ANNUAL ASSESSMENT
for
Office of Career and Community Education
Noncredit Programs and Campus Facilities Use
Center for Aerospace Education
Ready Set Grow Hawaii Program
Paliku Theatre

for
Fiscal Year 2010 - 2011

November 22, 2011
Considerations for the Career and Community Education Program Reviewers

The organization of this program review is divided by the subunits of Career and Community Education:

- Noncredit Program and Campus Facilities Use
- Paliku Theatre
- Center for Aerospace Education (CAE)
- Ready Set Grow Hawaii Program

In short, this review is organized as four separate analyses to assist the reviewer in understanding the different action plans and budget implications.

The Noncredit Program of Career and Community Education provides training and education to meet the needs of our community, workforce, and industry partners; to provide lifelong learning for personal enrichment, health/fitness, and music; and to provide professional development opportunities. The campus facilities use support includes processing all requests from internal and external users and processing of fiscal transactions of receivables and coordinating for media support and custodial services. The CCE office staff processes documents relating to accounts receivable, accounts payable, and travel for the Noncredit Program, CAE, and Paliku Theatre; and handles reservations for CAE events and activities.

The Center for Aerospace Education supports the College’s credit curriculum in astronomy, students engaged in Hawai‘i Space Grant projects and community outreach efforts in science education. The Center for Aerospace Education operates and manages the following facilities: Hokulani Imaginarium, Aerospace Exploration Laboratory, NASA Flight Training Aerospace Education Laboratory, and Lanihuli Observatory. CAE’s mission is to inspire the community and students to actively engage in science activities through informal experience and formal education, to explore career options in aerospace science and industry, and to become informed, contributing citizens by becoming science-literate.

Ready, Set, Grow – Hawai‘i is designed as a State-wide initiative that will address the basic skills, career explorations, and work readiness gap for those who are not equipped to acquire a living wage career. The program is designed to foster an environment that engages, motivates, and supports students while allowing them an opportunity to accelerate toward a job and/or further education within the community colleges.

Palikū Theatre provides a unique, flexible and affordable performance venue for community groups on Windward O‘ahu. It has been made available to many community groups ranging from rural elementary schools to local ballet companies. The Theatre provides excellent service to campus, community, and customers, maintains a professional-caliber facility for WCC students to use and learn in, supports our community through availability of a professional performance space for community performing arts groups, and provides performance opportunities to our diverse population, which includes seniors 55 and older and Native Hawaiians.
ANNUAL ASSESSMENT Health Indicator Summary

Career and Community Education
Noncredit Programs and Campus Facilities Use

for Fiscal Year 2010 - 2011

Overall Program Status

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Cautionary</th>
<th>Unhealthy</th>
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<tbody>
<tr>
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Overall Program Demand

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Cautionary</th>
<th>Unhealthy</th>
</tr>
</thead>
<tbody>
<tr>
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<td>x</td>
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</table>

Overall Program Efficiency

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Cautionary</th>
<th>Unhealthy</th>
</tr>
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<tbody>
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<td>x</td>
<td></td>
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</tbody>
</table>

Overall Program Outcome

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Cautionary</th>
<th>Unhealthy</th>
</tr>
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<tbody>
<tr>
<td>x</td>
<td></td>
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</tbody>
</table>
### Abbreviations and Acronyms Used in this Annual Assessment Report

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AEL</strong></td>
<td>Aerospace Exploration Lab</td>
</tr>
<tr>
<td><strong>APAPA</strong></td>
<td>Academic Planning, Assessment, and Policy Analysis Office of the Associate Vice President, Community Colleges Academic Affairs, University of Hawaii</td>
</tr>
<tr>
<td><strong>CAE</strong></td>
<td>Center for Aerospace Education</td>
</tr>
<tr>
<td><strong>CTE</strong></td>
<td>Career and Technical Education</td>
</tr>
<tr>
<td><strong>FTE</strong></td>
<td>Full-time Equivalent</td>
</tr>
<tr>
<td><strong>FY</strong></td>
<td>Fiscal Year</td>
</tr>
<tr>
<td><strong>IEC</strong></td>
<td>Institutional Effectiveness Committee</td>
</tr>
<tr>
<td><strong>IRO</strong></td>
<td>Institutional Resource Office, University of Hawaii, Manoa</td>
</tr>
<tr>
<td><strong>MAPS</strong></td>
<td>Management and Planning Support, Institutional Research Office, University of Hawaii</td>
</tr>
<tr>
<td><strong>NASA</strong></td>
<td>National Aeronautics and Space Administration</td>
</tr>
<tr>
<td><strong>OCCE</strong></td>
<td>Office of Career &amp; Community Education</td>
</tr>
<tr>
<td><strong>PO</strong></td>
<td>Program Outcomes</td>
</tr>
<tr>
<td><strong>PT</strong></td>
<td>Paliku Theatre</td>
</tr>
<tr>
<td><strong>RSGHI</strong></td>
<td>Ready Set Grow Hawaii</td>
</tr>
<tr>
<td><strong>UH</strong></td>
<td>University of Hawaii</td>
</tr>
<tr>
<td><strong>UHM</strong></td>
<td>University of Hawaii at Manoa</td>
</tr>
<tr>
<td><strong>WCC</strong></td>
<td>Windward Community College</td>
</tr>
</tbody>
</table>
Signature Page

Faculty review and coordination for this report was provided by:

_________________________________________ Jane Uyetake, CCE Coordinator
_________________________________________ Gerri Kabei, CCE Program Coordinator
_________________________________________ Joseph Ciotti, Professor
_________________________________________ Tom Holowach, Theatre Manager
_________________________________________ Normadeene Musick, RSGHI Coordinator

Administration review for this report was provided by:

_________________________________________ Gerri Kabei
                                            Interim Director, Career & Community Education

_________________________________________ Douglas Dykstra
                                            Chancellor

Program information and research for this report was prepared by:

_________________________________________ Jane Uyetake, CCE Coordinator
_________________________________________ Gerri Kabei, CCE Program Coordinator
_________________________________________ Joseph Ciotti, Professor
_________________________________________ Tom Holowach, Theatre Manager
_________________________________________ Jamie Boyd, Health Coordinator
_________________________________________ Normadeene Musick, RSGHI Coordinator
Mission Statements

Windward Community College mission statement

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing culturally aware members of our community.

Career and Community Education (CCE) mission statement

Career and Community Education is committed to providing education and training to meet the needs of our workforce and community and to provide opportunities for personal enrichment and professional development.

CCE goals

- Ensure quality customer service for noncredit offerings and facilities use
- Provide facilities to support credit and noncredit courses and community group meetings
- Provide education and training for career advancement or occupational upgrading
- Provide education and training to meet workforce needs
- Provide education and training for State &/or national certification
- Provide education and training for personal enrichment, health/fitness, and cultural awareness
- Offer community service seminars and workshops and events
- Offer informal educational outreach opportunities to K-12 students and teachers

Part I. Executive Summary of Program Status – Noncredit Program and Campus Facilities Use

Review of the program rating

For FY11, both the Noncredit Program account and the Facilities Use account are in the black. The overall program status is healthy.

While the number of classes has decreased so has the total enrollment. The Demand for this unit is Cautionary.

The noncredit student evaluations are very high, which is indicated by positive responses. The Outcome for this unit is Healthy.

The overall status of this unit is Healthy. With the conversion of the Facilities Use Specialist position to G-funded status, the Efficiency of this unit would create a stronger operation.

Response to previous annual program assessment recommendations

There was no response to the previous program assessment report.
Part II. Program Description – Career and Community Education (CCE)

Description and history of CCE

The Vocational and Community Education (VCE) division was formally established in 2003 with the appointment of the Director. Effective January 2011 the division was renamed Career and Community Education (CCE). The Director oversees the following:

- Employment Training Center, until December 2010 (unit was dissolved)
- Noncredit Program and Campus Facilities Use
- Center for Aerospace Education
- Paliku Theatre

The Noncredit Program provides training and education to meet the needs of our community, workforce, and industry partners; to provide lifelong learning for personal enrichment, health/fitness, and music; and to provide professional development opportunities. Ocean safety education courses for certification are also offered to meet State laws for those who participate in sporting activities of tow-in surfing and jet skiing.

The campus facilities use management is under the jurisdiction of the CCE. As such, CCE processes all requests from internal and external users. This includes processing of fiscal transactions of receivables and coordinating for media support and custodial services.

Other subunits under the CCE are the Center for Aerospace Education and Paliku Theatre.

