

Annual Review of Program Data (ARPD)

Unit Name: Wai`anae Education Center, 2014

Unit Description:

The Wai`anae Education Center, consisting of four classrooms, two academic labs, a computer lab, and assorted office and study areas, serves students primarily from the Leeward coast. It offers a variety of courses, the selection designed to provide students the opportunity of engaging in and completing programs of study that will lead to college-level academics, employment, transfer to a four-year institution, or program completion.

Staffing of the facility consists of five tenured faculty (the interim Coordinator, one Hawaiian Studies faculty member, one Math faculty member and two Counselors one of whom is currently on extended sick leave). Two faculty members are currently under review for tenure (one Language Arts, and one Physical Science) while one Student Services Specialist faculty is currently under consideration for promotion. In addition, there is an additional Academic Services Specialist, one Information Services Specialist, the unit's Secretary and one Secretary's assistant. For the past five months, in order to continue to provide sufficient counseling services, the unit has also hired, under 90 day limited-term contract, an additional counselor. In order to provide academic support services, an additional fifteen student employees serve as tutors in Math and English Composition, Math Lab assistants, content course tutors and a lab assistant to assist with computer and laptop use, and peer facilitator to assist with ensuring new college applicants register for classes.

The facility opens at or before 8 a.m. each morning and over the course of the week offers an average of approximately 45 different courses with the majority of courses offered Monday through Thursday until 9 pm. Additional classes meet once a week on Fridays and Saturdays.

To meet the counseling needs of both traditional and non-traditional college students, counseling services are provided twice a week, from 9 a.m. to 9 p.m., and twice a week, from 9 a.m. until 6 p.m., with additional hours on Fridays. During the Fall and Spring semesters, test proctoring services for COMPASS placement tests are offered Monday through Saturday, and all test proctoring, including distant education and make-up tests, is also available during evening hours twice a week.

As identified in the *Annual Review and Resource Allocation 2013-2014 LeeCC-Wai`anae* submission, the "Strategic Plan Outcomes within a Leeward Context" include:

Goal A: Native Hawaiian Student Success

- **Academic Success; Empower & Inspire Native Hawaiian & Underserved Populations to Fulfill Their Potential**

As an indigenous-serving institution we empower and inspire Native Hawaiian and underserved populations to fulfill their potential by increasing teaching effectiveness, recruitment, retention, academic success, completion and continuation of their education.

Goal B: ALL Student Success

- **Content, Curriculum, Access, Support**

Leeward CC effectively provides access, prepares and facilitates progression for students to succeed in the local and global workplace.

Goal C: Workforce Development and Extramural Funds

- **Partnerships, External Funding, Economic Catalyst**

Leeward CC provides skilled workforce by partnering with Central West Oahu businesses and organizations and government agencies to generate and support programs that stimulate and fulfill the economic vitality of the community.

Goal D: Professional Development

- **Training & Professional Development, Learning Environment & Culture/Climate**

Leeward CC provides access, funding and staffing to raise educational capital of the state.

Goal E Facilities, Sustainability, and Planning

- **Responsible Stewardship of Human, Material & Financial Resources**

Leeward CC stewards resources in a responsible and purposeful manner.

Additionally, Leeward CC's more focused institutional goals include

Student Success Initiative Goals:

- Increase the number of graduates and transfers in all areas by 25%
- Eliminate Gatekeeper courses
- Improve student success rates by 10% in all courses with success rates less than 70%
- Decrease time spent in remedial/developmental courses to one year or less

Other Goals (from strategic plan)

- Promote Native Hawaiian student success through a variety of strategies and interventions with comparable goals as overall student success initiative (Goal A, A.)
- Increase by 3% per year the number of individuals enrolled in non-credit certificates programs that lead to occupations where there is a demonstrated state of Hawaii shortage of qualified workers, and where the average wage is at or above the US average (B.3.)
- Recruit, renew, and retain a qualified, effective, and diverse faculty, staff, and leadership (D.1.)
- Build and/or acquire appropriate facilities to deliver educational programs and services in underserved regions of the State, and identify repairs and maintenance requirements to properly maintain the facilities (E.1.)

