Hawai`i Community College
Strategic Plan: 2008-2015

October 29, 2009

UNIVERSITY of HAWAI'I®
HAWAI'I
COMMUNITY COLLEGE

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UNIVERSITY OF HAWAI'I
HAWAI'I COMMUNITY COLLEGE STRATEGIC PLAN
2008-2015

I. MISSION AND PHILOSOPHY

University of Hawai'i Community Colleges (UHCC) policy UHCCP 4.101 (May 2006) defines the primary and "special" mission of the community colleges in the following way:

- **Access:** To broaden access to postsecondary education in Hawai`i, regionally, and internationally by providing open door opportunities for students to enter quality educational programs within their own communities.
- **Learning and Teaching:** To specialize in the effective teaching of remedial/developmental education, general education, and other introductory liberal arts, pre-professional, and selected baccalaureate courses and programs.
- **Work Force Development:** To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs which prepare students for immediate employment and career advancement.
- **Personal Development:** To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.
- **Community Development:** To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others.
- **Diversity:** By building upon Hawai`i's unique multi-cultural environment and geographic location, through efforts in curriculum development, and productive relationships with international counterparts in Asia and the Pacific, UHCC students' learning experiences will prepare them for the global workplace.

Hawai'i Community College (HawCC) has Mission and Vision Statements, and seven Imperatives (MVI), together reflecting the UHCC's Mission as well as identifying HawCC's unique responsibility to the Hawai'i Island community (HawCC Catalog, 2007-08, p. 6).

HawCC's *Mission Statement*:

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

HawCC's *Vision Statement*:

To promote student learning, Hawai'i Community College will emphasize the knowledge, skills and experience necessary for students to pursue academic achievement and workforce opportunities. As lifelong learners, the students will become productive and engaged citizens capable of meeting the complex challenges of a global community.

HawCC is committed to student learning through the following *Imperatives*:

- **Community Development**

  The College will provide students with opportunities to serve their community.

- **Workforce Development**
  The College will teach the skills needed to succeed in the workforce.
- **Cultural Competency**
  The College will respect and learn from all its students.
- **Environment**
  The College will build an awareness, appreciation, and sense of personal responsibility for the natural, social, and economic environments.
- **Hawaiian Culture and Values**
  The College will be the center for the study of Native Hawaiian cultural knowledge.
- **Healthy Communities**
  The College will work with students to build healthy communities.
- **Technology**
  The College will provide access to current technology that supports student learning.

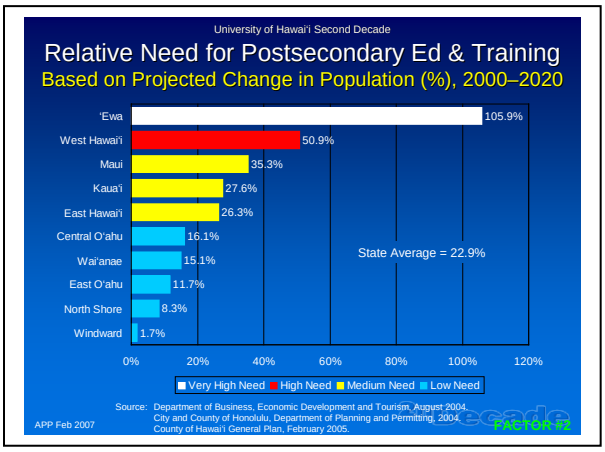
II. PLANNING CONTEXT

EXTERNAL FACTORS AFFECTING HAWCC'S PLANNING

In 2006, the UH Office of the Vice President for Policy and Planning undertook the Second Decade Project to determine the State's higher education needs and to bring UH strategic planning and the biennium budget processes into alignment. Areas and trends highlighted include: population growth, income, workforce participation, job shortages (workforce needs), high school graduation rates, college going rate (2-yr, 4-yr), and educational attainment (K-12, associate and bachelor's degrees).

Second Decade focus: Demographics and population growth

According to research done for the Second Decade Project, the population for Hawai'i Island is projected to increase by 54,423 from 2000 to 2020. As noted in the slide to the right, and based on the projected percentage of the increase in population for Hawai'i County, the relative need for West Hawai'i to meet postsecondary education and training is High and for East Hawai'i relative need is Medium.



The most recent Hawai'i County General Plan was approved in February, 2005 and amended in December, 2006. Population projections are included in the Plan for 2020 with growth calculated at 3 levels—conservative (A), moderate (B) and rapid

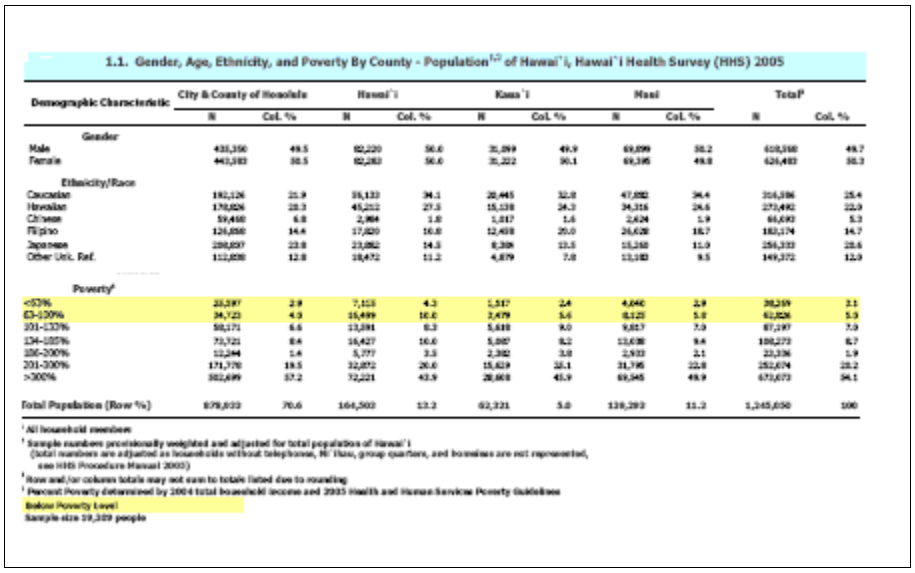
Table 1-9. **District Resident Population Distribution, Year 2020**

	A	B	C
Puna	57,105	58,246	63,491
S. Hilo	48,815	49,791	54,274
N. Hilo	1,842	1,879	2,048
Hamakua	7,184	7,328	7,988
N. Kohala	11,053	11,273	12,289
S. Kohala	23,947	24,426	26,625
N. Kona	41,447	42,275	46,082
S. Kona	13,816	14,092	15,361
Ka'u	8,243	8,408	9,165
Total	213,452	217,718	237,323

Economic Assessment, PKF Hawaii, January 2000

(C)—by district in Table 1-9.

State of Hawai‘i Health Survey data for gender, ethnicity and poverty level for 2005 appear in Table 1.1 at the left for the State and counties (age data were removed). Hawai‘i Island has the second largest percentage of Native Hawaiians and the largest percentage of residents living below poverty level.



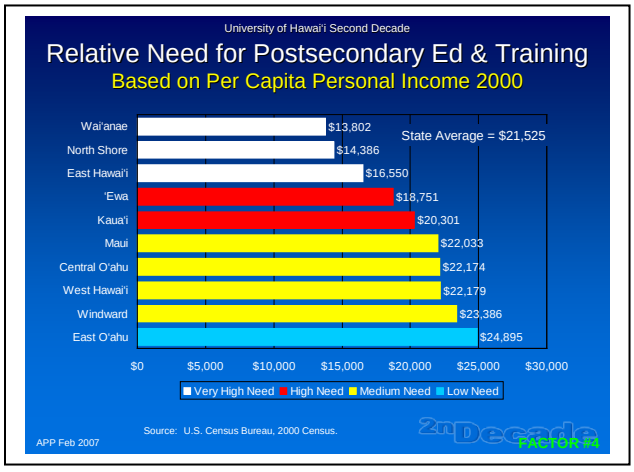
1.1. Gender, Age, Ethnicity, and Poverty By County - Population[1,2] of Hawai`i, Hawai`i Health Survey (HHS) 2005

Demographic Characteristic	City & County of Honolulu		Hawai`i		Kaua`i		Maui		Total[3]	
	N	Col. %	N	Col. %	N	Col. %	N	Col. %	N	Col. %
Gender										
Male	431,350	49.5	82,220	50.0	31,059	49.9	69,099	50.2	618,350	49.7
Female	440,183	50.5	82,283	50.0	31,222	50.1	68,396	49.8	626,483	50.3
Ethnicity/Race										
Caucasian	192,126	21.9	55,133	34.1	20,445	32.8	47,052	34.4	314,106	25.4
Hawaiian	170,826	19.3	45,252	27.5	15,138	24.3	34,316	24.6	273,492	22.0
Chinese	59,450	6.8	2,984	1.8	1,017	1.6	2,624	1.9	66,093	5.3
Filipino	126,850	14.4	17,820	10.8	12,408	20.0	26,628	18.7	183,174	14.7
Japanese	208,057	23.8	23,082	14.3	8,308	13.5	15,268	11.9	256,333	20.6
Other Dec. Ref.	112,830	12.8	18,472	11.2	4,879	7.8	13,183	9.5	149,372	12.0
Poverty[4]										
<50%	22,287	2.9	7,113	4.3	1,517	2.4	4,040	2.9	38,159	3.1
50-100%	34,722	4.5	15,499	10.0	2,479	3.6	6,125	5.0	62,826	5.9
101-133%	50,171	6.6	13,591	8.3	5,618	9.0	9,817	7.9	87,197	7.9
134-185%	73,721	9.4	19,427	10.6	5,087	8.2	13,638	9.4	109,273	8.7
186-200%	12,244	1.4	3,777	2.3	2,362	3.8	2,933	2.1	23,336	1.9
201-300%	171,770	19.5	32,872	20.0	15,629	25.1	31,795	22.8	252,674	20.2
>300%	382,699	37.2	72,221	43.9	28,668	45.9	69,345	49.9	673,673	54.1
Total Population (Row %)	879,833	70.6	164,503	13.2	62,321	5.0	139,293	11.2	1,245,950	100

[1] All household members
[2] Sample numbers provisionally weighted and adjusted for total population of Hawai`i
(total numbers are adjusted as households without telephone, NI Visa, group quarters, and homeless are not represented, see HHS Procedure Manual 2005)
[3] Row and/or column totals may not sum to totals listed due to rounding
[4] Percent Poverty determined by 2004 total household income and 2005 Health and Human Service Poverty Guidelines
Below Poverty Level
Sample size 19,109 people

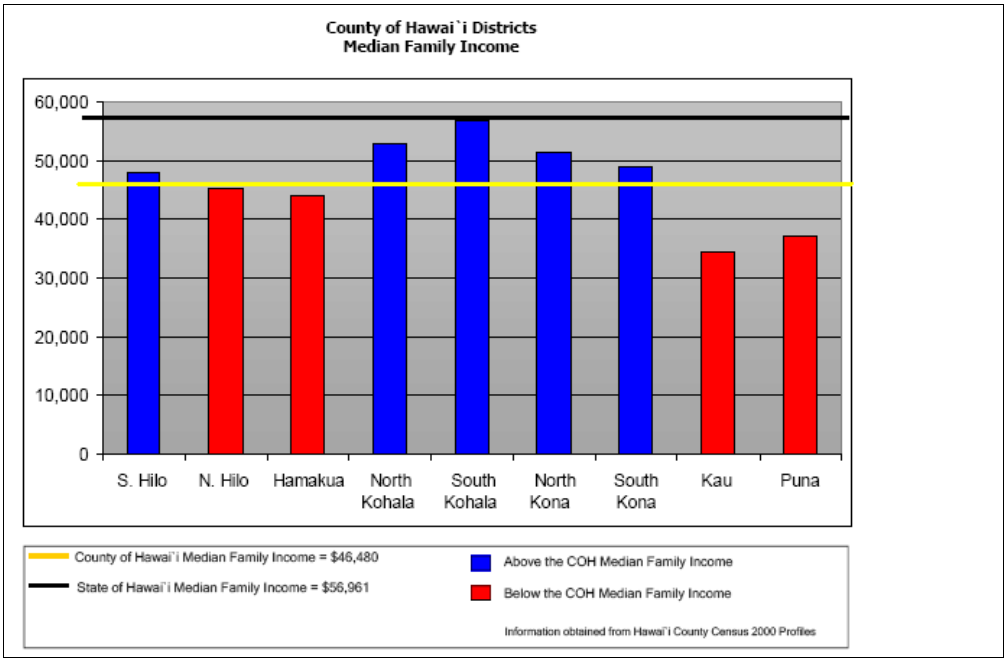
Second Decade focus: Income

As reported in the slide below from the Second Decade Project, a projected relative need for postsecondary education and training based on **per capita income* targets East Hawai‘i with a Very High Need and West Hawai‘i with a Medium Need

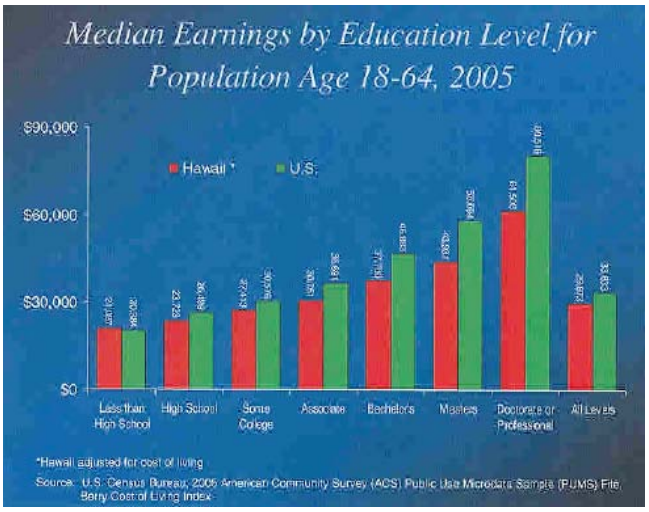


*(from the Census Bureau: **Per capita income** is the mean money income received in 1999 computed for every man, woman, and child in a geographic area. It is derived by dividing the total income of all people 15 years old and over in a geographic area by the total population in that area. Note -- income is not collected for people under 15 years old even though those people are included in the denominator of per capita income. This measure is rounded to the nearest whole dollar)

Looking more carefully at the County of Hawai‘i Districts in the following bar graph, all were below the **median family State of Hawai‘i income* of $56,961 and four (North Hilo, Ka‘u, Puna and Hamakua) are below $46,480, the County of Hawaii’s *median family income* based on 2000 Census data (Yamane, N., graph).



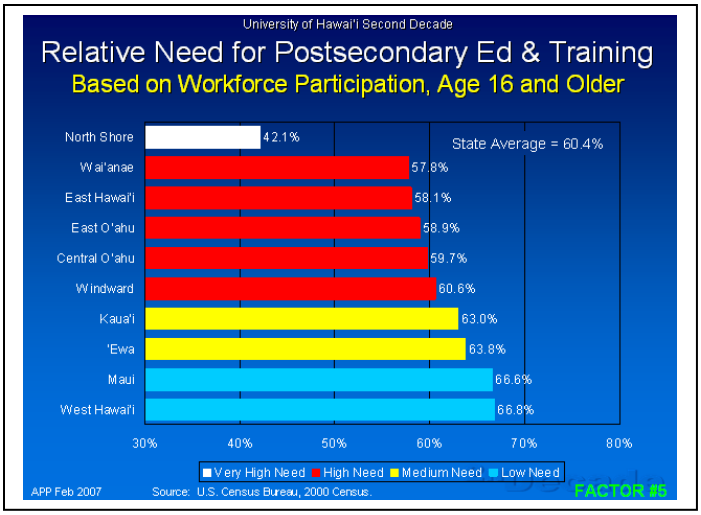
* (**Median family income** is the combined amount earned by the working persons within a family where ½ of the families are above that amount and ½ are below it)



In an August 2007 presentation by NCHEMS to the State Educational Workforce group, several comparisons between Hawai‘i and the mainland were made. The slide on the left shows that the median income for State residents lags behind those living on the mainland for all ages and for all educational attainment.

