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ABSTRACT

Compiled by the University of Hawaii Community Colleges (UHCC), this 1995 comprehensive report provides information about the seven UHCC campuses, focusing on educational programs, accomplishments, and enrollment. Following a message from the Chancellor, the report describes educational and employment training efforts implemented by the UHCC to accommodate the changing economy, including credit and non-credit instructional programs, cultural and tourism programs, partnerships with high schools for school-to-work programs, and career education. Next, the report reviews efforts to improve instruction through distance education, an international focus of the campuses and curricula, conversion of noncredit courses or job competencies to degree credits, and computer and interactive multimedia instruction. Profiles are then provided of the seven colleges and the UHCC's Employment Training Center, with each profile including an introduction, a history of the institution, a narrative of 1994-95 accomplishments, and fall 1994 enrollment figures by program area and degree objective. Finally, a systemwide profile for 1994-95 is provided, including data on general fund appropriations; staffing; enrollment; classes taught; degrees and certificates awarded; student characteristics, such as full- or part-time status, gender, age, and ethnicity; programs of study offered; and special programs and community services. (TGI)

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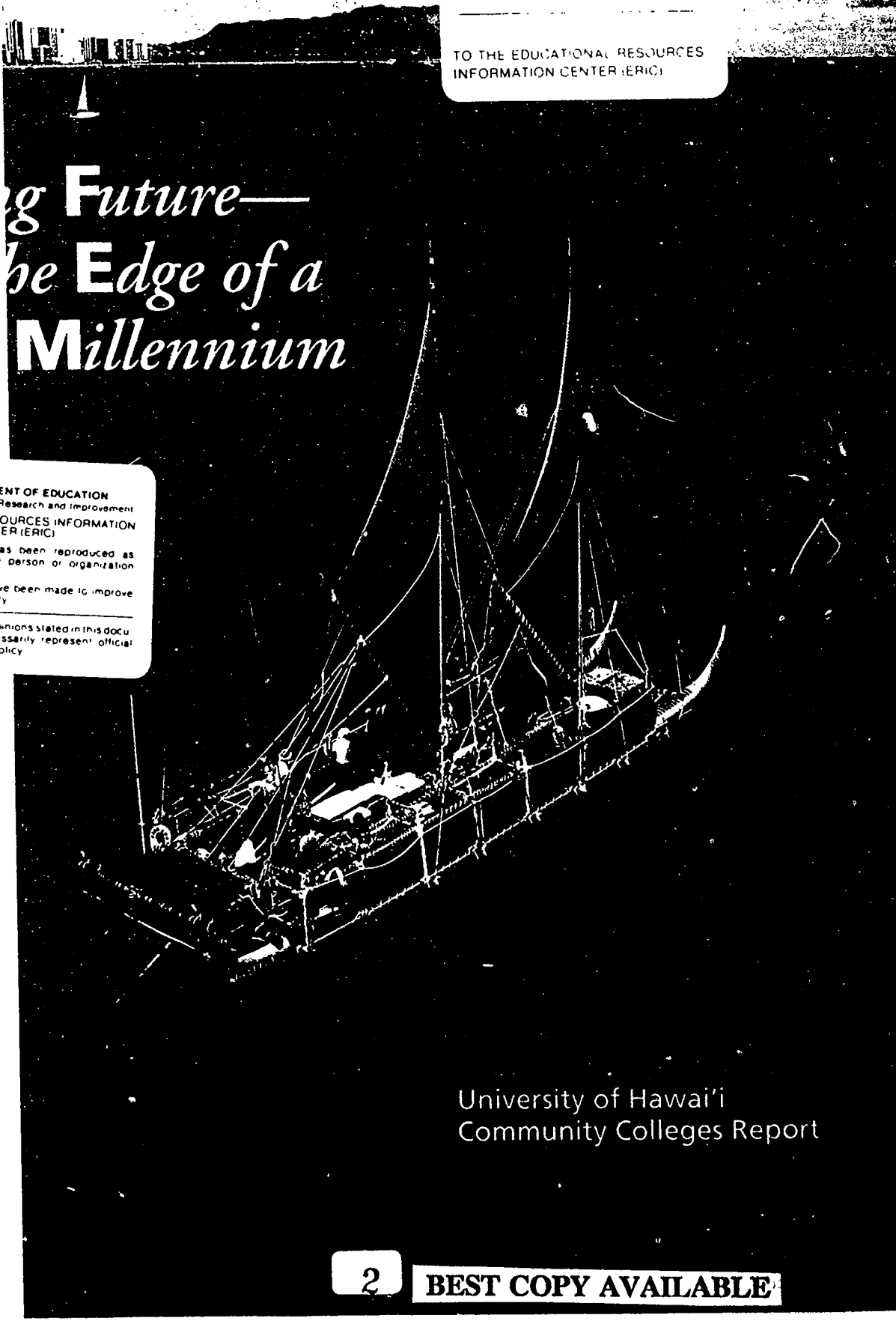
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University of Hawai'i
Community Colleges Report

JL 420 12

Contents

- 1 Chancellor's Message
- 2 Training for a Changing Economy
- 7 Teaching in a Changing World
- 10 Organization and Administration
- 12 Hawai'i Community College
- 14 Honolulu Community College
- 16 Kapi'olani Community College
- 18 Kaua'i Community College
- 20 Leeward Community College
- 22 Maui Community College
- 24 Windward Community College
- 26 Employment Training Center
- 28 A Systemwide Profile
- 32 Programs of Study
- 24 Special Programs and Community Services
- 36 Mission

Hokule'a off Waikiki

For twenty years the double-hulled canoe Hokule'a has been a symbol of the renaissance of voyaging traditions in Hawai'i and the rest of Polynesia. More recently, the canoe has been a platform for high tech, distance learning education projects. The University of Hawai'i Community Colleges became actively involved with these education projects during Hokule'a's most recent voyage to the South Pacific. In 1994 a Kapi'olani Community College team sailed the canoe off Honolulu as part of a day-sail program to introduce educators to Hokule'a's rich cultural and scientific heritage. In 1995, as a crew member on Hokule'a's companion canoe Hawai'iloa during its three-week sail to Tahiti, Kaua'i Community College faculty Dennis Chun reported over the radio in English and Hawaiian to students tracking the canoes in their classrooms. During the sail back to Hawai'i, Kapi'olani Community College faculty Kahi Wight and Distance Learning Coordinator Kelli Goya produced a live, interactive television program linking colleges on the neighbor islands to live radio reports from the canoe. The program allowed neighbor island faculty, students and residents to share voyaging traditions from their home islands with students on O'ahu. Meanwhile, Kapi'olani Community College faculty Dennis Kawaharada helped to develop a multimedia program about the voyage and posted daily reports for a global audience.

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Chancellor for Community Colleges and the Office
of University Relations unless noted otherwise.*

Message from the Chancellor



Dear Friends,

Welcome to the latest comprehensive report on the University of Hawai'i Community Colleges. Recently, all of us in the Community Colleges have become increasingly aware that the remaining years of the twentieth century can be counted on the fingers of a single hand. Anticipation of the years beyond 2000 thus has become our impetus for facing future.

This focus on the future of education has been triggered by a variety of images. One key example came from Lewis Perelman, author of the book *School's Out*. In that book, Perelman compares educators and their associates in the mid-1990s to horse breeders and their associates in the mid-1890s. He conjures up the image of an "excellence in horses" national task force that might have called for raising the quality of U.S. horseflesh to boost American competitiveness, while ignoring the potential of a new form of transportation, the "horseless carriage." The parallel is clear. We cannot afford to be similarly short-sighted about the impact of technological change on our lives and our learning in the twenty-first century.

I am happy to say that such short-sightedness is not a problem for our Community Colleges. Throughout this report, you can read about the ways in which the University of Hawai'i Community Colleges are helping Hawai'i's people to cope with and prepare for change.

We are doing it in our applications of the Internet and other distance education technologies. We are doing it through internationalization of our campuses and curricula. We are doing it through cooperative exchange agreements, faculty involvement in international institutes, and even through international audio and video conferencing, thereby assuring that Hawai'i's students

are prepared to succeed in the global village of the twenty-first century. We are also facing the future by modifying our methods of delivering instruction: compacting curricula into competency-based modules and encouraging cross-disciplinary learning communities.

We recognize that Hawai'i's economic future and the future of our Community College system are mutually dependent. The trained workforce of the twenty-first century will increasingly require post secondary education; and— as the budget crisis of 1995 has shown us— the fiscal resources available to our Colleges are increasingly dependent upon a healthy state economy. Through both credit and noncredit offerings, our Colleges seek to remain at the forefront of postsecondary education— not only in our state, but throughout the Pacific region.

The challenges of the twenty-first century await us. Some of those we can clearly anticipate; others will evolve in ways we might never imagine, given the technological limitations of the moment. But we know for certain— as Perelman so vividly suggested— that we cannot assume a future based solely on the realities of today. As this annual report summarizes so well, the University of Hawai'i Community Colleges are facing the future with enthusiasm. I appreciate the efforts of our faculty, staff and students in this regard; I am grateful for the support of our Regents and President Mortimer. To all of you who have worked with us to this end, and to all of you who encourage our continued growth, my sincere mahalo nui loa.

A handwritten signature in cursive script that reads "Joyce S. Tsunoda".

Joyce S. Tsunoda
Senior Vice President, University of
Hawai'i, and
Chancellor for Community Colleges

Facing Future— On the Edge of a New Millennium

Nothing endures but change

HERACLITUS (540-480 B.C.)

- Computers and the Internet
- Economic diversification
- Universal school reform
- Sustainable development
- International trade issues
- Hawaiian sovereignty
- The high cost of living

The technologies and social dilemmas we deal with today are perhaps more complex and daunting than ever before, yet the challenge they present is eternal: how can people best anticipate and prepare for change?

One answer is to acquire knowledge, and colleges traditionally have been a primary source of that knowledge. But change in society and culture is also forcing change in our educational institutions, and within the University of Hawai'i Community Colleges, we are preparing not only our students, but also our faculty, staff and campuses, for the changes and challenges to come.

In the words of composer Israel Kamakawiwo'ole, we are "Facing Future."

Training for a Changing Economy

Declining profitability led the Dole Company in 1992 to shut down its pineapple plantation on Lāna'i; hundreds of workers needed new jobs, but the only large-scale employment opportunity on the island was two upcoming luxury resorts. The solution? A Maui Community College retraining program that within two months had successfully prepared almost 200 workers for new careers in the resorts. The result? Empowerment and fresh opportunities for a small island community during a major economic transition.

ENTER A NEW ERA

Timely, customized responses to community needs: that is one way the University of Hawai'i Community Colleges prepare our state to effectively handle change today. Labor-intensive industries requiring lots of land and water are fading out, while learning-intensive industries requiring a baseline of schooling and continual education are in.

A number of studies in recent years have shown that a typical U.S. wage-earner with a high school education can no longer support a family of three at anything more than the poverty level. This was not the case for decades, but our state is leaving its agricultural era, just as our nation is leaving its industrial era. We are settling into this nation's next economic age— that of technology and services in an environment of global competition— and the need for a college-level education is increasing rapidly.

The U.S. Bureau of Labor Statistics has determined that the fastest growing job categories in the 1990s are professional, technical and managerial. It also estimates that by the year 2000, less than five years from now, approximately 75% of all jobs

will require some form of post-secondary education. This contrasts with the 22% of jobs that required a college degree as recently as the mid 1980s. In addition, the need for "lifelong learning" is increasing as professionals find that they must continually learn new skills even after their formal education is over.