Part I. Quantitative Indicators

Indicators	2011-2012	2012-2013	2013-2014
DEMAND			
1. Leeward CC Wai`anae headcount (Fall/Spring Semesters)	480/476	526/516	563/437
2. Native Hawaiian headcount (Fall/Spring Semesters)	329 (64.44%)/ 322 (58.70%)	358 (68.99%)/ 374 (61.76%)	379 (67.52%)/ 299 (62.88%)
3. Financial Aid Recipients (Native Hawaiians – Fall/Spring Semesters)	212 (70.90%)/ 189 (72.69%)	247 (76.00%)/ 231 (76.74%)	237 (72.26%)/ 188 (72.03%)
4. Courses Offered/Sections (Fall/Spring Semesters)	42/61 46/62	44/69 45/74	44/70 42/58
EFFICIENCY			
1. Annual Budget Expenditures	\$1,207,358.00	\$1,248,762.00	\$1,258,071.00
2. Expenditures per student (Total Fall/Spring Semesters student population divided by expenditures)	\$1262.92	\$1,210.04	\$1,258.07
3. Class Size (Fall/Spring Semesters)	17.28 16.11	17.22 14.82	17.36 15.90
4. Classroom Fill Rates (Fall/Spring Semesters)	86.96% 79.41%	90.83% 79.26%	87.22% 74.41%
5. Board FTE Appointed Faculty	6	6	6
6. Student to FTE Ratio (Fall/Spring Semesters)	80/1 79.3/1	87.6/1 86/1	93.8/1 72.8/1
7. Student Employee Expenditures	N/A	\$10,870.57	\$51,962.25
EFFECTIVENESS			
Gatekeeper Course Success Rates:			
1. ENG 100 (Fall Semesters, Grade C or better)	58.1%	63.3%	66.7%
2. MATH 103 (Fall Semesters, Grade C or better)	72.5%	42.9%	42.4%
3. PSY 100 (Fall Semesters, Grade C or better)	66.7%	88.5%	57.7%
4. SP 151 (Fall Semesters, Grade C or better)	87.5%	92.3%	85.4%
5. HIST 151 (Fall Semesters, Grade C or better)	94.7%	82.4%	90.5%
6. DevED MATH (Fall Semesters, Grade C or better)	66.69%	65.41%	65.15%
7. Native Hawaiian DevED MATH (Fall Semesters, Grade C or better)	69.01%	61.82%	61.81%
8. DevED English (Fall Semesters, Grade C or better)	76.39%	65.18%	71.29%
9. Native Hawaiian DevED English (Fall Semesters, Grade C or better)	76.72%	65.52%	69.23%

Part II. Analysis of Unit

Demand: While there is some variance in student enrollment at the Wai`anae campus, it has continued to gradually increase overall. This current semester's enrollment at 544 students and last semester's enrollment of 545, shows the numbers remain relatively stable with an increasing trend. With the difficulty of travel into and out of the coast due to irregular long-term road construction on Farrington Hwy in Nanakuli for the next fifteen or so months, students are looking for wide a variety of course offerings at the Wai`anae campus in order to circumvent the two plus hour bus ride to the Pearl City campus and at least that long returning.

AY	LeeCCW	% Diff	NON- LeeCCW	% Diff
	HdCnt		HdCnt	
2011	648		9,656	
2012	704	8.6%	9,783	1.3%
2013	763	8.4%	9,730	-0.5%
2014	739	-3.1%	9,945	2.2%
2015	695	-6.0%	9,490	-4.6%
Net 12-14	5.0%		1.7%	
Net 12-15	-1.3%		-3.0%	

The Native Hawaiian segment of the Leeward CC Wai`anae student population has also maintained at 60% in the three-year period identified above, but it should be noted that the Native Hawaiian numerical student population since 2008 has risen from slightly over two hundred to its current level representing about a 50% increase. With the Native Hawaiian population increase, both the number and percentage of the Native Hawaiian population receiving financial aid has similarly risen with the number of Native Hawaiian students receiving financial aid more than doubling since 2008. With the current staffing of two full-time counselors assisting students in the application and registration process, more students are able to enroll in the campus located closer to where they live.