It costs more for students to attend community colleges in Hawai‘i. In 2006, the State received a grade of "D" for affordability of its higher education options, a drop since 1992. Fifteen percent of a family's income (minus financial aid) is what it takes to attend a community college nationally; in Hawai‘i, that percentage is higher at 17%. In 2006, the average undergraduate student in Hawai‘i had an annual student loan of $3,862 compared to the national average of $2,619 (Measuring Up 2006, State Report Card on Higher Education: Hawaii, p. 8).

Second Decade focus: Workforce participation

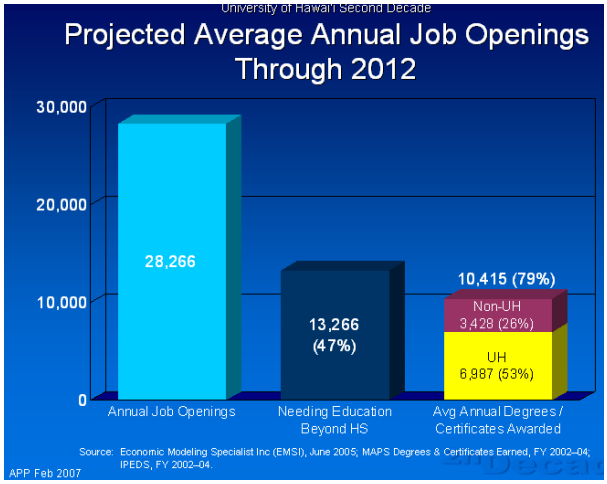


In 2000, 58% of East Hawaii's population aged 16 and older participated in the workforce, compared to 67% in West Hawai'i, and the State's average of 60.4% according to Second Decade slide on the left. Based on these percentages, East Hawai'i has a relative Very High Need for postsecondary education and training and West Hawai'i has a relative Low Need.

In the introduction to the Hawai'i County General Plan, a summary of the recent history and a projection of population and employment trends for the County are given (p. 1.9):

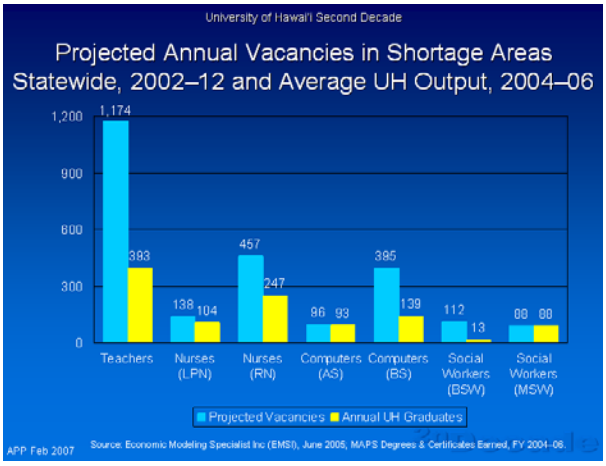
> Employment within the County in 1980 totaled 40,850 on a population base of 92,053 residents. In 1990, employment increased to 55,200 on a population base of 120,317, representing a 3.05 per cent and 2.71 per cent annual compounded increase, respectively. The 2000 census showed a population of 148,677 and an employment base of 69,937. For the year 2020, the Planning Department anticipates a population of 217,718 with an employment base of 106,492. Average annual employment growth rates are anticipated at 2.05 per cent between 1999 and 2005, 2.11 per cent between 2005 and 2010, and 2.16 per cent between 2010 and 2020. These employment projections are below the robust 3.05 per cent average annual employment growth rates during the 1980s, but above the 1.61 per cent average annual growth rate during the 1990s.

Second Decade focus: Job shortages (workforce needs)



In the slide on the left, projected annual job openings for the State are shown in comparison to those needing post high school education. The number of UH and non-UH certificates and degrees awarded are also indicated.

The slide to the right shows the state-wide job shortage areas and vacancies projected from 2002-2012 as compared to degrees produced by the UH system.

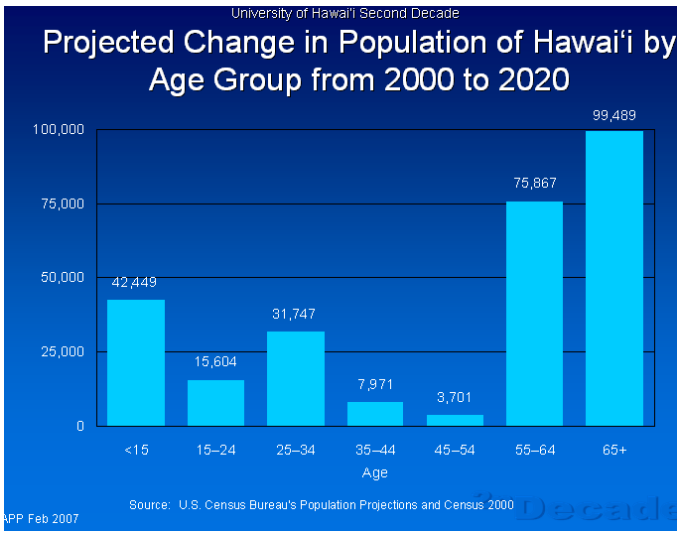


More specific to Hawai‘i Island, Hawai‘i County’s General Plan (p.2.2-2.8) identifies several primary economic areas that generate income: agriculture, forestry, fishing and aquaculture, manufacturing, visitor industry, and research and development. Secondary industries are also identified and include “government, construction, trades (retail and wholesale), utilities, financial institutions, and professional services” and transportation, which are adjacent to major population centers (p.2.9).

Using the 3 levels for projecting population growth rates (A=conservative; B=moderate; C=rapid), the County Plan has forecasted employment and the addition of new industries for 2010, 2015 and 2020.

Projected Number of Jobs and New Industries for 2010, 2015 and 2020: Hawai‘i County

Year	Hotel Services (primary)	Agriculture (primary)	Manufacture (primary)	New industries	Total Primary	Total Secondary	Total Jobs
2010 (A)	7,295	5,665	1,650	690	15,300	69,338	84,638
(B)	7,417	5,665	1,650	870	15,602	70,359	85,961
(C)	7,534	5,797	1,650	1,870	16,851	75,466	92,317
2015 (A)	7,636	6,135	1,650	774	16,195	77,089	93,284
(B)	7,819	6,135	1,650	954	16,448	78,865	95,423
(C)	8,010	6,280	1,650	1,954	17,894	86,087	103,981
2020 (A)	7,969	6,969	1,650	870	17,458	85,992	103,450
(B)	8,221	6,969	1,650	1,050	17,890	88,602	106,492
(C)	8,506	7,146	1,650	2,050	19,352	97,954	117,306



Statewide, as indicated in the graph on the left, an aging employee base is projected to create a shortage of people to fill positions as those aged 55 and older retire.

In its February 2008 release of “Population and Economic Projections for the State of Hawaii to 2035,” the Hawai‘i Dept. of Business, Economic Development and Tourism (HDBEDT) projects an annual increase for Hawai‘i

County of 2.4% between 2005 and 2010 and 2.1% between 2010 and 2015; for both dates, the increases are the highest in the State (p. 2). DBEDT's projections by age for the County are in the table below (Appendix, Table A-3):

Hawai'i County Population Projections from 2005 to 2015

Age:	2005	2010	2015
School age children, 5-11 years	14, 518	15,620	18,060
School age children, 12-13 years	4,570	4,900	4,830
School age children, 14-17	9,279	10,000	9,380
Ages 18-64	103,820	117,320	128,190
Ages 65+	22,056	25,680	31,040
Totals	164,769	185,850	205,820

Fields in science, technology, engineering and math (STEM) are also projected to have critical workforce shortages in addition to the Statewide and County areas mentioned previously. In January 2008, the national College Board released a report from the National Commission on Community Colleges, Winning the Skills Race and Strengthening America's Middle Class: An Action Agenda for Community Colleges. Based on demographic and economic analyses, the Commission reports "… that half of the new jobs created in the United States in the next 10 years will require at least some postsecondary education. Even in high-demand science, technology, engineering, and mathematics (STEM) fields, the role of community colleges is critical. To meet the nation's needs in STEM fields, the United States should plan on a ***25.1*** % increase (emphasis added) in the number of associate degrees awarded and a 19.7 % increase in bachelor's degrees awarded." (p. 6)

Table 2

Projected Job Growth, 2004—2014, in Occupations with Largest Job Growth by Education Required

Occupation by Education	Job Growth to 2014	Percent Increase to 2014	Total by Education/ Training	Proportion by Education/ Training
Jobs Requiring Short-Term Training			**4,406,000**	**49.8%**
Jobs Requiring AA, AS, AAS, Certificate, or Medium-Term Training			**2,691,000**	**30.57%**
Registered Nurse	703, 000	29.4%		8.0%
Heavy-truck Driver	223, 000	12.9%		2.5%
Maintenance/Repair	202, 000	15.2%		2.3%
Medical Assistant	202, 000	52.1%		2.3%
Executive Secretary/Assistant	192, 000	12.4%		2.2%
Sales Representative	187, 000	12.9%		2.1%
Carpenter	186, 000	13.8%		2.1%
Customer Service	471, 000	22.8%		5.3%
Nursing Aide/Orderly	325, 000	22.3%		3.7%
Jobs Requiring Bachelor's Degree			**1,736,000**	**19.7%**
Manager	308, 000	17.0%		3.5%
Elementary Teacher	265, 000	18.2%		3.0%
Accountant/Auditor	264, 000	22.4%		3.0%
Computer Systems Analyst	153, 000	31.4%		1.7%
Postsecondary Teacher	524, 000	32.2%		6.0%
Software Engineer	222, 000	48.4%		2.5%
GRAND TOTAL			**8,833,000**	**100%**

Source: Bureau of Labor Statistics. Authors' calculation. Retrieved July 5, 2007 from www.bls.gov/emp/emptab3.htm. BLS defines education and training demands "needed by most workers to become fully qualified."

Table 2 (p. 21) from the Commission's report shows the projected highest-demand jobs with levels of training needed.

Besides making post-secondary education more affordable, the Commission recommends two important initiatives that should be undertaken by states and their community colleges to help meet workforce shortages. One focuses on transfer from associate to baccalaureate and the other targets K-20.

Transfer. The nation's need for baccalaureate-level graduates in science, technology, engineering, and mathematics (STEM), as well as elementary and secondary school teaching, will number in

> the millions in the decade ahead. Moreover, the nation must close the baccalaureate completion gap affecting students from low-income backgrounds and some ethnic minority groups. One of the most productive ways to proceed, at both the state and national levels, would be to expand opportunities for community colleges to provide the first two years of undergraduate work, with the understanding that properly qualified students with associate degrees can transfer to four-year campuses with status as juniors. Moreover, the Commission believes statewide articulation agreements on acceptable programs of study that qualify students for junior standing on transfer should be developed to encourage degree completion.
>
> **K–20 Alignment**. States should encourage community colleges to work both with K–12 schools and four-year institutions to improve curriculum alignment. They should work with four-year campuses to improve articulation agreements providing for relative ease of transfer, and with K–12 systems to improve preparation, create secondary schools on campus, and offer dual enrollment systems. (p.9)

Findings from the Workforce Alliance are cited in the Commission's report (p. 21) and highlight important fields where shortages are anticipated and require some post-secondary training:

> "…demand to fill jobs in the middle of the labor market—those that require more than high school, but less than a four-year degree—will likely remain quite robust relative to supply, especially in key sectors of the economy." The jobs of interest and greatest growth are high-skill and likely to be concentrated in registered nursing (including nurses without a bachelor's degree), health technicians, emergency and health-diagnosing positions, construction occupations, respiratory, recreational and radiation therapists, and several blue-collar positions, including carpenters, heavy equipment maintenance workers, and heating and air-conditioning technicians.

Second Decade focus: High school graduation rates

For 2003-2004, the OHA Databook, 2006, Education Chapter indicates there were 25,972 students enrolled in Hawai'i District public schools (pre-kindergarten through grade12, including special education); 39% (n=10,082) were Native Hawaiians (p.63). Statewide, 181,744 students were enrolled in public schools for 2003-2004; 26% (n=47,734) were Native Hawaiians (p.56). Hawai'i Island has the second highest Native Hawaiian public school enrollment in the state, next to O'ahu (p.55).

The Western Interstate Commission for Higher Education (WICHE) produces an occasional report and a subsection for each of the member states, including Hawai'i. The latest report (7th edition), Knocking at the College Door: Projections of High School Graduates by State, Income, and Race/ethnicity, was recently completed in March 2008. For numbers of graduates, findings indicate that nationally (p. xiii):

- The rapid and sustained expansion in the number of high school graduates that began in the early 1990s will initially continue.
- This expansion will reach a peak in 2007-08, when total graduates from public and nonpublic schools will exceed 3.34 million.
- The production of high school graduates will slow moderately between 2008-09 and 2014-15.

- After 2007-08 overall production of high school graduates will become much more stable for the foreseeable future than it was during the expansion period, when it was growing by leaps and bounds.
- Stable production (changes falling between a loss of 5 percent and an increase of 5 percent): Alaska, California, Connecticut, Hawaii, Illinois, Iowa, Kentucky, Maine, Maryland, Mississippi, Missouri, New Mexico, Oklahoma, Oregon, South Carolina, Tennessee, and Washington (17 states).

Findings from WICHE's report indicate "the nation and more and more states are closing in on "majority-minority" status relative to public high school graduating classes, in which the number of graduates who are not White non-Hispanic exceeds the number of graduates who are. Between 2004-05 and 2014-15, WICHE projects that the nation's public high schools will produce (p. xiv):"

- Almost 207,000 more Hispanic graduates (an increase of 54 percent).
- Nearly 46,000 more Asian/Pacific Islander graduates (an increase of 32 percent).
- About 12,000 more Black non-Hispanic graduates (an increase of 3 percent).
- About 2,000 more American Indian/Alaska Native graduates (an increase of 7 percent).
- Nearly 197,000 fewer White non-Hispanic graduates (a decline of 11 percent).

"Clearly, the composition of our schools is changing. State policymakers and officials in school districts, K-12 schools, and postsecondary institutions need to be aware of these changes and how they might impact curriculum and preparation, the demand for support services, the demand for postsecondary education, affordability, and other issues (p.xiv)."

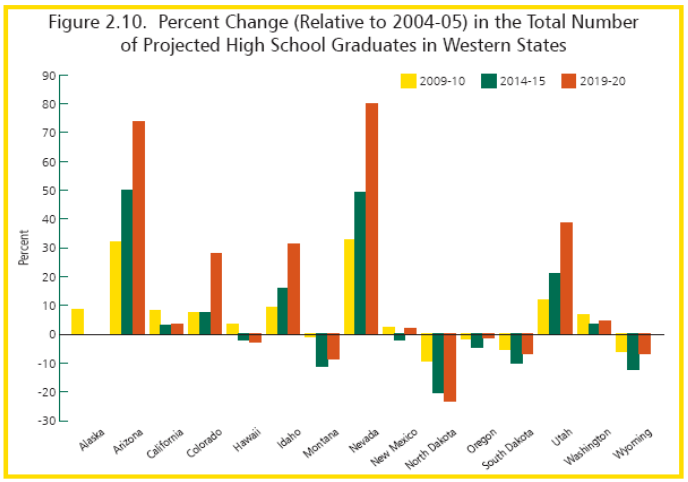
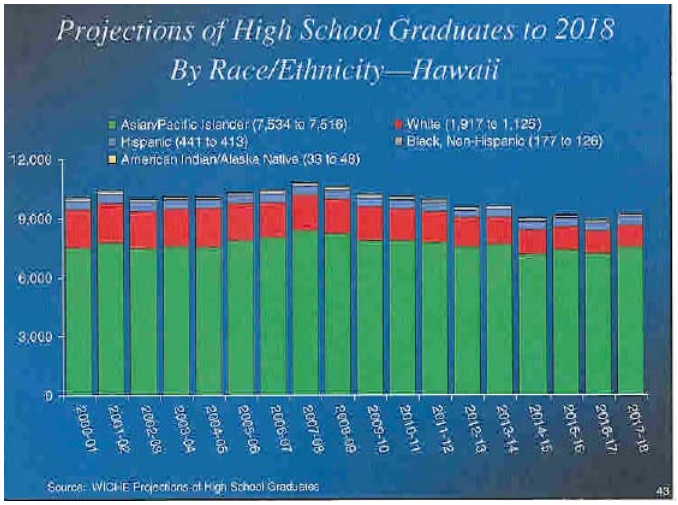


Figure 2.10 from the WICHE report shows the 3 projections (short term, mid term, long term) of the percentage of change in high school graduates for the Western states, including Hawai'i (p. 12).