The CCE staff members have established a reputation for providing excellent customer service. Responsibilities include:

- Non-credit program offerings: coordinate all noncredit course offerings (mail, registration, process payments/refunds) and contacting all registrants for every course, prepare and mail ocean safety licenses and certificates
- Office support for ETC programs: process invoicing for ETC accounts receivables for registrations and catering events. Effective January 2011, only the Certified Nurse Aide, Introduction to Kitchen Skills, and Introduction to Construction Occupations programs of ETC will continue under CCE.
- CCE staff: process fiscal transactions for noncredit offerings, facilities use, Paliku Theatre rental, Center for Aerospace Education ticket sales and rentals; and reporting requirements
- Facilities use on WCC campus: coordinate and process internal and external requests, which includes coordinating with Media Office for multimedia equipment and with Administrative Services for custodial and maintenance staff assistance
- Paliku Theatre: sell tickets for Theatre events until January 2010; process accounts receivable/payable documents.
- Center for Aerospace Education: handle phone reservations for CAE events and activities
CCE Goals

- Customer Service – to provide excellent service to campus, community, and customers
- Facilities Use Support – to provide facilities to support credit and noncredit courses and community group meetings
- Learning and Teaching – to promote effective teaching and learning for professional development and certification
- Workforce Development – to provide educational opportunities for career advancement or occupational upgrading
- Community Development – to support our community through free seminars and collaboration
- Access and Diversity – to provide access to educational opportunities to our diverse population, which includes seniors 55 and older

CCE Program Outcomes (POs)

The POs for CCE are:
1. Use technology to access, maintain, and analyze data and information
2. Pursue lifelong learning and personal enrichment for health/fitness, lifestyles, music, and arts/crafts
3. Update professional development skills and knowledge
4. Meet educational requirements for ocean safety certification
5. Experience efficient processing of facilities use requests and fiscal-related documents

CCE Admission Requirements

Course registration is open and accessible to all interested students. All courses are fee-based. There are no admission requirements other than payment of fees. Some courses have prerequisites.

Facilities use is open to internal and external users.

CCE Credentials, licensures offered

As required by Hawaii state law, ocean safety educational courses for tow-in surfers and recreational thrill craft operators are offered for certification.

Noncredit Program and Campus Facilities Use faculty and staff

1.0 FTE Coordinator, Office of Continuing and Community Education (G-fund)
1.0 FTE Program Coordinator, Office of Continuing and Community Education (G-fund)
1.0 FTE Facilities Use Support Specialist (Special fund)
1.0 FTE Cashier Clerk (G-fund)
CCE Articulation agreements

There are no articulation agreements with this program within the University of Hawaii system.

CCE Community connections, advisory committees, internships, co-ops, DOE connections

The program does not have an Advisory Committee.

CCE Distance education programs

This program is not associated with any distance education programs.

Part III. Quantitative Indicators – Noncredit Program and Campus Facilities Use

Status/Demand/Efficiency

Noncredit Program Enrollment

<table>
<thead>
<tr>
<th>Semester</th>
<th>Enrollment</th>
<th>No. of Classes</th>
<th>Avg. Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2010</td>
<td>710</td>
<td>53</td>
<td>13</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>750</td>
<td>61</td>
<td>12</td>
</tr>
<tr>
<td>Summer 2011</td>
<td>980</td>
<td>65</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>2,440</td>
<td>179</td>
<td></td>
</tr>
</tbody>
</table>

Noncredit Program Annual Totals

<table>
<thead>
<tr>
<th>FY</th>
<th>Enrollment</th>
<th>Change</th>
<th>% of change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>2481</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>2440</td>
<td>-40</td>
<td>-2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FY</th>
<th>No. of Classes</th>
<th>Change</th>
<th>% of Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>197</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>179</td>
<td>-18</td>
<td>-9%</td>
</tr>
</tbody>
</table>
## NON-CREDIT PROGRAM - Revenue & Expense Summary

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>GROSS REVENUE</td>
<td>$128,956</td>
<td>$137,107</td>
<td>$207,628</td>
<td>$98,164</td>
<td>$97,696</td>
</tr>
<tr>
<td>TOTAL EXPENSES</td>
<td>$102,418</td>
<td>$102,685</td>
<td>$188,666</td>
<td>$109,083</td>
<td>$41,367</td>
</tr>
<tr>
<td>NET INCOME (LOSS)</td>
<td>$26,538</td>
<td>$34,422</td>
<td>$18,962</td>
<td>($10,919)</td>
<td>$56,329</td>
</tr>
</tbody>
</table>

1Effective January 2010, two 0.875 FTE Cashier-Clerk positions were terminated. Positions were paid from Noncredit Programs and Facilities Use accounts.
<table>
<thead>
<tr>
<th>FY 2006 - 2010</th>
<th>2006-07(^1)</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10(^2)</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROSS REVENUE</td>
<td>$91,589</td>
<td>$90,862</td>
<td>$74,179</td>
<td>$63,236</td>
<td>$92,454</td>
</tr>
<tr>
<td>TOTAL EXPENSES</td>
<td>$100,888</td>
<td>$117,169</td>
<td>$91,605</td>
<td>$40,053(^3)</td>
<td>$39,362</td>
</tr>
<tr>
<td>NET INCOME (LOSS)</td>
<td>-$9,299</td>
<td>-$26,307</td>
<td>-$17,426</td>
<td>$23,183</td>
<td>$53,092</td>
</tr>
</tbody>
</table>

**Facilities Use - Revenue & Expense Summary**

**Revenue & Expense Summary**

FY 2006-07: $91,589
FY 2007-08: $90,862
FY 2008-09: $74,179
FY 2009-10: $63,236
FY 2010-11: $92,454

**Gross Revenue**

- FY 2006-07: $91,589
- FY 2007-08: $90,862
- FY 2008-09: $74,179
- FY 2009-10: $63,236
- FY 2010-11: $92,454

**Total Expenses**

- FY 2006-07: $100,888
- FY 2007-08: $117,169
- FY 2008-09: $91,605
- FY 2009-10: $40,053\(^3\)
- FY 2010-11: $39,362

**Net Income (Loss)**

- FY 2006-07: -$9,299
- FY 2007-08: -$26,307
- FY 2008-09: -$17,426
- FY 2009-10: $23,183
- FY 2010-11: $53,092

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1. Effective 2007 Fiscal Year, Paliku Theatre rental split: 40% to Facilities Use account; 60% to Paliku Theatre account.
2. Effective January 2010, two 0.875 FTE Cashier-Clerk positions were terminated. Positions were paid from Noncredit Programs and Facilities Use accounts.
3. Facilities Use Specialist position was vacant for 5 months, resulting in salary savings of approximately $21,434; total expenses would increase to $61,487 ($40,053 + $21,434).
Determination of program’s health based on outcomes

Noncredit Program: Enrollment decreased -2 percent from FY 2010 to FY 2011 and the number of class offerings decreased -10 percent. Average class size has remained steady at 12-15. The Noncredit Program continues to fulfill its mission of providing education and training to meet the needs of our workforce and community and to provide opportunities for personal enrichment and professional development

- for career advancement or occupational upgrading
- to meet workforce needs
- for State certification
- for personal enrichment, health/fitness, and cultural awareness
- for offering community service seminars and workshops.

Career & Community Education meets program outcomes with excellent customer service for noncredit offerings and facilities use.

Total revenue decreased $468, a .004% decrease; total expenses decreased $67,716, a 62% decrease.

In July 2009, CCE lost the use of Hale Kuhina 114 which meant one less classroom to offer noncredit classes. This resulted in loss of facilities use rental income as well as loss of noncredit income. In June 2011, Hale Kuhina 106 became a classroom for the Ready Set Grow Hawaii program. CCE was now faced with only one room, Hale Kuhina 115, for noncredit course offerings.

Campus Facilities Use: From FY 2007-2009, the Facilities Use account had been operating in the red. There had been a steady decline in gross revenue, resulting in net losses. The decline in revenue and net income was due to the change in the split percentages of Paliku Theatre rental fees effective FY 07, which is 40% to Facilities Use and 60% to Paliku Theatre. Prior to FY 2007, the split was 60% to Facilities Use and 40% to Paliku Theatre.

For FY 2010, revenue declined $10,943, 14.8 percent decrease; expenses declined $51,552, which is a 56.3 percent. The significant decrease in expenses resulted in net income of $23,183. The decrease in expenses is the result of
(1) termination of cashier-clerk position in January 2011
(2) only one cashier-clerk position being paid from Noncredit Program account from July 2010 (prior to July 2010, both positions were paid from Facilities Use account) and
(3) the facilities use specialist position was vacant for 5 months, which resulted in salary savings of approximately $21,434.

In FY 2011, we experienced high turnover in the Facilities Use Specialist position. For first half of the fiscal year, the Coordinator and Program Coordinator were occupying the duties of the Facilities Use Specialist which
amounted to tremendous salary savings. In early January 2011, a Facilities Use Specialist was hired.

