004</td>
</tr>
<tr>
<td>Costs:</td>
<td>None - use existing personnel and class costs</td>
</tr>
</tbody>
</table>

Activity: Develop more integrated/inter-disciplinary courses. Through more flexible scheduling, classes that are team taught or topically focused are possible. Build on already existing cross-discipline connections in Division 1 in the form of formal curricula. This would also include continued and increased efforts at integration with the occupational/technical programs.

| Participants: | English Instruction, Technical-Occupational Faculty |
| Activity Dates: | 2000-2004 |
| Costs: | To be determined (TBD) |

Expand inter-campus collaboration through joint instructional offerings; by sharing services, facilities, faculties, and staff; and by utilizing advanced technology.

Activity: Establish articulation agreement with the University of Hawaii at West Oahu’s (UHWO) Department of
Public Administration (B.S.); cross-list classes with UHWO’s Labor Studies Program (A.A.).

Participants: Occupational, Environmental, and Safety Management (OESM) Faculty

Activity Dates: 2001-2006

Costs: None

c. Undertake major revisions in programs, instructional methodology, and delivery that better reflect the demands of the workplace and the increased focus on facilitating transfer.

Activity: Create Programming/Computer Course with Drafting Technology;
(B2C) Work with Drafting Technology Department to create a course in programming and operating Computer Aided Manufacturing equipment

Participants: MARMR Program/CADD Program/Dean

Activity Dates: To be determined (TBD)

Costs: To be determined (TBD)

Activity: Weld - Upgrade/Train Staff;
Upgrade Welding program staff to American Welding Society certification through seminars and training courses

Participants: Trainer/Dean

Activity Dates: To be determined (TBD)

Costs: To be determined (TBD)

Activity: Obtain Equipment;
Obtain state-of-the-art welding and plasma cutting equipment.

Participants: WELD Program/Dean

Activity Dates: To be determined (TBD)

Costs: To be determined (TBD)

Activity: Investigate and develop non-credit offerings.

Participants: Instruction, Administration, Educational Media Center, Academic Computing

Activity Dates: Ongoing

Costs: To be determined (TBD)
Activity: Develop aquaculture/environmental science non-credit packages as appropriate.
Participants: Instruction (both in Science and in OESM), Administration, State and Federal government agencies
Activity Dates: 2000 -2004
Costs: To be determined (TBD)

Undertake major revisions in programs, instructional methodology, and delivery that better reflect the demands of the workplace and the increased focus on facilitating transfer.

Activity: Develop short term credit or noncredit certificate programs in desktop publishing and in digital imaging for individuals seeking re-training or employment skills.
Participants: CA Faculty, Program Advisory Committee
Activity Dates: 2001-2003
Costs: None

Activity: Restructure Drafting Technology (DRAFT) curriculum to fully incorporate computer aided instruction in the curriculum.
Participants: DRAFT Faculty
Activity Dates: 2001-2002
Costs: To be determined (TBD)

Activity: Increase the integration of service learning in the Administration of Justice (AJ) Curriculum
Participants: AJ Faculty
Activity Dates: 2001-ongoing
Costs: None

Activity: Continue to infuse service learning into the human services (HSERV) curriculum.
Participants: HSERV Faculty
Activity Dates: 2001-ongoing
Costs: None
### Activity: Revise and expand the noncredit Professional and Career Development for Early Childhood (PACE) Program in Hawaii, nationally, and internationally.

- **Participants:** ECE Coordinator & Faculty, Administration, Early Childhood Programs.
- **Activity Dates:** August 2001-May 2006
- **Costs:** $75,000 start up venture capital

### d. Increase infrastructure support needed to maintain additional new buildings; begin a systematic program of preventative maintenance of existing facilities across all campuses; bring campus security and operational/maintenance services to adequate levels; and provide for student assistance through on-campus employment.