The August 2007 NCHEMS presentation includes a slide (#43) that shows the projection of high school graduates to 2018 for Hawai'i by race/ethnicity.

Second Decade focus: College going rate (2-yr, 4-yr)
At the same time high school graduation rates will be declining, going rates of high school graduates are continuing to fall. The going rate is the percent of high school graduates who continue on to college with no break in time.

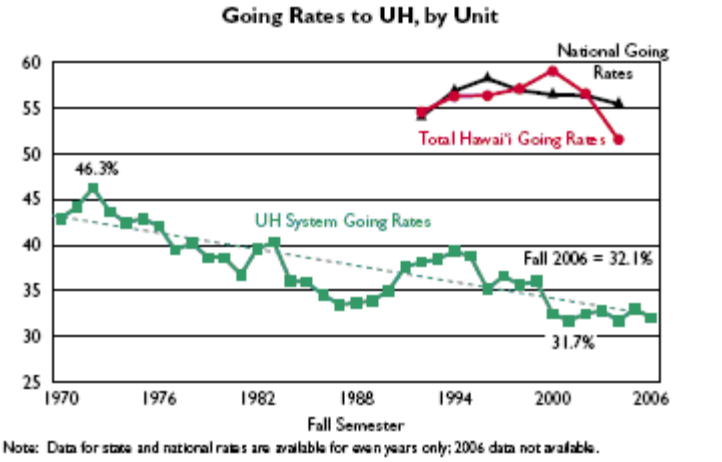
In the report, Measuring Up (p.7), Hawai'i has had a drop since 1992 in the high school going rate. In comparison to other states, Hawaii's decline of 28% is the steepest. "The state's decline is due to a decrease in the percentage of students graduating from high school, and a drop in the percentage of graduates going on to college." Other information reported for the State:

PARTICIPATION	HAWAII		Top States 2006
	1992*	2006	
Young Adults (60%)			
Chance for college by age 19	44%	32%	53%
18- to 24-year-olds enrolled in college	33%	36%	41%
Working-Age Adults (40%)			
25- to 49-year-olds enrolled part-time in any type of postsecondary education	3.4%	3.6%	5.1%

*The indicators report data beginning in 1992 or the closest year for which reliable data are available. See the *Technical Guide for Measuring Up 2006*.

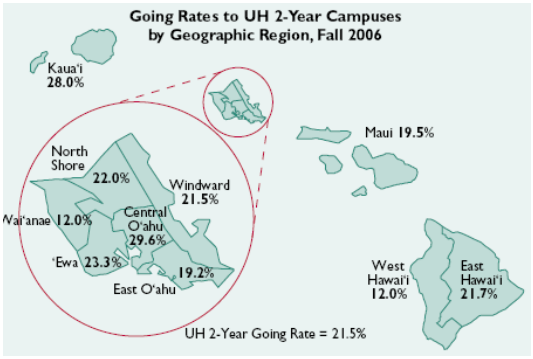
- The percentage of working-age adults who are enrolled part-time in college level education or training has increased by 6%, compared with a nationwide decline of 12%.
- The state's population is projected to grow by 11% from 2005 to 2020, below the national rate of 14%. During approximately the same period, the number of high school graduates is projected to decrease by 8%.
- About 12% of the adult population has less than a high school diploma or its equivalent, compared with 14% of adults nationwide
- In Hawaii, 340 more students are leaving the state than are entering to attend college.
- About 31% of Hawaii high school graduates who go to college attend college out of state.

The graph on the right shows the national, Hawai'i and UH system going rates. Note the decline in Hawai'i, compared to the National rate.

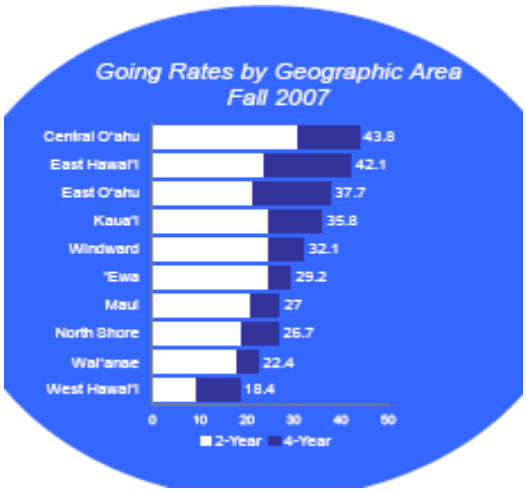


Note: Data for state and national rates are available for even years only; 2006 data not available.

MAPS (UH DATA); NATIONAL CENTER FOR EDUCATION STATISTICS (HAWAII); NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS (NATIONAL)



For Hawai‘i County’s community college going rate, West Hawai‘i had a 12% going rate for 2006 while East Hawai‘i had 21.7% for the same time period as seen in the map to the left for the State (Meeting State Needs, Feb. 2007)



The bar graph on the left shows the going rates in Hawai‘i for Fall 2007, by region and by 2 year and 4 year degrees pursued (UH presentation to Senate Education Committee, January 9, 2008).

	HI 1992	HI 2006	Top Perf States 2006
K–12 Student Achievement (35%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	14%	18%	38%
in reading	19%	18%	38%
in science	15%	15%	41%
in writing	15%	18%	41%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	7%	7%	22%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	110	153	237
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	92	112	217

When high school students do apply to college right after high school, their level of preparedness in basic skills of mathematics, reading and writing is still quite low, both nationally and within the State of Hawai‘i (Measuring Up, p. 5). Although Hawai‘i has made some progress with 8th graders improving scores on assessment tests, Hawai‘i still falls below Top performing states, according to the chart above.

Hawai‘i DOE District data for 2002/03 standardized test scores—for grades 3, 5, 8 and 10 and identified as Hawaiian and Others--are listed in the following 3 tables. Table 1 is the district as a whole, Table 2 is East and Table 3 is for West Hawai‘i.

Table 1
Hawai‘i District DOE Standardized Test Scores, School Year (SY) 2002-2003
(columns are in percentages until Total Number of Test Takers row)

	Gr. 3		Gr. 5		Gr. 8		Gr. 10	
	Hawn	**Others**	**Hawn**	**Others**	**Hawn**	**Oth**	**Hawn**	**Others**
SAT-9 Math								
Below average	27	15	32	21	34	22	44	29
Average	59	57	54	53	57	55	53	61
Above Average	14	27	14	26	9	23	4	11
SAT-9 Reading								
Below average	27	16	34	21	34	21	44	29
Average	61	56	58	56	59	56	68	61
Above Average	11	26	10	24	9	25	3	10
HCPS-II Math Standards								
Below	28	17	34	21	37	24	24	17
Approach	61	56	58	56	59	56	68	61
Meets	10	23	8	20	4	18	8	20
Exceeds	1	3	-	2	-	2	-	2
HCPS-II Reading Standards								
Below	17	9	24	14	13	7	12	8
Approach	52	45	50	39	64	50	58	45
Meets	30	44	25	45	23	42	30	46
Exceeds	1	2	1	1	-	1	-	1
Total # of test takers	**709**	**1,137**	**813**	**1,312**	**723**	**1,226**	**666**	**1,212**

Table 2
Hawai‘i District (East) DOE Standardized Test Scores, School Year (SY) 2002-2003
(columns are in percentages until Total Number of Test Takers row)

	Gr. 3		Gr. 5		Gr. 8		Grade 10	
	Hawn	**Others**	**Hawn**	**Others**	**Hawn**	**Ot**	**Hawn**	**Others**
SAT-9 Math								
Below average	29	15	38	21	37	20	44	30
Average	60	59	51	52	57	55	51	59
Above Average	12	26	11	27	7	25	4	11
SAT-9 Reading								
Below average	30	16	40	23	35	20	48	31
Average	60	60	53	52	59	55	49	59
Above Average	11	24	7	26	7	26	3	10
HCPS-II Math Standards								
Below	32	20	39	21	39	23	25	18
Approach	61	57	52	56	58	54	66	58
Meets	6	21	8	20	4	20	9	21
Exceeds	-	3	-	3	-	3	-	2
HCPS-II Reading Standards								
Below	20	10	28	14	17	7	13	8
Approach	53	43	52	39	65	49	56	44
Meets	27	44	20	45	18	42	30	47
Exceeds	1	2	-	2	-	1	-	1
Total # of test takers	**403**	**637**	**424**	**753**	**368**	**705**	**385**	**688**

Table 3

Hawai'i District (West) DOE Standardized Test Scores, School Year (SY) 2002-2003

(columns are in percentages until Total Number of Test Takers row)

	Gr. 3		**Gr. 5**		**Gr. 8**		**Gr. 10**	
	Hawn	**Others**	**Hawn**	Others	Hawn	Others	Haw	**Others**
SAT-9 Math								
Below average	24	16	26	22	30	24	42	27
Average	60	55	57	55	57	54	55	63
Above Average	16	29	17	23	13	22	3	10
SAT-9 Reading								
Below average	24	16	28	20	32	22	40	27
Average	64	55	59	58	56	53	58	63
Above Average	12	29	13	22	12	25	2	10
HCPS-II Math Standards								
Below	22	15	29	21	36	25	22	16
Approach	61	56	62	58	59	60	72	65
Meets	16	24	8	21	5	15	7	18
Exceeds	2	4	1	1	-	-	-	1
HCPS-II Reading Standards								
Below	13	8	19	15	9	6	12	7
Approach	52	46	49	39	60	51	59	45
Meets	34	45	31	45	30	43	29	47
Exceeds	1	1	1	1	1	-	-	1
Total # of test takers	**274**	**458**	**336**	**506**	**303**	**471**	**248**	**490**

Second Decade focus: Educational attainment (K-12, associate and bachelor's degrees)

From the Second Decade project, five organizing principles resulted: Increasing the Educational Capital of the State; Meeting Workforce Development Needs; Diversifying the State's Economy; Serving Underrepresented Regions and Populations; and Creating an Efficient, Sustainable Organization.

State Economy

Construction was a major factor in Hawaii's economy during the past several years. Hawai'i Island experienced a significant increase in construction for single family homes, particularly between 2004 and 2006. The Island had the highest number of permits issued for the State during those years, exceeding Oahu. That increase is reflected in the portion of Table 21.07 showing building permits (DBEDT, State of Hawaii Data Book, Housing, 2006).

Table 21.07-- PRIVATE RESIDENTIAL CONSTRUCTION AND DEMOLITION AUTHORIZED BY PERMITS, BY COUNTY: 2001 TO 2006

Category and year authorized	State total	City and County of Honolulu	Other counties			
			Total	Hawaii	Kauai	Maui
New single family units						
2001	3,789	1,573	2,216	1,129	320	767
2002	4,322	1,822	2,500	1,243	450	807
2003	5,558	2,315	3,243	1,932	422	889
2004	5,568	1,828	3,740	2,179	401	1/ 1,160
2005	6,026	1,917	4,109	2,698	440	1/ 971
2006	5,765	1,724	4,041	2,484	474	1,083

Table 21.17-- SUMMARY HOUSING CHARACTERISTICS, BY COUNTY: 2000

[Data include some condominium units used or intended for use by transients]

Characteristic	State total	Hawaii County	City and County of Honolulu	Kauai County	Maui County 1/
All housing units	460,542	62,674	315,988	25,331	56,549
Percent--					
Structure built 1990-2000	18.1	26.0	14.6	29.4	23.8
Structure built before 1940	4.7	6.7	4.4	5.3	4.1
Lacking complete plumbing	1.0	2.7	0.6	0.9	1.0
Lacking complete kitchen facilities	1.4	3.0	1.2	1.6	1.1
Percent with no telephone service 2/	2.0	3.3	1.7	2.2	2.4
Median number of rooms	4.3	4.6	4.3	4.6	3/ 4.0
All occupied units	403,240	52,985	286,450	20,183	43,622
Percent householder moved into unit--					
1999 to March 2000	20.2	19.7	20.1	17.7	22.2
Before 1980	22.6	20.1	23.8	21.7	17.8
Percent of units with occupants per room of 1.51 or more	7.6	5.7	8.2	5.4	8.2
Specified owner-occupied units	173,861	29,914	113,155	10,839	19,953
Median value (dollars)	272,700	153,700	309,000	216,100	249,900
With a mortgage	122,128	19,167	81,606	7,224	14,131
Median monthly costs (dollars)	1,571	1,133	1,653	1,375	1,572
Monthly costs were 35 percent or more of household income	38,510	5,970	24,904	2,435	5,201
Not mortgaged	51,733	10,747	31,549	3,615	5,822
Median monthly costs (dollars)	271	212	289	269	260
Specified renter-occupied units	174,458	18,382	129,907	7,735	18,434
Median gross rent (dollars)	779	645	802	739	3/ 788
Rent was 35 percent or more more of household income	50,848	5,637	37,543	2,320	5,348

In DBEDT's Table 21.17, as of 2000, Hawai'i Island had the most affordable housing and almost the same amount of rental housing as Maui County. For the Island, the percent of housing without complete plumbing was the highest in the State.

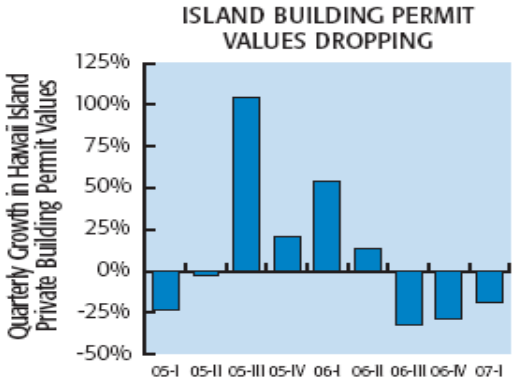
Table 21.18 shows 2006 information on housing ownership by county. Hawai‘i Island had the highest percentage of single family home ownership compared to the other counties; the lowest median household income and the lowest monthly mortgage.