HIGHER EDUCATION— CATALYST FOR THE ECONOMY

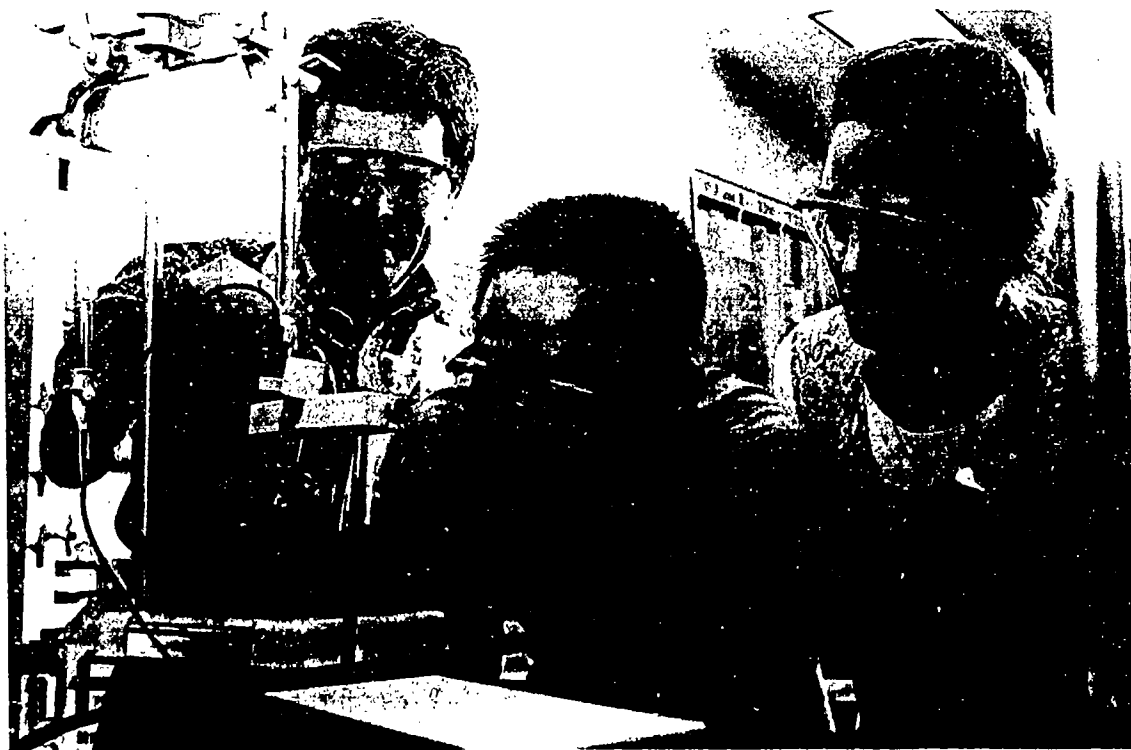
In short, our state and nation are in the midst of an economic and social change. Hawai'i is attempting to diversify and strengthen its economy in response, and the success of this effort will depend to a great degree upon the availability of appropriate retraining and extended education. Research by the State Department of Labor indicates that one quarter to one third of Hawai'i's current workforce will need significant retraining over the next decade, while at least a third of our new jobs will require

extensive postsecondary education.

This is where our Community Colleges serve as a catalyst for the economy. Through credit and noncredit programs, our Colleges provide the training and education necessary to enhance existing industries and staff new ones, leading this state and its people from a 20th-century economy to a 21st-century economy.

Our credit programs enrolled more than 26,000 students and prepared more than 2,600 graduates to start new careers or continue their studies in four-year colleges with a solid liberal arts background.

Our noncredit instructional programs served more than 80,000 people last year, preparing them for new jobs, rounding out their apprenticeship training, and bringing them up to date on subjects from computers and foreign languages to real estate practice and business management. Many of these were customized programs to meet specific needs of businesses and offered on-site for the convenience of employees receiving the training.





SUPPORTING TOURISM & ENHANCING CULTURE

Tourism is still by far the largest aggregate contributor to Hawai'i's economy, accounting for more than double the contributions of other major sources such as retail trade, construction, and the military. Because of this, our Community Colleges actively support the industry through a responsive combination of credit and noncredit programs.

At practically every resort, hotel or restaurant in Hawai'i, you will find Community College graduates on staff or in management, using the skills they learned in credit programs like hotel operations, culinary arts and business education that maintain close cooperative links with the industry. Our associate degree programs are doubly versatile in that they prepare students for immediate employment or transfer to four-year programs where they can earn additional degrees.

Some of our more innovative instruction comes in the form of noncredit classes inspired by industry needs. Maui CC teaches Hawaiian Cultural Values to a

cross-section of employees at participating resorts, and visitor industry professionals are learning about the history and culture of Kaua'i and Ni'ihau through the Interpret Kaua'i program at Kaua'i CC. On the Big Island, Hawai'i CC is pilot-testing classes in hospitality services that are intended to help displaced sugar workers make the transition into tourism.

The Waikiki Lifelong Learning Center, operated by Kapi'olani CC in partnership with supporting hotel chains and an employee union, offers instruction that meets the professional needs of people working in tourism and business. This includes classes and certifications in languages, computers, Hawaiiana and small-business practices.

A tour-guide certification program, developed in concert with the State Tourism Training Council, continues to improve the performance of these front-line professionals by teaching them about the natural and cultural history of Hawai'i so they can convey to visitors a fuller and more accurate portrait of our islands.

Clear communication is essential in the hospitality industry, but nowhere more so than in situations of personal safety. So when O'ahu lifeguards concluded that they needed some fluency in Japanese, Kapi'olani CC was tapped to develop an appropriate noncredit course. Within two weeks, 19 lifeguards were learning useful phrases and valuable cultural insights to assist Japanese tourists. Meanwhile the College began to develop a similar Japanese class for the security personnel of a large shopping center.

The net effect of all these customized programs is to strengthen Hawai'i's prime industry from within, by increasing the knowledge, pride and aloha of its professional employees to better serve our visitors.

READYING OUR YOUTH FOR THE 21ST CENTURY

Our society is headed rapidly toward the high-tech, knowledge-intensive era portrayed in futuristic movies, yet fewer than a third of Hawai'i high school students today say they plan to pursue a four-year college degree. That leaves two thirds of our youth, sometimes called "the neglected majority," who must be prepared to enter job markets in which a high school diploma alone will not have much utility. To help, the Community Colleges are working with Hawai'i high schools on programs like Tech-Prep and School-to-Work-Opportunities.

Tech-Prep is a national initiative that encourages students to prepare for career possibilities when they are juniors in high school. The emphasis is on growing fields like healthcare, computer science, law enforcement and banking, and the means to this end is a specialized "2+2" program that rounds out the last two years of high

school studies with two years of finish work at a linked Community College.

School-to-Work-Opportunities is like Tech-Prep but broader— it also encourages career-shadowing and internships, and brings in employers and unions to provide advice and support for programs. The Farrington High School Health Academy is a good example. With Kapi'olani CC and the John Burns School of Medicine as partners, Farrington is preparing students in this School-to-Work project to enter healthcare careers after graduation. Invaluable support is coming from the Healthcare Association of Hawai'i, Kaiser Permanente, the Queen's Medical Center and Tripler Army Medical Center.

Also contributing to the future-oriented education of Hawai'i's youth are the Summer Bridge Programs sponsored by the Native Hawaiian Vocational Education Project. These Programs cultivate cultural pride in Hawaiian high-schoolers and show them the value of college studies while helping them earn extra academic credits and consider career possibilities.

Serving a more diverse group are the Upward Bound programs at Leeward and Maui CCs, which help high-school students from low-income families or families with no prior college graduates. These programs orient the students to the advantages of a college education, and give them the "tools" and desire to excel in high school and pursue their dreams in college.

All of these special programs successfully attract to our seven Community Colleges high schoolers who may not otherwise have considered a college future for themselves.



TRAINING TOMORROW'S PROFESSIONALS

Healthcare today is not what it used to be— and neither, for that matter, is police work or childcare or the car you drive. Technology has changed the way things work and the way people work, while the challenge of thriving in a high-cost state has changed the way we live. These realities drive continuous efforts at our Community Colleges to provide career education that is in tune with Hawai'i's economy, both today and for the future.

Programs on O'ahu and the neighbor islands are training the police and firefighters of the 21st century, along with the healthcare professionals, social workers, paralegals, aeronautics technicians, and fashion designers, among others. These programs maintain currency with help from working professionals in the community who serve on advisory committees, and through Return-to-Industry projects that allow faculty to catch up on the latest

technology during extended visits to cooperating businesses.

Automotive programs are teaching computerized engine diagnostics and use of CD-ROM-based repair manuals. Our respiratory care program uses powerful computers and software developed by the instructor to simulate clinical situations students will encounter on the job. Our marine education program trains students to repair boats in a state-of-the-art facility, the only one of its kind in the Pacific. And construction trades programs complement book learning with practical experience, in one case giving second-year students a chance to design and build an affordable home.

One final piece in the puzzle is Early Childhood Education. Offered as a degree program through five of our Colleges, this field of study is preparing the childcare professionals of tomorrow— a vital service in Hawai'i as two-income families are the norm, and our children are our future.



Learning in a Changing World

The students were enrolled at Kapi'olani CC but the course was offered at Honolulu CC. The solution? Download all course materials onto Honolulu CC's computers and give the Kapi'olani students remote access over the Internet. The result? Continued progress for the students without a cross-town commute — and a national award for innovative education.

At the University of Hawai'i Community Colleges, teaching is the essence of what we do, but the environment in which we teach is changing rapidly. Within higher education, technology and a new mindset are making possible what would hardly have been imaginable when our Colleges were established 30 years ago.

Then, we had blackboards, chalk and notepads. Today, we have interactive multimedia workstations and note-taking services for hearing-impaired students. Then, we had field trips. Today, we have study-abroads in Asia, the Pacific and Europe. Then, we had torque wrenches and vacuum tubes. Today, we have computerized engine analyzers and programmable logic controllers.

In the old days, students had little choice but to commute to a campus and take what was offered when it was available. The presumption was that students could arrange their lives around school. Today the situation is different. With the growing need for lifelong learning in society, our Colleges are trying in dozens of ways to provide what students need when it is most convenient.

DISTANCE EDUCATION

We are expanding our service areas through branch campuses and outreach education centers— but also through a growing commitment to “distance education.” This comes in three main forms: interactive broadcasts between campuses via the Hawai'i Interactive Television System (HITS); one-way broadcasts into communities via microwave or cable-television education channels; and the use of computers and the Internet.

HITS is a statewide network that allows our Colleges to share instruction through two-way communication. Students at receiving studios can see, hear and speak to the teachers and students at broadcast studios, allowing us to optimize resources by providing access to students on many campuses to a class that is taught at only one campus. Cable television broadcasts, on the other hand, allow us to beam classes into the homes of those who cannot come to our Colleges or outreach centers. The principle behind both approaches is to expand educational opportunity through use of accessible technologies.

The Internet, one of the latest icons for change in our society, is an increasingly accessible technology— and one we have also begun to take advantage of as a medium for distance education. Students at Kapi'olani CC this spring were able to take an engineering course taught at Honolulu CC because course materials were made available via the Internet. Faculty also have created internet-based electronic forums for Hawaiian language teaching and exchange, for discussion of teaching issues, and for sharing of information on international or multicultural education.

INTERNATIONALIZATION

Another significant change in higher education is the idea of the Earth as a "global village" in which nations and economic markets are increasingly interdependent. This has prompted a growing emphasis on internationalizing our campuses and curricula— not just to convey knowledge of world geography, politics and history, but to inspire an appreciation for the interconnectedness of all nations, and our reliance on people and the resources of a finite planet for our continued existence.

We have undertaken many initiatives to achieve this goal. Faculty learn how to incorporate an international vision into their courses by attending institutes like the Asian Studies Development Program, sponsored by the University of Hawai'i and the East-West Center. They bring the world to their campuses by hosting visiting experts through the international speakers program of the Pacific and Asian Affairs Council.