#### Activity: Diesel - Complete Building;

- **Activity:** Complete the design and construction of the Diesel Mechanics Technology/Marine Diesel building adjacent to the Marine Education and Training Center at Sand Island.
- **Participants:** DIESL Program/MARMR Program/Dean Director of Technical Program Development
- **Activity Dates:** (2003-2005)
- **Costs:** To be determined (TBD)

#### Activity: MARMR - Upgrade/Train Staff (Gen. Pro Dev)

- **Activity:** Upgrade staff through seminars and training courses.
- **Participants:** MARMR Program/Teacher Trainer/Dean
- **Activity Dates:** To be determined (TBD)
- **Costs:** To be determined (TBD)

#### Activity: Improve Ventilation – Health & Safety;

- **Activity:** Improve ventilation and intake filter system in paint bay.
- **Participants:** MARMR Program/Director of Administrative Affairs
- **Activity Dates:** To be determined (TBD)
- **Costs:** To be determined (TBD)
Activity: Obtain Equipment;
Obtain computer router, plotter to print computer generated designs, engine stands, fans to circulate air in shop, sand blaster, rolling bandsaw, gel coat peeler, additional flammable storage cabinets, over for post curing composites, more composite quality control equipment, engine positioning slings, outboard motor test tank, 7" grinder.
Participants: MARMR Program/Dean
Activity Dates: To be determined (TBD)
Costs: To be determined (TBD)

Activity: Obtain Audio-Visual Equipment;
Obtain pull down screens in classrooms, video camera, scanner, projection system, digital camera.
Participants: MARMR Program/Dean
Activity Dates: To be determined (TBD)
Costs: To be determined (TBD)

Activity: Obtain Teaching Aids;
Obtain small diesel engine, roller reefing system, Yale forklift training system, copies of equipment manuals for students.
Participants: MARMR Program/Dean
Activity Dates: To be determined (TBD)
Costs: To be determined (TBD)

Activity: Replace and upgrade Biological and Marine Sciences laboratory to include facilities and equipment.
Participants: Instruction
Activity Dates: 2000-2004
Costs: To be determined (TBD)

Activity: Repair/replace aging equipment in Metallurgy laboratory.
Participants: Instruction
Activity Dates: 1999-2004
Costs: To be determined (TBD)
<table>
<thead>
<tr>
<th>Activity:</th>
<th>Replace chemistry student laboratory and demonstration facility; Replace Chemistry student laboratory and demonstration equipment to include computer hardware and software.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants:</td>
<td>Instruction, Academic Computing, Educational Media Center</td>
</tr>
<tr>
<td>Activity Dates:</td>
<td>1999-2004</td>
</tr>
<tr>
<td>Costs:</td>
<td>To be determined (TBD)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Infrastructure; Provide operations and maintenance support services for new facilities at Kalaeloa Airport.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants:</td>
<td>Institutional Support – Operations and Maintenance</td>
</tr>
<tr>
<td>Activity Dates:</td>
<td>2002-2005</td>
</tr>
<tr>
<td>Costs:</td>
<td>$22,260</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Develop an online computer system to request, assign and status check repair and maintenance requests from College personnel.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants:</td>
<td>Institutional Support/Computer Services</td>
</tr>
<tr>
<td>Activity Dates:</td>
<td>2002-2003</td>
</tr>
<tr>
<td>Costs:</td>
<td>$5,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Physical resources; Seek funds to implement the campus master plan in phases.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants:</td>
<td>College</td>
</tr>
<tr>
<td>Activity Dates:</td>
<td>2002-2015</td>
</tr>
<tr>
<td>Costs:</td>
<td>$167,000,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Preventative Maintenance Program; Provide funding to maintain the ongoing preventative maintenance program to maintain the College’s facilities and equipment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants:</td>
<td>Institutional Support – Operations and Maintenance</td>
</tr>
<tr>
<td>Activity Dates:</td>
<td>2004-2005</td>
</tr>
<tr>
<td>Costs:</td>
<td>Current funding base.</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Enhance security services to provide 24-hour coverage; Obtain two full-time security guards to provide 24-hour coverage.</td>
<td></td>
</tr>
<tr>
<td>Increase infrastructure support needed to maintain additional new buildings; begin systematic program of preventative maintenance of existing facilities across all campuses.</td>
<td></td>
</tr>
<tr>
<td>Renovate exiting photography studio into a digital imaging studio.</td>
<td></td>
</tr>
<tr>
<td>Renovate existing chemical photo lab into two large classrooms or labs to accommodate program expansion.</td>
<td></td>
</tr>
<tr>
<td>Renovate classroom for body wraps and treatments</td>
<td></td>
</tr>
<tr>
<td>Construct or renovate children’s centers to meet design standards for early childhood training and child care facilities; provide an adequate number of professional early childhood staff to meet quality standards at each center; ensure that qualified substitute teachers are available.</td>
<td></td>
</tr>
</tbody>
</table>
GOAL C:

CONTINUING TO CHAMPION DIVERSITY AND RESPECT FOR DIFFERENCES

1. Continue to foster an environment that is sensitive to the needs of a diverse student body, faculty, administration, and staff.