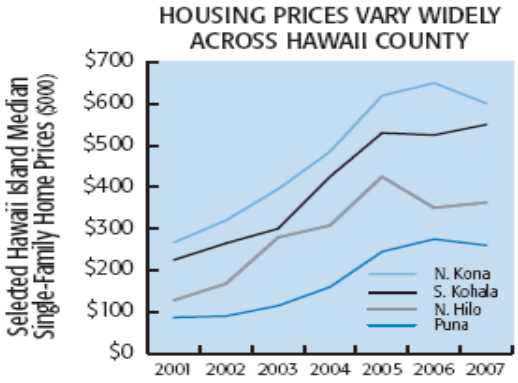
Table 21.18--CHARACTERISTICS OF HOUSING UNITS AND HOUSEHOLDS, FOR THE STATE, 2003 AND 2006, AND COUNTY, 2006

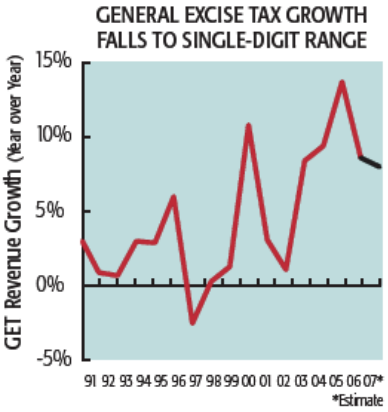
Subject	The State		County, 2006			
	2003	2006	Hono-lulu	Maui	Hawaii	Kauai
Total housing units	477,333	501,956	332,196	63,364	77,577	26,819
Home ownership rates	56.6	60.9	59.0	60.2	69.1	66.1
Type of housing						
Single family homes	52.7	54.2	48.4	61.5	67.9	67.6
Condominium units	26.2	26.0	28.5	32.2	12.3	20.2
Total households	410,794	435,818	303,149	49,484	61,213	21,971
Household income (median dollars)	1/ 46,086	53,571	54,545	52,500	48,125	53,261
Average monthly mortgage (dollars)	1,433	1,167	1,142	1,461	1,057	1,165
Average monthly rent (dollars)	992	1,274	1,300	1,256	1,146	1,230
Overcrowded 2/	1/ 10	8	8	8	7	7
Monthly shelter payment as percentage of income 3/						
Under 30 percent	1/ 54.7	54.2	54.8	49.1	54.9	57.6
30 to 40 percent	1/ 18.5	11.3	10.9	14.3	11.1	10.8
Over 40 percent	1/ 17.5	22.7	22.0	27.1	22.0	21.6
Not enough information	1/ 9.5	11.8	12.0	9.4	12.0	10.0
Household type (percent)						
Single member household	22.0	22.9	24.1	21.5	19.5	19.8
Married, no children	29.1	22.8	21.8	24.8	25.6	25.0
Parent(s) and children	1/ 22.3	21.6	20.9	24.0	22.6	23.3
Unrelated roommates	1/ 3.2	3.2	3.3	3.6	2.6	3.3
Multiple families	21.6	28.8	29.3	25.8	28.7	28.2
Undetermined	1.8	0.6	0.5	0.3	1.0	0.4

1/ Revised from previous *Data Book*.
2/ Percent with 1.01 or more persons per room.
3/ Includes both rent and mortgage payments.
Source: *Housing Policy Study, 2006*, prepared by SMS Research & Marketing Services, Inc. (February 2007) <http://www.hawaii.gov/dbedt/hhfdc/files-pdf/StateMASTER--Final.pdf> accessed April 13, 2007.

The construction boom that peaked in early 2006, continued to taper off into 2007. According to Leroy Laney, forecaster for First Hawaiian Bank (First Hawaiian Bank forecasts p. 7), from November 2007, State-wide, there are enough construction projects waiting to be done that will carry the work through several years but building new single family homes has dropped off substantially. Speculative housing construction has slowed considerably, especially in Puna. The number of building permits issued has declined and median prices for single family homes in selected districts in Hawai‘i County peaked and are now stabilizing as can be seen in the following 2 charts.







Tourism has been a mainstay of Hawaii’s economy but numbers of visitor arrivals are predicted to drop in 2008, based on a decline from 2006 to 2007. DBEDT’s first quarter forecast for 2008 projects a 1.4% decrease in visitor arrivals for the year and a modest increase of 1.2% for 2009 and 1.4% for 2010 (Outlook for the Economy, p.1). This drop will impact the State excise tax revenues.

In the graph on the left, a drop in the State’s excise tax receipts since 2002 is shown as an estimate for 2007

(Economic Forecast, 2007-2008, p. 1). The First Hawaiian Bank describes the growth seen in the past few years as an 11-year boom that is slowing.

State Legislature

HawCC's ability to offer quality education and expand its offerings to the Island was hampered when the Legislature's approved $18.4 million dollars to begin planning campuses on both sides of the Island was held up at the Governor's Office in the 2006/2007 academic year.

The "Systemwide Financial Audit of the University of Hawai'i System: Phase II," December 2007 (report 07-08) has criticized the UH system for not having strategic plans in alignment at all levels.

State Senate Bill 3250 was developed, amended and approved by the Education Committee and referred to the House. As of March 18, 2008, the bill has been amended and passed a second reading in the House and was referred to the Finance Committee. It is a financial incentive plan to reward campuses that have achieved the strategic outcomes approved by the UH system.

Hawaii 2050 is the State plan, chaired by Senator Russell Kokubun, to guide Hawaii's environmental, economic, social and cultural actions towards the development and maintenance of a sustainable future. Sustainability is defined by "A Hawai'i that achieves the following:

- Respects the culture, character, beauty and history of our state's island communities
- Strikes a balance among economic, social and community, and environmental priorities
- Meets the needs of the present without compromising the ability of future generations to meet their own needs" (Executive Summary, p. 3)

Education, rather than being made a separate goal, has been integrated into each of the 5 goals of Hawaii 2050.

- Goal 1, A Way of Life—Living sustainably is part of our daily practice in Hawai'i—emphasizes the importance of focusing on curricula to achieve sustainability: "We must understand the implications and merits of sustainable living. We must develop lifelong learning opportunities and public awareness programs to change behaviors and values in order to develop a sustainability ethic." The first way to do this is to "Integrate sustainability principles and practices into public and private school curricula." (p.5)
- Goal 2, The Economy—Our diversified and globally competitive economy enables us to meaningfully live, work and play in Hawai'i—targets education in Strategic Action 1 (Develop a more diverse and resilient economy… Increase commercialization and technology transfer between post-secondary institutions and the business sector) and Strategic Action 3 (Increase the competitiveness of Hawai'i's workforce... Invest in and improve our public education system to provide for a skilled workforce; Create incentives and opportunities for workforce skills upgrade training programs, including the availability of remedial education programs; and Increase student enrollment in post-secondary educational programs). (p. 9)
- Goal 3, Environment and Natural Resources—Our natural resources are responsibly and respectfully used, replenished and preserved for future generations—includes educational

institutions as governmental agencies in Strategic Action 1 (Reduce reliance on fossil [carbon-based] fuels as part of the plan to Expand renewable energy opportunities; Increase energy efficiency in private and public buildings, including retrofitting existing buildings; …Adopt building codes that encourage 'green building' technology; Encourage all government agencies to adopt sustainable practices, including purchasing hybrid cars, buying biodegradable products, and mandating recycling)," Strategic Action 2 (Conserve water and ensure adequate water supply) and Strategic Action 3 (Increase recycling, reuse and waste reduction strategies) (p.13)

- Goal 4, Community and Social Well-Being—Our community is strong, healthy, vibrant and nurturing, providing safety nets for those in need—specifically addresses public education, including post-secondary, in Strategic Action 3 (Strengthen public education through the Support [for] parenting, educational and financial literacy initiatives that span early childhood through lifelong learning; … Strengthen[ing of] career pathways for technical and trade schools that enhance Hawai'i's workforce; [and] Support [for] post-secondary and distance learning programs that broaden personal and professional learning opportunities." (p.17)
- Goal 5, Kanaka Maoli Culture and Island Values—Our Kanaka Maoli and island cultures and values are thriving and perpetuated—as evidenced through the postsecondary education indicators of enrollment in Kanaka Maoli language classes and the number of teachers teaching the Kanaka Maoli language. (p. 22)

On March 12, 2008, the State's Council of Revenues released the estimated tax revenues for 2008-2014 based on the State's current economy, as seen in the following chart.

ESTIMATES OF GENERAL FUND TAX REVENUE: FY 2008 to FY 2014

(in thousands of dollars)

	ACTUAL		ESTIMATED						
TYPE OF TAX	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
General Excise & Use 2/, 4/	$2,355,316	$2,555,762	$2,679,774	$2,772,578	$2,911,679	$3,047,242	$3,157,777	$3,353,822	$3,560,838
Income - Individual 3/, 5/	1,550,164	1,559,690	1,602,316	1,685,375	1,763,217	1,847,299	1,958,060	2,072,901	2,190,355
Income - Corporation	130,010	81,834	89,620	92,423	95,375	99,777	107,172	114,821	123,842
Public Service Company	120,679	124,017	129,975	139,866	149,606	159,333	169,085	179,104	189,411
Insurance Premiums	88,068	92,196	83,334	84,020	88,529	91,427	116,616	133,071	146,762
Tobacco & Licenses	86,827	85,143	87,093	89,045	91,453	94,021	96,650	99,453	102,325
Liquor & Permits	45,955	46,034	47,094	48,141	49,231	50,338	51,450	52,569	53,681
Banks & Other Fin Corps	16,324	16,599	17,804	19,409	20,813	22,237	23,630	25,199	26,790
Conveyance	20,720	7,033	12,116	12,347	12,696	13,023	13,396	13,783	14,240
Miscellaneous *	4,551	1,120	528	531	534	536	539	541	543
Transient Accommodation Tax 1/	16,378	17,076	15,577	17,808	20,064	22,390	24,828	27,433	30,215
NET TOTAL	$4,434,992	$4,586,504	$4,765,231	$4,961,543	$5,203,197	$5,447,623	$5,719,203	$6,072,697	$6,439,002
GROWTH RATE	10.9%	3.4%	3.9%	4.1%	4.9%	4.7%	5.0%	6.2%	6.0%

Notes:

1/ Deposits of 44.8% of TAT revenues to counties (Act 156, SLH 1998); 32.6% to the tourism special fund and 5.3% to the TAT trust fund (Act 250, SLH 2002); 17.3% to the convention center enterprise fund (Act 253, SLH 2002); all net of general fund deposits of excess of fund ceilings. Act 235, SLH 2005, increases allocation to the tourism special fund to 34.2% and repeals the TAT trust fund. Effective on July 1, 2007. Act 209, SLH 2006, increases ceiling on allocation to the convention center enterprise fund to $33 million. Effective on July 1, 2006.

2/ FY 2008 includes $40 million, estimated spillover from June 30, 2007 falling on a weekend. FY 2012 excludes $40 million, due to June 30, 2012 falling on a weekend. FY 2014 includes $40 million, estimated spillover from June 30, 2013 falling on weekend.

3/ Act 110, SLH 2006, increases standard income tax deduction and expands income tax brackets. Effective on January 1, 2007.

4/ Act 209, SLH 2007, exempts gross income received from the sale of alcohol fuel from the general excise tax. Effective on July 1, 2007, provided that the exemption repeals on June 30, 2009.

5/ Act 210, SLH 2007, provides a one-time, refundable constitutionally mandated income tax credit. The credit is deductible from the taxpayer's 2007 individual income tax liability. Effective on June 26, 2007.

* Includes inheritance and estate tax.

If legislation to support the Long-term Finance Plan for the University of Hawai'i: Report to the 2008 Legislature (February 2008) is passed, each campus, in addition to having a strategic plan, will have "an accompanying finance plan… A long-term finance plan can help by clearly indicating the long-term costs of achieving the strategic goals, and by providing long-term funding targets for each institution within the University of Hawaii System… Concurrent with the development of the Strategic Plan, each campus will also develop a medium-term financial plan. The medium-term financial plan will cover a 3

biennium period, starting with the 2009-11 biennium budget and extended to 2015 to cover the same period as the Strategic Plan. The financial plan will outline the financial costs to achieve the Strategic Plan and will be based on measurable goals." (p.9) The proposed UH long-term finance plan is based on North Dakota University System's long-term finance plan and would have the same 3 key elements:

1. Operations	Base-plus approach: determine the amount of funding needed to maintain current programs and services, including adjustments for inflation and pay increases, use peer funding per FTE as an indicator of adequacy of funding
2. Capital Infrastructure	Funding to address Repair and Maintenance as well as the Deferred Maintenance backlog
3. Incentives	Funding to achieve specific goals to meet state needs

UH System Strategic Planning, the UHCC Strategic Planning Council and Stocktaking

Vice President Johnsrud has prepared a number of drafts of UH System Strategic Outcomes, which have been used to drive the UHCC strategic outcomes. In addition, she recently, with Vice President Howard Todo, issued the 2009-2011 Biennium Budget Proposal Development memorandum (March 6, 2008), the contents of which were approved at the Board of Regents meeting on March 13, 2008. In the memo, a change was made that will allow each campus

> "to propose a maximum of three requests for additional general funds (program change requests) for consideration. Each request must be congruent with the strategic outcomes … and must have quantifiable and measurable goals. The amount of funding being requested must be directly tied to the attainment of the goals being proposed… However, for purposes of managing expectations, it is envisioned that all requests by the University for this category of budget requests will total no more than $10 million in each year of the biennium due to current economic conditions…" (p. 3, 4)

The UHCC Strategic Planning Council is comprised of the Vice President and Associate Vice Presidents for Community Colleges, each of the chancellors from the community colleges, Senate chairs and other strategic planning representatives from each campus. The Council has directed the adoption of the UH System 5 strategic outcomes and performance measures for the UHCC's, which will be covered in Section III.

Stocktaking sessions for each campus were held during the end of April 2008. UH President McClain and his administrative team visited each campus to review preliminary budget requests as part of the procedures that resulted from the March 13, 2008 BOR's approval. In a memorandum (March 14, 2008), Vice Presidents Howard Todo (Budget and Finance/Chief Financial Officer) and Johnsrud issued details on how the strategic plans from all levels would dovetail with the 2009/011 biennium budget proposal development. Further explanation was issued by the Vice Presidents in an April 4, 2008 memorandum that gave instructions on stocktaking and preparation of the UH system's budget proposal. In this latter memorandum, details for preparing a "biennium financial plan" to cover 6 years were specified:

> "The first biennium will be focused on reducing the University of Hawai'i's deferred maintenance backlog and renewing its current physical plant. New facility construction requests will not be considered for Fiscal Biennium 2009-2011; however, new facilities may be budgeted in fiscal biennia 2011-2013 and 2013-2015. Pursuant to the March 14, 2008 Biennium Budget Proposal Development memorandum, the biennium budget development strategy focuses on the following priorities:
> 1. Repair, Renewal, and Replacement
> 2. Collective Bargaining
> 3. Energy and Other Non-Personnel Cost Increases
> 4. Performance-Based Budget Requests" (p. 1, 2)

HawCC's stocktaking presentation was held on April 29, 2008 and the campus was invited to attend by the Chancellor.

UHH
Some services continue to be shared with the University of Hawai'i at Hilo because of its close proximity to HawCC's East Hawai'i campus. Classroom buildings that also house faculty offices, such as the Edith Kanaka'ole Hall on the upper campus continue to be shared, while on the Manono Campus, UHH continues to occupy buildings for Na Pua No'eau, the Art Department and offices for the College of Continuing Education and Community Services, to name a few.

Kamehameha Schools—Hawai'i Campus
The 300 acre campus is located on the East side of Hawai'i Island about 7 miles south of Hilo in Kea'au, off of Highway 11 on the way to Volcano. This private school was founded in 1996 and opened in the 2001/02 academic year. It currently has 1,120 students enrolled in kindergarten through 12th grades. "The curriculum is directed towards preparing students for success in post-high school endeavors and a rewarding and productive life".

Office of Hawaiian Affairs
Under education in its 2007 Annual Report, OHA's Education Hale addresses the agency's Strategic Plan Goal 4, to "develop and implement a plan to ensure Native Hawaiian access to all education opportunities." Support to community colleges is given through programs such as College Connections and Achieve the Dream.

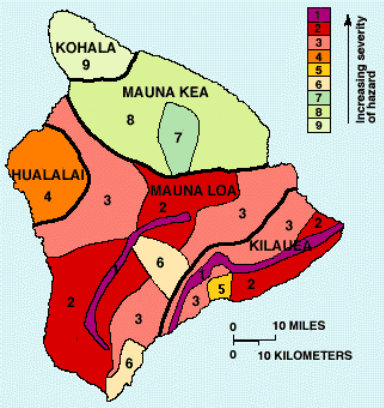
Achieve the Dream
UHCC's are participating in a national initiative that analyzes data for underrepresented minorities in higher education. For Hawai'i, the 2004 cohort of Native Hawaiian students will be analyzed as a baseline. As a result of this initiative, more details about all students who apply to the UHCC's will be obtained: admitted but do not register, register and courses taken, degrees or certificates obtained, transfer rates, etc.