The number of courses and sections available to serve the student population remains severely limited with four instructional classrooms which serve a variety of purposes. One room is devoted to only Math courses, another room is utilized for English courses while the remaining two classrooms are employed for teaching all other courses. As it is currently, one MATH course is offered at 7:30 a.m, a Learning Community consisting of LSK 110 College Success Strategies and ENG 24 College Reading and Composition begins at 8:15 a.m. as well as a Physical Science

course. The classrooms are then utilized almost consistently and non-stop until 8:00 p.m. with two rooms and facility at large open until 9:00 p.m. Monday through Thursday. An additional six or seven courses are offered on Friday which requires the facility be open from 8:00 a.m. to 4:30 p.m. while two classes regularly offered on Saturday require the campus is open from 8:30 a.m. until 3:30 p.m. The scheduled relocation of the campus to the Má`ili facility, planned for Spring 2017, will merely relocate the current classrooms from Wai`anae to Má`ili. The Title III grant will assist in renovating an additional 1/3rd of the new structure and add a Physical Science Laboratory and study areas for students. Roughly 1/3rd of the building will need to be renovated. Until the move to the new facility--expected in two years--expansion of course and new section offerings will be exceedingly limited.

Efficiency: Classroom size limits student enrollment in different courses depending on the room in which the course is scheduled. Overall class size averages from 15 to 17 students. If fifteen students enrolled is the “break even” point for tuition covering instructor salaries, the average class size at Wai`anae has in the three year period reached the “break even” point overall. Furthermore, class-fill rates in Fall semesters are near 90% on average while dropping to between 72% to 87% in the Spring semesters.

While class fill rates are relatively high, the variability of lecturer availability to teach at the Wai`anae campus is a problem. Lecturers often are available only within a limited time frame--certain hours or days. Scheduling courses when they are need by students, or so some required courses don't conflict with other required courses is difficult. The new facility in Má`ili will not immediately solve this problem because it will provide no more classroom space than is currently available.

In spring 2012, the Wai`anae campus expanded to the first floor of the building, adding another general study space and a classroom, which is used Monday through Friday for Math courses and for ART 107D and ART 112 on Fridays. In addition, the space in front of the classroom serves as the Math Lab. There are two other small rooms: one is used as a faculty lounge/kitchen area; the second is connected for distance education courses and also configured for meetings online, as well as student study groups. The first floor also contains offices for math instructors and adjuncts as well as a satellite services office for community partners, such as Kauhale and Kamehameha Schools. The satellite services office will be converted to the third counseling office once the Title III grant position is filled.

The annual expenditures to provide academic services to the Wai`anae coastal community are currently hovering around \$1.24m though gradually rising. Dividing those three annual expenditure totals by the student population enrolled in credit courses indicates the per student costs of operating the Wai`anae campus at slightly higher than \$1,200 per student per year.

Leeward Wai`anae is also increasingly becoming a source of jobs for students. Students employed at the Wai`anae campus were paid about \$11,000 two years ago. Last year, students working at the campus earned about \$52,000. This year, they will earn an anticipated \$53,000.

The instructional faculty at the Wai`anae campus remained consistent until August 2014 when the former Coordinator was appointed Interim Dean of Student Services and the current Interim Coordinator was hired from among the faculty, leaving one less instructional faculty teaching English courses. This instructional gap has been filled by a lecturer who is currently teaching only at the Wai`anae campus.

In addition, one of the two full-time counselors has been on extended sick-leave, and the newly implemented G2FO program requires more counseling and faculty attention. These demands have encouraged faculty and lecturers to sign up as academic coaches for G2FO participants. G2FO participants have noted that this practice is a very important component of the program so the newer cohort of G2FO students have also been assigned to different faculty members.