Part IV. Assessment Chart for Program Outcomes – CCE – Noncredit Programs & Facilities Use

Program Outcomes

The students or customers of CCE will:

1. Use technology to access, maintain, and analyze data and information

2. Pursue lifelong learning and personal enrichment for health/fitness, lifestyles, music, and arts/crafts

3. Update professional development skills and knowledge

   Evaluation of CCE noncredit courses was conducted for Program Outcomes 2 and 3, and the summaries are found in Appendix section. Overall, the responses to the following questions regarding the course and instructor were very positive:

   • This workshop fulfilled my expectations based on the class description
   • The instructor was knowledgeable about the material presented
   • The instructor answered questions to your satisfaction
   • What improvements would you recommend in the class or in the teacher’s presentation?
   • Would you recommend this class to others?

4. Meet educational requirements for ocean safety certification

   Evaluation of ocean safety certification courses was conducted, and the summaries are found in Appendix section. Overall, the responses were very positive.

5. Experience efficient processing of facilities use requests and fiscal-related documents

Changes made as a result of findings

CCE will continue to conduct evaluations on all noncredit courses and assess feedback and comments from students.
Part V. Curriculum Revision and Services Review - CCE – Noncredit Programs & Facilities Use

Noncredit Program

The Noncredit Program provides training and education to meet the needs of our community, workforce, and industry partners; to provide lifelong learning for personal enrichment, health/fitness, and music; and to provide professional development opportunities. Customized contract training courses are also offered to meet workforce and business needs. Ocean safety education courses for certification are also offered to meet State law for those who participate in the sports of tow-in surfing and jet skiing.

Current noncredit course offerings categories:

<table>
<thead>
<tr>
<th>Personal enrichment</th>
<th>Cooking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and fitness</td>
<td>Photography</td>
</tr>
<tr>
<td>Community service workshops and seminars</td>
<td>Seniors 55+</td>
</tr>
<tr>
<td>Hawaii Music Institute</td>
<td>Arts &amp; crafts</td>
</tr>
<tr>
<td>Computers</td>
<td>Certification courses</td>
</tr>
<tr>
<td>Professional development</td>
<td></td>
</tr>
</tbody>
</table>

There are three sessions per year:

- January to May
- May to September
- September to January

Course proposals are accepted year round. Generally, the program coordinator &/or coordinator make(s) the decision to accept or reject the proposal. Instructor credentials, skills/knowledge, and experience are verified and checked. Categories are not limited, courses are not limited, noncredit offerings are not limited; curriculum is not stagnant.

Low enrolled courses are cancelled; otherwise, CCE would be in the red if personnel costs exceeded gross fees. Oftentimes, courses are offered even at breakeven point.

Instructors are responsible for covering course description within specified time. The CCE staff compiles student evaluations for each course. A large majority of the responses are positive for every noncredit course.
This chart is a summary of student responses for FY 2011. This summary is organized by general topic areas of all course offerings. The rating is based on scale of 1-5: 1=unsatisfactory to 5=excellent. Of 1371 responses, the average ratings for all 3 statements are very high (4.46 to 4.77).

Based on feedback from participants regarding classes of interest, the following courses that were requested and offered were: termite information seminars, CyberSafety education and awareness workshops, AARP driver safety programs, online alzheimer’s workshops, advanced estate planning, divorce impacts on our children, career development, health, finances, jewelry making, photography, Facebook, computer skills, ikebana and watercolor painting classes for seniors computer classes.

**Campus Facilities Use**

The facilities use support specialist oversees usage of
- Conference rooms around campus
- Meeting rooms in Hale Akoakoa
- Dance studio in Hale Palanakila
- Great Lawn

Management includes coordination of confirmation, media usage, room set up, billing, and custodial service. Support specialist also oversees Paliku Theatre’s invoicing and rental collections.

Facilities use forms for internal and external users are available on the Web at [http://ocet.wcc.hawaii.edu/Facilities.htm](http://ocet.wcc.hawaii.edu/Facilities.htm) as well as in the CCE Office, Hale Kuhina Building. A special facilities use form for the CAE is also available at the URL. The forms have been revised to expedite the completion and processing of the requests.

Facilities use rates are evaluated on an annual basis. The current rates became effective January 2010.
Part VI. Survey Results – OCCE – Noncredit Program

Noncredit program

Noncredit students evaluate each course. The summaries are compiled and shared with the instructor for feedback. The summaries also tell us about our marketing efforts and suggestions for future course offerings.

The chart below indicates that word-of-mouth is the best promotional method with brochure and newspaper close behind. Brochures are prepared for each session (Fall, Spring, Summer) with a mailing of 6,600 and 400 distributed around campus and Windward Coast libraries for each session. Newspaper notices are free postings in Mid-Week and other publications in their “calendar” sections. Flyers are placed in Windward Coast libraries and around the campus. Website postings are in the UH calendar section and the WCC CCE Website.

<table>
<thead>
<tr>
<th>Topic Areas</th>
<th>Brochure</th>
<th>Newspaper</th>
<th>Flyer</th>
<th>Friend</th>
<th>Website</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts, Craft, Ohia, HMI</td>
<td>82</td>
<td>59</td>
<td>13</td>
<td>72</td>
<td>38</td>
<td>35</td>
</tr>
<tr>
<td>Cooking, Leisure</td>
<td>71</td>
<td>19</td>
<td>36</td>
<td>19</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Community Service</td>
<td>116</td>
<td>53</td>
<td>48</td>
<td>24</td>
<td>17</td>
<td>8</td>
</tr>
<tr>
<td>Prof Dev, Home Repair</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>85</td>
<td>38</td>
<td>24</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>275</strong></td>
<td><strong>30%</strong></td>
<td><strong>14%</strong></td>
<td><strong>16%</strong></td>
<td><strong>200</strong></td>
<td><strong>22%</strong></td>
</tr>
</tbody>
</table>

Campus Facilities use

No survey data at this time.

Part VII. Analysis of the Program – CCE – Noncredit Program & Facilities Use

Alignment with the mission statement

The noncredit program is closely aligned with the mission statement of individuals’ developing skills, fulfilling their potential, enriching their lives, and becoming contributing, culturally aware members of our community.

The noncredit program also supports the College’s directions toward establishing stronger links with the community by expanding continuing education and community service and promoting vocational opportunities at WCC CCE Website. This program continues to promote WCC as a partner in the Windward community by offering free seminars that are relevant and important to the general public.

Facilities use is aligned with the mission statement of serving the community and the campus. The College facilities are available for rent to external users. College users always have priority over external users.
Strengths and weaknesses based on analysis of data

Strengths
- Noncredit course offerings show minimal but steady increase in enrollment and number of course offerings
- New course offerings reflect participants’ requests and interests
- Overall, student evaluation of courses is positive

Weaknesses
- Noncredit courses are rarely fully enrolled; the majority of courses are “run” at breakeven points
- Gross revenue of facilities use is steadily declining annually. Facilities use support specialist position is estimated at $45,000 annually; therefore, this position must be converted to G-funded status

Evidence of quality

Student feedback information are compiled for noncredit courses. The large majority of the responses are positive.

Evidence of student learning

For this program review, the summaries of student evaluations from the previous year indicate that the majority of the responses are 5s and 4s (rating scale of 5 = excellent to 1 = unsatisfactory). The evaluation statements are:

- This workshop fulfilled my expectations based on the class description
- The instructor was knowledgeable about the material presented
- The instructor answered questions to your satisfaction

For the question, “Would you recommend this class to others?” the overwhelming response was “Yes.”

Resource sufficiency

The program is supported by funds generated from course offerings, facilities rental, and general funded positions:

1.0 FTE Coordinator General funded
1.0 FTE Program Coordinator General funded
1.0 FTE Facilities Use Support Specialist: Facilities Use special account
1.0 FTE Cashier Clerk General funded

Projected 2010-2011 Special-Funded Personnel Expenses (Facilities Use Account);
  1.0 APT Facilities Use Support Specialist $45,000
Recommendations for improving outcomes

- Increase gross revenue
  - Expand promotion to Central Oahu and Honolulu areas (print media, Web, press releases, etc.)
- Decrease personnel expenses from facilities use and noncredit accounts
  - Convert 1.0 FTE Facilities Use Support Specialist position to 1.0 APT General funded
  - Shorten CCE evening staffing hours; CCE office hours will not include evenings and weekends effective January 2010
- Conduct surveys to assess program outcomes and community interest and needs

Part VIII. Action Plan – CCE – Noncredit Programs & Facilities Use

The program shall develop the following action plan:

- Increase gross revenue and net income for noncredit courses and facilities use
  - Expand promotion to other areas of Oahu to increase noncredit enrollment
  - Increase contract training enrollment
  - Expand facilities rental to for-profit companies and organizations
  - Rental fees for facilities were increased effective January 2010
- Change facilities use specialist position from special-funded to G-funded

Part IX. Budget Implications – CCE – Noncredit Programs & Facilities Use

The program’s Action Plan and the improvement of outcome gathering have the following budget implications:

As one fiscal unit, the Noncredit Program and Campus Facilities Use, is currently operating in the black; however, with the increase in rental fees beginning January 2010 and the loss of the two cashier clerk positions, it is expected that there will be a substantial decrease in expenses, resulting in cost savings and year-end operation in the black.

