Institutional Annual Review

The Institutional Annual Review is based on the findings from all Annual Reviews and both internal and external research. Using the College’s Strategic Plan as its foundation, this review places the issues raised by the academic and support areas into an institutional framework.

Combined with the College’s Program Review, the Institutional Annual Review serves as the catalyst for the annual updating of the Strategic Plan.

ELEMENTS OF THE INSTITUTIONAL ANNUAL REVIEW:

Executive Summary

Analysis of each strategic objective (prompted by the following questions)
- Is the College is accomplishing the goal through the stated objectives?
- What can be done to improve the achievement of the goal?
- Are there any factors that are hindering the accomplishment of this goal?
- What are the institutional directions for the goal?

Analysis based on the findings from:
- Internal Reviews
  Academic Divisions Annual Reviews
  Student Services Annual Review
  Academic Support Annual Review
  Administrative Services Annual Review
  Native Hawaiian Programs Annual Review
  LCC Waianae Annual Review
  Marketing Annual Review

- Internal Reports and Research
  Program SLO Assessments
  2005 CTE PHI Report
  Survey of Student Needs, Nov. 2005
  COMPASS Scores
  Key Performance Indicators

- External Research
  UH Second Decade Project
  DOE Senior Exit Survey, 2005

Administrative Budget Planning Lists
  Items that will be merged with Planning Lists from Academic and Support Areas

Administrative Priorities
  Details on new initiatives developed as a response to findings and research.

All data used for analysis is available online on Planning website, http://emedia.leeward.hawaii.edu/cs/planning/
The College’s programs and services are aligned with its Mission Statement. The recent revision of the Mission Statement to include a statement on student learning provides a catalyst for an emphasis on our ability to examine and look for improvements in the achievement of student learning outcomes.

As the new data-driven planning process evolves, it is critical for the College constituencies to receive valid and consistent data in a timely manner. The lack of one central data warehouse in the UHCC system is a significant weakness in the new processes. Planned expansion of the College’s IR capacity is fundamental to improving course and program SLO assessment and institutional effectiveness.

Our strengths include:
1. Established processes and policies for the design and assessment of Student Learning Outcomes (SLO), with timelines for implementation.
2. Course, Program, and Support Area assessment processes have begun; some results have led to changes in course design and/or practices.
3. Many faculty members make a concerted effort to support student learning, and design their courses and assignments with the interests of students at heart.
4. Cross-curricular program assessments are innovative.
5. Academic Divisions and Support Areas are beginning to work together to make learning better.
6. Processes integrate assessment, planning, and budgeting.

Our challenges include:
1. Examining our program offerings to insure alignment with community needs
2. Developing collegial and consistent processes to address reallocation
Leeward Community College  
2002—2010 Strategic Plan Goals and Objectives

Goal A: Provide opportunities for the pursuit of knowledge, personal enrichment, and creativity
  
  Objective 1: Provide life-long learning and development of essential skills
  Objective 2: Develop effective teaching methodologies and delivery modes
  Objective 3: Facilitate job placement
  Objective 4: Promote understanding of and a respect for different cultures

Goal B: Stimulate the cultural and intellectual life of the community by providing artistic, professional, and enrichment opportunities
  
  Objective 1: Provide facilities, services, and activities to communities
  Objective 2: Provide non-credit and short-term training

Goal C: Improve educational effectiveness
  
  Objective 1: Improve and broaden scope of assessment
  Objective 2: Institute comprehensive strategic student enrollment management program
  Objective 3: Develop a comprehensive marketing plan
  Objective 4: Ensure availability of high-quality resources and services

Goal D: Build partnerships
  
  Objective 1: Improve inter-campus and intra-campus communication
  Objective 2: Improve articulation of courses and programs
  Objective 3: Develop and strengthen local and global connections

Goal E: Acquire and manage resources efficiently
  
  Objective 1: Develop additional sources of internal and external funding
  Objective 2: Recruit, retain highly qualified personnel
  Objective 3: Manage, improve, and upgrade physical facilities
Goal A
Provide opportunities for the pursuit of knowledge, personal enrichment, and creativity
Objective 1: Provide life-long learning and development of essential skills

Achievement of Objective
The College continues to make progress on the achievement of this objective, although improvement and expansion is needed. Benchmarks need to be set to guide the college planning process. We need to ask and answer, “What levels do we expect to achieve in terms of SLO assessment, student achievement and institutional effectiveness?”

Items achieved:
1. AAT degree approved by BOR
2. Seven new certificates approved
   - Academic Subject Certificate in Accounting
   - Academic Subject Certificate in Business Technology
   - Academic Subject Certificate in Management
   - Academic Subject Certificate in Writing (2 tracks: Creative, Business)
   - Certificate of Completion in Business Essentials
   - Certificate of Competence in Management Foundations
   - Certificate of Competence in Retail Foundations
3. The AA General Education Core revised to align with UHM

Analysis
LCC Waianae
The Waianae region is on the top of the list when it comes to Second Decade analysis of educational and workforce training needs. Waianae is challenged by poverty, unemployment, underemployment, geographic remoteness, going rates to college, and drop out rates from high school and other variables. Also, Waianae has the largest concentration of Native Hawaiians in the state. Over the years, the LCCW has offered an uneven set of course offerings in a staggered and unpredictable manner. This unsettled academic set of offerings is deployed in a marginal facility. There is no instructional budget per se for LCCW.

The region has the highest percentage of adults who only have a high school diploma. In addition the region has the lowest percentage of those with a bachelor's degree. See Administrative Priorities section and Second Decade Project for details. A new study of COMPASS placement scores of entering LCCW students shows an alarming need for remediation, with 98.51% placing below college level math.

<table>
<thead>
<tr>
<th>Placement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Below College Math</td>
<td>98.51%</td>
</tr>
<tr>
<td>Below College Reading</td>
<td>65.84%</td>
</tr>
<tr>
<td>Below College Writing</td>
<td>79.80%</td>
</tr>
</tbody>
</table>

Programs Offered
When asked, “What was their major?” 1185 students indicated they were interested in Liberal Arts. However, 1741 students indicated they were interested in majors not currently offered at LCC. The College needs examine current program offerings in respect to the needs of in-coming students. When given a list of programs not currently offered at LCC and asked to identify programs they might like to major in, Nursing (21% response rate) and Education (12.5% response rate) ranked highest. [Student Needs Survey, Nov. 2005]

In the same survey, while 56% students indicated their educational goal was an AA degree, 22% selected “take a course to upgrade job skills, no degree.” The College must respond to this identified
need by examining curricular offerings in CTE programs and also looking at how we define “success” for our students.

**Nursing**
Demand for nursing remains high and with a majority of the high school graduates desiring a career in Nursing coming from Leeward Oahu, LCC should request approval for a Nursing program. Given the complex approval process, it may be logical to partner with KCC as a first step in developing a nursing program. See *Administrative Priorities* for details.

**Student Achievement**
Report on Credits Earned Ratio indicates that the College’s average success rate for courses numbered 100 and above for Fall 05 was 74%, and only 66% for courses below 100 level. The college needs to establish benchmarks for this indicator and determine a plan for improvement.

The number of degrees and certificates awarded offers another indication of student achievement. The chart below shows a 49% decline in the number of AS, AAS degrees and CAs awarded. The College should determine why these numbers have decreased.

![Degrees and Certificates Awarded](chart)

**Lifelong Learning**
Enrollment data for 2004-2005 reveal the following enrollment distribution for OCEWD classes:

<table>
<thead>
<tr>
<th>Workforce Development: 811</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Business: 257</td>
<td></td>
</tr>
<tr>
<td>Information Technology: 35</td>
<td></td>
</tr>
<tr>
<td>CDL/Forklift: 439</td>
<td></td>
</tr>
<tr>
<td>Health: 80</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lifelong Learning: 868</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian: 50</td>
<td></td>
</tr>
<tr>
<td>Lifelong Learning: 58</td>
<td></td>
</tr>
<tr>
<td>Motorcycle: 760</td>
<td></td>
</tr>
</tbody>
</table>

Current OCEWD programming is weakly aligned with career pathways. Fiscal stability must be established while reviewing program offerings.