Hawai'i County General Plan
The most recent County General Plan was approved in February, 2005 and amended in December, 2006. In Chapter 10, Facilities (p.10.3), the County recognized the important role that HawCC provides for access to higher education and training for all of Hawai'i County:

Hawaii Community College provides access to higher education, and workforce training for the entire County. The College offers an extensive program of certificate and associate degree programs in technical fields as well as the first two years of a baccalaureate degree. The College also offers an extensive program of short-term training programs throughout the County. The community college serves the entire County with programs on site in the communities and utilizes distance education technologies.

Natural Features of Hawai‘i Island

The size of Hawai‘i Island is 4, 028 square miles. It was “formed by the coalescence of five volcanoes—Kohala, Mauna Kea, Hualälai, Mauna Loa and Kïlauea” (Juvik, p. 17).



Of the five volcanoes, three are considered active—Hualälai, Mauna Loa and Kïlauea. Nine lava zones have been mapped for the Island; the higher the zone number, the less the volcanic hazard (Hawai‘i County Data Book, 2006, map 5).

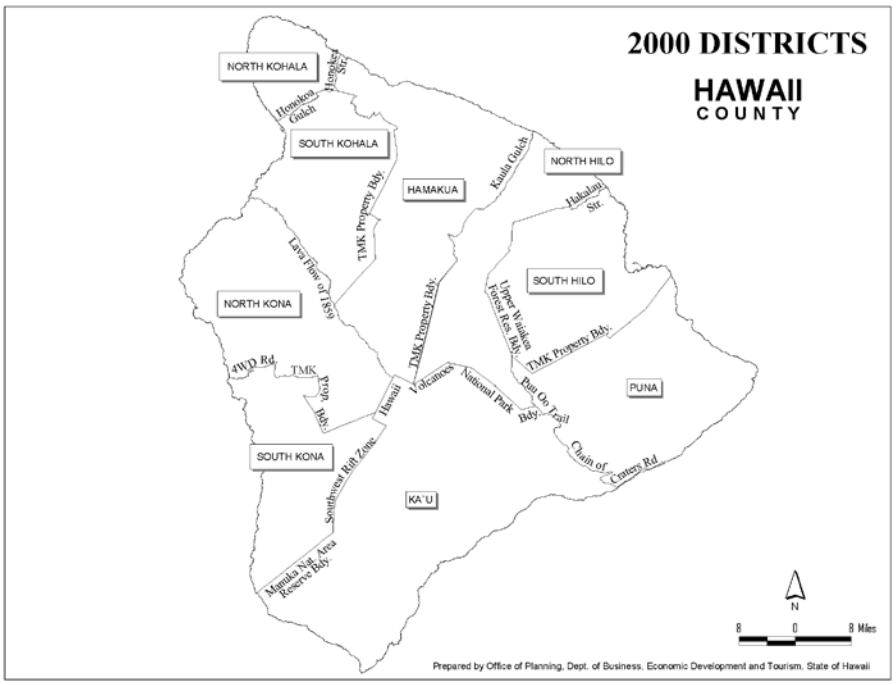
Tsunami’s have affected the Island, particularly the area of Hilo. The table here shows those that had a “run-up” higher than 6.6 feet (Hawaii County Databook, 2006, table 5.12).

Table 5.12-- TSUNAMIS WITH RUN-UP OF 2 METERS (6.6 FEET) OR MORE 1819 TO 2006

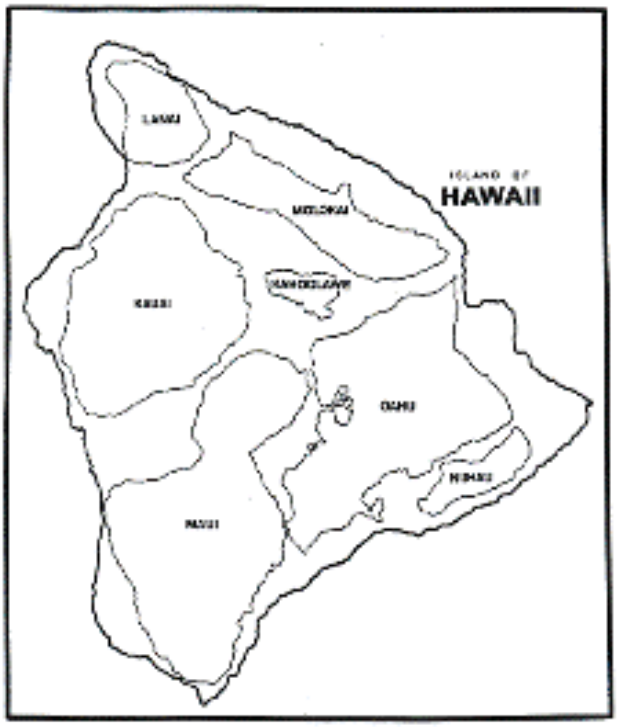
Date	Place of observation	Maximum height in Hawaii 1/		Deaths in Hawaii	Damage in Hawaii
1819: April 12 2/	W. Hawaii	2.0	7	-	Unknown
1837: Nov. 7	Hilo	6.0	20	16	200 houses
1841: May 17	Hilo	4.6	15	-	Unknown
1868: April 2	Kau	12.2	40	47	Great locally
Aug. 13 3/	Hilo	4.6	15	-	Severe
1869: Aug. 24	S.E. Puna	9.1	30	-	Some
1877: May 10	Hilo	4.9	16	5	Severe: $14,000
1878: Jan. 20	N. Oahu	3.0	10	-	Some houses
1896: June 15	Kona	3/ 5.5	3/ 18	-	Unknown
1903: Nov. 29 4/	N. Molokai	8.0	29	-	Some houses
1906: Aug. 16	Maalaea	3.6	12	-	Some
1919: Oct. 2 5/	Kona	4.3	14	-	None
1922: Nov. 11	Hilo	3/ 2.0	7	-	Minor
1923: Feb. 3 3/	Hilo	6.1	20	1	Severe: $1,500,000
1933: March 2	Kona	3/ 3.2	10	-	Some
1946: April 1	Molokai 3/	3/ 16.4	3/ 54	159	$26,000,000
1952: Nov. 4	Hawaii	3/ 9.1	3/ 30	-	$800,000-1,000,000
1957: March 9	Hæna	16.0	52	1	$5,000,000
1960: May 22	Hilo	10.5	34	61	$23,000,000
1964: March 27	N. Oahu	3/ 4.9	16	-	$67,590
1975: Nov. 29	Kau	14.6	48	2	$1,500,000

1/ Data before 1946 are approximate.
2/ Earliest tsunami for which definite information exists. A tsunami observed at Hookena in 1813 or 1814 may have exceeded two meters.
3/ Revised from previous *Data Book*.
4/ New entry.
5/ Date and place of observation revised from previous *Data Book*.
Source: Hawaii State Department of Business, Economic Development and Tourism, Website: http://www.hawaii.gov/dbedt/

Hawai‘i Island has 9 districts that are used for a variety of purposes including, political, economic, and demographic. Each has distinctive physical and natural features, some of which form the boundaries between districts (Hawai‘i County Data Book, 2006, map 1).



Map 1.— Relative Geographic Sizes, Major Islands of the Group



As can be seen on this map, all of the other islands in the State could fit into the entire area covered by Hawai‘i Island (Hawaii County Data Book, map 4).

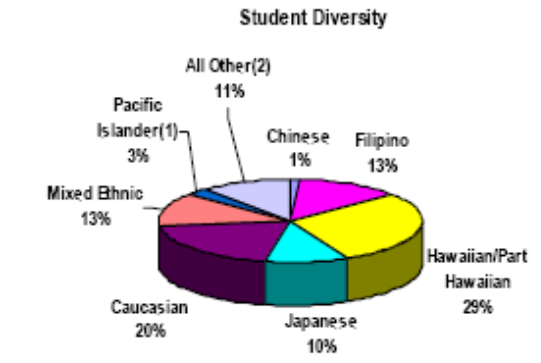
Starting March 19, 2008, Hale Ma‘uma‘uma Crater in Hawai‘i Volcanoes National Park began continuously emitting excessive amounts of sulfur dioxide. As a result, Ka‘u District, upper areas of the Puna District, Hilo and Kailua-Kona have experienced poor air quality. Depending on the direction and speed of the winds, the fumes have been noticeable and even harmful to individuals considered at-risk for respiratory problems. The County of Hawai‘i Civil Defense and the National Park have partnered to give residents of the Island the latest updates on the toxic fumes and have also predicted specific days, depending on weather conditions, that the conditions may become worse. A color coding system of 4 levels advises residents about the air quality. The KGMB News website has links to the National Park's advisory sites and also has a link to the County's brochure.

INTERNAL FACTORS AFFECTING HAWCC'S PLANNING

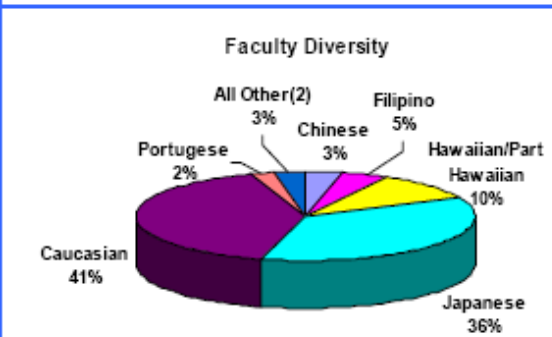
HawCC Programs and Student Demographics

From HawCC's recent self-study (p.2) for reaffirmation of accreditation, the snapshot below shows the breadth of programs offered and the composition of the students, faculty and staff as of 2005.

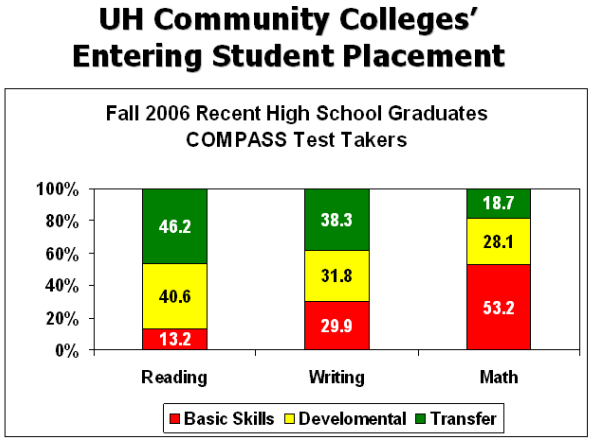
Hawai'i Community College at a Glance Fall 2005	
Enrollment	
Total Enrollment	2,377
Full Time Equivalent	1,480
Attendance Status	
Full-Time	46%
Part-Time	54%
Average Credit Hours Taken	
Full-Time	13.5
Part-Time	5.9
Registration Status	
Continuing	52.8%
Returning	10.1%
First-Time	24.9%
Transfer	12.2%
Gender	
Men	36%
Women	64%
Residency	
Island of Hawai'i	87%
Other Hawaiian Islands	8%
U.S. Mainland	3%
Foreign	2%
Age	
Average	26.4
Under 18	8%
18-24	54%
25 and older	38%
Programs Offered	
Associates of Arts	1
Associates of Science	5
Associates of Applied Science	15
Academic Subject Certificate	2
Certificate of Achievement	16
Certificate of Completion	9
Bachelor's *	5
Master's *	5
Graduate Certificate *	3



1 Includes Guamanian/Chamorro, Micronesian, Samoan, Tongan, Other Pacific islander, Mixed Pacific Islander
2 Includes Korean, Laotian, Thai, Vietnamese, Other Asian, Indian, Hispanic, African American, American Indian, Alaska Native



Underprepared Students and Developmental Education at HawCC



As noted earlier in Measuring Up Hawai'i, Hawaii's students are generally more underprepared than their counterparts in the top performing states to take college level classes in reading, writing and math. A table from the External and Internal Issues Appendix used at UHCC Strategic Planning Council meetings, indicates the systemwide COMPASS placement for the UHCC's in these 3 areas.

For HawCC, this is even more evident. In Fall 2006, the UHCC's White Paper Group was organized to look at developmental education across the 7 campuses. Its report was turned into the Vice President for Community Colleges and posted on the web. HawCC's part of the report summarizes the importance of developmental education for students because of the breadth of programs offered, many of which have courses with a reading and/or writing prerequisite (p.79):

> At HawCC, students may select from twenty-seven different programs of study, culminating in nine certificates of completions, sixteen certificates of achievement, fifteen Associate of Applied Science degrees, five Associates of Science degrees, an Associates of Arts degree, and two Associate of Arts degrees with an academic subject certificate. Requirements for each certificate and degree are determined by the department or the programs. Many of these programs require English 100, English 102, English 22, or English 21 for graduation requirements. For example, students in the A.A. program must complete English 100 (Expository Writing) as well as English 102 (College Reading Skills) as part of their core degree requirement. Therefore, depending on their COMPASS placement scores and prerequisite requirements, students may go through a reading sequence starting with ENG 18 (Reading Essentials), ENG 20R (Reading and Learning Skills), or ENG 21 (Developmental Reading), and a writing sequence of ENG 20W (College Writing and Grammar), or ENG 22 (Introduction to Expository Writing) before they are able to take ENG 102 or ENG 100… Based on HawCC's COMPASS placement scores for the Fall 2006 semester, 74 students were placed in Eng. 18; 94 into Eng. 20R; 136 into Eng. 20W; 314 into Eng. 21; and 230 into Eng. 22. *During any given semester, an average of 60% of students who take the COMPASS Reading Test and 72% of those who take the COMPASS Writing Test are placed into these below college-level courses* (emphasis added).

Actual enrollment for Fall 2006 developmental English courses and the number of sections offered appear below.

ENG Courses	Number of Students	Number of Sections
Eng 18	18	1
Eng 20R	29	2
Eng 20W	69	5
Eng 21	210	12
Eng 22	168	10
Total	487	30

The demand at HawCC for developmental mathematics in the Fall 2006 semester was also noted in the White Paper (p.82):

> Based on the HawCC's COMPASS placement scores, 342 students placed into Math 1A-D; 207 into Math 22; 109 into Math 24X; and 130 into Math 26. *During any given semester, an average of 94% of students who take the COMPASS Math Test placed into these below college-level courses* (emphasis added). For some of the Math classes, depending on the instructor teaching the course, students are given the Elementary Algebra Skills Test by ETS or another diagnostic pre-test to determine appropriate placement and skill competencies. For Math 1 (ABCD), students need to demonstrate mastery of skills by completing modules at 70% or above before going on to the next level.

Fall 2006 enrollment in HawCC's developmental math courses appears in the following table.

Math Courses	Number of Students	Number of Sections
Math 1 (ABCD)	88	4
Math 22	112	5
Math 24x	75	4
Math 25x	9	1
Math 26	65	3
Math 27	20	1
Total	369	18

High School Going Rate to HawCC for Fall 2007

MAPS, the UH System's online data collection, has Table 1 for Fall 2007, which shows the going rates for all of the UH System by location of the high school. HawCC's data appears in the following table.