   Activity:   Expand faculty advising role; Develop ways to increase faculty role in advising and counseling students who are declared liberal arts students.
   Participants: Division Chairs, Liberal Arts Faculty, Student Services/Registration Faculty and Staff
   Activity Dates: 1999- 2001
   Costs: To be determined (TBD)

   Activity:   Student Development; Develop mechanisms to help and encourage students and faculty to organize clubs, teams and events to provide academic and emotional support for students from Hawaii’s different ethnic and cultural groups. Encourage students to join and work with other clubs and teams at this and other colleges to learn about and work with diverse ethnic and cultural groups.
   Participants: Faculty, Counselors, Student Life Director, Deans
   Activity Dates: 1999-2004
   Costs: $3,000 - (use student activity fee)

   Activity:   Faculty Development; Provide training and support for faculty to advise and counsel students from diverse ethnic and cultural groups and to integrate lesson materials on Asian and Pacific cultures, diversity and respect into the academic curriculum in many courses. Develop lesson materials encouraging teamwork in multi-cultural groups.
   Participants: Faculty, Counselors, Dean of Instruction
   Activity Dates: 1999-2004
   Costs: $15,000 for materials and training
2. **Continue to meet our special obligation to give admission preference to qualified residents.**

3. **Recruit and undertake special efforts to retain under-represented student populations, especially Hawaiians.**

   **Activity:** Student Retention Model; 
   Create a tracking system, early warning system for monitoring of all first year students; provide data and assessment for students on academic actions; provide targeted counseling, peer mentoring services for pre-program and program-ready students 

   **Participants:** Student Services, Academic Deans, Dean for Management Information 

   **Activity Dates:** 2000-2001 

   **Costs:** To be determined (TBD) 

   **Activity:** Develop an Effectiveness Assessment Model for Student Services; 
   Develop a model for institutional effectiveness for services to students; integrate the SOC Ad and Aldrich databases; develop front-end systems for web-based and telephone registrations; add student query capabilities for progress towards a degree 

   **Participants:** Student Services, Computing, Institutional Research 

   **Activity Dates:** 2000-2001 

   **Costs:** To be determined (TBD) 

   **Activity:** Testing/Tutoring Center; 
   Add staff to support extended hours for computerized training and testing; add tutoring services for students in all liberal arts classes; add computers and software 

   **Participants:** Student Services, College Skills, Academic Deans 

   **Activity Dates:** 2000-2001 

   **Costs:** To be determined (TBD) 

4. **Actively recruit under-represented faculty and staff and support spousal hiring, mentoring, and related programs.**
GOAL D:

STRENGTHENING THE UNIVERSITY AS A PREMIER RESOURCE IN HAWAIIAN, ASIAN, AND PACIFIC AFFAIRS, AND ADVANCING ITS INTERNATIONAL LEADERSHIP ROLE

1. Expand course offerings and promote increased student enrollment in Hawaiian, Asian, and Pacific languages, history, and cultures.

| Activity: Expand course offerings in Hawaiian language/Hawaiian Studies and Tagalog and promote increased student enrollment of minorities from the community that the College serves. Obtain two 50%-FTE instructor positions in Hawaiian language/Hawaiian Studies and Tagalog. |
| Participants: Native Hawaiian and Foreign Language Instruction |
| Activity Dates: 1999-2001 |
| Costs: $35,000 |

| Activity: Language lab upgrades; Upgrade equipment in language labs located on 3rd and 5th floors of building 7 to enhance instruction with the latest technology available. |
| Participants: ESL, Native Hawaiian, and Foreign Language Instruction, Educational Media Center |
| Activity Dates: 2000-2004 |
| Costs: $60,000 |

| Activity: Curriculum to address language needs of international students; In support of the effort to increase the numbers of international students, the college will address in its curricula the very real need of students to improve articulation and adapt to differences in speech patterns for those learning English and studying in English. Thus, specialized courses in Articulation and Pronunciation from the perspective of speech analysis/pathology will be developed and offered. |

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There is the possibility of offering such classes on non-credit/profit creating mode as well.