Workforce development is about equal to lifelong learning type of classes for enrollment. Given the existing shortage of entry level workers on Oahu in CDL, Medical Assisting, and Dental Assisting there
is a clear need to place a greater emphasis on workforce development related programs. Since there exists an ongoing pool of funds for workforce development (city and state), OCEWD will need to emphasize program development in these areas. More details on OCEWD development is listed under Goal B.2.

Plans
1. With the UH System’s emphasis on Native Hawaiian issues and the Second Decade Project, placing LCCW’s needs as a top priority for the College is strategically sound.
2. Develop community assessment to guide development of new programs, certificates and majors.
3. Refine the survey for in-coming students to obtain a clearer picture of potential new programs.
4. Set benchmarks for institutional Key Performance Indicators.
5. Develop a response to the need for nursing programs; initial phase in partnership with Kapiolani CC.
6. Analyze IR data to determine variables involved in the decrease in the number of AA, AS degrees and CAs awarded.

Budget Impact
- Expansion of Educational Services to LCCW
- Nursing Initiative

Goal A
Provide opportunities for the pursuit of knowledge, personal enrichment, and creativity

Objective 2: Develop effective teaching methodologies and delivery modes

Achievement of Objective
Approximately 25% of Leeward CC courses are using WebCT as a course enhancement or for course delivery. There are now 3,511 students enrolled in 135 technology-enhanced courses where access to a networked computer is an intrinsic part of the class. The College needs to continue seeking ways to improve teaching and the assessment process.

Items achieved:
1. Leeward CC course selected as WebCT Exemplary Course (Matsumoto)
2. On-going staff development opportunities for improvement of teaching:
   - Teaching Squares
   - Mid-Semester Evaluations
   - Annual Wo Innovations in Learning Day
3. Since its inception in 2000, over 72 (approximately 35% of the College’s faculty) have received pedagogical and WebCT technology training in WebFun.
4. Between Spring 1999 and Fall 2005, the number of internet offerings grew from 4 to 45

Analysis
Remediation Challenges
Within the UH system, only 14% of entering students are prepared for college level math and only 34% for college level English. (Second Decade Project)

College COMPASS test reflects a strong need for remedial, with percentages of students needing remediation increasing.

<table>
<thead>
<tr>
<th>COMPASS Test</th>
<th>Score</th>
<th>Spr 06</th>
<th>Fall 05</th>
<th>Spr 05</th>
<th>Fall 05</th>
<th>Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Below 74</td>
<td>66%</td>
<td>57%</td>
<td>60%</td>
<td>57%</td>
<td>58%</td>
</tr>
<tr>
<td>Reading</td>
<td>Below 79</td>
<td>49%</td>
<td>40%</td>
<td>45%</td>
<td>46%</td>
<td>44%</td>
</tr>
<tr>
<td>Math</td>
<td>Below 50</td>
<td>82%</td>
<td>66%</td>
<td>75%</td>
<td>74%</td>
<td>72%</td>
</tr>
<tr>
<td>Leeward CC</td>
<td>Avg</td>
<td>66%</td>
<td>54%</td>
<td>60%</td>
<td>59%</td>
<td></td>
</tr>
</tbody>
</table>
There is a need to explore the potential of new technologies to address the issues of remediation. A proposed Center for Applied Science and Technology (CAST) will include an Accelerated Learning Program (ALP) as an alternative approach to remedial/developmental learning. ALP’s curriculum will be broken down into a number of specific basic skill modules so that remedial/developmental learning can be tailored for a given workforce program and student. By using tools such as ACT’s Workkeys to analyze job skills and assess student learning, ALP can certify to employers that its students will have the basic skills needed for employment. To facilitate delivery of a highly individualized learning program, ALP will be heavily technology based. A technology approach also provides opportunities for open entry/open exit instruction and integration of remediation/developmental strategies into the overall CAST training program.

CAST will focus on teaching innovation and technology strategies and will provide workshops and seminars as well as services to help instructors with technology rich course creation. It will have a research component and will publish and disseminate results on teaching success. Thus the Center can serve as a resource for the entire state. [details on CAST in Goal B.2]

Professional Development
For instructional and non-instructional faculty, professional development is integral to providing currency in instruction, ensuring the integrity of our institution’s mission, and maintaining optimum service to our students. The need for professional development and training was cited in every Annual Review.

Instructional Assessment Process
College needs to continue refining assessment process to include clearly defined benchmarks and to increase faculty participation. As requested by the AA Program SLO Annual Review, assigned time for faculty involved in those assessments is critical to continued success.

Institutional Research
Need more IR data to better understand how the College is meeting the students needs and how to improve. Need data on effectiveness and efficiency. See Goal C.1.

Plans
1. Have Assessment Team include expected level of achievement for all SLOs in assessment templates.
2. Develop a non-credit course in Workkeys/Keytrain in conjunction with the health non-credit programs and the Medical Receptionist program.

Budget Impact
- Center for Applied Science and Technology—cross-reference with Goals B.2, D.3
- Assigned time for AA degree Program SLO Committee Chairs.
- Professional Development and Training Initiative
Goal A
Provide opportunities for the pursuit of knowledge, personal enrichment, and creativity

Objective 3: Facilitate job placement

Achievement of Objective
Job Prep Services continues to serve our students well. The March 2006 College, Career and Job Fair boasted nearly 100 business participants with 24 educational institutions represented. These services continue to be funded through soft monies.

Items achieved:
1. Job Prep Services assists an average of 450 students a year
2. Approximately 300 resumes are on file
3. More than 50 students placed in jobs annually

Analysis
Job Placement Office
Job placement has also been shown to be an effective recruitment and retention strategy for colleges and universities. The connections that are established with employers are essential in helping the college keep its curriculum current and are vital to workforce development initiatives. 57% (1163) incoming freshmen indicated they intended to use Job Placement services (Compass survey).

Funding for the job placement office has been requested through the last Biennium Budget process and the recent Supplemental Budget proposal. The legislature continues to delete the item from the final approved budget.

Non-Credit Program
OCEWD initiatives should also assist the College in achievement of this objective. As OCEWD reviews its current offerings, a Rapid Response Workforce Training Center model should be explored.

Institutional Research
The College needs additional IR to determine community and business needs. See Goal C.1.

Plans
1. Explore possibilities for a Rapid Response Workforce Training Center
2. Set up a Chancellor’s Advisory Board with business leaders

Budget Impact
- Job Placement Office (Job Prep Services)
- Expansion of Institutional Research Office
Goal A
Provide opportunities for the pursuit of knowledge, personal enrichment, and creativity
Objective 4: Promote understanding of and a respect for different cultures

Achievement of Objective
The College engaged in a variety of activities to meet this objective. Discussions for a new Title III grant generated insightful dialogue on possible ways to improve services for Native Hawaiian students.

Items achieved:
1. Revised AA Gen Ed Core now includes a Hawaiian Asian Pacific Focus.
2. Positions in Hawaiian Studies and Philippine Studies were funded.
3. College continues to present an annual International Festival.
4. Title III discussion groups were formed and an outside grant writer secured for the July submission of a new grant proposal.
5. Names and mailing information was extracted from Banner in preparation for a survey on Native Hawaiian student needs.

Analysis
Institutionalize Native Hawaiian Programs
College has the largest number of Native Hawaiian students of any UHCC campus (909 students in 2004-05). Several programs aimed at Native Hawaiians are currently funded by grants. Moving these programs to general funds was one of the highest priorities in the Native Hawaiian Annual Review. The request also aligns with the Pukoa Council’s recommendation to the President. As funding lapses from extramural sources, the College must work to institutionalize its Native Hawaiian support programs.

IR Data on Native Hawaiians
As explained in the Native Hawaiian Annual Review, the College needs to conduct surveys of Native Hawaiian students to determine their needs and their academic success.

Office of International Programs
The College should explore the benefits of housing the ELI, Study Abroad, and Japanese Colleges projects (e.g. Nakamura Gakuen,) under one office. First steps have been accomplished through the Study Abroad and ELI and collaboration on a website compiling all info for current and potential students.