DISTRIBUTION OF FIRST-TIME STUDENTS BY GEOGRAPHIC LOCATION OF HIGH SCHOOL
UNIVERSITY OF HAWAI'I, BY CAMPUS
FALL 2007

GEOGRAPHIC LOCATION OF HIGH SCHOOL	TOTAL		UH MĀNOA 1/		UH HILO 1/		UH-WEST O'AHU1/		UH COMMUNITY COLLEGES 2/													
									Subtotal		Hawai'i		Honolulu		Kapi'olani		Kaua'i		Leeward		Maui		Windward	
	No.	V%	No.	V%	No.	V%	No.	V%	No.	V%	No.	V%	No.	V%	No.	V%	No.	V%	No.	V%	No.	V%	No.	V%
TOTAL	7,754	100.0	1,843	100.0	512	100.0	35	100.0	5,364	100.0	654	100.0	773	100.0	1,300	100.0	219	100.0	1,410	100.0	620	100.0	388	100.0
HAWAI'I STATE	5,967	77.0	1,267	68.7	350	68.4	32	91.4	4,318	80.5	526	80.4	630	81.5	995	76.5	180	82.2	1,209	85.7	459	74.0	319	82.2
Public	4,935	63.6	834	45.3	246	48.0	24	68.6	3,831	71.4	479	73.2	567	73.4	795	61.2	171	78.1	1,128	80.0	420	67.7	271	69.8
O'ahu, Regular	3,423	44.1	665	36.1	44	8.6	24	68.6	2,690	50.1	40	6.1	535	69.2	717	55.2	3	1.4	1,112	78.9	18	2.9	265	68.3
Honolulu	1,097	14.1	269	14.6	7	1.4	2	5.7	819	15.3	13	2.0	231	29.9	496	38.2	1	0.5	56	4.0	3	0.5	19	4.9
Leeward	1,875	24.2	331	18.0	27	5.3	19	54.3	1,498	27.9	22	3.4	255	33.0	159	12.2	2	0.9	1,031	73.1	10	1.6	19	4.9
Windward	451	5.8	65	3.5	10	2.0	3	8.6	373	7.0	5	0.8	49	6.3	62	4.8			25	1.8	5	0.8	227	58.5
O'ahu, Special	4	0.1							4	0.1					2	0.2					2	0.3		
Hawai'i	700	9.0	59	3.2	170	33.2			471	8.8	428	65.4	8	1.0	29	2.2			3	0.2	2	0.3	1	0.3
Kaua'i	277	3.6	47	2.6	19	3.7			211	3.9	4	0.6	11	1.4	19	1.5	167	76.3	3	0.2	5	0.8	2	0.5
Maui County	531	6.8	63	3.4	13	2.5			455	8.5	7	1.1	13	1.7	28	2.2	1	0.5	10	0.7	393	63.4	3	0.8
Lanai	19	0.2	1	0.1	2	0.4			16	0.3			4	0.5	5	0.4			1	0.1	6	1.0		
Maui	462	6.0	57	3.1	8	1.6			397	7.4	6	0.9	8	1.0	20	1.5	1	0.5	7	0.5	354	57.1	1	0.3
Moloka'i	50	0.6	5	0.3	3	0.6			42	0.8	1	0.2	1	0.1	3	0.2			2	0.1	33	5.3	2	0.5
Private	1,032	13.3	433	23.5	104	20.3	8	22.9	487	9.1	47	7.2	63	8.2	200	15.4	9	4.1	81	5.7	39	6.3	48	12.4
O'ahu	838	10.8	387	21.0	44	8.6	8	22.9	399	7.4	10	1.5	63	8.2	191	14.7	5	2.3	80	5.7	6	1.0	44	11.3
Hawai'i	119	1.5	16	0.9	57	11.1			46	0.9	37	5.7			6	0.5	1	0.5					2	0.5
Kaua'i	14	0.2	7	0.4	1	0.2			6	0.1					1	0.1	3	1.4	1	0.1			1	0.3
Maui	61	0.8	23	1.2	2	0.4			36	0.7					2	0.2					33	5.3	1	0.3
OTHER THAN HAWAI'I	1,340	17.3	569	30.9	148	28.9	2	5.7	621	11.6	70	10.7	71	9.2	223	17.2	19	8.7	111	7.9	96	15.5	31	8.0
U.S. Mainland 3/	991	12.8	502	27.2	122	23.8	1	2.9	366	6.8	52	8.0	47	6.1	82	6.3	14	6.4	72	5.1	72	11.6	27	7.0
U.S. Related Areas 4/	51	0.7	10	0.5	9	1.8			32	0.6	2	0.3	2	0.3	20	1.5			8	0.6				
Foreign Countries	298	3.8	57	3.1	17	3.3	1	2.9	223	4.2	16	2.4	22	2.8	121	9.3	5	2.3	31	2.2	24	3.9	4	1.0
OTHER SPECIAL	384	5.0	3	0.2	9	1.8	1	2.9	371	6.9	49	7.5	61	7.9	69	5.3	17	7.8	85	6.0	57	9.2	33	8.5
GED 5/	290	3.7	2	0.1	2	0.4	1	2.9	285	5.3	41	6.3	46	6.0	51	3.9	15	6.8	61	4.3	45	7.3	26	6.7
Hawai'i State (Grad Div)	4	0.1							4	0.1			3	0.4	1	0.1								
Home Schooler	27	0.3	1	0.1	2	0.4			24	0.4	3	0.5	2	0.3	3	0.2	2	0.9	12	0.9	1	0.2	1	0.3
Not High School Grad	34	0.4							34	0.6	4	0.6	2	0.3	10	0.8			3	0.2	11	1.8	4	1.0
Youth Challenge Program	21	0.3							21	0.4	1	0.2	8	1.0	3	0.2			8	0.6			1	0.3
Other Hawai'i	8	0.1			5	1.0			3	0.1					1	0.1			1	0.1			1	0.3
NO DATA 6/	63	0.8	4	0.2	5	1.0			54	1.0	9	1.4	11	1.4	13	1.0	3	1.4	5	0.4	8	1.3	5	1.3

1/ Entering freshmen only.
2/ Includes all regular first-time students; excludes specials (early admits and concurrents).
3/ Includes American military bases overseas.
4/ Includes U.S. Possessions, Commonwealths and republics within the Compact of Free Association.
5/ Students who earned high school diplomas through completion of the General Education Development (GED) examination.
6/ In Fall 2002, the UH Community Colleges migrated to a new student registration system. UH Manoa and UH Hilo migrated in Fall 2003. Subsequently, there was a large increase in records with invalid data on high school code.

SOURCE: ODS IRO_Base, Census Fall 2007.

Enrollment Trends and Growth for HawCC

In Fall 2007, HawCC's preliminary headcount enrollment increased by 8.4% over Fall 2006, the highest percent change in the system. The enrollment was ***2,551*** (emphasis added). This table is for Fall 2007 only and compares the enrollments by campus.

University of Hawai'i
Preliminary Opening Headcount Enrollment
Credit Students Only
Fall 2007

Campus	Fall 2006 Enrollment	Fall 2007 Enrollment	Number Change	Percent Change
System Total	**50,310**	**50,804**	**494**	**1.0%**
UH Mānoa	20,307	20,006	-301	-1.5%
UH Hilo	3,517	3,608	91	2.6%
UH-West O'ahu	897	971	74	8.2%
UH Community Colleges	25,589	26,219	630	2.5%
Hawai'i	2,353	2,551	198	8.4%
Honolulu	4,194	4,078	-116	-2.8%
Kapi'olani	7,480	7,656	176	2.4%
Kaua'i	1,116	1,049	-67	-6.0%
Leeward	5,823	6,047	224	3.8%
Maui	2,837	3,001	164	5.8%
Windward	1,786	1,837	51	2.9%

Source: University of Hawai'i Institutional Research Office

Note: Enrollment figures at the four-year campuses are as of the "last day to add" period; enrollment figures at the two-year campuses are as of the fifth day of instruction.

APP: 09/04/2007

The second table gives historical data for each year from Fall 1997 to Fall 2007 (Preliminary Opening Fall 2007 Enrollments—Credit Programs)

University of Hawai'i
Preliminary Opening Headcount Enrollment of Credit Students, by Campus
Fall 1997 – Fall 2007

Fall Semester	System Total		UH Mānoa		UH Hilo		UH-West O'ahu		UHCC Subtotal		Hawai'i		Honolulu		Kapi'olani		Kaua'i		Leeward		Maui		Windward	
	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg	No.	Pct Chg
1997	45,674	-3.8	17,320	-6.0	2,598	-6.0	650	0.2	25,106	-2.2	2,286	-9.2	4,023	-1.1	7,206	-0.8	1,274	-6.5	5,975	-1.4	2,804	-2.3	1,538	0.6
1998	45,248	-0.9	16,825	-2.9	2,696	3.8	687	5.7	25,040	-0.3	2,335	2.1	4,161	3.4	7,302	1.3	1,127	-11.5	5,771	-3.4	2,836	1.1	1,508	-2.0
1999	45,967	1.6	17,223	2.4	2,776	3.0	689	0.3	25,279	1.0	2,281	-2.3	4,645	11.6	7,293	-0.1	1,134	0.6	5,559	-3.7	2,841	0.2	1,526	1.2
2000	44,587	-3.0	17,148	-0.4	2,873	3.5	670	-2.8	23,896	-5.5	2,098	-8.0	4,323	-6.9	6,920	-5.1	1,057	-6.8	5,367	-3.5	2,661	-6.3	1,470	-3.7
2001	46,198	3.6	17,601	2.6	2,912	1.4	733	9.4	24,952	4.4	2,116	0.9	4,567	5.6	7,203	4.1	1,168	10.5	5,643	5.1	2,697	1.4	1,558	6.0
2002	48,477	4.9	18,709	6.3	3,069	5.4	834	13.8	25,865	3.7	2,273	7.4	4,411	-3.4	7,221	0.2	1,224	4.8	5,915	4.8	3,055	13.3	1,766	13.4
2003	50,765	4.7	19,742	5.5	3,340	8.8	821	-1.6	26,862	3.9	2,319	2.0	4,444	0.7	7,679	6.3	1,210	-1.1	6,318	6.8	3,004	-1.7	1,888	6.9
2004	50,802	0.1	20,463	3.7	3,365	0.7	847	3.2	26,127	-2.7	2,414	4.1	4,358	-1.9	7,337	-4.5	1,100	-9.1	6,141	-2.8	2,998	-0.2	1,779	-5.8
2005	50,309	-0.9	20,619	4.4	3,431	2.7	869	5.8	25,390	-5.5	2,370	2.2	4,160	-6.4	7,307	-4.8	1,060	-12.4	5,879	-6.9	2,882	-4.1	1,732	-8.3
2006	50,310	0.0	20,307	-1.5	3,517	2.5	897	3.2	25,589	0.8	2,353	-0.7	4,194	0.8	7,480	2.4	1,116	5.3	5,823	-1.0	2,837	-1.6	1,786	3.1
2007	50,804	1.0	20,006	-1.5	3,608	2.6	971	8.2	26,219	2.5	2,551	8.4	4,078	-2.8	7,656	2.4	1,049	-6.0	6,047	3.8	3,001	5.8	1,837	2.9

The following tables (Tables 4, 5, 6 and A1) and Figure A3 show the projected enrollment for HawCC and the UHCC's, based on historical data. Tables are from Enrollment Projections, University of Hawai'i, Community Colleges Fall 2007 to Fall 2013, found on the MAPS website. The data are for unduplicated headcounts for students enrolled in credit courses. First-time, transfer, returning and continuing categories are included in several of the tables. Three growth rates are projected: low (ie, conservative), middle (moderate) and high (fast).

TABLE 4
HEADCOUNT ENROLLMENT OF CREDIT STUDENTS, BY CAMPUS AND REGISTRATION STATUS
MIDDLE PROJECTION SERIES
UNIVERSITY OF HAWAI'I, COMMUNITY COLLEGES
FALL 2000 TO FALL 2013

CAMPUS AND	HISTORICAL							PROJECTED						
REGISTRATION STATUS	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
UHCC TOTAL	23,777	24,809	25,593	26,344	25,898	25,233	25,260	25,360	25,565	25,629	25,717	25,781	25,828	25,878
First Time	5,253	5,661	5,602	5,276	5,110	5,449	5,469	5,519	5,574	5,444	5,420	5,403	5,392	5,393
Transfer	3,034	3,484	3,758	2,758	2,281	4,079	3,808	3,685	3,718	3,752	3,785	3,805	3,824	3,844
Returning	1,940	2,276	2,303	2,152	2,024	2,344	2,006	2,162	2,200	2,238	2,275	2,280	2,285	2,290
Continuing	13,550	13,388	13,930	16,158	16,483	13,361	13,977	13,994	14,073	14,195	14,237	14,293	14,327	14,351
HAWAI'I CC	2,090	2,075	2,182	2,346	2,440	2,377	2,358	2,368	2,384	2,397	2,410	2,424	2,438	2,452
First Time	628	593	574	674	703	592	661	670	677	678	679	680	682	685
Transfer	182	169	222	179	180	291	328	310	310	310	310	310	310	310
Returning	167	204	207	231	216	239	223	231	236	241	246	251	256	261
Continuing	1,113	1,109	1,179	1,262	1,341	1,255	1,146	1,157	1,161	1,168	1,175	1,183	1,190	1,196

TABLE 5
HEADCOUNT ENROLLMENT OF CREDIT STUDENTS, BY CAMPUS AND PROGRAM AREA
MIDDLE PROJECTION SERIES
UNIVERSITY OF HAWAI'I, COMMUNITY COLLEGES
FALL 2000 TO FALL 2013

CAMPUS AND	HISTORICAL							PROJECTED						
PROGRAM AREA	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
UHCC TOTAL	23,777	24,809	25,593	26,344	25,898	25,233	25,260	25,360	25,565	25,629	25,717	25,781	25,828	25,878
Liberal Arts 1/	13,324	13,675	14,446	13,705	12,603	12,114	11,813	11,753	11,791	11,766	11,773	11,776	11,776	11,786
Career & Technical Ed 1/	8,440	8,446	7,877	7,374	7,478	7,238	7,267	7,258	7,280	7,287	7,305	7,324	7,344	7,361
Unclassified	2,013	2,688	3,270	2,405	2,482	2,487	2,667	2,687	2,724	2,736	2,754	2,767	2,774	2,784
Home-Based at Other UH 2/				2,860	3,335	3,394	3,513	3,662	3,770	3,840	3,885	3,914	3,934	3,947
HAWAI'I CC	2,090	2,075	2,182	2,346	2,440	2,377	2,358	2,368	2,384	2,397	2,410	2,424	2,438	2,452
Liberal Arts	865	848	865	867	871	780	742	735	735	737	740	745	748	753
Career & Technical Ed	1,126	1,137	1,210	1,261	1,298	1,261	1,243	1,254	1,266	1,276	1,285	1,294	1,303	1,310
Unclassified	99	90	107	114	111	128	149	148	149	149	149	150	151	153
Home-Based at Other UH				104	160	208	224	231	234	235	236	235	236	236

TABLE 6
HEADCOUNT ENROLLMENT OF CREDIT STUDENTS, BY ATTENDANCE STATUS
MIDDLE PROJECTION SERIES
UNIVERSITY OF HAWAI'I, COMMUNITY COLLEGES
FALL 2006 TO FALL 2013

	ACTUAL	PROJECTED						
ATTENDANCE STATUS	2006	2007	2008	2009	2010	2011	2012	2013
UHCC TOTAL	25,260	25,360	25,565	25,629	25,717	25,781	25,828	25,878
Full-time	10,057	10,098	10,182	10,205	10,241	10,265	10,286	10,305
Part-time	15,203	15,262	15,383	15,424	15,476	15,516	15,542	15,573
HAWAI'I CC	2,358	2,368	2,384	2,397	2,410	2,424	2,438	2,452
Full-time	1,079	1,084	1,091	1,097	1,103	1,109	1,116	1,122
Part-time	1,279	1,284	1,293	1,300	1,307	1,315	1,322	1,330

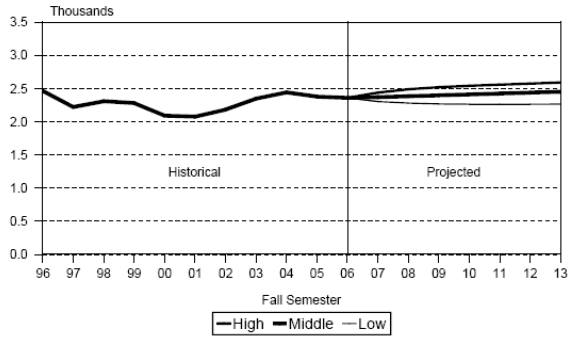
TABLE A1
HEADCOUNT ENROLLMENT OF CREDIT STUDENTS
LOW, MIDDLE AND HIGH PROJECTION SERIES
HAWAI'I COMMUNITY COLLEGE
FALL 2006 TO FALL 2013