It is imperative that the College convert the facilities use specialist with General funds within the next year. In line with the College’s Strategic Plan Action Outcome #5.8, Increase non-state revenues by 3% per year, funding this position with General funds would result in a net income increase. It is highly suggested that this facilities use specialist position be assigned to the Administrative Services Division of the College since the function of this position is aligned with its mission of providing support services and an effective working environment. Additionally, this division responds to action outcomes related to resources and stewardship.

Effective January 2010, CCE office service hours were changed to Monday through Friday from 8:00 a.m. to 4:30 p.m. Prior to this date, long office hours of 12 hours on weekdays and 5 hours on Saturdays required additional CCE staffing. CCE staff provided the following service during office hours: troubleshoot media/audio/computer problems and arrange or move tables/chairs for facilities users, sell tickets using UH ticketing system, serve as cashiers, answer phones, and register students. After several years of requesting that the College secure general funds for these positions and with the recent downturn in the economy, administration made the decision to revise CCE office hours to close on weeknights and weekends.
CCE office hours until December 31, 2009:

<table>
<thead>
<tr>
<th></th>
<th>General Public</th>
<th>Campus Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday – Thursday</td>
<td>8:00 a.m. – 8:00 p.m.</td>
<td>7:30 a.m. – 8:00 p.m.</td>
</tr>
<tr>
<td>Friday</td>
<td>8:00 a.m. – 4:30 p.m.</td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td>8:00 a.m. – 1:00 p.m.</td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td>Closed</td>
<td></td>
</tr>
</tbody>
</table>

CCE office hours effective January 1, 2010:

<table>
<thead>
<tr>
<th></th>
<th>General Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday – Friday</td>
<td>8:00 a.m. – 4:30 p.m.</td>
</tr>
<tr>
<td>Saturdays</td>
<td>Closed</td>
</tr>
<tr>
<td>Sundays</td>
<td>Closed</td>
</tr>
</tbody>
</table>

During the 2010 calendar year, the Noncredit Program coordinator and the program coordinator each had been working one Saturday per month to facilitate noncredit programming; namely, assure that casual instructors and noncredit students are serviced on Saturdays when classes are conducted. Noncredit courses are targeted for community members, which means nights and weekends are best times for course offerings.

For CCE to be fiscally responsible and to support the special-funded facilities use specialist position, the coordinator and program coordinator made sacrifices to work on Saturdays. It is justified that the facilities use specialist position be granted G-funded status.
The Center for Aerospace Education (CAE) supports the College’s credit curriculum in astronomy, students engaged in Hawai‘i Space Grant projects and community outreach efforts in science education. The CAE operates and manages the following facilities: Hokulani Imaginarium, Aerospace Exploration Laboratory, NASA Flight Training Aerospace Education Laboratory, and Lanihuli Observatory.

Description and history of the CAE

The CAE, which was initiated as a pilot project in October 1985 and officially established on 20 October 1986, operates and manages the following facilities:

- Hokulani Imaginarium (dedicated Oct 2001) is a high-tech, multi-media facility, which functions both as a planetarium and as a specialized theater in scientific visualization.

- Aerospace Exploration Laboratory (AEL) is the flagship of the CAE. Founded in 1989, this resource center acts as a “hands-on” science exploratorium assisting K-12 students and teachers in discovering scientific principles through low-tech experiential activities.

- NASA Fight Training Aerospace Education Laboratory was dedicated in Oct 2002 in partnership with NASA Glenn Research Center. This facility provides flight-simulators for training in aviation and space exploration and supports WCC’s HSGC program, physics and astronomy labs as well as 6-12 student and teacher outreach.

- Lanihuli Observatory, which was officially dedicated in October 2007, supports astronomical and meteorological learning activities. The observatory houses an on-site weather station and operates a NOAA weather satellite tracking station. It also operates a radio astronomy telescope in partnership with NASA Goddard Space Flight Center’s Radio Jove Project. This facility also includes a heliostat (solar telescope) and a 16-inch optical telescope and a cosmic ray telescope. A Observatory’s Visitor’s Gallery/Control Room includes astronomy/space science instructional kiosks along with a 2-foot diameter Magic Planet interactive video display. This facility supports the college’s astronomy labs, HSGC student projects, K-12 outreach and the general public.

CAE Mission and goals

The mission of the CAE is to inspire the community and students to actively engage in science activities through informal experience and formal education, to explore career options in aerospace science and industry, and to become informed, contributing citizens by becoming science-literate.
The goals of the Center for Aerospace Education are:

- Help students develop high-tech skills to succeed in a knowledge-based global economy;
- Increase enrollment and success of K-12 students in science, mathematics and technology courses in high schools;
- Generate greater interest in careers in science and help facilitate the successful transition of students from high school to post-secondary institutions; and,
- Increase the number of underserved students entering college who choose to major in science, technology, engineering and mathematics (STEM) and have the skills necessary to successfully complete their higher education.

**CAE Faculty and staff**

<table>
<thead>
<tr>
<th>0.50 FTE</th>
<th>Imaginarium Manager (G-fund)</th>
<th>11-mo</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.50 FTE</td>
<td>Imaginarium Technician (G-fund)</td>
<td>11-mo</td>
</tr>
<tr>
<td>0.49 FTE</td>
<td>Imaginarium/AEL Specialist (Special fund: HSGC)</td>
<td>11-mo</td>
</tr>
</tbody>
</table>

1 Imaginarium Manager’s position has been vacant since late June 2010 when manager Nancy Ali resigned to accept a position at UC Berkeley's Center for Science Education at the Space Sciences Lab. As of mid-November 2010, this position has not been filled.

Note: The Director of the Center for Aerospace Education is a 9-month faculty member under the Office of Instruction, whose duties are split as follows:
- 2 credit courses per semester
- remainder of responsibilities as Director of CAE (Imaginarium and AEL)

**Quantitative Indicators for Annual Report - CAE**

**CAE Facilities Use**

Total attendance for all 4 CAE facilities: Imaginarium, AEL, NASA Flight Training AEL, and Lanihuli Observatory during FY 2009-10

<table>
<thead>
<tr>
<th>Facility</th>
<th>Attendance 2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imaginarium</td>
<td></td>
</tr>
<tr>
<td>Public Shows</td>
<td>1,710</td>
</tr>
<tr>
<td>School Shows</td>
<td>6,075</td>
</tr>
<tr>
<td>Special Shows</td>
<td>1,625</td>
</tr>
<tr>
<td>Aerospace Exploration Lab</td>
<td>5,140</td>
</tr>
<tr>
<td>NASA Flight Training AEL</td>
<td>750</td>
</tr>
<tr>
<td>Lanihuli Observatory</td>
<td>1,800</td>
</tr>
<tr>
<td>Total All Facilities</td>
<td>17,100</td>
</tr>
</tbody>
</table>
Attendance at all CAE facilities increased by 6% over last year—16,100 (in 2008-9) compared to 17,100 (in 2009-10).

Note: The CAE was closed during the last month of FY 2009-10 as a result of renovation work that commenced at the Imaginarium in June 2010. All facilities re-opened in mid-October 2010 after the upgrade work was completed. The Imaginarium was also closed during all State furlough periods. These closures are projected to have had an impact on this FY’s total attendance.

Attendance for FY 2010-11 is anticipated to be approximately 25% lower, since the Imaginarium and other CAE facilities were closed for renovation for the first four months (from July through mid-October, 2010). Based on this unique circumstance, the attendance for FY 2010-11 is projected to be approximately 13,000.

Summary of Income/Expenses

The following summarizes the revenue and expenses for the CAE for FY2009-10.

Note that the Imaginarium is the only CAE venue that generates revenue. Income is also derived from a Tuition & Fees account as well as from the Other Income (Space Grant and donations). The Space Grant account provides funds for the Imaginarium Specialist’s salary.

CAE Income & Expense Summary FY 2009-10

Income Sources FY 2009-10

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Tuition &amp; Fees</th>
<th>Other Income Space Grant Acct</th>
<th>Total Income</th>
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<tbody>
<tr>
<td>$12201</td>
<td>$15,000</td>
<td>$15,400</td>
<td>$42,601</td>
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Expenses FY 2009-10

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<tr>
<th>Expenses Acct 248660</th>
<th>Expenses Acct 259400</th>
<th>Salaries Space Grant Acct</th>
<th>Total Expenses</th>
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<tr>
<td>$1,477</td>
<td>$14,645</td>
<td>$12,632</td>
<td>$28,754</td>
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</table>

Net Income FY 2009-10

<table>
<thead>
<tr>
<th>Total Income</th>
<th>Total Expenses</th>
<th>less non carry-over funds</th>
<th>Net Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>$42,601</td>
<td>$28,754</td>
<td>$355</td>
<td>$13,492</td>
</tr>
</tbody>
</table>

Analysis of the Program

Resource sufficiency
A. Facilities

The CAE was recently awarded a $695,000 Title 3 grant to purchase a full-dome, digital video projector system. This award directly addresses one of the CAE’s previous budgetary requests, namely, the conversion of the Imaginarium’s projector system from its original and now obsolete analog equipment to new state-of-the-art digital technology. This Title 3 grant provided for an upgraded cove-mounted, digital fulldome projector system, which was installed in Fall 2010.