Expansion of international programs will also require a budget infusion to expand marketing efforts. The goal will be to increase the number of international students three fold from 60 students to 200 students over the next 5 years.

Plans
1. Consider establishing an Office of International Education and expand efforts to recruit international students. Discussions should be held with all units and personnel affected.
2. Discuss space considerations for Office of International Education
3. Explore possibility of utilizing OCEWD funds to increase international marketing efforts.
4. In concert with Na ‘Ewa, conduct a survey of current Native Hawaiian students

Budget Impact
- APT request for ELI
- Support for Hawaiian Programs (grants-based programs)
- Native Hawaiian Success Center [CIP]
Goal B
Stimulate the cultural and intellectual life of the community by providing artistic, professional, and enrichment opportunities

Objective 1: Provide facilities, services, and activities to communities

Achievement of Objective
The Theatre continues to expand community use of its facilities. The new version of The Pearl will open this fall. The College needs to survey the community to determine if our services and programs align with community needs.

Items achieved:
1. Theatre attendance averages over 85,000 annually
2. Special events open to the public included: The Family Fun and Craft Fair (Oct. 05), the International Festival (April 06) and Taste of the Stars (May 06)
3. The March 2006 College, Career and Job Fair boasted nearly 100 business participants with 24 educational institutions represented.

Analysis

Campus Facilities
Overall, the campus facilities need much attention. Maintenance funding has remained stagnant for years. The College's reliance and dependency of using turnover savings and other soft money to fund the critical day-to-day and preventive maintenance projects and emergencies will dry up as continuing external pressure mounts to fill all position vacancies with minimal delay. As stewards entrusted with assuring that the state’s investment in our higher education facilities are properly maintained, we have a responsibility to the taxpaying public and our students to ensure that our campus environment promotes and nurtures student learning. Without additional funding, the institution will continue to see a decline in adequate facility preventive maintenance. The result will eventually be far more costly repairs as the list of deferred maintenance projects will increase significantly.

Services for Community
The Observatory could be a rich resource for the community. The facility needs renovation and expansion, in addition to increased staffing to make this a reality.

Plans
Cross reference: Goal E.3

Budget Impact
- Administrative and Institutional Support budget request
- Observatory Park [CIP]
- O&M Facility Upgrade [CIP]
Goal B
Stimulate the cultural and intellectual life of the community by providing artistic, professional, and enrichment opportunities

Objective 2: Provide non-credit and short-term training

Achievement of Objective
The Office of Continuing Education and Workforce Development is in transition.

Items achieved:
1. 1679 non-credit classes offered (2004-2005)

Analysis

Non-Credit Program
Current OCEWD programming is weakly aligned with career pathways. Fiscal stability must be established while reviewing program offerings. Enrollment data for 2004-2005 reveal the following enrollment distribution for OCEWD classes:

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Workforce development is about equal to lifelong learning type of classes for enrollment. Given the existing shortage of entry level workers on Oahu in CDL, Medical Assisting, and Dental Assisting there is a clear need to place a greater emphasis on workforce development related programs. Since there exists an ongoing pool of funds for workforce development (city and state), OCEWD will need to emphasize program development in these areas.

One of the fundamental challenges to expanding workforce development initiatives is the current budgetary process that shifts “profits” via an administrative assessment to underwrite basic campus operations. It is very likely that an investment in program expansion in the short run will enable OCEWD to generate significantly more profits in the long run.

Opportunities for leveraging credit programs are for the most part non-existent. In programs such as Automotive, development of a third year non-credit Advanced Automotive training is probably very viable.

There is also an emerging need for advanced technician training in a variety of areas on Leeward Oahu (e.g. chemical, agricultural, electronics technicians). Although more complex to deliver, it may be viable to develop year long non-credit programs in these areas to more rapidly respond to workforce needs in advanced technician areas.

Center for Applied Science and Technology
The University of Hawaii Second Decade Project identified regional needs in Hawaii for post secondary education and training. Eleven factors measuring growth, income, academic achievement, and workforce needs were taken into consideration. Based on this study, three of the four state regions identified with very high needs are served by the College (Ewa, Waianae, and North Shore).
The challenge for Leeward CC is to provide a variety of programs that will address the needs of the college’s service area. Leeward CC has traditionally been a strong liberal arts transfer institution. However, the college must develop more programs to address workforce needs.

The Center for Applied Science and Technology (CAST) is a community responsive customized training facility designed to meet the specific needs of specific companies in the growing area in the Leeward Community College service area. Most entry-level positions in manufacturing and design have a universal knowledge base in science, math and technology. On top of this employers need a special set of skills that their company requires. CAST will act like a loading bay or dock and will rapidly respond to company requests to fill workforce needs. The basic foundation of knowledge will remain the same but CAST will design a specialized set of modules to fit the exact needs of a company. See Administrative Priorities for details.

It would be prohibitive to try to design a program for each of these occupational specialties. Leeward’s strategy will be to develop a two-phase training approach. Phase I will be a strong science and mathematics based core curriculum common to each of these technician programs. Phase II will be an industry and experiential based curriculum that will provide on-the-job training for students. Phase II will be designed in partnership with industry and delivered with the assistance of industry partners serving as adjunct faculty. This approach will eliminate the need for costly facilities and permanent faculty housed at the Leeward campus. Phase II of the curriculum will also have the flexibility to deliver training either as a credit program leading to a degree/certificate or as a non-credit program.

CAST will include an Accelerated Learning Program (ALP) as an alternative approach to remedial/developmental learning, as discussed in Goal A.2

The goal of CAST is to develop a flexible, responsive, industry based workforce training model targeted towards a population which the University has identified as the neediest in the state. The alternative of traditional, large, permanent, facility and equipment intensive programs is cost prohibitive and time consuming to launch. And given the critical nature of this region’s needs, the other alternative of no action is unacceptable.

Plans
1. Explore possibilities of a Center for Applied Science and Technology.
2. Begin development and delivery of a Medical Receptionist and Medical Office Administration program in partnership with the Waianae Coast Comprehensive Health Center as a hybrid Business Technology program into the Waianae region.
3. Invest in program expansion for entry-level OCEWD programs for high demand occupations such as Medical Assisting, Commercial Driver’s Licensing, and Dental Assisting.
4. Begin planning for development of selective non-credit advanced training for credit programs such as Automotive Technology.
5. Begin planning/development of a hybrid credit/non-credit chemical (process) technician program and/or agricultural technician program as a pilot in the applied science areas.
6. Review the administrative assessment of OCEWD programs.

Budget Impact
- Center for Applied Science and Technology—cross-reference with Goals A.2, D.3
Goal C: Improve educational effectiveness
Objective 1: Improve and broaden scope of assessment

Achievement of Objective

AY 2006 marked the implementation of the new Program Review model and the new planning process. It is a major step towards improving educational effectiveness. The College needs to build upon this foundation, improving the process and increasing participation in assessment activities.

Items achieved:
1. Fifty-five courses completed Course Review and Assessment
2. Annual reviews completed by all academic divisions and support units
3. Data compiled for UHCC System Program Review and Annual Reports

Analysis

IR Capacity

Every annual review cited an overwhelming need for increased IR data. Program Review and Assessment continues to be the most controversial and urgent issue in higher education today. UH in general, and Leeward CC in particular, have not built a culture of skilled researchers and analysts that can do this kind of work and who are familiar with the issues facing higher education today in this area. The Secretary of Education’s Commission on the Future of Higher education is calling for reform in this specific area. The Commission is demanding transparent and accountability along with a move from institutional focus to a public needs focus.

Leeward CC must produce a higher investment in the generation and analysis of performance numbers so that the Campus can reassure the public and communicate effectively with legislators, accreditation agencies, and its internal community.

Program SLOs

To continue the work begun by the AA Program SLO committees, we must look to assigned time for faculty involved with this assessment, as requested in the AA Program Planning List.

Another consideration is a review of the current SLOs in light of the AA Core revisions.