Our Colleges also have increased every year the number of international exchange agreements we hold with foreign institutions. Over thirty agreements link us to partner institutions throughout Japan and in Taiwan, the Peoples' Republic of China, Korea, Thailand, Australia and New Zealand. We were the first American community college to sign an agreement with Beijing Union University, and we ventured into Southeast Asia to effect an agreement with Bangkok Business College.

These agreements pave the way for students to expand their personal horizons and faculty to share professional expertise during visits to partner institutions. The reverse also is true, as our Colleges frequently host visiting students and faculty. As for study-abroad programs, in the last two years faculty have

led students on trips that spanned the globe and covered a wealth of topics, from art in Italy to culture in the Polynesian islands to history and language in Japan, China & Southeast Asia.

We also have jumped into the technological era of international exchange by using long-distance teleconferencing to connect students at Kapi'olani CC and the Adelaide Institute of Technology in Australia. The next step is video conferencing, which will make it even easier to share ideas and information across international boundaries.

CONVENIENCE

In another nod to changing times, our Colleges are making it easier than ever before for the people of Hawai'i to earn, or expand upon, their educational credentials. We offer a growing array of noncredit courses that can be converted to credit and applied toward a degree if a student so chooses.

We have converted certain courses to self-paced, competency-based formats that allow workers to attend school on a more flexible schedule, and earn degrees by demonstrating job competencies rather than by completing semester-based coursework.

And we are offering other classes in newly configured modules instead of the standard semester-length of 15 weeks. This opens up instruction by providing more frequent start dates and shortening matriculation.

Behind the scenes, our Colleges are continually improving service to students through use of a customizable, interactive computer system that streamlines information management. The on-line system is a quantum improvement over the pencil-and-paper approach of just ten years ago. System enhancements we are considering now include touch-tone phone registration, information kiosks,

electronic exchange of transcripts and other records, and a scanning and image-storage component that could handle everything from student ID cards to archiving of long-term records.

OTHER PROGRESSIVE STEPS

Just as a journey of a thousand miles begins with a single step, an accumulation of small advances can lead in time to great progress. Following are a few of the important advances we have seen in our Colleges over the past five years.

- initiation of School-to-Work Opportunities and 2+2 programs with Hawai'i high schools, to familiarize and better prepare Hawai'i's youth for today's workplace.
- incorporation of a writing-intensive emphasis into dozens of liberal arts and vocational/technical courses to improve the communication skills of our students.
- use of satellite dishes, fiber-optic connections and closed-circuit television to make available domestic and foreign television signals faculty can use in the classroom to complement instruction.
- use of networked computers in dedicated classrooms to enhance instruction and increase student participation in English and writing classes.
- use of interactive multimedia workstations to diversify and improve foreign language instruction.
- incorporation of service-learning and multidisciplinary projects into courses to encourage volunteerism and hone our students' cooperative ability.
- use of Classroom Assessment Techniques to help faculty evaluate



teaching effectiveness and determine how best to improve it.

- use of PEAKS software to streamline and coordinate curriculum development for vocational/technical courses.

All of the above complement our efforts to stay ahead of today's educational change curve, but there is another factor that must be acknowledged. Our faculty and support staff over the past three decades have attained a level of instructional maturity and expertise that enables them to be more creative, sophisticated and collaborative than ever before. The beneficiaries of this experience and continual adaptation are our students, and, ultimately, Hawai'i.

***Remember the past
but do not dwell there.
Face the future,
where all our hopes stand.***

ISRAEL KAMAKAWIWO'OLE

University of Hawai'i Community Colleges Organization

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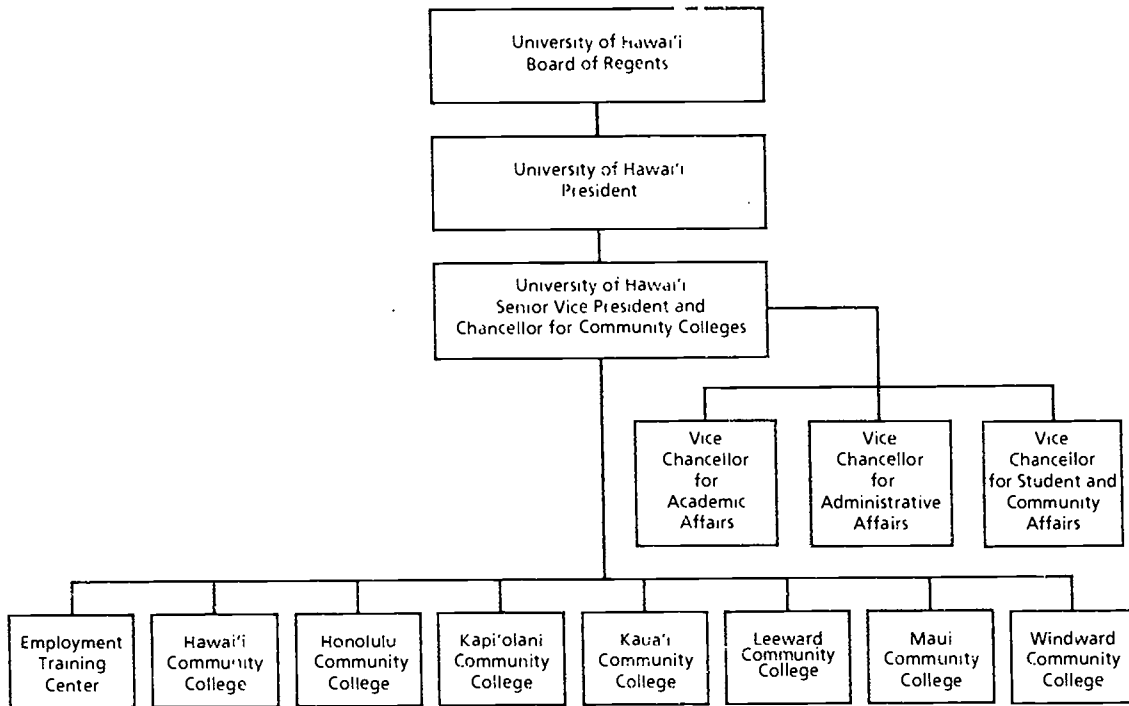
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Hawai'i Community College—

Pioneering on Hawai'i's Educational Frontier



The Big Island in many ways is Hawai'i's last frontier—and Hawai'i Community College, in many ways, is a pioneer on that frontier.

Having parted with the University of Hawai'i at Hilo and formally joined the Community College system in 1991, Hawai'i CC still has before it an era of growth in both credit and noncredit programs. The Big Island has fewer than 130,000 residents, but they are dispersed over more than 4,000 square miles. Because of this, and because Hawai'i CC is the Big Isle's only "open door" into higher education, the College must expand and diversify to provide comprehensive services and make a college education available to the greatest number of people.

In inspirational terms, the College is aiming to become a household word on the Big Island by the year 2000. It is completing a long-range development plan for a new Hilo-area campus that will serve as a future home base for island-wide programs. Its administration, faculty and staff are working to see that Hawai'i CC develops a distinctive identity, and comes to be known as a ready source not only for vocational/technical training and liberal arts preparation, but also for diverse community services.

Provost Sandra Sakaguchi says, "We will be responsive to the needs of the community and willing to do things that haven't been done before." To support economic development, Hawai'i CC will strive to become the Big Island's center for workforce training, with an emphasis on short-term programs and quick responses to community needs. And the College will continue to work with the Department of Labor to link its credit and noncredit training programs to employment trends.

Hawai'i CC will vigorously develop its outreach capability by establishing new education centers or enhancing existing ones, and linking the centers electronically to the main campus when the distance-education infrastructure is available.

The College is already working in tandem with UH-Hilo at the West Hawai'i Education Center near Kailua-Kona. Established in 1987, the Center's library and on-site instruction have been supplemented with a growing array of classes televised from Hilo. And in 1994, a 2+2 program was established that, for the first time, enabled residents of West Hawai'i to complete an associate degree in two years, then continue at the Center within specific UH-Hilo majors to complete a bachelor's degree. This program will continue to be adapted to meet the changing educational needs of West Hawai'i residents.

Meanwhile, the College is opening new outreach centers in a long-term effort to create an island-wide educational network. The Hāmākua Center began offering noncredit classes to laid-off sugar workers early in 1995, and added credit classes in the summer. A Center in Ka'ū will be opened sometime in 1997 to bring retraining opportunities and college courses to the residents of that district.

These Centers, together with the West Hawai'i Center and the main campus in Hilo, will comprise the four cardinal points on an educational compass Hawai'i Community College will use to help guide the Big Island to its future.

Highlights

HAWAI'I COMMUNITY COLLEGE...

...established its Hamākua Center and, in partnership with the Department of Labor, served 206 dislocated sugar workers with noncredit training courses in the fields of nursing, agriculture, landscape maintenance, cooking, electrical maintenance, carpentry and others.

...developed an articulated 2+2 program with the University of Hawai'i at Hilo so that West Hawai'i residents can earn an Associate in Arts degree through the West Hawai'i Educational Center, then continue on at the Center to earn a bachelor's degree in a growing number of majors.

...provided interactive televised instruction in nursing, general education and early childhood education to 229 students at the West Hawai'i Education Center using GTE's videonet system.

...accommodated another large enrollment increase in fall 1994, with 17% more students than the preceding year. The College's enrollment has grown nearly 50% since it was established as a separate college in 1991.

...celebrated the 30th anniversary of its Model Home Program, which earned a spot as the State's Outstanding Postsecondary Vocational Education Program of 1995.

... earned a federal grant to fund development of a human services certification project for Native Hawaiian kūpuna, designed to meet the need on the Big Island for human services that are sensitive to at-risk Native Hawaiians.



...supported its chapter of Phi Theta Kappa, the international honor society for two-year colleges, when that chapter hosted the Pacific Regional conference. This was a significant achievement for the State's newest chapter, chartered only in the spring of 1993.

...sent the officers of its Student Senate Executive Committee to a national conference for student leaders in Washington D.C. The Senate was recognized for excellence by the Western Association of Schools and Colleges.

Enrollment by Program Area Fall 1994

	Number	%
Liberal Arts	976	35.3%
Business Education	466	16.9%
Food Services	104	3.8%
Health Services	318	11.5%
Public Services	342	12.4%
Technology	479	17.3%
Unclassified	77	2.8%
No Data	0	0.0%
Total	2,762	100.0%

Enrollment by Degree Objective Fall 1994

	Number	%
Associate in Arts	976	35.3%
Associate in Science	1,540	55.3%
Certificate of Achievement	98	3.5%
Certificate of Completion	71	2.6%
Unclassified	77	2.8%
No Data	0	0.0%
Total	2,762	100.0%

Honolulu Community College—

A Resource for Hawai'i and the Pacific



Honolulu Community College aspires to be the technical training center of the Pacific, yet its offerings in the liberal arts are also diverse and strong. In this sense, Honolulu CC is a college of contrasts, with vocational/technical programs ranging from early childhood education to aviation maintenance, complemented by a wide array of classes in the humanities and sciences.

The College up to now has served mainly the people of Hawai'i, but with the shrinking of our global community, Honolulu CC's expertise increasingly will be put to work throughout the Pacific Basin, as the region continues to develop economically and technically.

This is the scenario envisioned by Provost Peter Kessinger, who says the College will cooperate with peer institutions and governments throughout the Pacific to assist them in fields in which Honolulu CC has expertise. At present, this includes transportation—represented by the College's programs in aviation mechanics, automotive technology and marine maintenance—and childcare—represented by the early childhood education program.

Next in line to serve as regional resources are occupational safety and fire science, both fast-growing programs in the developing field of environmental services. And finally there is telecommunications, which corresponds to HCC's expertise in computers, electronics, closed-circuit television, satellite communications and related areas.

All this expertise places Honolulu CC among the leaders in technology in the Pacific, which is why the College also will continue to support a collaborative training initiative designed to boost work-

force modernization in the region. The Pacific Human Resource Development Center was established on the campus in 1994 to facilitate technical training throughout the Pacific islands.