PROJECTION SERIES	ACTUAL 2006	PROJECTED 2007	2008	2009	2010	2011	2012	2013
HIGH SERIES TOTAL	2,358	2,437	2,488	2,519	2,540	2,557	2,573	2,589
Program:								
Liberal Arts	742	756	768	776	782	787	792	797
Career & Technical Ed	1,243	1,283	1,311	1,330	1,343	1,354	1,363	1,372
Unclassified	149	152	155	155	156	157	159	160
Home-Based at Other UH 1/	224	246	254	258	259	259	259	260
Registration Status:								
First Time	661	686	693	694	695	696	698	701
Transfer	328	328	328	328	328	328	328	328
Returning	223	236	241	246	251	256	261	266
Continuing	1,146	1,187	1,226	1,251	1,266	1,277	1,286	1,294
MIDDLE SERIES TOTAL 2/	**2,358**	**2,368**	**2,384**	**2,397**	**2,410**	**2,424**	**2,438**	**2,452**
By Program:								
Liberal Arts	742	735	735	737	740	745	748	753
Career & Technical Ed	1,243	1,254	1,266	1,276	1,285	1,294	1,303	1,310
Unclassified	149	148	149	149	149	150	151	153
Home-Based at Other UH 1/	224	231	234	235	236	235	236	236
Registration Status:								
First Time	661	670	677	678	679	680	682	685
Transfer	328	310	310	310	310	310	310	310
Returning	223	231	236	241	246	251	256	261
Continuing	1,146	1,157	1,161	1,168	1,175	1,183	1,190	1,196
LOW SERIES TOTAL	2,358	2,302	2,279	2,266	2,262	2,261	2,262	2,265
Program:								
Liberal Arts	742	715	703	697	696	695	696	697
Career & Technical Ed	1,243	1,214	1,201	1,195	1,192	1,191	1,191	1,193
Unclassified	149	143	144	144	144	144	144	144
Home-Based at Other UH 1/	224	230	231	230	230	231	231	231
Registration Status:								
First Time	661	637	643	642	644	645	647	650
Transfer	328	310	310	310	310	310	310	310
Returning	223	223	223	223	223	223	223	223
Continuing	1,146	1,132	1,103	1,091	1,085	1,083	1,082	1,082

1/ Students whose home-campus, as defined in Banner / ODS, is not Hawai'i Community College.
2/ The remaining tables in the report use the Middle Projection Series.

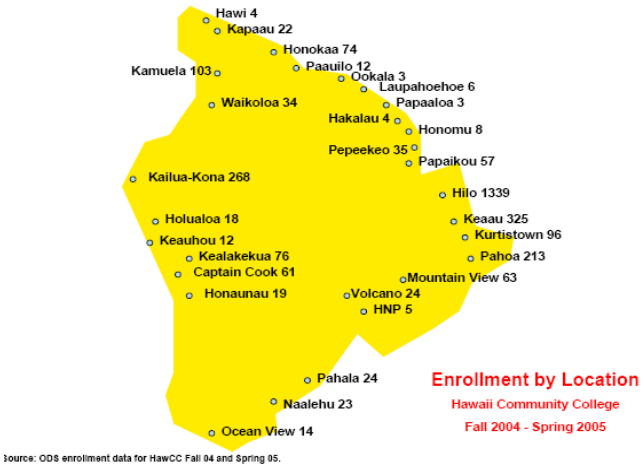
Hawai'i Community College
Credit Students

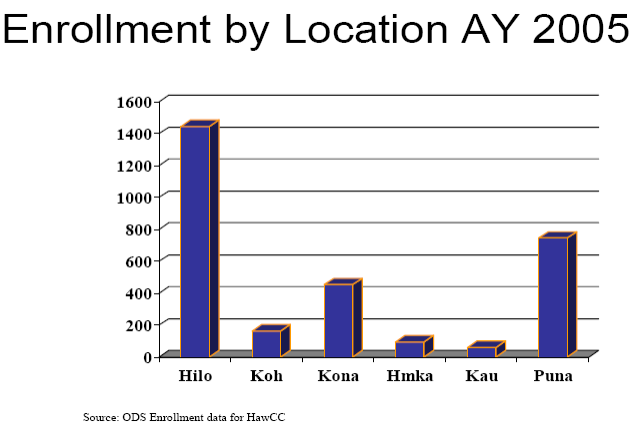
Figure A3
High, Middle and Low Projection Series



It is noteworthy that the actual enrollment for Fall 2007 has surpassed the projected enrollment in several of the tables included above.

The graph and the map show the location of those enrolled at HawCC for 2005. Both items were shared as part of HawCC's April 24, 2006 Stocktaking presentation made by the Office of the Vice President for Academic Policy and Planning ([p. 5]).





HawCC Students in STEM gateway MATH courses and Students Transferring to UH Hilo

In Fall 2005, HawCC and UHH developed a grant proposal to be submitted to the National Science Foundation. The purpose of the proposal, if funded, would have provided support strategies for students transferring into UH Hilo, especially those in the STEM disciplines. The grant was not funded but research was gathered on the number of HawCC students who transferred to UHH the prior year; 154 transferred. Also gathered were the enrollments and grade distributions in the STEM gateway courses of MATH 27, MATH 104f and MATH 104g for a 3 ½ year period from Fall 2002 to Fall 2005. That information appears below.

Average Percentages of Grades and Withdrawals
Hawai'i Community College: Fall 2002-Fall 2005

	MATH 27 (data for 5 semesters)	MATH 104F (offered Fall semesters only) (data for 3 semesters)	MATH 104G (offered Spring semesters only) (data for 2 semesters)
A grade	13.11%	15.87%	28.57%
B grade	21.86%	19.05%	17.14%
C grade	18.03%	19.05%	14.29%
D grade	15.30%	6.35%	5.71%
F grade	14.75%	30.16%	8.57%
Erase (no transcript record of w/drawal during 1st 3 weeks)	7.10%	1.59%	17.14%
Withdrawal ("W" recorded on transcript)	8.20%	7.94%	8.57%
Totals	**n=183**	**n=63**	**n=35**

Degrees and Certificates Earned at HawCC and the UHCC's, by Gender and Ethnicity, 2006/2007

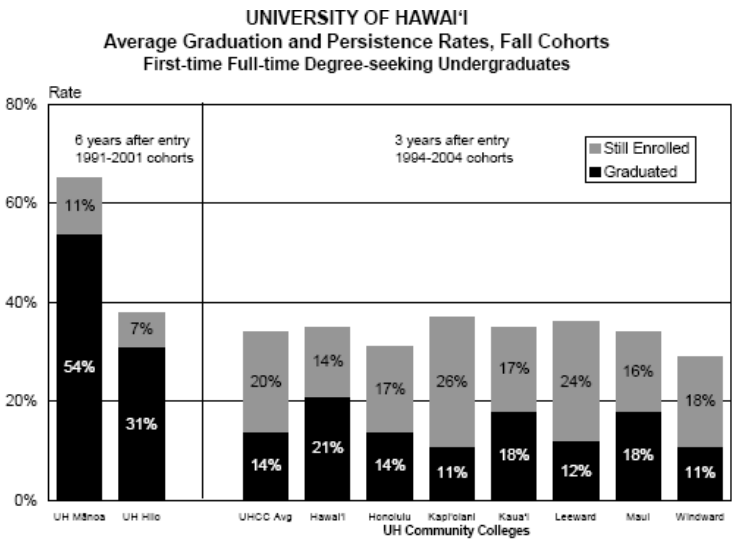
MAPS, the UH System's online data collection, has Table 3, the number of degrees and certificates earned for the UHCC's as a whole and for HawCC by gender and ethnicity.

DEGREES AND CERTIFICATES EARNED, BY CAMPUS, DEGREE TYPE, GENDER AND ETHNICITY
UNIVERSITY OF HAWAI'I
JULY 1, 2006 TO JUNE 30, 2007

CAMPUS / PROGRAM	GRAND TOTAL	ASIAN AND PACIFIC ISLANDER 1/																				OTHER ETHNIC GROUPS					
		TOTAL ASIAN/ PACIFIC	ASIAN												HAWAIIAN & PACIFIC ISLANDER												
			SUB TOTAL	CHN	FIL	IND SUB	JPN	KOR	LAO	THAI	VIET	OTH ASN	MIX ASN	SUB TOTAL	GUAM CHAM	HWN/ PT HA	MICR	SAM	TON	OTH PAC	MIX PAC	AFR AM	AMER IN / AK	CAU	HISP	MIX BKGD	NO RESP
COMMUNITY COLLEGES	2,713	1,813	1,333	119	477	3	526	39	3	2	24	17	123	480	5	429	6	8		18	14	27	12	437	41	341	42
Men	1,116	794	613	57	222	3	232	19	1		10	9	60	181		160	4	5		4	8	9	3	132	17	144	17
Women	1,594	1,018	720	62	255		294	20	2	2	14	8	63	298	5	268	2	3		14	6	17	9	305	23	197	25
No Data	3	1												1		1						1			1		
Certificate of Achievement	315	211	163	8	96		39	3			3		14	48		46				2			2	55	3	35	9
Men	116	84	65	2	35		22				1		5	19		19								14		15	3
Women	198	126	98	6	61		17	3			2		9	28		26				2			2	41	3	20	6
No Data	1	1												1		1											
Associate in Arts	1,167	749	534	51	155		229	18	1	1	13	6	60	215	2	188	3	6		8	8	19	7	203	23	156	10
Men	397	271	216	23	63		86	11			4	1	28	55		45	1	3		1	5	4	2	55	9	52	4
Women	770	478	318	28	92		143	7	1	1	9	5	32	160	2	143	2	3		7	3	15	5	148	14	104	6
Assoc in App Sci / Sci / Tech Studies	1,226	849	633	60	226	3	258	18	2	1	6	11	49	216	3	194	3	2		8	6	8	3	179	15	149	23
Men	600	436	329	32	123	3	124	8	1		3	8	27	107		96	3	2		3	3	5	1	63	8	77	10
Women	624	413	304	28	102		134	10	1	1	3	3	22	109	3	98				5	3	2	2	116	6	72	13
No Data	2																					1			1		
HAWAI'I COMMUNITY COLLEGE	311	184	96	1	46		41	1			3		4	88		83				2	3	3	2	64	4	45	9
Men	139	95	58		27		25				3		3	37		36					1	2		16	2	20	4
Women	172	89	38	1	19		16	1					1	51		47				2	2	1	2	48	2	25	5
Certificate of Achievement	65	40	25		13		10				1		1	15		15							1	12	1	9	2
Men	43	30	20		10		8				1		1	10		10								5		7	1
Women	22	10	5		3		2							5		5							1	7	1	2	1
Associate in Arts	84	42	20		9		8	1					2	22		18				2	2	2		23	3	13	1
Men	18	9	7		4		2						1	2		1					1	1		4	2	2	
Women	66	33	13		5		6	1					1	20		17				2	1	1		19	1	11	1
Assoc in Applied Sci / Science	162	102	51	1	24		23				2		1	51		50					1	1	1	29		23	6
Men	78	56	31		13		15				2		1	25		25						1		7		11	3
Women	84	46	20	1	11		8							26		25					1		1	22		12	3

Persistence Rates for HawCC

MAPS has a recent graph (January 2008) that shows persistence and graduation rates for all campuses, including HawCC, for 3 years after entry.



Success rate is defined as the percentage of students who have either graduated or are still enrolled at a campus. **Average success rates** are 64% at UH Mānoa, 37% at UH Hilo, and 36% at the UH community colleges. **Graduation rates for the most recent cohort** are 55% at UH Mānoa and 36% at UH Hilo for the Fall 2001 cohort six years after entry, and at the UH community colleges for the Fall 2004 cohort three years after entry: 14% overall, 19% at Hawai'i CC, 13% at Honolulu CC, 14% at Kapi'olani CC, 11% at Kaua'i CC, 11% at Leeward CC, 26% at Maui CC, and 11% at Windward CC. UH-West O'ahu began admitting first-time students effective Fall 2007, so is not included here.

This information is provided for the Student Right-to-Know Act, Public Law 101-542. It provides a partial description of the graduation and enrollment patterns of students and describes averages for groups of students. It should not be used to infer or predict individual behavior.

Institutional Research Office, University of Hawai'i, January 2008

HAWCC'S MAJOR PLANNING ASSUMPTIONS

- HawCC is the only community college that serves the entire Island of Hawai'i
- HawCC's breadth of programs is notable; there are 27 instructional programs offered
- HawCC is a reflection of change in the surrounding community
- HawCC's Mission, Vision and Imperatives are central to campus planning
- HawCC's faculty, staff and administration are committed to providing a quality student learning experience for its students
- The State's economy determines budget decisions
- The construction boom of 2004-2006 has slowed
- Hawai'i Island has the largest number of Native Hawaiians, outside of Oahu
- HawCC faculty are committed to maintaining academic standards

III. HAWCC STRATEGIC OUTCOMES AND PERFORMANCE MEASURES, 2008-2015

GOAL A: Educational Effectiveness and Student Success (UH System Strategic Plan 2002-2010)

GOAL A: Promote Learning & Teaching for Student Success (UHCC System Strategic Plan 2002-2010)

Strategic Outcome:
A1. Native Hawaiian Educational Attainment—*Position the University of Hawai'i as one of the world's foremost indigenous-serving universities by supporting the access and success of Native Hawaiians.*

Performance Measures
A1.1 Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.

Reference: Appendix 1.1

HawCC Action Strategies:
a. Assess the needs and numbers (by age) of Native Hawaiian residents and growth patterns in targeted districts through agencies such as community health organizations, the DOE & KSBE **Funding I**
b. Incorporate results for Native Hawaiians into Strategic Enrollment Management (SEM) by priority areas **Funding I**
c. Establish a branch campus in West HI, one of the most underserved areas in the state, to meet the higher education needs of Native Hawaiians **Funding I & IV**
d. Build capacity island wide to work in conjunction with the D.O.E. and P-20 program initiatives where it would best serve the most Native Hawaiian students **Funding I & IV**
e. Fund an APT Band A Computer Programmer for SQL programming to provide better tracking of Native Hawaiian students **Funding I**
f. Create a university relations office using the UHM model to include graphics/duplication, alumni relations, marketing. Serve as a clearing house for legislative support services **Funding I**
g. Seek funding to provide accommodations and services to Native Hawaiian students with disabilities **Funding I**

A1.2 Promote low-income Native Hawaiian student success and graduation by increasing: the overall financial aid participation rate by 1-13% per year, the total amount of financial aid disbursed, and the number of aid recipients making satisfactory financial aid progress by 2015.

Reference: Appendix 1.2

HawCC Action Strategies:

a. Increase need-based institutional aid (non private & non federal) for Native Hawaiian students by shifting funds **Funding II**
b. Explore additional Native Hawaiian funding sources through KSBE, Alu Like, OHA, other Hawaiian agencies, and private donors **Funding IV**
c. Identify barriers for Native Hawaiians that prevent access to financial aid (e.g. Pell grants) and use mitigation measures, such as working with parents to complete the FAFSA **Funding II & III**

A1.3 Increase the number and percent of Native Hawaiian students enrolled in developmental intervention who successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree applicable instruction.

Reference: Appendix 1.3

HawCC Action Strategies:

a. Increase (by 3%) the number of Native Hawaiian students enrolled in developmental course(s) through immediate advising after results of COMPASS placement testing are received so that within the first year, students are registered in appropriate developmental class(es) **Funding I & III**
b. Fund a mobile facility to provide island-wide placement testing to ensure Native Hawaiian students are enrolled in the courses that will help them succeed **Funding I & IV**
c. Develop and implement a policy, through the Academic Senate, that requires Native Hawaiian students to enroll in their first year in at least one developmental course when results of COMPASS place students in more than one developmental course **Funding II & III**
d. For Native Hawaiian students who have not decided on a major, include in a first year experience: development of literacy skills in areas such as reading, computer and technology, global understanding; exploration of STEM and other career options **Funding I**
e. Utilize the program review process to evaluate Native Hawaiian developmental education enrollment and completion to determine effectiveness **Funding I**
f. Provide tutoring options for Native Hawaiian students in courses with low success rates **Funding II**

A1.4 Increase by 6-9% per year the number of Native Hawaiian students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.