CTE Programs

Career and technical education programs have higher graduation rates than other programs, however are not achieving the goals established. To understand the nature of attrition in vocational programs, the college will begin to analyze student flows through each program longitudinally.

Plans

1. Establish an Office of Policy, Planning and Assessment
2. Fund a part-time analyst with Perkins funding to obtain student flow data for CTE programs.
3. Review current AA Degree Program SLOS to ensure alignment with the general education core requirement revisions.
4. Incorporate feedback from online faculty/staff survey on the new planning process to increase effectiveness of forms, timelines and participation.

Budget Impact

- Position count and funding for Director, PPA was secured through supplemental budget.
- Expansion of Institutional Research.
- Request for assigned time for faculty involved in assessment in Expanded IR request.
Goal C: Improve educational effectiveness

Objective 2: Institute comprehensive strategic student enrollment management program

Achievement of Objective
The College has not yet made significant institutional progress in the achievement of this objective. Currently, administrators are working to determine what data indicators, benchmarks and enrollment goals are needed.

Items achieved:
1. Established a new Strategic Enrollment Management committee.

Analysis
The need to build and implement an effective recruitment campaign is critical to the success of the College. A Recruitment and Retention Officer is needed to align the College’s recruitment efforts with student-centered retention programs in order to increase efficiency in a student enrollment management program. Recruitment was identified as a high priority in all instructional Annual Reviews.

Leeward CC’s Freshman Persistence rate drops precipitously after the second semester. Currently, the college does not have any coordinated approach to initiatives and programs aimed at retention.

Plans
1. Establish closer connections between Marketing, Student Services, Instruction and OCEWD.
2. Define data and method of data extraction for an effective enrollment management plan.

Budget Impact
- Recruitment and Retention Officer

Goal C: Improve educational effectiveness

Objective 3: Develop a comprehensive marketing plan

Achievement of Objective
The College has made some initial progress with marketing, as indicated in the items listed below. However, the need for increased and consistent marketing efforts will be critical in the next few years for both recruitment and image building.

Items achieved:
1. The College experienced the second lowest decrease in enrollment in the UHCC system, with only 2.4% decrease, compared to a high of 10.2% decrease at Hawai‘i CC.
2. The College also boasts the highest Going Rates in the UHCC system.
3. A new viewbook, accompanying the catalog on CD, set a new standard for the look of future recruitment material. Program sheets were also created for the first time.
4. Results from student survey used as a guide for media purchases for FY06.
5. Press coverage has increased through the help of UH External Affairs Office.
6. Three TV spots were aired during Hawai‘i Stars in October 2005, with an additional three lined up for September 2006.

Analysis
Recruitment and marketing requests were frequently mentioned in all academic Annual Reviews. Based on internal and external research, a key element in any marketing plan is a redesigned website. See Administrative Priorities for details and data.
Current workload of Marketing Office encompasses a broad array of responsibilities. At this time, although public relations activities are not defined as part of the Marketing Office, the Marketing Officer is working with UH External Affairs to increase the number of press releases on college activities and achievements.

The Marketing Office formulated drafts of marketing plans which have not been implemented for the following reasons: 1) limited funds for marketing initiatives, 2) uncertainty of institutional message, and 3) resourcefulness of faculty and staff who generate their own marketing collateral which may or may not be aligned with attempts at a consistent institutional image. The Business Technology division also had a marketing plan generated by UHM Business Administration students specifically for their programs. The College needs to find agreement on its “message” and implement policies to insure consistency in all its materials.

Plans
1. Increase marketing budget (included in Recruitment and Retention Office request)
2. Develop an effective positioning statement to guide all communication; develop policies and guidelines to insure all faculty/staff generated material conforms to institutional standards.
3. Review duties of current marketing staff.
4. Increase the number of recruitment activities.
5. Expand the use of UH External Affairs Office to increase media coverage.
6. Expand market research to include community surveys (potential students rather than current)

Budget Impact
- Website development
- Recruitment and Retention Officer (includes request for increased marketing funding)

Goal C: Improve educational effectiveness
Objective 4: Ensure availability of high-quality resources and services

Achievement of Objective
The College faces many challenges in achieving this objective: aging facilities, a basically flat budget over the past years and the fast pace of technological change. Providing adequate technological resources for faculty, staff and administrative infrastructure continues to be a fiscal challenge.

Items achieved:
1. Grants have provided funding for the biotech lab and Shade House projects
2. Partnership with UHM’s Academy of Creative Media will result in a RenderFarm on our campus.

Analysis

Financial Aid Office Staffing
The staffing within the Office of Financial Aid has remained unchanged for over 10 years. During the past 5 years alone, there has been a 77% increase in financial aid applications, a 41% increase in the number of financial aid recipients, and a 55% increase in the number of dollars awarded. The recent increase in federal reporting requirements has increased the demand for oversight and monitoring of compliance issues related to legislative mandates and program regulations. An internal reallocation was made in FY06 to assuage the situation.

Two Student Services Specialist positions were secured through the Supplemental Budget process. However, only partial funding was received. Additional funds must be requested through the Biennium Budget process.
Clerical Staffing
Clerical staffing is needed to support the administration of the campus. Specifically, one secretary position is required for the Dean of Arts and Sciences and one secretary position is required for the Dean of Career and Technical Education. The Dean positions and support personnel is consistent with the Leeward CC planned reorganization that will be presented to the UH Board of Regents during the coming year. Presently, the secretarial staff supporting the administrative team has been asked to perform clerical and secretarial support across multiple academic divisions. This has led to substantial workload pressures and a backlog of projects that have gone unattended. In order to provide more efficient support to the academic units and divisions across campus, these positions are critical to the timely processing of student and faculty issues.

Replacement Computers
The UH Strategic Plan for Information Technology states “[T]he University must provide every information worker — faculty, staff, administrators and secretaries -- with an up-to-date networked personal computer (or laptop) equipped with a web browser, email, appropriate productivity software and anti-virus software. This computer should have access to a printer and provision for regular backups. Funding must be provided through a lifecycle-funding model that accounts for required upgrades, maintenance and replacement on a regular basis (Action 22).”

Of LCC’s 297 FTE, 273 positions have been identified as “information workers.” In addition, LCC supports 18 computer lab/classrooms containing 368 computers for student use. Providing access to information technology resources is critical to student success as much of what students do today involves computers.

The College currently budgets $160,000 annually to maintain its entire IT infrastructure (computers, servers, network). Assuming a replacement cost of $1,100/computer, to replace these computers on a three year amortization schedule would cost $235,000, far above the College’s current budget and this does not include peripherals (e.g. printers) or network infrastructure needs. Further, it does not address the total cost of ownership (software, upgrades, maintenance, and repair) as stipulated in the UH Strategic Plan nor does it allow for upgrades of the existing network such as the increasing needs for wireless connectivity.

Learning Commons
The Learning Resource Center provides tutoring in writing as well in specific subjects. In addition, it provides access to computers through a computer lab co-located in the center. The Library provides access to information resources through its print and electronic collections, reference services, and information literacy training. In addition, the Library provides access to computing through a laptop computer check-out service and wireless network. The Information Technology Group offers access to computers through two open labs located on campus. All units provide places for study by students.

Problems identified in the Annual Reviews of these units include insufficient resources to maintain computer labs, insufficient human resources to maintain hours of operation through an extended day, lack of space and/or inappropriate configuration of space, and old, broken, and shabby furniture. A larger college problem is a lack of space specifically designed to meet the learning needs of our current students. Numerous studies have shown that students today tend to learn through collaborative engagement and holistic project oriented learning tasks. LCC is primarily a commuter campus and most of LCC’s students tend to leave campus after classes. Studies show that there is a strong correlation between the amount of time students spend on campus and their success.

A possible solution would be a Learning Commons at LCC: a wireless laptop computer service, tutoring services, reference services, in a “one-stop” learning environment for students that would provide areas for collaboration and student projects. By developing a large, multipurpose, student friendly facility, the College would decrease personnel and operating costs from the current multiple-lab model.
Website Development
As indicated in all academic Annual Reviews, the College website needs to be redesigned. In addition to providing the “public face” of the institution, development of the College’s website will increase efficiency in several areas. Details on academic policies, such as course transferability and degree requirements, can provide ready answers to many common student questions. The website will also provide improved internal communication, access to collaborative online projects and a centralized repository of announcements which will greatly improve institutional effectiveness.