Participants include colleges in American Samoa, Micronesia, Guam, the Marshall Islands and the Northern Marianas, as well as Honolulu and Kapi'olani CCs and the University of Hawai'i at Mānoa.

Kessinger adds that all of Honolulu CC's initiatives, whether local or regional, will be pursued with an operating philosophy of education and training on demand. "The objective is to open up opportunities for working people," he says. "If you can provide education in such a way that people can consume it when they want it, then you'll be a winner—and if you can't, I'm convinced you'll be left behind."

Honolulu CC will provide this "demand education" to tomorrow's students through improvements in delivery and use of technology. This will include more flexible credit policies, shortened instructional periods with more start dates, and greater reliance on competencies in evaluating and certifying students. It also will include greater use of technology-based delivery formats like television, videotape, interactive compact disks, and computer networks like the Internet and World Wide Web.

Finally, the College will maintain currency in its programs through alliances with local businesses and national organizations like the Partnership for Environmental Technology Education and the National Coalition of Advanced Technology Centers.

Highlights

HONOLULU COMMUNITY COLLEGE...

...launched its Marine Education and Training Center, which is one of the premiere such facilities in the world and will establish Hawai'i as a center for technician-training and vessel maintenance throughout the Pacific.

...dedicated a new, greatly expanded Airport Training Center in anticipation of a resurgence in the nation's air transport industry. This Center also is the only one of its kind in the Pacific Basin, and its faculty will train Aeronautics Maintenance Technicians to step into the well-paid positions that will come open as the industry rebounds.

...expanded the scope of its Occupational and Environmental Safety Program, and its Fire and Environmental Emergency Program, to include new courses on environmental compliance, hazardous materials control, and emergency response.

...was one the earliest and most innovative colleges in the U.S. to present itself to the computer world via the World Wide Web, resulting in nominations for several awards.

...was named one of 30 Educational Consultant sites in the nation by electronics giant Philips Corporation, and hosted Philip's first-ever Professional Products Institute to introduce compact disk technology and equipment to dozens of avid participants. Now in the works is an on-campus laboratory that will offer instruction in digital media production and compact disk-authoring to Hawai'i's high-tech entrepreneurs.

...shared with Kapi'olani CC a national award from IBM and the American Association of Community Colleges for innovative work in outreach education; the award acknowledged the Colleges' successful use of the Internet to make available to Kapi'olani students a civil engineering course taught only at Honolulu CC.

...repaired and installed a donated satellite dish salvaged by Satellite Communications of the Pacific after Hurricane Iniki. The dish brings in a wide range of domestic signals from the western hemisphere and complements the College's other dish, which brings in programs mainly from the Pacific Rim and Asia.

...supported the Hawai'i Interagency Transition Project by hosting an intensive, six-week summer course in art and fashion technology for 14 high school and adult students with learning disabilities. The Transition Project is intended to smooth the way for students with disabilities who want to attend one of our Colleges.

Enrollment by Program Area Fall 1994

	Number	%
Liberal Arts	1 989	41.3%
Business Education	0	0.0%
Food Services	33	0.7%
Health Services	0	0.0%
Public Services	860	17.9%
Technology	1 699	35.3%
Unclassified	194	4.0%
No Data	42	0.8%
TOTAL	4,817	100.0%

Enrollment by Degree Objective Fall 1994

	Number	%
Associate in Arts	1 989	41.3%
Associate in Science	2 395	49.7%
Certificate of Achievement	188	3.9%
Certificate of Completion	9	0.2%
Unclassified	194	4.0%
No Data	42	0.9%
TOTAL	4,817	100.0%



DANA EDMUNDS PHOTO

Kapi'olani Community College—

Pursuing a New Paradigm in Education



In the future, libraries will be defined not only by the books on their shelves, but by how well they provide access to an expanding universe of information. Similarly, community colleges in the future will not be defined simply by their programs and campuses, but by the flexibility and currency with which they meet the full array of student learning needs.

This new era for community colleges is being driven in part by competitive forces that are not constrained by bureaucracy or the traditions of higher education. Television and the Internet are among these forces, and according to Kapi'olani Community College Provost John Morton, Kapi'olani CC will have to add value to its offerings in order to remain attractive to tomorrow's educational consumer.

"Business, healthcare, food service and liberal arts are basically what we do, and that's not going to change," says Morton, "but we do want to change how we do it." This will be achieved through a number of linked initiatives. Among them will be increased flexibility in delivery of instruction—offering classes via television, videotape and the Internet; on nights and weekends, and in short-term noncredit formats that can be converted to credit.

There also will be more cross-disciplinary instruction and use of teaching teams, so that students learn the connections between subjects, as well as how they influence one another. This expanded practical awareness will continue to be reinforced with cooperative education and projects like Service Learning, in which faculty integrate community service into their coursework.

There will be even more emphasis on international and multicultural enhancement of courses, and a continued emphasis

on writing skills in every subject, rather than just the languages. This will be achieved through support of projects like Writing Across the Curriculum and Kapi'olani's Asia-Pacific Emphasis, and through future-oriented initiatives like Kapi'olani's effort to establish itself as a "culinary institute of the Pacific."

Faculty and support staff also will be working to minimize vertical stratification, wherein teachers only teach and admissions clerks only register. Leaders at the College are already cultivating a 21st-century mindset by encouraging all employees to treat students in terms of their overall educational goals, not just in terms of a single interaction like enrolling in a program, or getting job counseling.

One element of this more all-encompassing service ethic will be faculty who go beyond their roles as teachers to serve as mentors for students. Another element will be greater use of information technologies as a resource for instruction and research. Yet another element will be an institutional outlook that encourages lifelong learning by supporting new and occasional students as effectively as continuing students.

In the end, the changes at Kapi'olani CC will parallel those taking place in higher education at large. All colleges will use more technology. All colleges will become more flexible in how they offer instruction. And all colleges, with Kapi'olani CC in the vanguard, will focus less on transmitting information and confirming it through testing, and more on helping students apply information where it is most useful in their lives.

Highlights

KAPI'OLANI COMMUNITY COLLEGE...

...offers a selection of business, language, computer and job-skill classes at the Waikiki Life-long Learning Center, located in the heart of Waikiki; this partnership between the College, state, union, hotel industry, small businesses, Department of Labor and Industrial Relations and the Department of Education is a model of what can be achieved through cooperative effort.



...instituted ACE, a support program that improves the performance of select groups of new students by guiding them through a cluster of courses tailored to their interests and educational needs; among the groups served are single parents, Hawaiian students, international students, health science majors and pre-education majors.

...was among eight community colleges nationwide to receive a 3-year grant from the American Association of Community Colleges (AACC) to incorporate community service activities into

its credit programs; in the first projects to get under way, students volunteered to work with the elderly, children in low-income areas, and drug abusers.

...in conjunction with Honolulu CC, offered a pre-engineering class to its students via the Internet. The collaborative effort received a national award from IBM and the AACC for innovation in distance education.

...in cooperation with the State Tourism Training Council,

began to offer a tour driver certification program that has already taught more than 500 drivers about Hawai'i's natural and cultural history; the program was recently expanded to include hotel employees.

...continued its support for international education, leading to student exchanges with the Adelaide Institute of Technology in Australia, and Christchurch Polytechnic in New Zealand. The College also hosted visiting faculty from Beijing Union University, one in business/computer science and the other in food service and hospitality education.

...continued to support staff and curriculum development through the Asia/Pacific Emphasis, Math Across the Curriculum, Writing Across the Curriculum, and Thinking/Reasoning and Computing Emphases. The mentoring program supports new-faculty orientations, workshops on teaching, and presentations on topics of professional concern.

Enrollment by Program Area Fall 1994

	Number	%
Liberal Arts	5035	66.0%
Business Education	866	11.0%
Food Services	385	5.0%
Health Services	580	8.0%
Public Services	160	2.0%
Technology	0	0.0%
Unclassified	613	8.0%
No Data	0	0.0%
TOTAL	7,639	100.0%

Enrollment by Degree Objective Fall 1994

	Number	%
Associate in Arts	5,035	66.0%
Associate in Science	1,767	23.0%
Certificate of Achievement	119	1.6%
Certificate of Completion	105	1.4%
Unclassified	613	8.0%
No Data	0	0.0%
TOTAL	7,639	100.0%

Service Ethic Drives a Student-Centered College



There is strength in unity, as well as a sense of purpose, and at Kaua'i Community College this strength and purpose is manifested through the commitment of all employees to a cluster of core educational values. These values which will guide Kaua'i CC in the years to come are: a community orientation that emphasizes partnerships and service; a caring environment for students; a competent faculty and staff; comprehensive offerings that meet Kaua'i's needs, and adequate, well-maintained facilities.

"We see ourselves as a partner to the different constituencies we work with, whether they're businesses or unions or other schools or government agencies," says Provost David Iha. "We also consider ourselves to be partners with our students. Our philosophy is that we work with people to find out what their needs are, then match our resources to their needs so they can reach their educational goals."

In line with this philosophy, Kaua'i CC intends to strengthen and refine its relationships with Garden Isle employers and employee organizations, which it already serves through cooperative education, internships and customized noncredit instruction. It also will develop more fully its partnership with the Department of Education, expanding upon the successes of 2+2 and Tech Prep projects that have prepared hundreds of Kaua'i high school students for college studies and/or careers.

To expand access, the College will intensify its recruitment efforts and make greater use of televised instruction, including courses brought in from other UH campuses via the Hawai'i Interactive Television System, and courses broadcast from Kaua'i CC via cable television into Garden Isle communities.

As the island's economic base shifts from agriculture to tourism, Kaua'i CC will increase the selection of customized non-credit classes it provides to professionals in the visitor industry. And it will continue to work with Kaua'i's Economic Development Board to stimulate diversified growth through both credit programs and non-credit classes that meet the needs of small business.

On campus, Kaua'i CC will boost the vitality and expertise of all its employees by continuing to support professional improvement. It also will ensure high-quality instruction by providing the latest in materials and equipment to its faculty. This will be made possible by support from corporate donors and alumni, who have contributed generously to the College Fund in recent years.

The College also will enhance the capabilities of its graduates by updating the technical and general competencies expected of its vocational students. And it will broaden horizons for music and drama students by strengthening its offerings in the fine arts. This will complement the opening of the College's beautiful new theater, making the most of a facility that also will serve as a gathering place for community enjoyment of culture and the arts.

Finally, Kaua'i CC plans to make "high tech/high touch" a reality through increased use of computers by students, faculty and staff. The efficiencies achieved in this way will free staff to spend more time with students, even as it enables the students to conduct research and complete assignments with more imagination and speed.

Highlights

KAUA'I COMMUNITY COLLEGE...

...supported student/faculty exchanges with Chiba Keizai College, Okinawa Christian Junior College, Nara Junior College of Fine Arts and the University of the Ryukyus in Japan, and with Christchurch Polytechnic Institute in New Zealand.

...played an integral role in retraining displaced sugar workers after the Lihu'e and Kekaha Sugar Plantations merged to become more competitive. KCC's Office of Community Services also began to refine and expand its offerings in anticipation of the retraining to be done for McBryde Sugar.

...stayed in the forefront of Hawai'i high-tech by improving its sophisticated and internationally known solar-powered race car, placing ninth and fifteenth in nationwide SunRayce competitions sponsored by the U.S. Dept. of Energy. The car served as the College's technological and cultural envoy to the Dai Ginza Matsuri Festival in Japan, where it was seen by thousands in the Tokyo parade and by millions on television.

...as part of its continued recovery from Hurricane Iniki, rebuilt and reopened its Child Care Center and Hawaiian Studies Center, and completed repairs to its 500-seat theater, which opened late in 1995 as the island's premiere site for theatrical performances and cultural events.