Effectiveness: The Wai`anae campus's endeavor towards meeting the Student Success Initiative goal of eliminating Gatekeeper courses shows much promise. The successful completion rate for ENG 100 has risen from 58.1% to 66.7%. If the rate continues to improve, that course will no longer be a Gatekeeper. SP 151 course has maintained a successful completion rate above 85%. The same is true about HIST 151, which has

Other classes do not fare as well. PSY 100 course has gone from 65% to 57%, with an intervening year at 88%. Since it is the same instructor teaching all those courses, the fluctuation is puzzling. We think that perhaps consistency in instruction might help. MATH 103 dropped from a more than 70% pass rate to less than 50% rate in the last two years. The drop follows the change in the Developmental Math curriculum and adopting a computer-based instructional model, requiring students to attend class and then work outside class on the ALEX system individually.

Developmental English and Math courses are more consistent and near or at the 70% pass rate. Developmental MATH courses are consistently at or above the 65% pass rate, though rates vary more for Native Hawaiian students. The Developmental English course results are slightly higher with rates wavering between 76% and 65% then rising to 71%. Native Hawaiian pass rates are very similar, 76% to 65% to 69%, with that last increase falling short of the 70% rate by less than one percentage point.

It should be noted, though, that the rates over time show steady improvement. With full-time tenure track instructors hired at the Wai`anae campus, the Developmental Math course pass rate has risen from 52% in 2008 to its current 65%. For Native Hawaiian students, it has risen even more--from 39% to nearly 62% in 2013. Native Hawaiian success rates in the Developmental English offerings have risen from 60% in 2008 to nearly 70% in 2013. In short, the Student Success Initiative of improving successful completion rates by 10% for those courses with less than 75% pass rate has nearly been met in the Developmental Math and English course offerings.

To meet the Student Success Initiative Goal of increasing the number of graduates and transfers in all areas by 25%, the counselors at the Wai`anae campus initiated in fall 2014 organized tours of UH Manoa and UH West Oahu. These face-to-face meetings establish the relationships that help students transfer more successfully to those institutions.

In addition, all six students currently enrolled in the Bachelor's degree in Nursing program offered through the University of Hawaii at Hilo in their final semester of study through the Wai`anae Health Academy were either previously enrolled in courses at the Wai`anae campus or graduated from Leeward CC.

The *Strategic Plan's* goal of promoting Native Hawaiian student success through a variety of strategies and interventions with comparable goals as overall student success initiative continues to be met through the G2FO initiative as well as Leeward CC Wai`anae 's work with its community partners through the following work and activities:

- Leeward CC classes offered through the Wai`anae Health Academy are processed through the Wai`anae campus coordinator and Academic Support Specialist. These courses are all identified as being offered for Native Hawaiian students.
- The Wai`anae campus works closely with the Kauhale program which offers a summer Ramp-Up each summer so incoming freshmen seeking to enter Makaha Studios or MA'O Organic Farms. Upon being accepted, MA'O interns begin their academic journey at the Wai`anae campus and take an AG 112 class at the MA'O Farm.
- HAW 101 and HAW 102 are currently being offered off-campus at the Nanakuli Punana Leo Preschool.
- The Ka Lama program, having moved to the new Kamehameha facility in Má`ili, is organizing developmental English and Math courses that will be offered at the Wai`anae campus during Spring, 2015 semester.
- The Ka Lama program, working with the Wai`anae campus counselors, offered a financial aid workshop and college opportunity fair at the Wai`anae campus in January, 2015.
- Working through the Leeward CC Running Start program, lecturers and Wai`anae based instructors have been teaching dual-credit Leeward CC courses at Nanakuli and Wai`anae high schools for the last two years while Kamaile Academy students have started taking classes at the Leeward CC Wai`anae facility.