Academic Equipment
Campus is hampered by old and obsolete equipment in many academic areas. For example, in Math & Science, which houses disciplines very dependent on equipment, equipment is on the average 19 years old. The average replacement age for the equipment should be 13 years. Thus on the average, Math & Science equipment should have been replaced 6 years ago. Much of the older equipment is obsolete and prone to breakdown in many of the academic divisions, which has a strong negative impact on the effectiveness of instruction.

Additionally, several requests for new equipment emerged during the instructional Annual review process. The AA Program SLO Committees and various academic divisions indicated a need for additional SMART Classrooms. MS and LA requested Wireless capabilities to increase effectiveness in teaching.

From the Language Arts Annual Review: “There is only one smart classroom and one lap top and one portable projector available for 58 Language Arts faculty to use. This severely limits Speech faculty’s ability to keep up with current trends in using technology in presenting public speeches, and limits our ability to teach our students how to do so. Students in Speech 251 at UH Manoa are required to do a power point presentation, whereas students in SP 251 at LCC are not due to lack of resources.”

The College needs to address equipment currency in order to provide the quality of instruction for which we strive.

Classroom Furniture
One of the strongest impressions on students comes from the basic learning environment of the college - the classroom. LCC has 127 classrooms. The typical LCC classroom is showing its age of 35 plus years. It has a mixture of furniture of varying ages, some dating back to the original CIP appropriation, some worn and broken, some unsafe. Walls and floors are worn with a mixture of paints and tiles. The classroom overall is an uninviting learning environment that reflects years of neglect due to tight budgets and other more pressing budget priorities. Annual Program Reviews have cited the need to address the classroom furniture renewal issue as a high campus budgetary priority.

Furthermore, due to the age of the existing furniture, maintenance employees at the campus have a difficult time piecing together or replacing furniture simply due to lack of parts which no longer exist or are no longer supplied by vendors.

Plans
1. Combine requests for SMART Classrooms, the wireless campus initiative, DMED support and furniture replacement into one budget request: New Academic Equipment Initiative; cross reference Goal C.4
2. Expand IR capacity: staffing and assigned time for assessment activities. See Goal C.1.

Budget Impact
- Request full funding for two Financial Aid positions
- New Academic Equipment Initiative
- Academic Equipment Replacement Schedule
- Computer Replacement Schedule
- Learning Commons
**Goal D: Build partnerships**

**Objective 1: Improve inter-campus and intra-campus communication**

**Achievement of Objective**

The College has made some progress in this area; however, much more needs to be done.

Items achieved:
1. Increased coverage of College events on UH System website
2. Year long Campus Calendar initiated in August 2005
3. Arrangement to use UH System online calendaring application on redesigned website.

**Analysis**

**Website Development**

In addition to providing the “public face” of the institution, development of the College’s website will provide improved internal communication, access to collaborative online projects and a centralized repository of announcements which will greatly improve institutional effectiveness. See Administrative Priorities for full details.

**Campus Calendar**

At the beginning of the academic year, everyone on campus received a printed Campus Calendar listing various deadlines and important dates. It marked the first time such a calendar was distributed. The Calendar will be an annual project, helping to keep the campus community informed.

In addition to the printed calendar, arrangements have been made to utilize the UH System online calendaring application on the College’s redesigned website.

**Plans**

1. Include mechanisms for internal communication in the redesign of college website.
2. Implement a new online calendar system and provide a workshop on its use to faculty and staff.
3. Develop a schedule for administrative messages to the campus community.
4. Determine the effectiveness of the weekly Campus Bulletin.

**Budget Impact**

-Website Development
Goal D: Build partnerships
Objective 2: Improve articulation of courses and programs

Achievement of Objective
The College is working with the UH system campuses to improve articulation, however, many obstacles need to be removed to accelerate our progress.

Items achieved:
1. Revision of AA General Ed core requirements to align with UHM
2. Forensic Anthropology - UHWO

Analysis
Articulations
Need to explore ways to partner with other colleges and universities, such as UHWO, Cal Maritime, Oregon State University.

Non-credit
Development of non-credit, entry-level workforce development programs should be designed with articulation into credit programs when possible to insure a long term career pathway. Programs that have potential for articulation exist in the following areas (Medical assisting – with KCC and Medical receptionist with LCC and UHWO).

Plans
1. Develop a model for articulating non-credit entry-level workforce development programs with credit programs in the area of medical assisting.
2. Continue to pursue articulation with UHM’s College of Education and our AAT degree.
3. Set up initial meetings with Cal Maritime and Oregon State University.

Budget Impact
- none
**Goal D: Build partnerships**

**Objective 3: Develop and strengthen local and global connections**

**Achievement of Objective**

The College has several strong connections to local businesses and legislators; however, there is much room for increasing these connections. Additionally, the College has not maximized its community partnerships in terms of credit and non credit programs.

**Items achieved:**
1. Initial meetings held with NorthStar Scientific
2. Strong partnership with Wai'anae Maritime Academy and MA'O Farms

**Analysis**

The challenge for Leeward CC is to provide a variety of programs that will address the needs of the college’s service area. Leeward CC has traditionally been a strong liberal arts transfer institution. However, the college must develop more programs to address workforce needs.

Partnerships with area businesses and organizations such as North Star, Waianae Maritime Academy, MAO Farms need to be expanded and connected more directly with our credit and non credit programs.

As explained in Goal A, Objective 1, expansion of services to LCCW is a critical component of strengthen local connections.

**Plans**

1. Continue working with MA'O Farms and NorthStar Scientific on possible certifications.
2. Explore possibilities of a Center for Applied Science and Technology.

**Budget Impact**

- Supplemental budget item of $75K to college for Mao Farms
- Center for Applied Science and Technology; cross-reference with Goals A.1, A.2, B.2
- Expansion of Educational Services to LCCW; cross-reference with Goal A.1
Goal E: Acquire and manage resources efficiently
Objective 1: Develop additional sources of internal and external funding

Achievement of Objective
SHORT DESCRIPTION

Items achieved:
1. Increase in grant/contract portfolio from under $1.0 million to $6.1 million in past five years.
2. Increase in Total Gifts from $133,313 in FY04 to $202,505 in FY06
3. Rural Development Project

Analysis

Contracts and Grants Office
As the need continues to diversify revenue streams and to partner with other public and private entities in order to advance mutually beneficial academic and workforce development initiatives, the Leeward campus finds itself fiscally constrained and administratively short-handed to adequately provide financial and staffing resources in this critical area. During the past five years, Leeward CC has seen the value of our grant and contract portfolio increase six-fold…from slightly under $1.0 m to $6.1m (all extramural award allocations including financial aid). This has been done with no additional staff support and has put tremendous pressure on the administrative support functions.

Other opportunities abound for the College in collaboratively working with the DOE and private schools to foster and nurture academic offerings on high school campuses by various Memorandums’ of Agreement (MOAs). Currently, Leeward offers classes at Mililani, Campbell, and Waipahu high schools. The demand and interest for these classes certainly warrants further exploration of expansion in this area.

The grant writer position will take the lead role in developing and securing funding from public and private sources and will work with the College’s content-area experts in the development and submittal of grant and contract proposals of interest on behalf of the College. This position will be the key point of contact in prospecting for potential funding opportunities through federal, state, local, or private means.

With the anticipation of this unprecedented growth and expansion, the College will need to secure the services of a grant accountant. This position will provide much needed relief to the Business Office function and will perform all post-award financial management tasks associated with grants and contracts funded by extramural sponsors. These functions will include accounting, budgeting, and statistical reporting.

Plans
1. Develop guidelines and framework to strategically align resources to pursue grant and contract awards that meet the goals and objectives of the institution.