**Participants:** Current staff with appropriate training in Speech Pathology  
**Activity Dates:** Spring 2001  
**Costs:** No additional cost - matter of utilizing/prioritizing existing faculty.

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**Activity:** Enhance the cultural and racial diversity of the campus and the community; Recruit international clients and students as well as students from Mainland U.S.A. Integrate domestic (local and Mainland) and international students through activities involving understanding and mutual respect. Facilitate the establishment and support of an International Students Club. Facilitate campus and community requests for student participation in panel discussions, lectures, programs in culture and arts.

**Participants:** Student Life, ASUH, International Affairs and Development  
**Activity Dates:** 1999 – 2004  
**Costs:** To be determined (TBD)

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2. **Provide students an educational experience with an international dimension.**

**Activity:** Develop/strengthen the infrastructure to enroll and retain international students; Improve the speed, effectiveness, and quality of interactions in handling inquiries (in-person, mail, phone, internet), admitting and enrolling international students. Provide orientation, assistance with securing health insurance and housing including arrangements for use of some UH student dormitories. Fill the designated educational specialist position (81309T, PO3) to perform these duties as well as other duties. Provide academic advising and assistance with internship and with transfer to four year institutions.
Provide assistance with visa and other relevant US immigration procedures and policies. Facilitate the acculturation of international students on campus.

Participants: Student Services/International Affairs and Development

Activity Dates: 1999 – 2004

Costs: To be determined (TBD)

Activity: Market and deliver ACT training through PCATT to international clients; Review ACT courseware and training/testing products, and identify the courseware categories which may be marketed to meet the needs of the global market. Integrate the use of the ACT web based and computer testing delivery methods into programs to meet the training needs of international organizations and businesses. Make the marketing materials available in the languages of the targeted countries.

Participants: Director of International Affairs and Development, PCATT staff

Activity Dates: 1999 – 2004

Costs: To be determined (TBD)

Activity: Enhance the international experience and perspectives of faculty and students; Provide students an educational experience with an international dimension via classroom experience, service learning, internships, specialized training, and co-curricular activity. Promote study abroad experiences via study supported by scholarships, student exchange and institution-sponsored travel related to programs of study. Enhance the global experience of faculty via exchanges, internships, sabbatical leaves.

Participants: Faculty, students, scholarship sponsors, foreign institutions and businesses, government agencies, International Affairs and Development

Activity Dates: 1999 – 2004

Costs: To be determined (TBD)
3. **Attract nonresident students, particularly from the Pacific Basin and Asia, who can benefit from programs in fields where the Community Colleges have special strengths.**

Work with the Deans and their faculty/staff to provide customized contract training for international institutions, businesses and governments

**Activity:** Network with government and private agencies, businesses, and commercial service centers. Develop partnerships and work with overseas partners to provide technical assistance and training in HCC’s fields of expertise. Expand the program in English for specific purposes and client groups. Develop/update marketing materials and strategies to meet specific market needs. Update/enhance HCC’s international website. Develop proposals and respond to Requests for Proposals (RFPs) from bilateral and multilateral agencies for international research, training and technical assistance.

**Participants:** Deans, faculty/staff, businesses, commercial service centers, government and private agencies, Director of International Affairs and Development

**Activity Dates:** 1999 – 2004

**Costs:** To be determined (TBD)

**Activity:** Assist in advancing the role of the University of Hawaii in international education; Participate in developing a systemwide strategic plan for international education. Participate in systemwide partnership agreements where applicable. Represent the interests of the UH system at education and trade fairs and other recruitment endeavors.

**Participants:** Provost, Director of International Affairs and Development

**Activity Dates:** 1999 – 2004

**Costs:** To be determined (TBD)

**Activity:** ESL curriculum; Expand the ESL curriculum to deliver more instruction on a non-credit basis and develop short-term vocational ESL training programs for specific markets, such as pilot training for Asian trainees and intensive
ESL programs for international student populations. Convert non-tenural instruction to tenure-track. Establish instructional support through additional FTE tenure-track position in ESL.

Participants: ESL Instruction
Activity Dates: 1999-2001
Costs: To be determined (TBD)

4. Develop affiliation, exchange, and/or collaborative arrangements that promise to advance instructional priorities and benefit students, and continue cooperative arrangements with the East-West Center.

Develop affiliation, exchange and/or collaborative arrangements which advance instructional priorities and benefit students.