The *Annual Review and Resource Allocation* for last year focused on the following issues in response to previous plans:

1. Fund a 2-day training for faculty advisors in Academic Coaching.
2. Hire additional tutors to support students taking developmental and college algebra classes.
3. Offer a 1-credit tuition free summer career exploration course.
4. Develop a sustainable scholarship program for the G2FO cohorts
5. Place all students entering at the developmental level English writing courses to enroll in LSK 110 as part of a learning community.
6. Establish weekly study sessions for G2FO students enrolled in MATH 103 and MATH 82
7. Initiate and coordinate a campus-wide community service project each semester.
8. Pilot a flipped-classroom approach in a science course.
9. Increase iPad use by students in the classroom.

Of the identified issues, the following were met in the last year:

1. The Academic Coaching training was offered in August and all full-time Wai`anae faculty attended as well as almost half the lecturers teaching at Wai`anae. As a result of this coaching training, all tenured and tenure track faculty at Wai`anae are now participating in coaching/advising G2FO students.
2. Changes in tutor schedules now ensure that there are sufficient numbers of MATH tutors available before, during and after the MATH 103 and MATH 82 course offerings.
3. A career exploration course was offered to first cohort G2FO students during the summer session, 2014.
4. G2FO Students who complete 15 credits and maintain a 2.0 GPA are rewarded with a \$500 scholarship at the end of each Fall and Spring Semester.
5. During Fall, 2014 semester, three learning communities were offered and four sections of LSK were integrated into developmental English course offerings.
6. Weekly MATH study sessions for G2FO students were organized and took place.
7. Each fall semester, approximately 30 students and many of their family members and several faculty members participate in the Wai`anae Christmas Parade. Additionally, in fall of 2013 students helped organize the Halloween Dance at the Wai`anae Boys and Girls Club. Most recently, a student organized a "Toys for Tots" for the homeless living by the Wai`anae Boat Harbor, and she was accompanied by four other Leeward CC students and one graduate on the day of distribution. So while the "campus-wide community service project" has not been instituted, the student body has taken the initiative and partially met this issue.
8. This has not been addressed.
9. iPad use has increased slightly in the Math lab but not consistently, nor in other courses.

III. Action Plan

The following items comprise the agenda of actions to be taken in the coming school year.

1. Continue to refine the G2FO recruitment, course offering and support services program through the Title III grant.
2. Continue offering developmental English courses in Learning Community formats, incorporating ENG 24 and LSK 110 courses into learning communities.
3. Continue to expand the number of ENG 22/ENG 100 ALP course offerings from two to three or four per semester, depending on student need and instructor availability.
4. Improve successful completion rates in developmental English and Math courses that currently fall below the 70% rate.
5. Improve successful completion rates for PSY 100 and MATH 103 so that they will no longer be identified as Gatekeeper courses.

6. Continue improving developmental English courses in Learning Community formats, incorporating ENG 24 and LSK 110 courses into learning communities which will increase Native Hawaiian pass rates.
7. Continue to expand the number of ENG 22/ENG 100 ALP course offerings from two to three or four per semester which will increase Native Hawaiian pass rates.
8. Improve Native Hawaiian successful completion rates in developmental English and Math courses so that they will be at least 70%.
9. Improve Native Hawaiian successful completion rates for PSY 100 and MATH 103 to 70% or higher.
10. Continue to work at recruiting more Wai`anae and Nanakuli High School students through increased counseling and recruitment.
11. Continue the work of moving the campus from Wai`anae to Má`ili.
12. Finalize plans for the Title III funded addition of the Science Wet Lab with Storage Room, Faculty Office, and Community Meeting Room, Learning Resource Center, two small Group Study Rooms, one large Group Study Room and Student Services Office.