Budget Impact
- Grants Office
Goal E: Acquire and manage resources efficiently
Objective 2: Recruit, retain highly qualified personnel

Achievement of Objective
The College follows state and system guidelines for the recruitment of personnel. Many efforts are in place to provide professional development to faculty and staff.

Items achieved:
2. 35% of teaching faculty have participated in WebFun Summer Institute

Analysis
Personnel Requests
Academic Divisions arrived at personnel needs through the Annual Review process that examined the strengths, opportunities, weaknesses, and threats of their respective divisions. Requests for all additional instructional faculty positions have been included in this new funding initiative, as well as an increase in student assistants, and were prioritized according to University system and Community College strategic plan goals and programmatic changes in the academic divisions. A new position was requested for each discipline in which there is an existing or projected need to meet student demand or curriculum changes have resulted in program expansion. (requested: 7 faculty and 1 APT

Professional Development
For instructional and non-instructional faculty, professional development is integral to providing currency in instruction, ensuring the integrity of our institution’s mission, and maintaining optimum service to our students. Generally, professional development falls within the categories of Training, Travel, and Sabbaticals.

Training is particularly important in the Career and Technical Education (CTE) fields such as Automotive Technology, Culinary Arts, Television Production, and Business Technology where developments in national industry standards and practices are closely linked with respective program accreditation and funding from state and federal sources. Though housed in Liberal Arts divisions, other CTE programs such as Substance Abuse Counseling, Information and Computer Sciences (ICS), and Digital Media also require their faculty to keep up-to-date with new procedures, national policies, and rapidly evolving technologies

Plans
1. Request additional funding for professional development activities.

Budget Impact
- Professional Development and Training for Faculty and Staff
Goal E: Acquire and manage resources efficiently
Objective 3: Manage, improve, and upgrade physical facilities

Achievement of Objective
With aging facilities and a backlog of repair and maintenance projects, the College has not have sufficient funding to adequately address this objective.

Items achieved:
1. Railing Project completed
2. Cafeteria, Pearl renovations

Analysis
All Annual Program Reviews noted maintenance needs of the campus as a critical budgetary priority.

Infrastructure needs at Leeward Community College have been in serious decline for several years. Due to a lack of resources and flexibility in the budget, the facilities and supporting grounds, landscaping, and signage needs are in desperate need of attention. Funding earmarked at reducing the significant backlog of deferred facility maintenance projects is materializing through the CIP and R&M budgets. However, much is needed for the campus grounds and landscaping, which have been maintained, without additional equipment or operational funding increases, for many years.

The physical environment of the campus establishes a visual statement about the quality and viability of the institution. A study by the University of Texas Organization for Economic Cooperation and Development indicates that physical environments in universities affect motivation, behavior and performance. The same study determined that the natural settings (e.g. grounds, campus artwork, gathering areas and commons) play an important role in educational outcomes. Leeward CC’s campus, which is over 35 years old, does not reflect positive environmental aesthetics.

In addition, the campus signage needs are readily apparent to anyone who has attempted to navigate the campus roadways and/or pedestrian pathways. This also has an impact on campus accessibility needs in communicating the most convenient access points for students and visitors to campus who require special accommodations. When people lose their way they get frustrated, disorientated and form a negative opinion of the institution. Effective signage plays in creating a consistent, orderly, high quality campus environment conducive to a collegiate atmosphere. Additionally, studies have found that students who are comfortable in their surroundings and finding their way around campus facilities are more likely to continue their progression in higher education. This is especially true for first-generation college students.

National research regarding student retention, persistence, and the quality of the student experience affirms the role that out of class experiences have on the success of college students. Ernest Boyer (1987) concluded, "the effectiveness of the undergraduate experience relates to the quality of campus life and is directly linked to the time students spend on campus and the quality of their involvement in activities." In the 2004 Community College Survey of Student Engagement report, “Engagement by Design,” colleges are encouraged to redesign the educational experience outside the classroom to engage students and promote extended time on campus. These students will not only have a higher retention rate, but are more likely to achieve educational goals.

Currently, the physical environment at Leeward CC does not invite or “engage” a student to spend more time on campus.

This request is specifically targeted at providing a recurring line item in the campus operating budget to support infrastructure improvements. This includes supply and equipment funding necessary to improve campus signage and way finding, landscaping design and improvements, expansion of
campus art work projects, campus beautification initiatives, and training and professional development funds specifically targeted at improved grounds maintenance.

The reliance and dependency of using turnover savings and other soft money to fund the critical day-to-day and preventive maintenance projects and emergencies will dry up as continuing external pressure mounts to fill all position vacancies with minimal delay. As stewards entrusted with assuring that the state’s investment in our higher education facilities are properly maintained, we have a responsibility to the taxpaying public and our students to ensure that our campus environment promotes and nurtures student learning. Without additional funding, the institution will continue to see a decline in adequate facility preventive maintenance. The result will eventually be far more costly repairs as the list of deferred maintenance projects will increase significantly.

Recent facilities renovations in Campus Center and planned renovations in DA basement will create a sizable increase in the total amount of square footage that will become climate controlled through the use of air conditioning mechanical systems. 2,000 square foot Student Lounge space and 5,525 square feet in the DA basement will require additional funding to cover increased electrical consumption

Plans
1. Continue requesting funds to address deficiencies.
2. Establish a Space Utilization Committee to review current utilization and make recommendations for improvements.

Budget Impact
- Utility Costs for Renovated Facilities
- Campus Rehabilitation Project; landscaping, artwork, signage
- Request an increase OM budget (combined with clerical support request)
## Institutional Effectiveness SWOT

<table>
<thead>
<tr>
<th>Strengths</th>
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<tbody>
<tr>
<td>1. Established processes and policies for the design and assessment of Student Learning Outcomes (SLO), with timelines for implementation.</td>
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<tr>
<td>2. Course, Program, and Support Area assessment processes have begun; some results have led to changes in course design and/or practices.</td>
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<tr>
<td>3. Many faculty members make a concerted effort to support student learning, and design their courses and assignments with the interests of students at heart.</td>
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<td>4. Cross-curricular program assessments are innovative.</td>
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<td>5. Academic Divisions and Support Areas are beginning to work together to make learning better.</td>
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<tr>
<td>6. Processes integrate assessment, planning, and budgeting.</td>
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<tr>
<td>7. Faculty expertise and modest diversity in career technical programs</td>
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<table>
<thead>
<tr>
<th>Weaknesses</th>
<th></th>
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<tbody>
<tr>
<td>1. Some career-technical programs are out of sync with the job market as demonstrated by a historical pattern of declining enrollments despite the growth in need for workers in these fields.</td>
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<tr>
<td>2. The campus’ budget depends on administrative assessment of revenue sources from S-funded activities (OCEWD) to operate. When the assessed amount exceeds their profits, as occurred in 2004-2005, the debt generated increasingly hampers OCEWD in its ability to generate revenues and deprives the operation of growth capital.</td>
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<tr>
<th>Opportunities</th>
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<tbody>
<tr>
<td>1. UHWO</td>
<td></td>
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<tr>
<td>2. Pursue funding for short term workforce develop training particularly in rural areas and for underrepresented minorities.</td>
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<tr>
<th>Threats</th>
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</thead>
<tbody>
<tr>
<td>1. UHWO</td>
<td></td>
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<tr>
<td>2. Private educational institutions are competing for the career and technical education market by offering short-term programs. Although much more expensive, students seem to opt for convenience over price.</td>
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</tbody>
</table>
Planning List:

Items indicated within Institutional Annual Review that were included in Academic or Support Annual Reviews are not listed below.

Personnel
1 Website Content Manager
2 Expansion of IR and Assessment
3 Clerical positions for administration
4 Recruitment and Retention Officer

Other
1 Remediation and Applied Science & Technology
2 Electrical costs for renovated facilities
3 One-stop Learning Service Center

CIP
1 Library A/C upgrades
2 Second Access Road
3 Dormitory; Health and Wellness Center

Native Hawaiian Programs List
1 Native Hawai‘i Success Center
2 Funding for Grants-based Native Hawaiian Programs
Administrative Priorities

Workforce Development and Remediation: Center for Applied Science and Technology

The University of Hawaii Second Decade Project identified regional needs in Hawaii for post secondary education and training. Eleven factors measuring growth, income, academic achievement, and workforce needs were taken into consideration. Based on this study, four state regions were identified with very high needs. Of these, three regions, Ewa, Waianae, and North Shore are served by Leeward Community College.