...responded to a growing demand for state-of-the-art electronics instruction by adapting some of its semester-based courses for delivery in short-term noncredit classes at night; working technicians now can brush up on the latest in digital electronics, fiber optics, microprocessors and other topics



at their convenience, and gain credits for the classes if they decide later to enroll at KCC.

...expanded higher education opportunities for the Garden Isle by serving as the University of Hawai'i Center for the island, allowing residents to take classes or earn bachelor's or master's degrees from UH programs emanating from O'ahu and the Big Island.

...demonstrated the feasibility of electric vehicles through participation in the Hawai'i Electric Vehicle Demonstration Project, converting a Chevrolet pickup from combustion to electric power, and serving as technical experts for other Project participants on Kaua'i.

...maintained its mutually beneficial relationship with the Job Training Partnership Act (JTPA), which employed 25 summer youth trainees under the supervision of KCC construction trades faculty, giving students a chance to explore career options and gain valuable work experience.

Enrollment by Program Area Fall 1994

	Number	%
Liberal Arts	616	41.0%
Business Education	297	19.7%
Food Services	0	0.0%
Health Services	50	3.3%
Public Services	55	3.6%
Technology	127	8.4%
Unclassified	362	24.0%
No Data	0	0.0%
TOTAL	1,507	100.0%

Enrollment by Degree Objective Fall 1994

	Number	%
Associate in Arts	616	41.0%
Associate in Science	377	25.0%
Certificate of Achievement	97	6.4%
Certificate of Completion	55	3.6%
Unclassified	362	24.0%
No Data	0	0.0%
TOTAL	1,507	100.0%

Leeward Community College—

Nurturing a Renaissance in People and Community



Poised at the intersection of central O'ahu and the burgeoning 'Ewa plain, Leeward Community College sees its mission as assisting with the development of a new economic base and a new sense of community in the region. The College will continue to live its motto, "To Help People Learn," as it supports residents in realizing new dreams—by providing retraining for displaced sugar workers, by helping welfare recipients gain job skills, and by inspiring honors students to become tomorrow's leaders.

Leeward's sphere of excellence has long been the liberal arts and sciences. According to Provost Barbara Polk, "We want to provide our students with a strong educational foundation that can serve as a base for whatever specialization they choose."

To achieve this, creative faculty will emphasize knowledge of the sciences, essential for an increasingly technological economy, and leaven that emphasis by teaching students to understand and express themselves through the arts. Understanding of social problems through a secure sense of values will enable students to influence their world. Communication skills will include intercultural understanding as well as the ability to write with clarity and speak with confidence.

The College also will continue to offer high quality vocational programs that prepare students to take their places in Hawai'i's economy. Some of these programs will grow from the liberal arts and sciences, as have the Television Production and Commercial Music programs, and perhaps future programs in Substance Abuse Counseling and Environmental Technology. Others will respond to needs in Business, Automotive Technology, Food Services and Drafting, while still others, such as Information and Computer Science,

will help define emerging occupations.

The College also will continue to enrich the community and its students with its outstanding theater. Visiting performers such as the Peking Acrobats, Kodo Drummers and Ballet Folklorico de Brazil bring the world's rich cultures to the Leeward community, while student actors, dancers and musicians gain confidence and skills through the opportunity to perform in a fine theater.

For students, Leeward's commitment "To Help People Learn" means continuing to boost educational confidence through programs like Hana Like, which smoothes the transition to college by grouping incoming freshmen according to majors, and leading them together through their first semester of studies. For faculty, it means a continuing commitment to staff development programs like Return to Industry, which helps vocational instructors stay current with the latest equipment and procedures in their fields.

For teaching, it means educational initiatives like "learning communities," which bring together instructors from different disciplines to develop and teach their courses in a way that makes plain the connections between their subjects. And for the community, it means responding rapidly to changing economic and training needs, through both credit degree programs and short-term noncredit instruction.

Above all, the faculty and staff at Leeward will continue to build a supportive environment that improves people's learning ability and shows them the "big picture" so they can make informed decisions about life and work. From this will come the renaissance students Hawai'i needs to thrive—students with broad intellectual interests and the skills to help our State play a vital role in the nation and the world.

Highlights



LEEWARD COMMUNITY COLLEGE...

...organized noncredit classes in facilities maintenance, landscaping, warehousing and basic academic skills to help retrain plantation workers released by the defunct O'ahu and Wai'alua Sugar Companies.

...responded to central O'ahu healthcare businesses by creating noncredit courses on medical terminology and medical transcription, which led to immediate employment for many who enrolled.

...expanded the course offerings at its satellite campus in Wai'anae to meet the growing needs of Leeward Coast residents, more than 850 of whom enrolled in the spring of 1995, representing a three-fold increase since 1987.

...established the Hana Like (Working Together) Program, which encourages first-year students to join small groups of peers who work together for a semester.

...entered the third year of its Return to Industry program, which hones the teaching skills of vocational instructors through in-service training at supporting businesses.

...celebrated the 20th anniversary of its theater in 1994-95 with a dynamic season of performances that featured the Ballet Concierto de Puerto Rico, the American Jazz Philharmonic, For 'Ewa, and Tchaikovsky's classic Nutcracker ballet.

...won three of the top six awards presented in 1995 by the Hawai'i State Council on Vocational Education, recognizing outstanding vocational program (Television Production), instructor (Accounting Professor Richard Aadland) and special population student (Napua Thatcher).

...served as the demonstration site in Hawai'i for the national Phi Theta Kappa Student Leadership Project funded by the Kellogg Foundation; this project seeks to develop student leaders through humanities-based instruction that covers areas like goal setting, ethical dilemmas, conflict resolution and team building.

...supported improvement of the Native Hawaiian Gardens on campus; the Gardens not only preserve viable populations of endangered species, they also serve as a living laboratory for botany and general science classes.

Enrollment by Program Area Fall 1994

	Number	%
Liberal Arts	4,518	70.3%
Business Education	916	14.1%
Food Services	97	1.5%
Health Services	0	0.0%
Public Services	1	0.0%
Technology	355	5.5%
Unclassified	559	8.6%
TOTAL	6,486	100.0%

Enrollment by Degree Objective, Fall 1994

	Number	%
Associate in Arts	4,558	70.3%
Associate in Science	846	13.0%
Certificate of Achievement	35	0.6%
Certificate of Completion	488	7.5%
Unclassified	559	8.6%
TOTAL	6,486	100.0%



"A World of Knowledge Here at Home" is Maui Community College's motto. As Maui County advances into the age of information, the motto will be realized through use of new educational tools and initiatives, and a greater emphasis on students as self-directed learners.

"The world is changing ever more rapidly," says Maui CC Provost Clyde Sakamoto, "so the goal for our faculty and programs is to prepare students with the ability not just to work, but to anticipate and manage change in their lives and communities."

The College is in the midst of a comprehensive redesign process that asks faculty and staff to envision sustainable economic development in the County over the coming decade, and plan how the College can best contribute to it. The objective is to determine how Maui can take the next step, from producing graduates ready for the "high-performance workplace," to producing citizens ready to contribute to a "high-performance community."

Faculty and staff at Maui CC will strive to empower their students by showing them how to learn, by giving them access to a variety of learning resources, and by teaching them to take responsibility for their own education throughout their lives. Meanwhile, the College will enhance the breadth and accessibility of its offerings through increased use of technical resources like computer networks, televised instruction and teleconferencing. This focus on access is especially critical in Maui's tri-isle service area, where distance or the ocean itself could otherwise serve as

a barrier to education for the residents of Hāna, Lāna'i and Moloka'i.

In addition to computers and electronics, some of the fields in which Maui CC expects to offer instruction are business, healthcare, agriculture, select skilled trades, and perhaps alternative/renewable energy and English as a Second Language. Because of the steady influx of non-English speakers to Maui, both immigrants and visitors, the ESL instruction supported by the College could grow into a small industry in itself, or perhaps into an international language center.

The College also will continue to establish and strengthen partnerships with employers in related sectors of Maui's economy, such as healthcare, technology and human services. And by serving as the University Center for the island, the College will diversify higher education options for Maui County residents by bringing in bachelor's and master's degree programs offered by other campuses in the University of Hawai'i system.

Finally, to support tourism on the Valley Isle, Maui CC will seek to further integrate its instructional offerings, both credit and noncredit, with the needs of businesses in the visitor industry. The goal is to train students who know and appreciate the culture and history of Maui, but who also are "techno-competent" and facile at meeting the needs of visitors from around the world.

Highlights

MAUI COMMUNITY COLLEGE...

...with support from Chronicle Cablevision, began serving Moloka'i and Lāna'i with the full range of classes carried live on its dedicated cable-television channel, adding to the course offerings available through the College's Skybridge microwave system and the Hawai'i Interactive Television System.

...received a generous land offer from Moloka'i Ranch for a new Education Center for Moloka'i. Also, the College linked the Moloka'i and Lāna'i Education Centers via a high-speed data connection that allows users to interact simultaneously with Maui CC and UH-Mānoa faculty, as well as the Internet.

...through its noncredit VITEC and BIDS programs, provided more than 11,000 Maui residents and businesspeople with continuing education applicable in their careers, including training in customer service, strategic planning and Hawaiian values.

...proposed new associate degree and certificate programs in electronics and computer technology, both designed to be offered on television; development was funded by a three-year, \$500,000 grant from the National Science Foundation.

...supported scientific research in its Space Grant program with a \$24,000 award from the University of Hawai'i Space Grant Consortium, allowing students to conduct space-related research under the guidance of professionals at Haleakalā Observatory and the Maui High Performance Computing Center.

...cooperated with six high schools to serve 657 students through Tech Prep applied academics courses and a Tech Prep vocational course; the previous semester, 68 students from those high schools enrolled at



the College, demonstrating the effectiveness of Tech Prep at creating a "seamless" transition for students.

...enabled 61 high school students to earn 299 college credits in vocational courses over the last three years through the 2+2 program, another cooperative effort with the Maui District Department of Education.

...supported Maui County businesses by providing student interns from its sustainable technologies program; funded through the U.S. Department of Energy's Minority Education Program, interns worked at HC&S, Pioneer Mill, Sustainable Technologies Inc. and Aloha Recycling to learn about alternative energy and renewable resources.

...field tested three courses in Office Administration that were converted to a self-paced mode to increase flexibility and shorten completion times for certificates and degrees. Faculty also developed CD-ROM-based interactive multimedia tutorials for popular software programs.

Enrollment by Program Area Fall 1994

	Number	%
Liberal Arts	1,153	41.0%
Business Education	447	16.0%
Food Services	74	2.6%
Health Services	97	3.5%
Public Services	230	8.2%
Technology	285	10.1%
Unclassified	520	18.5%
No Data	3	0.1%
TOTAL	2,809	100.0%

Enrollment by Degree Objective Fall 1994

	Number	%
Associate in Arts	1,153	41.0%
Associate in Science	733	26.1%
Certificate of Achievement	384	12.7%
Certificate of Completion	16	0.6%
Unclassified	520	18.5%
No Data	3	0.1%
TOTAL	2,809	100.0%

Windward Community College

Rooted in 'Ohana— Connected to the World



The faculty and staff at Windward Community College call themselves Ka Mālamalama O Ko'olau, and as Mālamalama in Hawaiian means "light of knowledge," this name reflects their commitment to bringing knowledge to the people of Windward O'ahu.

The campus is also known, quite simply, as The College of the Ko'olau, reflecting the strong sense of attachment that faculty and staff have for the region they serve. This is manifested through a pervasive sense of 'ohana on campus, and through the College's desire to serve as a cultural center and community resource while providing students with a vibrant educational link to the world at large.

"The capital improvements happening on our campus now will really help take us into a new era of educational and cultural experiences for Windward residents," says Provost Pete Dyer. "We'll be making substantial improvements to our instructional programs in the sciences and humanities, and reaching out to a broader spectrum of people— especially young people, who we want to encourage to go to college."