After conversion of our old shows to the fulldome format, the original projector, which is located in the center of the theater, will no longer needed. This is anticipated to take approximately one year. Afterwards, the Imaginarium’s existing projector’s pit can be removed with the resulting benefit of adding 18-20 new seats to the theater. This would increase seating capacity by 30% and income by a similar amount.

B. Personnel

The program is supported by funds generated from course offerings, facilities rental, and general funded positions:

- 0.5 FTE Imaginarium Manager General funded
- 0.5 FTE Imaginarium Technician General funded
- 0.49 FTE Imaginarium Specialist Special funds (Hawaii Space Grant Consortium)

The Director of the Center for Aerospace Education is a 9-month faculty member under the Office of Instruction, whose duties are split as follows:

- 2 credit courses per semester
- remainder of responsibilities as Director of CAE (Imaginarium and AEL)

Although annual attendance for CAE facilities continues to rise, this figure is severely limited by the Imaginarium’s current half-time staffing situation. By increasing the Imaginarium’s Manager’s 0.5 FTE position to a full-time status, the potential figures for the CAE’s annual attendance is anticipated to more than double. This would also free up the CAE Director’s position to teach another course each semester.

Note: Currently, the Imaginarium Manager’s position has been vacant since late June 2010 when manager Nancy Ali resigned to accept a position at UC Berkeley's Center for Science Education at the Space Sciences Lab. As of mid-November 2010, this position has not been filled.

A 0.5 FTE graphicsanimation artist is also being sought to take full advantage of the fulldome projector system newly installed in the Imaginarium. This person could be shared with the Media department.

Recommendations for improving outcomes

- Increase the number of seats in the Imaginarium by removing the central projector pit and adding 18-20 new seats. This would increase seating capacity by 30% and income by a similar amount.
• Increase Imaginarium Manager’s position to 1.0 FTE. This would double the number of CAE, and in particular, Imaginarium events annually.

• Convert 0.49 FTE Imaginarium Specialist from special funds to 0.5 FTE general funds. This position has existed on soft funds since its inception in 2001. Time has come to convert this time-proven position to one covered by general funds.

• Hire 0.5 FTE Imaginarium Graphic/Animation Artist to assist with planetarium show productions and other CAE graphic needs. With the increased usage anticipated by the fulldome nature of this theater, a graphics specialist would be essential to meet the demands made by both credit and non-credit uses of this theater.

**Action Plan - CAE**

The CAE continues to seek renovation funds to demolish the Imaginarium’s existing projector’s pit once the new projector is mounted in the cove. By freeing up the central pit with the removal of the analog projector, at least 18 additional seats can be installed in the center of the theater. This central location will make these seats the best viewing position for audiences. Estimated expenses are listed in the cost analysis table below.

The new digital planetarium will require the purchase of new fulldome shows to replace the analog shows run with the original projector system. The new system, which is heavily depended upon computer control and video projector technology, will require periodic updates over periods of 5 to 10 years. These are indicated in the cost analysis table below.

The following positions changes are also requested:

• increase Imaginarium Manager’s position to 1.0 FTE.
• convert 0.49 FTE Imaginarium Specialist from special funds to 0.5 FTE general funds.
• hire 0.5 FTE Imaginarium Graphic/Animation Artist
Budget Implications - CAE

Besides the staffing costs associated with the personnel changes cited above, the following is a list of the major non-personnel annual costs pro-rated over the expected item’s lifespan. Note: items 1-3 are one-time costs; all others are pro-rated annually over their expected lifespan.

Cost Analysis (Non-Personnel)

<table>
<thead>
<tr>
<th>Item #</th>
<th>Item Description</th>
<th>Cost Annually</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18-20 planetarium seats with interactive controls</td>
<td>$ 30,000</td>
</tr>
<tr>
<td>2</td>
<td>Demolition of concrete projector pit (estimate provided by UHCC Physical Facilities, Planning and Construction)</td>
<td>$ 18,000</td>
</tr>
<tr>
<td>3</td>
<td>Replacement of carpet (estimate)</td>
<td>$ 25,000</td>
</tr>
<tr>
<td>4</td>
<td>Annual Service Agreement/ Preventative Maintenance (includes digital software upgrades; scheduled and emergency site visits)</td>
<td>$ 8,935</td>
</tr>
<tr>
<td>5</td>
<td>Replace bulbs for Video Projectors @4 @$1,000 required every approximately 12 months</td>
<td>$ 4,000</td>
</tr>
<tr>
<td>6</td>
<td>Digital show (to replace analog shows; 1 new show every 12-18 months @ apprxly $10,000 per show)</td>
<td>$ 10,000</td>
</tr>
<tr>
<td>7</td>
<td>Computer replacement (estimated pro rate annually over 5 years annual): 14 computers x $6,500 each = $91,000 prorated over 5 years = $18,200 annually</td>
<td>$ 18,200</td>
</tr>
<tr>
<td>8</td>
<td>Replace JCV SH7 projectors two projectors at $580,000 pro-rated over 10 years = $58,000</td>
<td>$ 58,000</td>
</tr>
<tr>
<td>9</td>
<td>Replace JVC RS2 projector at $12,000 prorated over 6 years = $2,000</td>
<td>$ 2,000</td>
</tr>
<tr>
<td>10</td>
<td>Replace 5.1 Digital Surround Sound System 17,800 watts amps with installation: $45,000 pro-rated over 3 years = $15,000</td>
<td>$ 15,000</td>
</tr>
<tr>
<td>11</td>
<td>Special Effects &amp; other peripheral equipment Replacement (estimated annual)</td>
<td>$ 2,000</td>
</tr>
</tbody>
</table>

Total: $ 191,135

Note: Items 1-3 are one-time expenses
Items 4-5 are annual costs that will be incurred starting in 2012-13

Abbreviations and Acronyms Used in this Annual Assessment Report

AEL  Aerospace Exploration Lab
CAE  Center for Aerospace Education
HSGC  Hawai‘i Space Grant Consortium

NASA  National Aeronautics and Space Administration
# ANNUAL ASSESSMENT Health Indicator Summary

**Career and Community Education**  
**Ready Set Grow Hawaii**  
**for Fiscal Year 2010-2011**

## Overall Program Status

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Cautionary</th>
<th>Unhealthy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
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</table>

## Overall Program Demand

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Cautionary</th>
<th>Unhealthy</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

## Overall Program Efficiency

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Cautionary</th>
<th>Unhealthy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

## Overall Program Outcome

<table>
<thead>
<tr>
<th>Healthy</th>
<th>Cautionary</th>
<th>Unhealthy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Mission Statements

*Windward Community College mission statement*

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing culturally aware members of our community.

*Office of Continuing and Community Education (OCCE) mission statement*

OCCE is committed to providing education and training to meet the needs of our workforce and community and to provide opportunities for personal enrichment and professional development.

*OCCE goals*

- Ensure quality customer service for noncredit offerings and facilities use
- Provide facilities to support credit and noncredit courses and community group meetings
- Provide education and training for career advancement or occupational upgrading
- Provide education and training to meet workforce needs
- Provide education and training for State &/or national certification
- Provide education and training for personal enrichment, health/fitness, and cultural awareness
- Offer community service seminars and workshops and events
- Offer informal educational outreach opportunities to K-12 students and teachers

Part I. Executive Summary of Program Status—Ready Set Grow Hawai‘i

*RGHI mission statement*

The Ready Set Grow – HI program is designed to provide adults the first step in acquiring academic and work readiness skills to prepare them for success in higher education and a living-wage career.

*RSGHI goals*

- Achieve academic advancement in reading, writing, and math to credit level placement in the community colleges
- Develop a career plan based on a self-assessment and a career exploration
- Develop work readiness competencies in the areas of communication, interpersonal skills, decision-making, and lifelong learning skills

*Review of the program rating*

The four health indicators of Overall Program Status, Overall Program Demand, Overall Program Efficiency, and Overall Program Outcome were all scored at the Cautionary level. This was in response to the new status of the RSG HI program that was initially implemented with a pilot session in the summer of 2011.
The program was fully implemented in the Fall 2011 semester with two sessions running eight weeks in each session located at WCC and LCC/LCCW sites. After the Spring 2012 semester, the health indicators will be clearer with a full year in operation.

Response to previous annual program assessment recommendations

This is a new program without a prior annual assessment.