The challenge for Leeward CC is to provide a variety of programs which will address the needs of the college’s service area. Leeward CC has traditionally been a strong liberal arts transfer institution. However, the college must develop more programs to address workforce needs. The programmatic initiatives proposed in this request are clearly supported and outlined in the college’s strategic planning process under the categories of Facilitation of Job Placement (Goal A, Objective 3) and Developing and Strengthening Local and Global Connections (Goal D, Objective 3).

The Center for Applied Science and Technology (CAST) is a community responsive customized training facility designed to meet the specific needs of specific companies in the growing area in the Leeward Community College service area. Most entry level positions in manufacturing and design have a universal knowledge base in science, math and technology. On top of this employers need a special set of skills that their company requires. CAST will act like a loading bay or dock and will rapidly respond to company requests to fill workforce needs. The basic foundation of knowledge will remain the same but CAST will design a specialized set of modules to fit the exact needs of a company. Currently Leeward CC sees the need for chemical technicians, agricultural technicians, engineering technicians, and other paraprofessional entry level technician jobs. All of these technical and manufacturing positions require a basic skill set in math and science. In addition, these areas will have special needs due to the goals and mission of a particular company.

Occupations that fall into the targeted area include the following: process technology operations (e.g. refinery operators, power plant operators, water/waste treatment operators), physical and life science technicians, and engineering technicians. The following State of Hawaii workforce data was supplied by EMSI (Economic Modeling Specialists, Inc.) and has been used by the UH Community College System to reflect a more accurate portrayal of the education and training opportunities in the State.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Actual # of Jobs 2004</th>
<th>Projected # of Jobs 2012</th>
<th>Annual Jobs to Fill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process Technology Operators (chemical technician, refinery, plant and system, water and waste treatment operators)</td>
<td>6,792</td>
<td>7,526</td>
<td>2,074</td>
</tr>
<tr>
<td>Physical and Life Science Technicians (Environmental, Forestry, Agricultural, Biological technicians)</td>
<td>2,574</td>
<td>2,880</td>
<td>721</td>
</tr>
<tr>
<td>Engineering Technicians (Electrical, aerospace, environmental, mechanical, civil, industrial technicians)</td>
<td>1,349</td>
<td>1,587</td>
<td>449</td>
</tr>
</tbody>
</table>

While some of these occupations represent large and well established industries in the Leeward region (e.g. Tesoro, Chevron, Hawaiian Electric), some of these occupations represent new and emerging technology based industries that have approached Leeward Community College for assistance in workforce development.

It would be prohibitive to try to design a program for each of these occupational specialties. Leeward’s strategy will be to develop a two-phase training approach. Phase I will be a strong science and mathematics based core curriculum common to each of these technician programs. Phase II will be an industry and experiential based curriculum that will provide on-the-job training for students. Phase II will be designed in partnership with industry and delivered with the assistance of industry partners serving as adjunct faculty. This approach will eliminate the need for costly facilities and permanent faculty housed at the Leeward
campus. Phase II of the curriculum will also have the flexibility to deliver training either as a credit program leading to a degree/certificate or as a non-credit program.

In order for CAST to be successful, it will have to address the fact that most students entering the UH Community Colleges have academic challenges. In the UHCC system, only 14% of entering students are ready for college level math and only 34% are prepared for writing at the college level. This means that any successful workforce development program not only must provide training in workforce skills, it must also address basic skills deficiencies.

The traditional approach for under-prepared students has been to place students in a sequence of developmental and remedial semester-length classes. For a number of students, particularly those seeking transfer to four year programs, this approach meets their needs. However, in focusing the college workforce development programs towards the under-prepared and economically challenged populations in Ewa, Waianae, and North Shore, the traditional approach presents a significant barrier. Students are confronted with a number of remedial/developmental classes before they can enter the college's workforce development programs and it is these very students who have already been unsuccessful in traditional classroom education. Unless Leeward CC provides another pathway for these students through the “morass” of remedial/developmental classes, any students with workforce goals will become disenchanted and leave Leeward CC prematurely.

A further problem with traditional remedial/developmental classes is that they address the broad range of skills and levels necessary for success in liberal arts classes, but workforce development programs for specific jobs often need a more refined and targeted set of basic skills. Thus students in traditional remedial/developmental programs spend time learning skills that are not necessarily relevant for their particular career choices.

CAST will include an Accelerated Learning Program (ALP) as an alternative approach to remedial/developmental learning. ALP’s curriculum will be broken down into a number of specific basic skill modules so that remedial/developmental learning can be tailored for a given workforce program and student. By using tools such as ACT’s Workkeys to analyze job skills and assess student learning, ALP can certify to employers that its students will have the basic skills needed for employment. To facilitate delivery of a highly individualized learning program, ALP will be heavily technology based. A technology approach also provides opportunities for open entry/open exit instruction and integration of remediation/developmental strategies into the overall CAST training program.

CAST will focus on teaching innovation and technology strategies and will provide workshops and seminars as well as services to help instructors with technology rich course creation. It will have a research component and will publish and disseminate results on teaching success. Thus the Center can serve as a resource for the entire state.

The goal of CAST is to develop a flexible, responsive, industry based workforce training model targeted towards a population which the University has identified as the neediest in the state. The alternative of traditional, large, permanent, facility and equipment intensive programs is cost prohibitive and time consuming to launch. And given the critical nature of this region’s needs, the other alternative of no action is unacceptable.

Expansion of Institutional Research and Assessment

Increasingly the language of higher education is the language of metric measurement and benchmark achievement. Accreditation agencies are insuring that accreditation will stand or fall on whether higher education has produced a culture of evidence. LCC must produce a higher investment in the generation and analysis of performance numbers so that the Campus can reassure the public and communicate effectively with legislators, accreditation agencies, and its internal community. The Campus has had severe challenges in getting usable data that assesses cost of instruction, workload, transfer, student success and infrastructure issues. Although LCC is the 3rd largest campus in the system, it has only one staff member in its Institutional Research Office and this individual is trained and focused on analysis of specific problems and therefore isn’t trained for technical acquisition of data and longitudinal gathering and display of data. The new focus from ACCJC on data production and data driven decision making makes this request more acute. Each year LCC engages in an Annual Review of all programs and this requires data facilitation that is significant. In addition, the UHCC system now requires a system template of required data. LCC is pursuing more grants that require data production and data tracking. Our current staff member can not keep up with addressing all of these needs in addition to individual faculty and division requests for data analysis.
Additional support for the Institutional Research function would allow LCC to stabilize a set of regularly published performance data that would allow better decision making as well as better communication with all constituencies.

**Website Development**

The Internet has become a crucial source of information. Use of the website as a content-rich communication system is urgently required by current and potential students, as well as faculty and staff. The College’s website must provide clear and accurate information on the institution, its programs and services, not only as a recruitment tool, but also to improve institutional effectiveness. The current site is static, poorly-organized and difficult to navigate.

This new funding initiative addresses a critical need that was clearly communicated through the annual and biennial budget request processes and is a key element in the Leeward CC strategic planning process (Goal C, Objectives 3 and 4; Improve Educational Effectiveness through (3) Development of a Comprehensive Marketing Plan and (4) Ensuring Availability of High-Quality Resources and Services).

Current Information Technology resources at Leeward CC are stretched very thin and are presently inadequate to support the full-time position necessary to re-engineer the campus website and to provide for the on-going content management information updates that are necessary and that would become part of a coordinated marketing and recruitment and retention effort. Campus support for the Banner Student Information System included the dedication of a full-time information technology specialist at the UH system level. This position and resources would have been dedicated to providing website and institutional research support – both of which are in need.