By the time this year's high school freshmen have graduated, Windward CC will have made significant strides toward becoming a cultural center for Windward O'ahu. Its curriculum in Hawaiian and Polynesian studies will be enhanced through community support and the participation of various cultural organizations in campus-based studies and activities. Its science curriculum will build an even stronger foundation for continued study or careers in fields like marine biology, pharmacology, astronomy and volcanology, and its creative arts curriculum will continue to attract talented students of drama, drawing, painting, photography and ceramics.

The College also envisions doors continuing to open for students through their participation in strong writing and journalism programs. Moreover, literacy training throughout the College will extend beyond reading, writing and math to include computer literacy and information-access skills.

Above all, however, Windward CC will be known for its caring personality, for its dedication to bringing out the potential in each student, and for its Hawai'i-focused studies— from earth and planetary sciences to Hawaiian language, music and culture. Students will be able to choose from courses that link Hawaiian, Asian-Pacific and global perspectives across the disciplines, and will be able to discuss their discoveries via the Information Superhighway with counterparts all over the planet.

Windward CC's library will grow as a repository for the written word, but it also will become a resource for connecting with the electronic information industry. As the College expands its use of the Internet, so too will it serve the rural North Shore by using the Hawai'i Interactive Television System to bring in-service education to the residents of those communities.

Beyond the distinction it holds for teaching excellence, the College also will be known for the programs it sponsors that are of special value to the community. These will continue to include speaker series, public forums, theatrical presentations, and special events like the annual Ho'olaule'a and Taro Festival. All these events will reflect an expertise found at the College, or a need brought forward by the community.

Highlights

WINDWARD COMMUNITY COLLEGE...

...bolstered its Hawaiian instructional offerings with educational and cultural events like the Kūpuna Institute, the Summer Institute on Hawaiian and Polynesian Studies, the Taro Festival and the Ho'olana Hula Workshop, thereby addressing the Board of Regents' directive that Windward develop itself as a leader in Hawaiian studies.

...restructured course offerings to increase cost-effectiveness and better meet student demand. For example, instruction in French was decreased to make way for more classes in Hawaiian and Japanese, while the Automotive Technology Program was phased out over two years.

...hosted the Windward Senior Fair, in which almost 20 public and private service agencies shared information with more than 2500 seniors on topics from housing to nutrition to retirement planning.

...received recognition for its student newspaper, Ka 'Ohana, considered the most outstanding newspaper in the nation among colleges of Windward's size, for the fifth consecutive year by the American Scholastic Press Association.

...served as a popular venue for creative arts through its Gallery 'Iolani, featuring the Young Hawaiian Artists Guild, Outstanding Windward High School Artists, and traveling exhibitions sponsored by the Honolulu Academy of Arts and State Foundation on Culture and the Arts.

...supported research on Kāne'ōhe Bay fish life by co-sponsoring the second Pāpō Angling Tournament with the Hawai'i Institute of Marine Biology, Kāne'ōhe Rotary Club and Kāne'ōhe Business Group. Science faculty also contributed to preservation of the Bay through research on its coral reefs and through efforts to preserve Waikaloa Loko (fish pond).

...began construction on its \$9-million Natural Sciences complex, which will provide seven well-equipped labs and four classrooms, as well as a lobby exhibit area, aerospace/weather lab and natural science learning center with computers and multimedia display capabilities.

...renovated Building B as a center for Special Programs and Community Services, including the computer labs of the Fujio Matsuda Training and Education Center.



Enrollment by Program Area Fall 1994

	Number	%
Liberal Arts	1,398	79.3%
Business Education	105	6.0%
Food Services	0	0.0%
Health Services	0	0.0%
Public Services	0	0.0%
Technology	40	2.3%
Unclassified	210	11.9%
No Data	10	0.5%
TOTAL	1,763	100.0%

Enrollment by Degree Objective Fall 1994

	Number	%
Associate in Arts	1,398	79.3%
Associate in Science	93	5.3%
Certificate of Achievement	14	0.8%
Certificate of Completion	38	2.2%
Unclassified	210	11.9%
No Data	10	0.5%
TOTAL	1,763	100.0%

The Employment Training Center— Hawai'i's Source for Life Transitions



It's been said that a society is only as strong as the least of its citizens, which is why our Colleges remain committed to providing an avenue of advancement for Hawai'i residents considered to be "at-risk." The Employment Training Center is the only unit within our system devoted solely to this objective, and in the years to come, it hopes to expand in its role as a transition center that helps students find employment, complete a high school education, and/or advance into a degree program at one of our Community Colleges.

Guiding people through positive life transitions is what ETC is all about. The at-risk population in Hawai'i includes under-educated and unemployed adults, recent immigrants, and alienated high school students—and ETC will continue to provide the counseling, instruction and support services all these individuals need to define and reach their learning and/or earning goals.

"It's not 'How smart is the student?' but 'How is the student smart?'" This sentiment could be ETC's motto; it captures the unit's determination to meet student learning needs with flexible, individualized approaches. Director Tim Craig describes ETC as "a second-chance institution that focuses on individual needs. We try to meet our students where they are and help them get where they want to be in life."

The bulk of the Center's clientele is 20 to 40 years old, and for these people the emphasis is on assessment of skills and interests, followed by job training, including basic academic skills and language classes if necessary. Craig says the Center will seek more funding to enable it to serve more people and make a greater contribution to Hawai'i's economic health.

One of ETC's other principal goals is to

have much closer contact with industry in terms of quick-response curriculum development and workplace exposure for its students. As part of this effort, ETC will continue to expand its internship program by establishing new partnerships with Hawai'i employers in the fields of office administration, construction, facilities maintenance, food service and auto body repair. The internships will provide valuable experience for ETC students, and in exchange, ETC will receive constant input on the quality and relevance of its instruction.

ETC also will continue to strengthen its relationships with Honolulu and Kapi'olani Community Colleges, which made room for ETC instructional programs after the Center's Pensacola Street campus was closed in 1992. This "shared site" arrangement with the O'ahu Colleges has proved especially beneficial to ETC students, who, through exposure to the college environment, have improved their attendance and academic performance and begun to aspire to higher goals. This effect will be reinforced with increased collaboration in the years to come.

And for at-risk high school students, there will be more efforts like Project Pueo, a cooperative effort with the State Department of Education that brings career-focused alternative learning opportunities to substantial numbers of at-risk Windward O'ahu teens. Students get more individualized attention in these programs, improving their self-concept as they earn high school credits and learn about the possibility of continued education and training. Alienated teens represent about a third of the ETC's clientele, and the Center is working to expand such specialized programs at interested high schools.



The Employment Training Center's accomplishments are measured in student successes and the partnerships that make them happen. Cooperative arrangements and resource-sharing allow the Center to operate programs at 12 sites around O'ahu and Maui. The good news is that all but one of these arrangements is free, and although the lack of a permanent campus remains a concern, the partnerships have allowed ETC programs and students to thrive.

THE EMPLOYMENT TRAINING CENTER...

...expanded articulation agreements it holds with Honolulu and Kapi'olani CCs, making it possible for ETC students to earn college credits, leading 49 of them in 1994 to continue their studies in college. Eight of those students graduated from the ETC's Nānākuli High School program, and their success marks more than courses completed, it signals lives changed.

...helped at-risk and learning-disabled students by starting Project Pueo, utilizing public schools and community colleges. Funded through the Department of Education, the Project offers specialized classes in agriculture, auto body repair, microcomputer applications, architectural drafting, and culinary arts.

...established a Facilities Maintenance Program to prepare students for employment in this high-demand field; popular with dislocated workers, the Program has established practicum agreements with cooperating institutions, including Schofield Barracks and Tripler Army Medical Center.

...fulfilled a decade-long dream when its Motorcycle Safety Education Program began delivering learn-to-ride classes on Kaua'i and Maui. This was made possible through a \$100,000 grant from the Department of Transportation.

...watched sixteen students from its Baking and Food Preparation Programs win medals in the 1995 Statewide Student Culinary Arts Expo. In addition, a team of three ETC/Nānākuli High School students participated in Hawai'i's Vocational Industrial Clubs of America Auto Body Repair contest, and walked away with second place in the presentation category.

...congratulated ETC alumnus Dennis Pajela, who was voted Outstanding Auto Body Student at Honolulu CC for 1995. He came to the ETC's Teen Parent Program in 1992, and upon graduation from McKinley High School applied for articulated credits in Honolulu CC's Auto Body Program.

...congratulated ETC student Sheila Rhodes, from its Essential Skills Program, who won first place in Leeward CC's "Hispanics in Hawai'i" essay contest.

Regular Programs FY 1994-95

Business	277
Food Services	92
Trades & Technology	152
Basic Academic Skills	304
Middle College	3
HITP Transition	56
Project Pueo	24
Part-Time Office Skills	166
Teen Parenting	8
Job Search Skills	118
Community Correctional Center	28
Summer	152
SUBTOTAL	1,380

Special Programs

Motorcycle Safety Education	1,015
Military Occup. Specialty Improvement	294
School Bus Aide and Driver Training	297
SUBTOTAL	1,606
TOTAL	2,986

Service Providers FY 1994-95

Department of Education	381
Department of Public Safety	28
Division of Vocational Rehabilitation	104
Maui Division of Vocational Rehabilitation	1
Employment Service	110
Maui Employment Service	92
Maui Food Stamp	1
Honolulu Community Action Program	18
Job Help Store	235
Maui Job Help Store	9
Job Opportunities and Basic Skills	19
Positive Response in Developing Employment	42
Private Rehabilitation	26
Samoan Service Providers Association	73
Student*	6
WorkHawai'i	235
TOTAL	1,380

*Student paid own tuition

A Systemwide Profile

Overview

The University of Hawai'i Community Colleges are a vital part of public higher education in the state of Hawai'i. They offer a two-year Associate in Arts degree in the liberal arts, as well as an Associate in Science degree and Certificates of Achievement or Completion in numerous vocational and technical fields. They also offer short-term noncredit instruction that ranges from customized job-skills training to business education to classes on languages, culture and computers.

The Community Colleges' area of service has been extended into rural and isolated locales by education centers or branch campuses established on the, Wai'anae coast of O'ahu, on the islands of Moloka'i and Lāna'i, in Lahaina and Hāna on Maui, and in Kailua/Kona, Hāmākua and Ka'ū on the Big Island. The system's reach also is being expanded by the growing use of cable television to broadcast classes directly into people's homes; in addition, the Neighbor Island Colleges serve as instructional sites for University of Hawai'i baccalaureate and graduate programs, making it possible for residents of those islands to complete advanced degrees without having to relocate or commute.

Because of the system's growing accessibility, community orientation, varied educational offerings and "open-door" admissions policy, it attracts and serves a substantial cross-section of the population in Hawai'i. More than 26,000 Hawai'i residents are enrolled in credit programs throughout the system, while almost 175,000 take advantage of non-credit classes or attend special events and performances hosted by our Colleges.