Part II. Program Description

Description and history of RSG HI

Introduction

Ready, Set, Grow – Hawai’i is designed as a State-wide initiative that will address the basic skills, career explorations, and work readiness gap for those who are not equipped to acquire a living wage career. Often enrolled in the adult basic education programs of the Department of Education and in the remedial/developmental classes in the Community Colleges, these individuals have significant deficiencies in reading, math, work readiness skills, and often lack a high school credential and an employable skill. Ready, Set, Grow – Hawai’i (RSG-HI) is a unique partnership with the UH Community Colleges, Windward Community College (WCC) as the lead and the Department of Labor, Oahu Work Links (OWL). The program is designed to foster an environment that engages, motivates, and supports students while allowing them an opportunity to accelerate toward a job and/or further education within the community colleges. The partners envision seven education sites Statewide by 2014, serving 3,720 students in total, with the initial pilot sites being Windward Community College, Leeward Community College, and Hawaii Community College. In years two and three the other four community colleges will be added as sites, two each year.

National History

“The American industrial economy of the early twentieth century, which relied on unskilled labor, has given way to a knowledge economy that demands higher levels of education and skills.” (Mwase, 2008) The jobs of the 21st century have educational requirements that are necessary beyond those acquired through the high school diploma. At the least, some college schooling is needed, through an AA degree or vocational/technical certification. The U.S. Department of Labor estimates that 90 percent of new high-growth, high-wage jobs will require some postsecondary education.(U.S. Dept. of Labor, America’s Dynamic Workforce, 2007)

At the same time, the nation is facing a crippling situation when the young population is failing to be educated. More than seven thousand students become dropouts every school day. High school dropouts earn less when they are employed, but most likely to be unemployed during this current economic recession. “The United States can no longer
absorb the costs and losses associated with an education system that already produces more than 1.2 million dropouts every year.” (Amos, 2008)

Hawai’i’s Situation

Hawai’i is facing the same dilemma as the rest of the states. In fact, Hawai’i is listed as 10th in the nation that by the year 2018, 65% of the jobs will require postsecondary education and training. Hawai’i ranks 12th in terms of the proportion of its 2018 jobs that will require a Bachelor’s degree, and is 47th in jobs for high school dropouts. (Georgetown University Ctr. on Ed. and Workforce, 2010)

As a state, Hawai’i more than most of the other states needs to immediately find a means of educating the youth that have failed to finish high school and/or are unemployed or underemployed.

In 2009, an estimated 6,202 students failed to graduate on time with their peers. For instance, using the above number, the number of students in the state that did not matriculate for the last five years (2006 to 2010) is about 30,000. That is an incredible amount of citizenry that are not capable of earning a living wage and are therefore dependent on some kind of state/federal aid. This is an enormous drain on state resources.

The opposite is possible when this population is educated and earning a living wage. There is an annual difference of nearly $10,000 between high school graduates and dropouts. The potential economic benefit of improving students’ academic outcomes should make this a priority for the state. “Dropouts from the class of 2008 will cost Hawai’i almost $1.4 billion in lost wages over their lifetime.” (Alliance for Excellent Education, 2009)

Present Services

To serve and educate this population, the adult education program is offered at the Department of Education Adult Program and remedial/developmental education is provided at the community colleges. Both programs offer remedial courses. The DOE adult school provides classes that will allow the student to earn the GED certificate, ABE remedial education and Competency Based Adult Secondary Education (CBASE) high school credential. They annually serve about ~2,000 students.

The Community Colleges accept all students that apply and class placement is determined by their testing scores. Many of those that place in the remedial/developmental courses have been identified as being in this underserved population. They have placed~6,000 annually in the remedial/developmental classes statewide.

Both avenues servicing this population have not been as successful as needed. The DOE GED and CBASE training do not provide skills to promote post-secondary education, job readiness and career exploration. Transition into the community colleges from this group is very small. Those who have enrolled in the community colleges, but
score in the remedial and developmental range, have had a very rough time to progress out of these classes and finish the credit programs. Therefore, RSG-HI will provide that avenue whereby this population will become successful in transitioning into the community colleges, providing job readiness skills, and teaching positive personal life skills.

Program Outcomes (POs)

- Students will be able to solve real-world and mathematical problems involving everyday living concepts of purchasing and paying for products.
- Students will be able to integrate reading, writing, speaking, and listening skills in the daily tasks of navigating daily living in school and work.
- Students will be able to produce clear, concise, grammatical and punctuation correct sentences and paragraphs in various living and work related documents such as letters, memos, research papers, and other written work projects.
- Students will produce an individual career plan that will outline the necessary steps and activities to accomplish a career goal in the next three years.
- Students will perform decision-making and interpersonal skills at the level where problem solving and resolving conflict in the context of a team is done effectively.

Admission Requirements

- Students need to be 16 years and older
- Score on the TABE adult test between the 6th and 9th grade level in the area of math, reading, or writing

Credentials, licensures offered

- Community College Certificate of Participation
- National Career Readiness Certificate (must pass the national test)

Articulation agreements

There are no articulation agreements with this program within the University of Hawaii system.

Distance education programs

This program is not associated with any distance education programs, although all programs are taught through online modes.

Faculty and staff

Community connections, advisory committees, internships, co-ops, DOE connections

This program has an Advisory Committee.
Advisory Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akatsuka, Clayton</td>
<td>Math Prof</td>
<td>236-9279</td>
<td><a href="mailto:akatsuka@hawaii.edu">akatsuka@hawaii.edu</a></td>
</tr>
<tr>
<td>Beach, Kay</td>
<td>Tech Prof</td>
<td>236-9254</td>
<td><a href="mailto:kbeach@hawaii.edu">kbeach@hawaii.edu</a></td>
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<tr>
<td>Chigawa, Steve</td>
<td>Finan. Offr</td>
<td>235-7457</td>
<td><a href="mailto:chigawa@hawaii.edu">chigawa@hawaii.edu</a></td>
</tr>
<tr>
<td>Eschenberg, Ardis</td>
<td>VC Student Affr</td>
<td>235-7466</td>
<td><a href="mailto:ardis@hawaii.edu">ardis@hawaii.edu</a></td>
</tr>
<tr>
<td>Fulton, Richard</td>
<td>VC Aca. Affr.</td>
<td>235-7443</td>
<td><a href="mailto:fulton@hawaii.edu">fulton@hawaii.edu</a></td>
</tr>
<tr>
<td>Imai, Geri</td>
<td>Registrar</td>
<td>235-7432</td>
<td><a href="mailto:gerii@hawaii.edu">gerii@hawaii.edu</a></td>
</tr>
<tr>
<td>Ishida-Babineau, Ellen</td>
<td>Dean Aca. Affr. I</td>
<td>236-9291</td>
<td><a href="mailto:ellenib@hawaii.edu">ellenib@hawaii.edu</a></td>
</tr>
<tr>
<td>Oliveira, Judy</td>
<td>Dir. TRIO</td>
<td>235-7480</td>
<td><a href="mailto:judyanno@hawaii.edu">judyanno@hawaii.edu</a></td>
</tr>
<tr>
<td>Richardson, Brian</td>
<td>Dean Aca. Affr II</td>
<td>235-7416</td>
<td><a href="mailto:brian.richardson@hawaii.edu">brian.richardson@hawaii.edu</a></td>
</tr>
<tr>
<td>Shibuya, Jean</td>
<td>Eng. Prof</td>
<td>236-9235</td>
<td><a href="mailto:jshibuya@hawaii.edu">jshibuya@hawaii.edu</a></td>
</tr>
</tbody>
</table>

Faculty and Staff

<table>
<thead>
<tr>
<th>FTE</th>
<th>Benefits/Casual</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>Benefits</td>
<td>Program Coordinator, Career and Community Education (G-funds)</td>
</tr>
<tr>
<td>1.0</td>
<td>Casual</td>
<td>Coordinator, Ready Set Grow Hawai‘i (G-funds)</td>
</tr>
<tr>
<td>2.0</td>
<td>Casual</td>
<td>Instructors, Ready Set Grow Hawai‘i (Grant funded)</td>
</tr>
<tr>
<td>1.0</td>
<td>Casual</td>
<td>Counselor/Instructor, Ready Set Grow Hawai‘i (Grant funded)</td>
</tr>
<tr>
<td>.5</td>
<td>Casual</td>
<td>Counselor/Admin. Asst., Ready Set Grow Hawai‘i (Grant funded)</td>
</tr>
<tr>
<td>.5</td>
<td>Casual</td>
<td>Tutor (Grant funded)</td>
</tr>
</tbody>
</table>

Part III. Quantitative Indicators

Status/Demand/Efficiency

Enrollment 2011

- Summer: 12 students for pilot class
- Fall: 38 students: 19 morn, 9 midday, 10 night

Progress to date:

In phase 1 of the project, April – Sept 2011, the college received funding in the amount of $186,000 from the Hawaii Community Foundation and $87,711 of Perkins funds.
consultants who will assist us with:
  • Data analysis
  • Program redesign
  • Allied expectations
  • Assessment
  • Finances
JFF will provide us with a policy audit, a work plan, and a review of the project’s design. A major component will be the plan for funding after the 3-year grant period ends.