Studies prove that websites are integral to recruitment:

- A study of the Pew Internet & American Life Project, published in April 2006, indicates:
  - 73% for all American adults use the Internet.
  - 50% of Internet users said websites played a major role as they pursued more training for their careers.
  - 42% Internet users said websites played a major role as they decided about a school or a college for themselves or their children.

- An earlier 2004 Pew survey noted that the internet is a common tool that many teens use to search for information on colleges:
  - 57% of online teens access websites to get information about a college or university.
  - 45% of online adults have done the same thing.

- The U.S. Department of Education, National Center for Education Statistics indicates that 99% of public schools have internet access. Hawai‘i data includes:
  - 52% of Internet users on Oahu have broadband connections, which was the highest percentage among 75 major metropolitan areas in a survey released by Scarborough Research in February 2005 (national average of 33 percent).
  - Website was the highest ranked choice in response to “Which of the following would be most useful to you to get information about a college?” (Oahu survey conducted by QMark Research).
  - IR Survey of Summer 2004 students showed that more than half of the students used the Internet to obtain information about Leeward CC, far more than any other information source.

In addition to providing the “public face” of the institution, development of the College’s website will increase efficiency in several areas. Details on academic policies, such as course transferability and degree requirements, can provide ready answers to many common student questions, freeing up the counseling staff to work in depth with more students. The website will also provide improved internal communication, access to collaborative online projects and a centralized repository of announcements which will greatly improve institutional effectiveness.
Recruitment and Retention Office

The need to build and implement an effective recruitment campaign is critical to the success of the College. As indicated the UH Strategic Plan, "Higher education operates in an increasingly competitive marketplace. Success in this environment requires “branding” the unique and special strengths of the University of Hawaii system and successfully communicating this brand throughout its universe" (UH Strategic Plan, 2002–2010, Planning Imperatives). The Recruitment and Retention Officer will align the College’s recruitment efforts with student-centered retention programs in order to increase efficiency in a student enrollment management program. This position was also identified as a high priority funding need expressed through the College’s annual program review process and in the Leeward CC strategic plan.

As indicated in the chart below, Leeward CC’s Freshman Persistence rate drops precipitously after the second semester. Currently, the college does not have any coordinated approach to initiatives and programs aimed at retention.

<table>
<thead>
<tr>
<th>Fall 2004 Cohort</th>
<th>Major</th>
<th>2nd (spr)</th>
<th>3rd (fall)</th>
<th>4th (spr)</th>
</tr>
</thead>
<tbody>
<tr>
<td>n = 1120</td>
<td>Liberal Arts</td>
<td>70%</td>
<td>53%</td>
<td>46%</td>
</tr>
<tr>
<td>n = 27</td>
<td>Accounting</td>
<td>70%</td>
<td>56%</td>
<td>41%</td>
</tr>
<tr>
<td>n = 63</td>
<td>Automotive</td>
<td>67%</td>
<td>49%</td>
<td>38%</td>
</tr>
<tr>
<td>n = 35</td>
<td>Business Tech</td>
<td>83%</td>
<td>57%</td>
<td>37%</td>
</tr>
<tr>
<td>n = 26</td>
<td>Digital Media</td>
<td>77%</td>
<td>42%</td>
<td>46%</td>
</tr>
<tr>
<td>n = 37</td>
<td>Food Service</td>
<td>65%</td>
<td>51%</td>
<td>43%</td>
</tr>
<tr>
<td>n = 48</td>
<td>ICS</td>
<td>67%</td>
<td>54%</td>
<td>33%</td>
</tr>
<tr>
<td>n = 10</td>
<td>Management</td>
<td>80%</td>
<td>60%</td>
<td>30%</td>
</tr>
<tr>
<td>n = 14</td>
<td>Sub Abuse Counsel</td>
<td>29%</td>
<td>21%</td>
<td>21%</td>
</tr>
<tr>
<td>n = 21</td>
<td>TV Pro</td>
<td>67%</td>
<td>52%</td>
<td>48%</td>
</tr>
<tr>
<td>Total n = 1401</td>
<td></td>
<td>70%</td>
<td>53%</td>
<td>45%</td>
</tr>
</tbody>
</table>

source: Banner extraction, Leeward CC IR Office

In addition to the critical need in retention, the need for increased recruitment surfaced in the College’s Annual Reviews. Each division indicated a need for increased recruitment, with the Career and Technical Education (CTE) programs expressing the strongest need. Competition in educational marketing is at an all time high. Private colleges and universities, such as Hawai‘i Pacific University, spend approximately 15% of tuition income on marketing. Leeward CC allocates less than 1% of tuition income to marketing efforts.

Currently, outreach efforts are sporadic and not integrated with the College Strategic Plan. Coordination of all outreach activities would increase efficiency, insure integration with Strategic Plan and create a predictable enrollment management system to assist in institutional planning.

The Educational Specialist position is required to coordinate specific retention initiatives as well as coordinate all campus marketing and recruitment efforts. The position and accompanying operational funds will facilitate the development of a consistent and high quality marketing effort that will educate the public on the opportunities available at Leeward CC. Operating costs are needed to cover the costs of publications, advertising, and promotional collateral.

Nursing Initiative

The growth of Leeward Oahu has created more than just an increase in the population of the region. It has created a variety of unique needs that Leeward Community College is best positioned to deal with. These needs are as follows:

Leeward Student Demand for a Nursing Program: along with the population growth, there is a burgeoning demand for a Nursing Program by high school graduates in the region. In 2004, the Department of Education’s Senior Exit Survey revealed that nearly 44% of the graduating high school seniors interested in a career in nursing or dental hygiene were from Leeward Community College service region of Oahu.
Growing Need for Long Term Care: central Oahu is experiencing growth in the number of hospitals, clinics, health centers, care home and homecare facilities. Presently, the region represents the largest concentration of residential care home facilities servicing the long term care needs of the state. There is a compelling need for a career laddered nursing program that can produce nurse aides, adult residential care home operators, adult day care workers, etc., to meet the growing long term care needs of the state. Growth projections for various nursing related occupations for the state are as follows:

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2012</th>
<th>% Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Nurse</td>
<td>9,850</td>
<td>12,047</td>
<td>22%</td>
</tr>
<tr>
<td>Licensed Practical Nurse</td>
<td>3,183</td>
<td>3,792</td>
<td>19%</td>
</tr>
<tr>
<td>Nursing Aides, etc.</td>
<td>3,933</td>
<td>4,831</td>
<td>23%</td>
</tr>
<tr>
<td>Personal/Home Care Aides</td>
<td>4,818</td>
<td>6,475</td>
<td>34%</td>
</tr>
</tbody>
</table>

As the Department of Labor data suggest, there will be a need not only for more Registered Nurses within the state for acute care hospital based nursing, but an equally large and compelling need for a wide range of nursing related workers to meet the growing need for community and home based health care. There is a corresponding need to develop such a program in close partnership with the health care providers in the region.

Addressing Socio-Economic Disparities on Leeward Oahu: Leeward Oahu possesses the largest population of Native Hawaiians within the state. It also possesses the most populated rural and least economically developed regions that are medically underserved and rooted in a cycle of poverty. There is a need to develop a Nursing Program on the Leeward Coast that is career laddered and culturally sensitive and which is taught by nursing practitioners from the region, and flexible enough to meet the needs of these populations. Although the Waianae Health Academy has done a credible job in meeting some of these educational needs in health care, through a partnership with Kapi`olani Community College, it has not risen to the scale required and has been primarily funded through extramural funding – making it vulnerable to soft funding. There is a compelling need for a stable and larger scaled program that can meet the Nurse Education needs at the Leeward Campus and surrounding rural areas.

Financial Requirements: To begin to meet these needs, it is proposed that Leeward Community College initially partner with Kapi`olani Community College’s program during the first two years. After that initial two years, the goal will be for Leeward Community College to obtain its own accredited program that provides a Registered Nurse Associate degree, licensed practical nursing certificate, nurse’s aide certificate, and other home/community based nursing related certificates. The initial phase of the program will concentrate on establishing the lower rungs of the Nursing career ladder (LPN, Nursing Aide, ARCH workers, etc.).