Measurable improvements on Action Plan agenda items:

1. Working with the newly hired G2FO Coordinator, the newly hired G2FO counselor, and Wai`anae staff and faculty, the G2FO program should have 40 new students in the cohort beginning Fall Semester, 2015. Retention from Fall to Spring will improve 10%.
2. In conjunction with the Language Arts Chair, Wai`anae based Language Arts instructors, and Interim Coordinator, expand from two learning communities and related support services scheduled for Fall semester, 2015, to three in the Spring semester, 2016.
3. In conjunction with the Language Arts Chair, Wai`anae based Language Arts instructors, and Interim Coordinator, expand ENG 22/ENG 100 ALP course offerings and related support services from two in Fall 2015 to three in Spring 2016, and then four in Fall 2016.
4. In conjunction with the Leeward CC Wai`anae based Math Instructors and the Interim Coordinator and related support services, improve pass rates 5% in developmental English and Math courses that currently fall below the 70% pass rate by at least 5%.
5. In conjunction with the Social Sciences Chair, Social Science instructor, Leeward CC Wai`anae based Math Instructors, and Interim Coordinator and related support services, improve pass rates by 5% for PSY 100 and MATH 103 to above the 70% threshold of being identified as Gatekeeper courses.
6. In conjunction with the Language Arts Chair, Wai`anae based Language Arts instructors, Interim Coordinator, and Wai`anae based Hawaiian Studies instructor and related support services, continue improving developmental English courses in Learning Community formats incorporating ENG 24 and LSK 110 courses into learning communities which will increase Native Hawaiian pass rates by 5%.
7. In conjunction with the Language Arts Chair, Wai`anae based Language Arts instructors, Interim Coordinator, Leeward CC Wai`anae based Math Instructors and Wai`anae based Hawaiian Studies instructor and related support services, improve Native Hawaiian pass rates in developmental English and Math courses that currently fall below the 70% pass rate by at least 5%.

8. In conjunction with the Language Arts Chair, Wai`anae based Language Arts instructors, Interim Coordinator, Leeward CC Wai`anae based Math Instructors and Wai`anae based Hawaiian Studies instructor and related support services, improve Native Hawaiian pass rates by 5% in developmental English and Math courses that currently fall below the 70% pass rate.
9. In conjunction with the Social Sciences Chair, Social Science instructor, Leeward CC Wai`anae based Math Instructors, and Interim Coordinator and related support services, improve Native Hawaiian pass rates by 5% for PSY 100 and MATH 103 to above the 70% threshold of being identified as Gatekeeper courses.
10. Working with the newly hired G2FO Coordinator, the newly hired G2FO counselor, Wai`anae staff and faculty, the Kauhale program, and Kamaile Academy and related support services, increase recruitment Wai`anae and Nanakuli High School students by 10% per year.
11. Construction should be more than half completed in the next school year.
12. The Physical Science instructor, Interim Coordinator and Facilities Planner should have the physical plan for the Wet Lab classroom, related facilities and office completed by the end of Spring Semester, 2015. The Student Services Coordinator, Interim Coordinator and Facilities Planner should have the physical plan for the student study areas, group-work study rooms, and office completed by the end of Spring Semester, 2015.

IV. Resource Implications: Request for Resource Allocations

Each prioritized planning list should be limited to the **top five requests** for your division, unit, or area. **Planning requests should be \$5,000 or greater in amount.** Some divisions may want to keep a complete prioritized list of items for any amount to use for division fund requests.

- Operating Budget (includes Supplies, Student Help, Technology, Equipment/Furniture, Travel/Professional Development)
- Personnel (positions and release time)
- Repair and Maintenance

OVERALL DIVISION/UNIT/AREA PRIORITIES FOR OPERATING BUDGETS (This category includes Supplies, Student Help, Technology, Equipment/Furniture, and Travel/Professional Development)

Priority	Item or Action and improvement sought	College, Program, or Unit Goal	Data supporting request from ARPD	New Funding Cost Estimate	If new funding not available: Possibilities for Extramural Funding or Reallocation
1.	Additional Funding for Student Tutors/Peer Mentors	<i>Annual Review and Resource Allocation 2013-2014 LeeCC-Wai`anae Goals A & B, Leeward CC Mission, Effectiveness III 2 thru 10 & the University of Hawaii 2015-2021 Four Major Strategic Directions: Graduation Initiative.</i>	Expenditures on Peer Mentors, Tutors and Student help to operate the campus has risen to more than \$50,000 last fiscal year with expected costs to increase due to wage increases and campus hours of operation	\$25,000 (\$55,000 total per annum)	None
2.	6 Updated Computers for counseling, staff, instructor &	<i>Annual Review and Resource</i>	Use of Banner and STAR often freezes the computers,	\$12,000	None