Activity: Develop affiliation, exchange and/or collaborative arrangements which advance instructional priorities and benefit students. Promote partnerships and bilateral agreements with foreign governments, agencies, universities and governments that support the transfer of technology, faculty expertise and capability. Develop and implement a Memorandum of Understanding to deliver general education courses including preparation in English to Guangdong, China. Implement an agreement whereby the Japan Aeronautical University of Japan sends and recruits students for enrollment in HCC’s Aeronautics Maintenance Program and Commercial Aviation Program. Support activities which promote the achievement of mutually beneficial goals. Assess outcomes to determine whether agreements should be renewed or terminated.

Participants: Provost, Deans, faculty, students, Director of International Affairs and Development, foreign governments, agencies, universities and colleges
Activity Dates: 1999 – 2004
Costs: To be determined (TBD)

GOAL E:

ACQUIRING RESOURCES AND MANAGING THEM WITH ACCOUNTABILITY AND RESPONSIVENESS
1. Human and Physical Resources

a. Promote institutional change and renewal through a systematic approach to faculty and staff development.

Activity: Faculty Development;
Encourage and support continued professional development of faculty necessary for the continued excellence of instruction. This would include working to reinstate funding and support for semester sabbaticals and professional development activities. This would also include ensuring that faculty have the technical support necessary to keep up with changes in education and in their fields. In particular, faculty need to be provided adequate equipment and support in terms of computers, software, training/support and upgrading of classrooms to enable multi-dimensional presentations.

Participants: Liberal Arts Faculty, Dean of Instruction, Provost, Technical/Computer Support staff

Activity Dates: 1999 - 2004

Costs: To be determined (TBD)

Activity: Provide funds for staff development and participation in professional associations. Also, support activities which will enhance morale and bonding as a unit.

Participants: College

Activity Dates: 2001-2004

Costs: $4,000

Activity: Provide funds for staff development and participation in professional associations. Also, support activities which will enhance morale and bonding as a unit.

Participants: College

Activity Dates: 2001-2004

Costs: $4,000

Activity: Establish an Equal Employment Opportunity/Affirmative Action Office;
To staff a full-time EEO/AA Officer who reports directly to the Provost.

Participants: Institutional Support – Provost
Activity Dates: 2004-2005
Costs: $43,824

Promote institutional change and renewal through a systematic approach to faculty and staff development.

Activity: Promote faculty and staff participation in professional development activities and support through sabbaticals, faculty and development funds, and external funding sources (e.g. EIF).
Participants: Faculty and Staff, Faculty Development Liaison, Administration
Activity Dates: 2001-ongoing
Costs: $80,000 annually

2. Financial Planning, Administration, and Reporting

a. Develop and implement a multi-year fiscal plan to provide a sustainable resource base for a continued operation of quality programs and services.

Activity: Financial; Need one full-time professional position to provide better accounting data to support the development of the College’s entrepreneurial activities for better management decision making.
Participants: Institutional Support – Business Office
Activity Dates: 2003-2004
Costs: $32,256

Develop campus and system performance indicators for public accountability

Activity: Institutional Assessment; Build a general institutional assessment plan for the A.A., A.S., and A.A.S. Degrees in light of the new general education core and the skills core needed for
the 21st century. Support faculty efforts in relevant, meaningful development of curriculum, instructional delivery and assessment.

Participants: Instruction, Administration, Educational Media Center, Academic Computing
Activity Dates: Ongoing
Costs: To be determined (TBD)

Activity: Utilize assessment to refine and improve programs; Integrate the involvement of the institutional researcher and the college units in the implementation of changes based on data from institutional assessment of the college.
Participants: Dean of Instruction, Assistant Deans, Institutional Researcher
Activity Dates: 1999 - 2004
Costs: None - already on staff

Activity: Distance education assessment; Build in an assessment component for distance education program by developing mechanisms to assess the quality, cost and benefits of each course offered. Make this information public to ensure informed discussion by faculty and staff in planning classes and offerings.
Participants: Dean of Instruction, Assistant Deans, Distance Education Coordinator, Distance Ed Faculty
Activity Dates: 1999 - 2004
Costs: To be determined (TBD)

3. Private and Other Support

Action: Establish a position of grant writer/curriculum developer to identify external revenue sources and funding opportunities, and to develop curricula for customized training.
Participants: OPARD, Deans, Directors
Activity Dates: 2002-2003
Costs: $43,824