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The WCC team attended the ABE to Credential conference in Seattle in May and Hawaii has been (unofficially) accepted into this Gates Foundation-funded national initiative.

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The JFF and WCC teams are holding regular conference calls discussion program design based on best practices from around the country.

JFF is scheduled to release its formal report in early July. They are returning to Hawaii in Aug or Sept to review the operation and policy plan.

Develop marketing and recruiting strategies

April- June, 2011
Kellogg funds
Jackson INK was hired by the college to create a marketing and recruiting plan. They developed a plan which the campus accepted. They are on schedule with TV, radio, on-line, and print media. The marketing will begin on June 20th.

The WCC team has attended college open house events and used email blasts to reach more than 400 students. Recruitment is expected to increase significantly with the release of the marketing in June.

Curriculum selection/design
April 2011
All curricula have been
selected, ordered and received. The staff have been trained in the online programs and are preparing lesson plans for the face-to-face classes.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Responsibility of</th>
<th>Outcomes expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment of personnel for summer trial of model</td>
<td>April 2011</td>
<td>Completed in May.</td>
</tr>
<tr>
<td>Conduct summer trial course with 12 students</td>
<td>June – Aug 2011</td>
<td>Perkins Program Improvement funds Classes began on June 14. All staff have been hired, materials and facilities prepared, and 7 students enrolled as of June 3. (Enrollments will be accepted into the third week of the class – though this will not be a regular practice of the project.)</td>
</tr>
<tr>
<td>Commit to selection of work readiness credential/get approval from LWIBS, Chamber, etc.</td>
<td>May-August 2011</td>
<td>The team selected the National Work Readiness Certificate</td>
</tr>
<tr>
<td>Advisory board selection, development of processes, meeting schedule</td>
<td>June 2011</td>
<td></td>
</tr>
<tr>
<td>Secure additional external funding</td>
<td>Ongoing</td>
<td></td>
</tr>
</tbody>
</table>

The UHCCs will conduct the following activities in 2011-12

<table>
<thead>
<tr>
<th>Activity</th>
<th>Responsibility of</th>
<th>Outcomes expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct 4, 8-week sessions (and one 12 week session in the summer) on the Windward and Leeward sides of Oahu. Beginning in September, 2011, each site is to enroll 120 students. Each site is to have 2 FTE non-credit teachers and two PT tutors. Classes in basic skills and career exploration/life planning will be conducted face-to-face. Curriculum will focus on project-based activities, problem-solving, critical thinking, and working as a team. The project team at WCC to work with each CC campus, LWIB</td>
<td>A total of 240 students will be enrolled in the program. 60% or 144 of those enrolled will be retained for at least two 8-week cycle. 60% of those retained or 86 will increase their math and/or English score by one grade level 30 % of successful completers (defined as those who test at the 10th grade level in math and English on the post-test) will enroll at one of the UHCCs 60% of successful Pathway completers will receive a...</td>
<td></td>
</tr>
</tbody>
</table>
team. Academics will be taught in the context of employment in a career pathway. Technology will be used extensively throughout the program. Students will use a NetBook instead of a textbook. Person-to-person tutoring will be available in a computer lab setting for 60+ hrs/wk. Wrap-around support services will be provided to all students.

<table>
<thead>
<tr>
<th>Regular/frequent assessment of the students and the process</th>
<th>Partners, advisory board, grant managers</th>
<th>All students enrolled in the program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address policy changes that were identified by JFF</td>
<td>Partners</td>
<td></td>
</tr>
</tbody>
</table>

The college will use Perkins funds to hire 5 of the staff needed for the Windward site. With the additional $450,000 HCF funds, the college would be able to pay the staff at WCC as well as the software and supplies needed for all students enrolled in the 2011-12 school year.

**Determination of program’s health based on outcomes**

RSG HI will be monitoring progress toward intended goals in a spirit of continuous improvement. The assessment process itself will be evaluated and refined as the active forms of learning, curricula, and student learning vehicles are implemented with an eye to effective student progress.

The program outcomes assessment plan must contain the specifics of a structured process which validates that students are achieving the goals and objectives of the program via direct and indirect measurements. Student performance and retention data will be closely monitored for improvements. RSG HI is still in the process of developing these measurement tools.

**Learning Programs**

- Academics—math, writing, and reading on the PLATO Learning Environment
- Career Exploration—personal preferences to a range of career options assessed by the CollegeScope software
- Work Skills—Preparation of the necessary work readiness skills through the new WIN program and tested by a certification agency

**Target Goals**
• Completion of deficient areas as determined by the pre-assessment test in PLATO and the additional accomplishment of passing the post-assessment in all the academic areas of math, writing, and reading
• Completion of a career plan that will outline the necessary goals and activities in a timeline that is required to meet the desired career
• Achieving at least level 4 of the Bronze Level for the National Career Readiness Certificate

Delivery Method

The delivery method used will be team project-based and contextualized instruction, including a highly supportive online learning environment. Students will receive individualized attention and support throughout their training from a team of instructors, staff, and tutors.

Measurement Tools at the present

• Pre- and post- assessment tests
• Rubric for completed career plan
• National Career Readiness Certificate
• Rubric for projects
• Acceptance into a college or advancement into a higher position or salary

Part IV. Assessment Chart for Program Outcomes

Program Outcomes

• Students will be able to solve real-world and mathematical problems involving everyday living concepts of purchasing and paying for products.
• Students will be able to integrate reading, writing, speaking, and listening skills in the daily tasks of navigating daily living in school and work.
• Students will be able to produce clear, concise, grammatical and punctuation correct sentences and paragraphs in various living and work related documents such as letters, memos, research papers, and other written work projects.
• Students will produce an individual career plan that will outline the necessary steps and activities to accomplish a career goal in the next three years.
• Students will perform decision-making and interpersonal skills at the level where problem solving and resolving conflict in the context of a team is done effectively.

Changes made as a result of findings

This is a new program without feasible measurement data as to date.

Part V. Curriculum Revision and Services Review
RSG HI Program

Program curriculum, delivery, and measurement factors are being developed and tested at present.

Part VI. Survey Results – RSG HI

None at this time

Part VII. Analysis of the Program – RSG HI

Alignment with the mission statements of WCC and the UH Community Colleges

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing culturally aware members of our community.

Community Colleges of the University of Hawai‘i:
• To broaden access to post-secondary education in Hawai‘i by providing open door opportunities for students to enter quality educational programs within their own communities.
• To specialize in the effective teaching of remedial/developmental education, general education, and other introductory liberal arts, pre-professional, and selected baccalaureate courses and programs.
• To provide the trained workforce needed by the State, by offering occupational, technical, and professional courses and programs which both prepare students for immediate employment and career advancement.
• To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.
• To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others. (University of Hawaii Community Colleges, Strategic Plan Update 2003-2007, Draft 02/07/02)

RSG HI program is completely aligned with WCC and the UHCC missions as noted above. The students are being prepared to progress into the community colleges in a timely manner toward successful post-secondary credits and/or degree, and/or a career providing a living wage job.

Strengths and weaknesses based on analysis of data

No data at this time

Evidence of quality
Evidence of student learning
No data at this time

Resource sufficiency
At this time the resources we have are presently sufficient, as to the online programs and supplies.

Recommendations for improving outcomes
The first semester is not completed at this time, so quality data is not available.

Part VIII. Action Plan – RSG HI
The program is developing an action plan as data from the first semester is analyzed.

Part IX. Budget Implications – RSG HI
In phase I, April – Sept 2011, the program received funding in the amount of $186,000 from the Hawaii Community Foundation and $87,711 from the Perkins funds.

In phase II, July – June 2012, the Hawaii Community Foundation committed $450,000 to the program which is also covering the Leeward Community College, RSG HI program this fall.

In phase III, from July 2012 for the next three years, money will be coming from the UH Community Colleges new C3T federal grant that was just awarded in the amount of $3.5 million.
Part I. Executive Summary of Program Status – Paliku Theatre (PT)

Review of the program rating

The program rating is conservative for this five-year Program Review. Because overall PT is in the black fiscally, has increased revenues, has increased use of the facility, this program is rated HEALTHY in status, demand, efficiency, and outcome.

Response to previous annual program assessment recommendations

There was no response to the previous annual program assessment reports.

Part II. Program Description - Paliku Theatre (PT)

Description and history of Paliku Theatre

Palikū Theatre has been in operation since 2002 and provides a unique, flexible and affordable performance venue for community groups on Windward O‘ahu. It has been made available to many community groups ranging from rural elementary schools to local ballet companies.