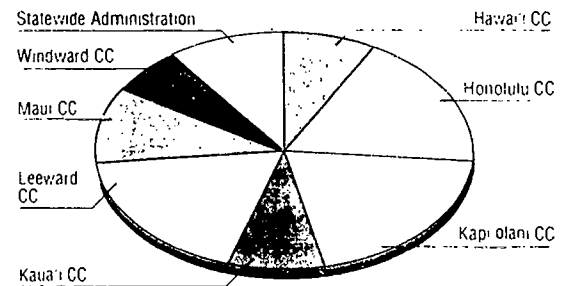
Funding

FY 1994-95

General Fund Appropriation, UHCCs

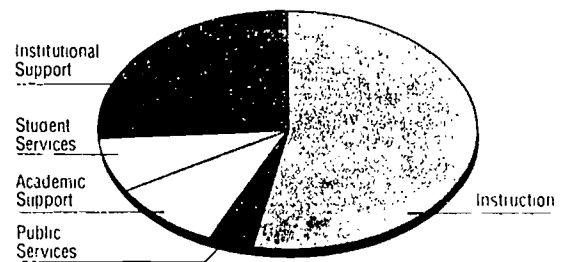
	\$S	% CHANGE
1992-93	75,139,441	—
1993-94	78,537,566	4.52
1994-95	79,033,118	0.63

General Fund Appropriation, by College



	\$S
Hawai'i CC	6,358,640
Honolulu CC	14,470,465
Kapi'olani CC	16,021,502
Kauai CC	6,496,063
Leeward CC	14,643,119
Maui CC	8,296,855
Windward CC	4,870,845
Statewide Administration	7,875,629
TOTAL UHCCS	79,033,118

General Fund Appropriation, by Application



	\$S
Instruction	41,949,961
Public Service	2,935,733
Academic Support	7,616,199
Student Services	5,881,047
Institutional Support	20,650,178
TOTAL	79,033,118

31

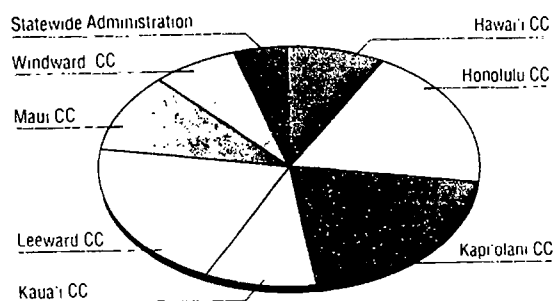
Staffing

FY 1994-95

Authorized State Fund Position Count, UHCCs

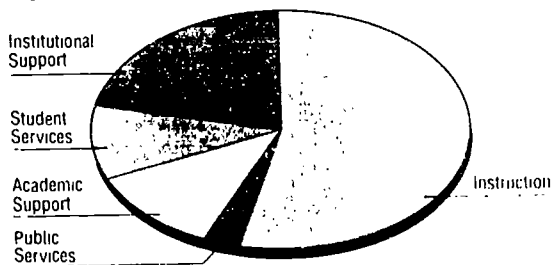
	#	% CHANGE
1992-93	1462.25	—
1993-94	1470.25	0.55
1994-95	1471.25	0.07

Authorized State Fund Position Count, by College



	POSITIONS
Hawai'i CC	121.50
Honolulu CC	284.00
Kapi'olani CC	299.60
Kaua'i CC	140.00
Leeward CC	300.00
Maui CC	156.00
Windward CC	103.40
Statewide Administration	66.75
TOTAL	1471.25

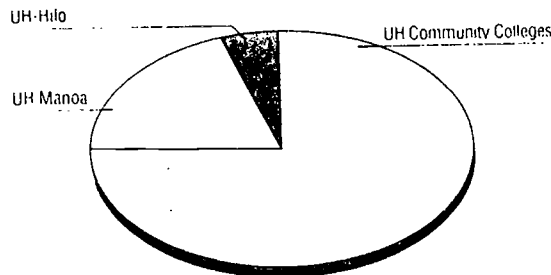
Authorized State Fund Position Count, by application



	POSITIONS
Instruction	791.60
Public Service	47.00
Academic Support	170.90
Student Services	150.00
Institutional Support	311.75
TOTAL	1,471.25

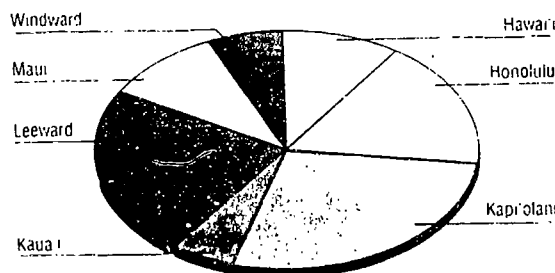
University of Hawai'i System Student Statistics

University of Hawai'i Lower Division Enrollment by Unit, FALL 1994



	#	%
UH Community Colleges	15,725	75.4
UH Manoa	4,120	19.8
UH-Hilo	1,012	4.8
TOTAL	20,857	100.0

UH Community Colleges Enrollment by College, Fall 1994

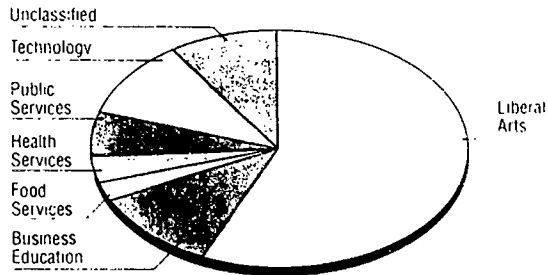


	#	%
Hawai'i	2,762	10.0
Honolulu	4,817	17.3
Kapi'olani	7,639	27.5
Kaua'i	1,507	5.4
Leeward	6,486	23.3
Maui	2,809	10.1
Windward	1,763	6.4
TOTAL	27,783	100.0

UH Community Colleges Systemwide Enrollment, 1990-1994

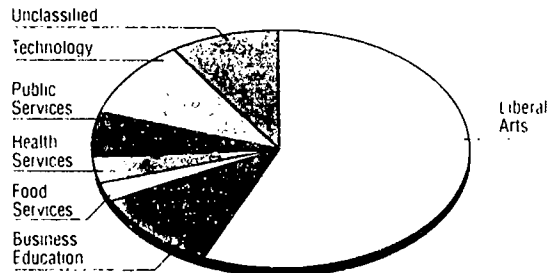
YEAR	ENROLLMENT	% INCREASE
1990	23,727	5.1
1991	24,874	4.7
1992	26,120	5.0
1993	26,563	1.7
1994	27,783	4.6

UH COMMUNITY COLLEGES Enrollment by Program Area, 1990-1994



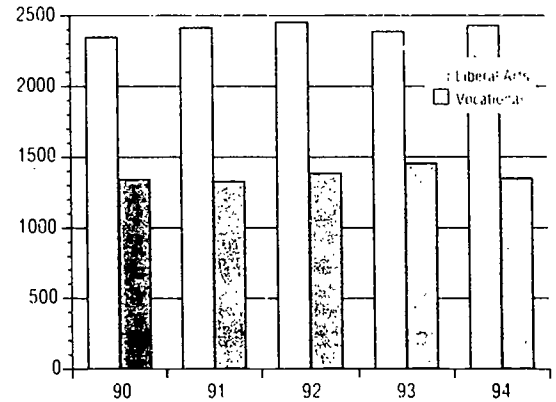
YEAR	LIBERAL ARTS	VOCATIONAL	UNCLASSIFIED
1990	11,878	7,845	4,004
1991	13,151	8,015	3,708
1992	14,258	8,199	3,663
1993	14,518	8,973	3,072
1994	15,725	9,468	2,590

UH Community Colleges Enrollment by Program Area, Fall 1994



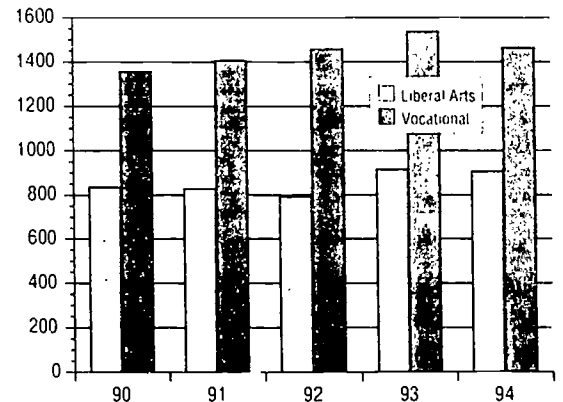
	#	%
Liberal Arts	15,725	56.6
Business Education	3,097	11.1
Food Services	693	2.5
Health Services	1,045	3.8
Public Services	1,648	5.9
Technology	2,985	10.7
Unclassified	2,590	9.3
Total	27,783	100.0

UH Community Colleges Classes Taught, 1990-1994



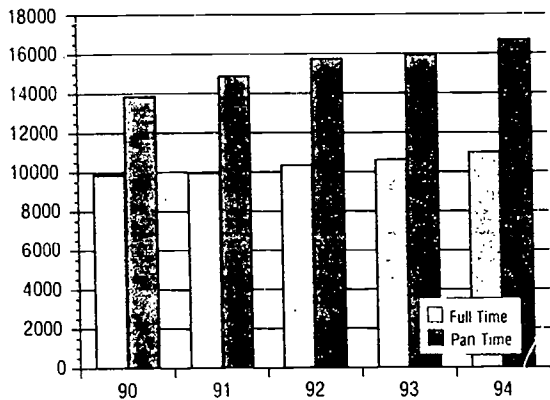
YEAR	LIBERAL ARTS	VOCATIONAL
1990	2,349	1,344
1991	2,415	1,329
1992	2,454	1,387
1993	2,387	1,456
1994	2,430	1,350

UH Community Colleges Degrees and Certificates Awarded, 1990-1994



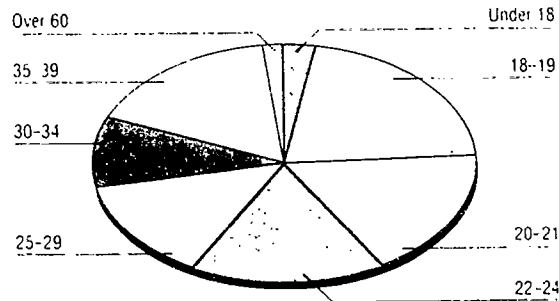
YEAR	LIBERAL ARTS	VOCATIONAL
1990-91	836	1,357
1991-92	828	1,407
1992-93	906	1,463
1993-94	915	1,536
1994-95	954	1,669

UH Community Colleges Student Attendance Status, 1990-1994



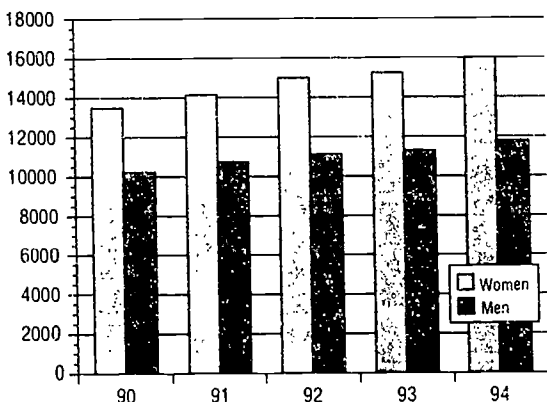
YEAR	FULL TIME	PART TIME
1990	9,869	13,858
1991	9,956	14,884
1992	10,349	15,757
1993	10,615	15,925
1994	11,001	16,702

UH Community Colleges Enrollment by Age, Fall 1994



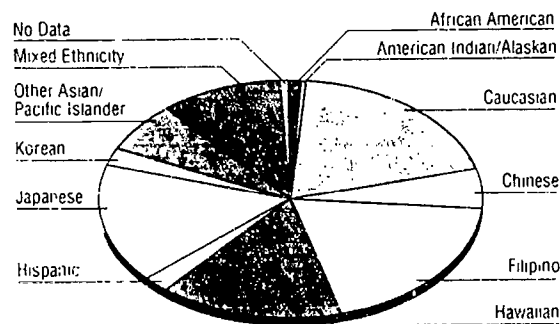
	#	%
Under 18	769	2.8
18-19	5,933	21.4
20-21	4,856	17.5
22-24	4,580	16.5
25-29	3,852	13.9
30-34	2,649	9.5
35-39	4,687	16.9
Over 60	452	1.6
No Data	5	—
Total	27,783	100.0