	administration	<i>Allocation 2013-2014 LeeCC-Wai`anae Goals A & B, Leeward CC Mission, Effectiveness III 1 thru 10, & the University of Hawaii 2015-2021 Four Major Strategic Directions: Graduation Initiative:</i>	purchased in 2008, that are currently being used.		
3.	Purchase 15 MacBook Laptops for ART 107D and ART 112 courses	<i>Annual Review and Resource Allocation 2013-2014 LeeCC-Wai`anae Goal A, Leeward CC Mission, & the University of Hawaii 2015-2021 Four Major Strategic Directions: Graduation Initiative:</i>	Software upgrades will make the current laptops unable to run the software, Lighthouse, necessary to use the laptops for these courses	\$30,000	None
4.	Furniture for renovated Maili campus for one general classroom and one common area/study area	<i>Annual Review and Resource Allocation 2013-2014 LeeCC-Wai`anae Goals A & B, Leeward CC</i>	Current furniture in one classroom is inflexible seating (tablet/chair style). Current tables in student center will be used in student lounge in new location.	\$70,000	None

		<i>Mission, University of Hawaii 2015-2021 Four Major Strategic Directions: 21st Century Facilities</i>			
5.	15 Passenger Van	<i>Annual Review and Resource Allocation 2013-2014 LeeCC-Wai`anae Goals A & B, Leeward CC Mission, Effectiveness III 1, 11, 12.</i>	Access to beaches and other locations for the Science Lab courses offered at the campus is severely limited due to lack of transportation and campus's location being several miles away depending on the beach.	\$45,000	None

PERSONNEL (Positions and Release time)

Priority	Item or Action and improvement sought	College, Program, or Unit Goal	Data supporting request from ARPD	New Funding Cost Estimate	If new funding not available: Possibilities for Extramural Funding or Reallocation
1.	Financial Aid Counselor (half-time)	<i>Annual Review and Resource Allocation 2013-2014 LeeCC-Wai`anae Goals A & B, Leeward CC Mission, Effectiveness III.1, & the University of Hawaii 2015-2021 Four Major Strategic Directions:</i>	+/- 65% – 78% of the campus population is Native Hawaiian, of which 70 – 78% receive financial aid	\$30,000	None

		Graduation Initiative, <i>Integrity & Open Access</i>			
2.	Social Science Instructor	<i>Annual Review and Resource Allocation 2013-2014 LeeCC-Wai`anae Goals A & B, Leeward CC Mission, Effectiveness III 2 thru, 10, & the University of Hawaii 2015-2021 Four Major Strategic Directions: Graduation Initiative. Leeward CC Mission Integrity & Open Access</i>	Ten courses are offered under the Social Sciences Division, none of which is offered after 6 PM due to lecturer scheduling limitations.	\$75,000	None
3.	Language Arts	<i>Annual Review and Resource Allocation 2013-2014 LeeCC-Wai`anae Goals A & B, Leeward CC Mission, Effectiveness III 2 thru 10, & the University of Hawaii 2015-2021 Four Major</i>	Eleven courses previously taught by the Interim Coordinator now must be taught by the lecturer assigned to Wai`anae campus.	\$75,000	None

		<p><i>Strategic Directions: Graduation Initiative. Leeward CC Mission: Integrity & Open Access</i></p>			
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REPAIR and MAINTENANCE (R&M)