Palikū Theatre is also home to an in-house production company which has successfully staged 18 community theatre productions, including Fiddler on the Roof, My Fair Lady, South Pacific, Miss Saigon, West Side Story and this fall’s stunningly successful Phantom of the Opera. All were critically acclaimed, as well as thoroughly enjoyed by large audiences. Paliku has won numerous Po’okela Awards from the Hawaii State Theatre Council for excellence in theatrical productions, Hawaii’s version of the Tony Awards.

Since its first production in July of 2002, Palikū Theatre has gained a growing reputation as one of the most comfortable, accessible and desirable mid-sized performance venues in Hawai‘i.

The Paliku staff has established a reputation for providing excellent customer service. Responsibilities include:

- Coordinating in-house theatrical productions, including community theatre and student showcases
- Management of rental operations, making Palikū Theatre available for use by both WCC and community organizations
- Box Office in Paliku Theatre: ticketing system deposits, reporting requirements and selling tickets under the computerized UH Ticketing system (Paliku and outside rentals)
- Production management of in-house productions, including budgetary operations
- Paliku Theatre: sell tickets for Theatre events
*Paliku Theatre goals*

- Customer Service – to provide excellent service to campus, community, and customers
- Learning and Teaching – to provide and maintain a professional-caliber facility for WCC students to use and learn in.
- Community Development – to support our community through availability of a professional performance space for community performing arts groups.
- Access and Diversity – to provide performance opportunities to our diverse population, which includes seniors 55 and older and Native Hawaiians.

*PT User requirements*

Facilities use is open to internal and external users. There are established forms, rates, policies and procedures for internal and external users.

*Paliku Theatre Faculty and staff*

<table>
<thead>
<tr>
<th>FTE</th>
<th>Position</th>
<th>Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>Theatre Manager (G-fund)</td>
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<tr>
<td>1.0</td>
<td>Technical Director (.5 G-fund, .5 S-fund)</td>
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</tr>
<tr>
<td>0.5</td>
<td>Technical Assistant (Special fund)</td>
<td></td>
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*PT Articulation agreements*

There are no articulation agreements with this program within the University of Hawaii system.

*PT Community connections, advisory committees, internships, coops, DOE connections*

The program has an Advisory Committee, known as Kokua Palikū, which meets on a monthly basis. The committee is comprised of the Theatre Manager, Theatre Professor, the UH Foundation representative and 8 community members who are interested in supporting the work of Palikū Theatre.
Part III. Quantitative Indicators for Program Review - PT

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Rev</th>
<th>Exp</th>
<th>Net Income/(Loss)</th>
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</thead>
<tbody>
<tr>
<td>2011</td>
<td>$197,591.09</td>
<td>$69,820.42</td>
<td>$127,770.67</td>
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<tr>
<td>2010</td>
<td>$183,397.00</td>
<td>$208,423.00</td>
<td>$(25,026.00)</td>
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<tr>
<td>2009</td>
<td>$224,537.00</td>
<td>$161,856.00</td>
<td>$62,681.00</td>
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<tr>
<td>2008</td>
<td>$134,044.00</td>
<td>$118,725.00</td>
<td>$15,319.00</td>
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<tr>
<td>2007</td>
<td>$140,319.00</td>
<td>$104,895.00</td>
<td>$35,424.00</td>
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<tr>
<td>Totals</td>
<td>$879,888.09</td>
<td>$663,719.42</td>
<td>$216,168.67</td>
</tr>
</tbody>
</table>

Note: Gross revenue for FY12 is already well over $300,000

Part V. Curriculum Revision and Services Review - PT

Paliku Theatre

The Palikū Theatre manager oversees usage of
  o Palikū Theatre auditorium
  o Additional space in Hale Palanakila as needed

Management includes coordination of confirmation, media usage, room set up, billing, and custodial service.

Facilities use forms for external users are available on the Web at: http://www.wcc.hawaii.edu/paliku/Paliku_Renting.html as well as in the Theatre Office. The forms have been revised to expedite the completion and processing of the requests.

Part VI. Survey Results - PT

Part VII. Analysis of the Program - PT

Alignment with the mission statement

Palikū Theatre is closely aligned with the mission statement of providing theatrical opportunities to Windward Community College students and the community; to offering the general public opportunities to enjoy and experience theatrical entertainment and cultural events; and striving to offer such opportunities in an affordable manner while remaining fiscally responsible.

Strengths and weaknesses based on analysis of data

Strengths

Weaknesses
Evidence of quality

Evidence of student learning

Resource sufficiency

The program is supported by funds generated from course offerings, facilities rental, and general funded positions:

1.0 FTE Theatre Manager: General funded
0.5 FTE Technical Director: General funded
1.0 FTE Technical Assistant: Theatre special account
(facility client reimbursed)

Recommendations for improving outcomes

- Increase gross revenue
  - Expand rental income (increase fees)
  - Market to more performing arts groups

- Decrease personnel expenses
  - Change .50 FTE Technical Director S-Funding to 1.0 APT General funded

- Conduct surveys to assess and community interest and needs

Part VIII. Action Plan - PT

The program shall develop the following action plan:

- Increase gross revenue
  - Expand promotion to performing arts community
  - Increase resources for print media, Web, press releases, etc.

- Conduct surveys to assess customer satisfaction

- Increase rental fees for facilities use

Part IX. Budget Implications - PT

The program’s Action Plan and the improvement of outcome gathering have the following budget implications:

Paliku Theatre

The program’s Action Plan and the improvement of outcome gathering have the following budget implications:

Palikū Theatre is currently operating in the black, overall; however, Facilities Use will continue to stagnate if technical personnel are not covered by general funds.
Staffing is not adequate; it is recommended that the College fund a cashier clerk and the Full-time Technical Director specialist with General funds within the next few years with the suggested changes as indicated below:

One 1.0 FTE Cashier Clerk (assistant to Manager), general funded
One 1.0 APT Facilities Technical Director, general funded

It is critical to the future of the theatre program at Windward Community College that a Cashier Clerk be hired by January 2012 (funded initially by Special Funds currently present in the PT operating account), because the Office of Continuing and Community Education was no longer be able to sell tickets to PT events at its ticket booth in Hale Kuhina. This situation is now crippling to the Palikū Theatre program because since the beginning in 2002, the OCCE staff was presented as the single factor that made hiring any other staff for Palikū Theatre completely unnecessary. During the fall production in 2010, *Once On This Island*, ticket sales were hampered and customer complaints soared because of the inconvenience of buying tickets without the phones being staffed on a regular basis by someone who could answer calls in real-time. This was demonstrated by dramatically reduced ticket sales.

PT is the only theatre in the University of Hawaii system where the Theatre Manager has no staff of any kind. The job descriptions and reporting structure at PT were initially based on the structure at Leeward Community College, a similar facility. However, the Theatre Manager at LCC has a full-time assistant, as well as a full-time office clerk. The developing situation at WCC is untenable, because without the staffing which has been provided by OCCE, PT will not be able to sell tickets to our own events, shows which bring in over $150,000 per year to fund a program which has absolutely no budget allocated to it by WCC, save the G funding of 1.5 FTE management positions. In order to continue functioning at our present, successful level, the Theatre Manager must have another person working in the office to operate the ticketing system, take phone calls from the general public wanting to purchase tickets, as well as to provide a second person to act as House Manager during events, a vital duty which is now performed solely by the Theatre manager by twisting and turning his personal work schedule around on a weekly basis in order to accommodate the schedule of events in Palikū Theatre.

**Note:** Unless the College hires a full-time Assistant Manager this year, the current Theatre Manager has indicated his intention to resign in December 2012, due to working conditions which are outrageously understaffed.

It is also crucial that the position of Technical Director be upgraded from half-time to full-time (1.0 FTE) as soon as possible, and that State funding for the remaining half-position be secured from the Legislature (Currently: Theater Technician, position number 77957, Windward CC, 50% FTE). Looking back at the history of Palikū Theatre, in 2002, in an effort to get the theatre open, despite a lack of State funding, it made sense to temporarily create a half-time technical position. However, it has been 7 years since the opening of Palikū Theatre and within the first year of operation, we reached a level of usage that absolutely requires a full-time technician. In the 2008 calendar year alone, Palikū hosted 125 days of events for a total audience of nearly 40,000 people. No other theatre program in the UH system gets by with just a single, half-time technician. The
example mentioned before of Leeward Community College is an example. They have a full-time TD, as well as a full-time Tech Assistant, with 2 additional part-time Tech Specialists.

It is not possible to do almost any event in the theatre without a minimum of 2 responsible persons present; the “House Manager” to deal with the audience and all duties known as “front-of-house”, and the “Technical Manager” in the “back-of-house,” responsible for working beforehand with the client to determine technical staffing needs, then working on the audio, lighting and other technical stage operations during the event.

From the beginning, a half-time technician position has been completely inadequate for our needs, and the only way we were able to get by is because of the experience and skills of the specific person who was initially hired for the job: Jack Hufstetler. Because Jack was already the proprietor of his own small company, Hawaii Prop shop, he was still able to make a living.