UH Community Colleges Student Gender, 1990-1994



YEAR	WOMEN	MEN
1990	13,495	10,228
1991	14,146	10,728
1992	14,997	11,121
1993	15,244	11,299
1994	16,007	11,776

UH Community Colleges Enrollment by Ethnicity, Fall 1994



	#	%
African American	298	1.1
American Indian/Alaskan	98	0.4
Caucasian	5,447	19.6
Chinese	1,511	5.4
Filipino	5,408	19.5
Hawaiian	4,297	15.5
Hispanic	611	2.2
Japanese	4,530	16.3
Korean	660	2.4
Other Asian/Pacific Islander	1,892	6.8
Mixed Ethnicity	2,850	10.2
No Data	181	0.6
Total	27,783	100.0

Programs of Study

Degree and Certificate Programs

Program	Majors	ETC	Haw	Hon	Kap	Kau	Lee	Mau	Win
GENERAL AND PRE-PROFESSIONAL EDUCATION									
	Liberal Arts and Sciences		•	•	•	•	•	•	•
	Industrial Education			•					
VOCATIONAL/TECHNICAL EDUCATION									
Business									
	Accounting		•		•	•	•	•	•
	Business Careers							•	
	Court Reporting				•				
	Data Processing		•		•				
	Finance								•
	Hotel Operations		•		•	•		•	
	Information and Computer Science						•		
	Management		•				•		
	Microcomputer Applications								•
	Office Administration and Technology	•	•		•	•	•	•	•
	Sales and Marketing		•		•			•	
	Workplace Readiness					•			
Health Service									
	Adult Residential Care Home		•		•				
	Community Health Worker				•				
	Dental Assisting				•				
	Diagnostic Medical Sonography				•				
	Emergency Medical Technician				•				
	Home Health Aide				•				
	Medical Assisting				•				
	Medical Lab Technician				•				
	Mobile Intensive Care Technician				•				
	Nurse Aide		•			•		•	
	Practical/Registered Nurse		•		•	•		•	
	Occupational Therapy Assistant				•				
	Physical Therapy Assistant				•				
	Radiologic Technology				•				
	Respiratory Care				•				
Public Service									
	Administration of Justice		•	•					•
	Early Childhood Education		•	•		•			•
	Fire Science		•	•					
	Human Services		•	•					•
	Legal Assistant					•			
	Occupational Safety and Health				•				
Food Service									
	Commercial Baking	•		•					
	Culinary Arts	•	•		•	•	•	•	
	Patissiere					•			
Trades & Technology									
	Advanced Automotive Technology				•				
	Aeronautics Maintenance Technology				•				
	Agriculture		•					•	•
	Applied Trades				•				
	Auto Body Repair and Painting	•	•	•		•		•	
	Automotive Mechanics Technology		•	•			•	•	•
	Building/Facilities Maintenance	•				•		•	
	Carpentry	•	•	•		•		•	
	Commercial Art				•				
	Commercial Music						•		
	Cosmetology				•				
	Diesel Mechanics Technology		•	•					
	Drafting/Architectural Drafting		•	•				•	•
	Electrical Installation and Maintenance	•	•	•		•			
	Electronics Technology		•	•		•			
	Engineering Technology				•				
	Fashion Technology				•				•
	Graphic Arts				•				
	Landscaping/Turfgrass Maintenance								•
	Machine Shop Technology				•				
	Refrigeration and Air Conditioning				•				
	Sheet Metal and Plastics				•				
	Ship Repair				•				
	Television Production						•		
	Welding Technology		•	•		•		•	

Liberal Arts and Pre-professional Subject Areas

	ETC	Haw	Hon	Kāp	Kau	Lee	Mau	Win
American Sign Language				*				
American Studies			*	*	*	*	*	
Anthropology			*	*	*	*	*	*
Aquaculture								*
Art		*	*	*	*	*	*	*
Asian Studies		*	*	*	*			
Astronomy			*	*	*	*	*	*
Business			*	*	*	*	*	*
Biology		*	*	*	*	*	*	*
Botany		*	*	*	*	*	*	*
Chemistry		*	*	*	*	*	*	*
Chinese			*	*				
Civil Engineering			*	*				
Communications			*	*	*	*	*	*
Dance		*	*	*	*	*	*	*
Drama/Theater			*	*	*	*	*	*
East Asian Language and Literature			*	*	*	*	*	*
Economics		*	*	*	*	*	*	*
Education		*	*	*	*	*	*	*
Electrical Engineering			*	*		*		
English	*	*	*	*	*	*	*	*
English As A Second Language	*	*	*	*	*	*	*	*
Entrepreneurship			*	*				
European Languages and Literature						*	*	
Family Resources/Human Development		*	*	*			*	
Food Science and Human Nutrition		*	*	*		*	*	
French			*	*	*	*	*	*
Geography		*	*	*	*	*	*	*
Geology and Geophysics			*	*	*	*	*	*
German						*		
Hawaiian		*	*	*	*	*	*	*
Hawaiian Studies		*	*	*	*	*	*	*
Health		*	*	*	*	*	*	*
Health: Physical Education and Recreation		*	*	*	*	*	*	*
History		*	*	*	*	*	*	*
Home Economics			*	*				
Humanities			*	*	*	*	*	*
Interdisciplinary Studies		*	*	*	*	*	*	*
Japanese		*	*	*	*	*	*	*
Journalism			*	*	*	*	*	*
Korean			*	*				
Law		*	*	*	*	*	*	*
Learning Skills	*	*	*	*	*	*	*	*
Linguistics			*	*	*	*	*	*
Mathematics	*	*	*	*	*	*	*	*
Mechanical Engineering			*	*		*		
Meteorology			*	*				
Microbiology			*	*	*	*	*	*
Military Science			*	*		*	*	*
Music			*	*	*	*	*	*
Oceanography		*	*	*	*	*	*	*
Pharmacology		*	*	*	*	*	*	*
Philosophy			*	*	*	*	*	*
Physics		*	*	*	*	*	*	*
Political Science		*	*	*	*	*	*	*
Psychology		*	*	*	*	*	*	*
Quantitative Methods			*	*	*	*	*	*
Religion			*	*	*	*	*	*
Russian			*	*				
Samoan			*	*				
Science		*	*	*	*	*	*	*
Social Science		*	*	*	*	*	*	*
Sociology		*	*	*	*	*	*	*
Spanish		*	*	*	*	*	*	*
Speech		*	*	*	*	*	*	*
Student Development	*	*	*	*				
Ta'ialog			*	*		*	*	*
Women's Studies		*	*	*	*	*	*	*
Zoology			*	*	*	*	*	*

UHCC campuses offer a variety of classes under the subject areas shown above; for example: photography and oil painting under "Art," and statistics and trigonometry under "Mathematics." The absence of a specific topic in this list of subject areas does not mean the topic is not taught.

Special Programs and Community Services

The mission of our Community College Offices of Special Programs and Community Services is to meet the need for continuing education in all sectors of the state's workforce, and to provide Hawai'i residents with the opportunity to better themselves through life-long learning that is relevant, affordable and convenient.

Each Office of Community Services (OCS) is responsive to the demands of its changing clientele, flexible in its delivery of instruction, and financially self-supporting (instructional expenses are paid out of revenues generated).

Because of this entrepreneurial orientation, OCS is the most versatile and "change-ready" means by which we deliver instruction in the Community Colleges, serving between 80,000 and 100,000 people annually in recent years.

OCS deliver noncredit instruction that can be classified into four broad categories:

- general and customized training for business and industry;

- specialized offerings for specific audiences, including academic instruction for apprenticeship training programs;
- personal enrichment classes for the general public, and
- performances and special events.

Offerings range from contracted skills training for health industry employees to algebra for carpentry apprentices to computer operation and real estate classes for the general public.

Besides instruction, OCS also serves thousands of Hawai'i residents through theatrical performances and special events. Leeward CC's on-campus theater attracted almost 78,000 people to performances in 1994-95. More than 5,100 attended performances co-sponsored by Maui CC, and Kaua'i CC's theater brought in 170 patrons, having just reopened after repairs to the damage caused by Hurricane Iniki. Windward CC has no theater, but attracted 16,500 people to on-campus events like its annual Taro Festival and Ho'olaule'a.

Enrollment* FY 1994-95

	#	%
ETC	2,986	3.6
Hawai'i CC	1,473	1.8
Honolulu CC	13,070	15.9
Kapi'olani CC	24,746	30.1
Kaua'i CC	1,667	2.1
Leeward CC	17,272	21.1
Maui CC	11,982	14.6
Windward CC	8,895	10.8
Total	82,091	100.0

* instructional offerings only; does not include nearly 100,000 Hawai'i residents who attended theater performances or special events

Special Programs and Community Services

NONCREDIT PROGRAM AREAS 1994-95

	ETC	Haw	Hon	Kap	Kau	Lee	Mau	Win
Apprenticeship Training								
Business Education								
Business Administration								
Business Law								
Business Math								
Business Writing								
Computer Applications								
English as a Second Language								
Japanese Business Practices								
Legal Studies								
Nonprofit Fundraising								
Real Estate								
Small Business Planning								
Food Service								
Baking								
Culinary Arts								
General Programs								
Basic Academic Skills								
Career Planning/Job Search Skills								
Diamond Head Early Childhood								
English as a Second Language								
Fine Arts/Handicraft								
Foreign Language								
Hawaiian Culture								
Health and Fitness								
Interoffice Working Paper								
Japanese Culture								
Literacy								
Motorcycle Safety Education								
Personal Enrichment								
Health Service								
Adult Residential Care Planning								
CPR/First Aid								
Family Caregiving								
Home Health Aide								
Long Term-Care Services								
Medical Terminology/Transcription								
Nurse Aide								
Other Healthcare Services								
Respite Senior Center								
Ward Clerk								
Performing Arts/Special Events								
Public Service								
Childcare Training								
Occupational Safety and Health								
Special Audiences								
American Sign Language/Interpreter Education								
Commercial Driving Test Preparation								
Consumer Education								
Elderhostel								
Gallaudet Center on Deafness								
International Programs/Exchanges								
National Association of Secondary Dealers								
School Bus Driver Aides								
Senior Citizens								
Trades and Technology								
Agriculture								
Auto Mechanics Technology								
Auto Body Repair and Painting								
Carpentry								
Construction Occupations								
Drafting Technology								
Electrical Installation and Maintenance								
Electronics Technology								
Engineering Technology								
Facilities Maintenance Technology								
Refrigeration and Air Conditioning								
Welding Technology								
Visitor Industry Training								
Golf Course Turf Management								
Guide Skills/Interpretation								
Hawaiian Cultural Values								
Housekeeping								
Landscape Maintenance								
Maintenance Trades								
Management								



The Community Colleges of the University of Hawai'i are committed to helping fulfill the mission of the whole University:

"To provide all qualified people in Hawai'i with equal opportunity for a quality college and university education; to create knowledge and gain insight through research and scholarship; to preserve and contribute to the artistic and cultural heritage of the community; and to provide other public service through the dissemination of current and new ideas and techniques. In pursuing its charter, the University of Hawai'i is committed to the development of the state's greatest asset, its people."

Within this context, the Community Colleges have as their special objectives:

- To broaden access to higher education in Hawai'i by providing the opportunity for any high school graduate or adult aged 18 or older to enter a quality educational program within his or her community.
- To specialize in the effective teaching of diverse liberal arts and sciences so that Community College graduates are prepared to enter the workplace or advance with

confidence toward baccalaureate degrees.

- To provide vocational and technical training that prepares students for immediate employment and supplies the paraprofessionals, technicians and craftspeople needed by Hawai'i business and industry.
- To offer continuing education in the form of general and customized employment training, as well as noncredit instruction that emphasizes personal enrichment, occupational advancement and career mobility.
- To contribute to the cultural and intellectual life of communities throughout Hawai'i by sharing leadership, knowledge, problem-solving skills and informational services; by offering forums for the discussion of ideas; and by providing venues in which community members can both exercise creativity and appreciate the creative works of others.

These objectives of the Community Colleges are consistent with the goals established by the State Postsecondary Education Commission and the State Board for Vocational Education.



The University of Bayreuth
Equal opportunity, full involvement, no discrimination