Priority	Item or Action and improvement sought	College, Program, or Unit Goal	Data supporting request from ARPD	New Funding Cost Estimate	If new funding not available: Possibilities for Extramural Funding or Reallocation
1.	Shift projector, AV screen and whiteboard in Room 5 to adjacent wall.	<p><i>Annual Review and Resource Allocation 2013-2014 LeeCC-Wai`anae Goal E Facilities, Sustainability, and Planning, & the University of Hawaii 2015-2021 Four Major Strategic Directions: Graduation Initiative. Leeward CC Mission</i></p>	Complaints from instructors that the room is too crowded and wide for effective teaching as students on the sides of the classroom cannot read the whiteboard or see the AV screen	\$750	None
2.	4 visits annually for air conditioner repair and maintenance	<p><i>Annual Review and Resource Allocation 2013-2014 LeeCC-Wai`anae Goal E</i></p>	Records show repair and maintenance of the AC system in the current building has required almost quarterly visits	\$1,000	None

		Facilities, Sustainability, and Planning.			
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Leeward CC Wai`anae Mission

The mission of Leeward CC-Wai `anae is to provide residents of the Wai `anae Coast access to a high quality college experience in a supportive and respectful environment within their own community.

Vision

Our vision is to improve socioeconomic conditions for the Wai `anae Coast community. This will be realized through increased college enrollment, success, and graduation of Wai `anae Coast residents, leading to greater family economic stability, creating positive influences and developing agents of change for their community.

Core Values

Our core philosophy is helping students succeed every step of the way and is based on our host Hawaiian cultural values.

- **Malama** (caring). We focus on supporting the academic and individual needs of each student. By creating an open, friendly environment with a comprehensive learning support network, we provide the opportunity for each student to be successful.
- **Ho`ihi** (respect). We value individual differences and the contributions that each individual brings to the learning process. We believe our students are enriched through a diverse intellectual and social environment where learning occurs through exposure to different cultures and through exchanges among a diversity of experiences, beliefs and perspectives. We foster an environment of mutual respect and teamwork where attitudes of fairness and integrity are encouraged.
- **Kuleana** (responsibility/accountability). We encourage students, faculty, and staff to perform to the best of their ability, to embody a healthy work ethic, and to take personal responsibility as members of the **Wai`anae Coast**, Leeward Community College, and larger **global communities**.
- **Lokahi** (unity/teamwork) and **Laulima** (cooperation). We foster collaboration and cooperation between and among students, faculty, and staff. Listening to others and sharing our talents in finding creative solutions to problems strengthens us. We are inclusive and bring people together to participate in decision-making.

University of Hawaii 2015-2021 Four Major Strategic Directions:

- 1) **Graduation Initiative:** Increase the educational capital of the state by increasing the participation and completion of students, particularly Native Hawaiians, low-income students, and those from underserved regions and populations in preparation for the success of graduates in the workforce and their communities
- 2) **Innovation Initiative:** Create more high-quality jobs and diversify Hawai'i's economy by leading the development of a \$1-billion innovation, research, education, and training enterprise that addresses the challenges and opportunities faced by Hawaii and the world.
- 3) **21st Century Facilities:** Eliminate the University's deferred maintenance backlog and modernize facilities and campus environments to be safe, sustainable and supportive of modern practices in teaching, learning and research.
- 4) **High Performance System of Higher Education:** Through cost-effective, transparent and accountable practices, provide our diverse student body throughout Hawai'i with affordable access to the superb higher education experience in support of the full institutional mission of the University.

Leeward CC Mission: At Leeward Community College, we work together to nurture and inspire all students. We help them attain their goals through high-quality liberal arts and technical education. We foster students to become responsible global citizens locally, nationally and internationally. We advance the educational goals of all students with a special commitment to Native Hawaiians.

Community: We value cooperation, collaboration, social responsibility, and concern for others as crucial elements in building a sense of community inside and outside the institution.

Diversity and Respect: We value individual differences and the contributions they bring to the learning process. We believe that our students are enriched through a diverse intellectual and social environment, where learning occurs through exposure to world cultures, and through interaction with peoples of diverse experiences, beliefs and perspectives.

Integrity: We value personal and institutional integrity by fostering a culture of continuous improvement to open pathways to student success. We hold ourselves accountable for providing high-quality academic experience.

Open Access: We value all students. We seek to meet their needs, as well as those of the community by offering a diversity of courses, degree and certificate programs, and training opportunities, through traditional and distance education modes of delivery.