Successful completion and transfer requires that students persist from one term to the next. Additionally, in order to make progress towards graduation, students need to make

progress in each academic year. Entering full time students should successfully complete at least 20 credits within the first year; Part time students should complete at least 12.

Reference: Appendix 1.4

HawCC Action Strategies:

a. Provide tutoring options for Native Hawaiian students in courses with low success rates **Funding II, IV & V**
b. For Native Hawaiian students who have not decided on a major, include in a first year experience: development of literacy skills in areas such as reading, computer and technology, global understanding; exploration of STEM and other career options **Funding I**
c. Expand articulation agreements with four-year institutions and publicize to Native Hawaiian students and provide appropriate advising services for Native Hawaiian students to benefit from these transfer opportunities **Funding I**
d. Develop focused degrees that lead to a four-year degree pathway and market to Native Hawaiian students **Funding II**
e. Use Enrollment data to focus on strategic recruitment, retention, graduation and transfer of Native Hawaiian students **Funding I, III & IV**
f. Provide the necessary academic and student support services focused on high risk Native Hawaiian students **Funding I & IV**

Strategic Outcome:

A2. Hawaii's Educational Capital—*Increase the educational capital of the state by increasing the participation and completion of students, particularly low-income students and those from underserved regions.*

Performance Measures

A2.1. Increase enrollment by 2015, particularly in regions and with groups who are underserved (as identified in the UH Second Decade Project)

Reference: Appendix 2.1

HawCC Action Strategies:

a. Assess the needs and numbers (by age) of residents and growth patterns in targeted districts through agencies such as community health organizations, the DOE & KSBE **Funding I**
b. Incorporate results into Strategic Enrollment Management (SEM) by priority areas **Funding I**
c. Establish a branch campus in West HI, one of the most underserved areas in the state **Funding I & IV**
d. Build capacity island wide to work in conjunction with the D.O.E. and P-20 program initiatives **Funding I & IV**
e. Fund an APT Band A Computer Programmer for SQL programming to provide better tracking of students **Funding I & IV**

f. create a university relations office using the UHM model to include graphics/duplication, alumni relations, marketing. Serve as a clearing house for legislative support services **Funding I**
g. Seek funding to provide accommodations and services to students with disabilities **Funding I**

A2.2 Promote low-income student success and graduation by increasing the Pell Grant participation rate of eligible students by 2015; increasing the total annual amount of Pell Grant disbursed; and the number of aid recipients making financial aid satisfactory progress.

Reference: Appendix 2.2

HawCC Action Strategies:

a. Increase need-based institutional aid (non private & non federal) for students by shifting funds **Funding II**
b. Explore additional funding sources through other agencies and private donors **Funding IV**
c. Identify barriers for students that prevent access to financial aid (e.g. Pell grants) and use mitigation measures, such as working with parents to complete the FAFSA **Funding II & III**

A**2.3** Increase the number and percent of students enrolled in developmental intervention who successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree applicable instruction.

Increase CCSSE Active and Collaborative Learning Benchmark.
Research shows that the more actively engaged students are –with college faculty and staff, with other students, and with the subject matter they study – the more likely they are to learn and persist toward achieving their academic goals. Student engagement, therefore, is a valuable yardstick for assessing whether, and to what extent, an institution is employing educational practices likely to produce successful results.
(Note: Percentile scores represent the point at which the percentage of college benchmark scores fall relative to same size institutions).

Reference: Appendix 2.3

HawCC Action Strategies

a. Increase (by 3%) the number of students enrolled in developmental course(s) through immediate advising after results of COMPASS placement testing are received so that within the first year, students are registered in appropriate developmental class(es) **Funding I & III**
b. Fund a mobile facility to provide island-wide placement testing to ensure students are enrolled in the courses that will help them succeed **Funding I & IV**
c. Develop and implement a policy, through the Academic Senate, that requires students to enroll in their first year in at least one developmental course when results of COMPASS place students in more than one developmental course **Funding II & III**

d. For students who have not decided on a major, include in a first year experience: development of literacy skills in areas such as reading, computer and technology, global understanding; exploration of STEM and other career options **Funding I**
e. Utilize the program review process to evaluate developmental education enrollment and completion to determine effectiveness **Funding I**
f. Provide tutoring options for students in courses with low success rates **Funding II**
g. Continue to participate in implementing the CCSSE survey to assess student satisfaction **Funding I**
h. Conduct the SENSE survey to first year students **Funding II**

A2.4 Increase the number of students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.

Successful completion and transfer requires that students persist from one term to the next. In order to make progress towards graduation, students need to make progress in each academic year. Entering full time students should successfully complete at least 20 credits within the first year; part time students should complete at least 12.

Reference: Appendix 2.4

HawCC Action Strategies:
a. Provide tutoring options for students in courses with low success rates **Funding II, IV & V**
b. For students who have not decided on a major, include in a first year experience: development of literacy skills in areas such as reading, computer and technology, global understanding; exploration of STEM and other career options **Funding I**
c. Expand articulation agreements with four-year institutions and publicize to students and provide appropriate advising services for students to benefit from these transfer opportunities **Funding I**
d. Develop focused degrees that lead to a four-year degree pathway and market to students **Funding II**
e. Use Enrollment data to focus on strategic recruitment, retention, graduation and transfer of students **Funding I, III & IV**
f. Provide the necessary academic and student support services focused on high risk students **Funding I & IV**

A2.5 Increase the number and diversity of programs offered in underserved areas by increasing the number and types of programs by at least one every two years that can be completed through on-site instruction, or distance learning technologies.

Reference: Appendix 2.5

HawCC Action Strategies:

a. Conduct a community needs assessment survey island-wide in underserved regions and determine the feasibility of HawCC in meeting the need **Funding II & IV**
b. Expand Distance Learning support as indicated by program/unit review analyses with consideration for technical support staff and online course development assistance for faculty **Funding I, III & IV**
c. Expand and provide maintenance for Distance Learning services at Manono, UH Center (West HI) and satellite sites by: funding support staff at all sites, renovating facilities, updating & replacing instructional enhancements, support equipment & peripherals, including video conferencing **Funding I, II, III & IV**

GOAL B: A Learning, Research, and Service Network (UH Strategic Plan 2002-2010)

GOAL B: Functions as a Seamless State System (UHCC Strategic Plan 2002-2010)

Strategic Outcome:
B. Globally Competitive Workforce-*Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.*

Performance Measures
B.1 Increase the number of degrees awarded, and/or transfers to UH baccalaureate programs that lead to occupations where there is a demonstrated state of Hawai‘i shortage of qualified workers, or where the average annual wage is at or above the U.S. average (2006=$38,651).

Reference: Appendix 4.1

HawCC Action Strategies:

a. Use enrollment data to focus on strategic recruitment, retention, graduation and transfer **Funding I, III & IV**
b. Provide the necessary academic and student support services focused on high risk students **Funding I & IV**
c. Expand articulation agreements with four-year institutions and provide appropriate advising services for students to benefit from these transfer opportunities **Funding I**
d. Seek high school partnerships in Career Technical Education pathways **No Cost**
e. Provide in-class tutoring options for courses with low success rates **Funding II, IV & V**
f. Include in a first year experience, exploration of career options and the development of literacy skills in areas such as reading, computer and technology, and global understanding **Funding I**

g. Seek opportunities to infuse cultural/global awareness into curriculum **Funding I, II, III & IV**
h. Create and or enhance international exchanges that provide research and exchange opportunities for faculty **Funding II & III**
i. Develop new and enhance existing study abroad opportunities **Funding II & III**
j. Provide opportunities for intercultural interaction between domestic and international students **Funding II & III**

B.2 Contribute to meeting the State's incumbent worker education goal by increasing enrollment of 25-49 years old in credit programs by 3% per year.

Reference: Appendix 4.2

HawCC Action Strategies:

a. Provide support services for re-entering adults: i.e. non credit to credit conversions and credit for demonstrated skill/experiences, etc. **Funding I, II & IV**
b. Survey employers and incumbent workers to determine higher education needs of workers, scheduling of classes and curriculum **Funding II & IV**
c. Seek funding for specialized program and student needs identified by survey **Funding I, II, III & IV**

B.3 Increase by 6% per year degrees/certificates in achievement awarded in Science Technology, Engineering, and Math (STEM) fields.

Reference: Appendix 4.3

HawCC Action Strategies:

a. Use enrollment data to focus on strategic recruitment, retention, graduation and transfer in STEM Programs (AEC,AG, AMT, DISL, ET, CULN, IT, NURS, TEAM) **Funding I, III & IV**
b. Develop an articulation agreement in a STEM field **Funding II & III**
c. Provide the necessary academic and student support services focused on high risk students **Funding I & IV**
d. Provide in-class tutoring options for courses with low success rates **Funding II, IV & V**

B.4 Increase by 3% the number of individuals enrolled in non-credit certificate programs that lead to occupations where there is a demonstrated state of Hawai‘i shortage of qualified workers, and where the average wage is at or above the U.S. average. ($38,651 YR 2006).

Reference: Appendix 4.4

HawCC Action Strategies:

a. Offer non-credit certificate programs to respond to high demand, high skilled, high salary occupations **Funding II, III & IV**
b. Collaborate with system wide DOCETs on "rapid response" training **Funding II, III & IV**

B.5 Increase international student enrollment by 3% per year.

Reference: Appendix 4.5

HawCC Action Strategies:

a. Assign a counselor to provide services to international students taking non-credit and credit offerings **Funding V**
b. Actively participate in the system wide International Education Committee (IEC) representing HawCC to implement initiatives **Funding II**
c. Promote articulation efforts between non-credit and credit programs **No Cost**
d. Assign an Education Specialist to handle visa requirements for non-credit and credit international students **Funding I & V**
e. Develop new international partnerships and linkages **Funding II, III & V**
f. Develop an International Office to service inbound (international) and out-bound (study abroad) students, and student and faculty exchanges **Funding I**

GOAL C: A Model Local, Regional, and Global University (UH System Strategic Plan 2002-2010)

GOAL C: Promote Workforce and Economic Development (UHCC System Strategic Plan 2002-2010)

Strategic Outcome:
C. Economic Contribution-*Contribute to the state's economy and provide a solid return on its investment in higher education through research and training*

Performance Measure
C.1 Increase by 3% per year the level of extramural fund support expended (E&E)

Reference: Appendix 3.1

HawCC Action Strategies:

a. Establish a grants writing and management office to increase UH extramural fund support **Funding I**

GOAL D: Investment in Faculty, Staff, Students, and Their Environment
(UH System Strategic Plan 2002-2010)

GOAL D: Develop our Human Resources: Recruitment/Retention/ Renewal
(UHCC System Strategic Plan 2002-2012)

Strategic Outcome:
D. Hawaii's Educational Capital/Resources and Stewardship-*Recognize and invest in human resources as the key to success and provide them with an inspiring work environment.*

Performance Measures

D.1 Recruit, renew and retain a qualified, effective, and diverse faculty, staff, and leadership.

Reference: Appendix 5.1

HawCC Action Strategies:

a. By 2015, staff development expenditures will be 1% of total personnel expenditures **Funding II, III & IV**
b. Evaluate temporary positions for conversion to permanent positions for funding **Funding I**
c. Fund new positions (faculty/staff) recommended by CERC when necessary and appropriate **Funding I & II**
d. Fund a Director of Information & Technology position **Funding I**
e. Provide permanent positions (Admin/faculty/staff inc Aux staff) for the WH campus **Funding I**

D.2 Increase the number and diversity of programs offered to or in underserved regions by increasing the number and types of programs by at least one program every two years that can be completed through distance learning technologies. (See A2.5)

D.3 Increase CCSSE Support for Learners Benchmark. Research shows that services that target, support, and assist students with academic and career planning, academic skill development and other issues affect both learning and retention.
(Note: Percentile scores represent the point at which the percentage of college benchmark scores fall relative to same size institutions).

Reference: Appendix 5.2

HawCC Action Strategies:

a. Continue to participate in implementing the CCSSE survey to assess student satisfaction **Funding I**
b. Conduct the SENSE survey to first year students **Funding II**

GOAL E: Resources and Stewardship (UH System Strategic Plan 2002-2010)

GOAL E: Develop Sustainable Infrastructure for Student Learning (UHCC System Strategic Plan 2002-2010)

Strategic Outcome:
E. Resources and Stewardship--***Acquire, allocate, and manage public and private revenue streams and exercise exemplary stewardship over all of the University's resources, for a sustainable future.***

Performance Measures

E.1 Build and/or acquire appropriate facilities to deliver educational programs and services in underserved regions of the State, and identify repairs and maintenance requirements to properly maintain the facilities.

Reference: Appendix 5.2

HawCC Action Strategies:

a. Develop branch campus in West Hawai'i by 2015 to include 2 buildings (40,000 square feet) at Palamanui site **Funding I & IV**
b. Incorporate R/M schedule and equipment needs into planning for West Hawai'i campus. Utilize funding to plan, design, & begin construction of East Hawai'i/Manono campus; master plan should be based on needs assessment to include but not be limited to: instruction, student, staff, facilities, technology and parking for capacity of 5,000 headcount by 2015 **Funding I & IV**
c. Utilize R/M schedules for Manono campus as upper campus usage is phased out and relocated to Manono **Funding I & IV**
d. Use information from the program review process to establish an annual campus-wide depreciation schedule of equipment/tools to estimate an appropriate line item for biennium and supplemental budget requests **Funding I, II, III & IV**

E.2. Increase non-state revenue streams by 3-17% per year.

Reference: Appendix 5.3

HawCC Action Strategies:

a. Establish a grants writing and management office to increase UH extramural fund support **Funding I**

E.3. Promote sustainability by making more efficient use of existing resources.

Reference: Appendix 5.4

HawCC Action Strategies:

a. Reduce annual KWH/gross sq. ft. by 1% a year **Funding II & III**
b. Utilize green building principles in campus planning and R/M (e.g., Leadership Environmental & Engineering Design is used for "green building" best practices) **Funding I**
c. Maintain, repair, and replace vehicles owned by the College's programs and consider developing a college vehicle pool, including replacing existing vehicles with hybrid and electronic vehicles **Funding I**
d. Initiate and implement the development of a comprehensive plan to achieve campus (East and West) climate neutrality **Funding I & II**

E.4. Develop and sustain an institutional environment that promotes transparency, and a culture of evidence that links institutional assessment, planning, resource acquisition, and resource allocation.

Reference: Appendix 5.5

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HawCC Action Strategies:

a. Seek funding for an assessment resource office to include a coordinator and support staff for outcomes assessment **Funding I**
b. Provide stipend support for integration of community advisory participation in SLO assessment **Funding II, III & IV**
c. Increase capacity for institutional research in areas of program review, Achieving the Dream, tracking East and West Hawai'i students separately, and other data dependent initiatives **Funding I**

IV. FUNDING SOURCES

Funding I: **Biennium Budget or Supplemental Request**

Funding II: **Tuition & Fees/S Funding**

Funding III: **Extramural Funding**

Funding IV: **Foundation/Private**

Funding V: **Reallocation**

The Hawai`i Community College Strategic Plan: 2008-2015
was endorsed by

- The Academic Senate, September 25, 2009
- The College Council, October 9, 2009
- The Associated Students of the University of Hawai`i, Hawai`i Community College, October 23, 2009

Appendix 1-5

Hawai'i CC 2006-2015 Baseline-Calculation

#	Revision Date
1	4/25/2008
2	4/28/2008
3	4/29/2008
4	4/30/2008
5	5/1/2008
6	5/20/2008
7	6/24/2008
8	7/7/2008
9	10/8/2008
10	1/8/2008