

# UNIVERSITY OF HAWAI‘I SYSTEM LEGISLATIVE TESTIMONY



SB 3253 – RELATING TO WORKFORCE DEVELOPMENT

Testimony Presented Before the  
Senate Committees on Education and Judiciary and Labor

February 1, 2008 @ 3:45 p.m.

by

Linda K. Johnsrud  
Vice President for Academic Planning and Policy  
University of Hawai‘i System

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Chairs Sakamoto and Taniguchi, Vice Chairs Tokuda and Hee, and members of the Committees on Education and Judiciary and Labor:

I am Linda K. Johnsrud, Vice President for Academic Planning and Policy, University of Hawai'i System. I am here to present testimony on behalf of the University on Senate Bill 3253, relating to workforce development.

This large and complex bill addresses workforce development in the state by proposing multiple initiatives, including developing a student tracking database, establishing a community coordinator, expanding Running Start, establishing penalties for truant students, requiring the University of Hawai'i to implement incentives and performance based budgeting, appropriating funds for working adult scholarships, and extending the Educational Workforce Working Group for two additional years.

The University supports the general intent of the bill to address workforce development issues, however, must note that the bill leaves unclear some of its purposes and overlooks current initiatives already being undertaken to meet these goals. We would suggest amendments, and would work closely with your committees, to clarify and to discuss current initiatives in order to avoid duplication or conflict.

Part VII, Section 13 of SB3253 discusses the University of Hawai'i. The reexamination of the UH System's strategic plan in 2007-2008 that is referenced in the section was a UH System initiative that linked the goals of the University's current 2002-2010 strategic plan with the five priorities that were identified as key state needs during the Second Decade analysis which was conducted by the UH Academic Planning and Policy Office

in 2006-2007. The effort to tie the University's strategic actions to state needs and to develop measurable outcomes has been ongoing for several years now.

In our reexamination of the current, 2002-2010 strategic plan, we found that although there was general agreement about current goals, measurable outcomes and timelines were needed. We therefore identified five key strategic outcomes tied to state needs in the current environment and developed performance measures for the 2008-2015 period. The five strategic outcomes are: serving native Hawaiians; increasing Hawai'i's educational capital; contributing to the state's economy; addressing critical workforce shortages and preparing students to be leaders in a global environment; and practicing exemplary stewardship over resources, all within a culture of academic excellence.

At the system level, we are proposing that each of these five outcomes be measured by two indicators. Three examples of these performance measures are: increase by three to six percent per year the number of degrees and certificates earned; increase three percent per year UH degrees in STEM fields; and increase five percent a year UH output in critical shortage areas. The complete list of *Strategic Outcomes and Performance Measures, 2008-2015*, is available on our website at: <http://www.hawaii.edu/ovppp/uhplan/strategicoutcomes.pdf>.

Tied to these overarching common goals, each of our ten campuses is identifying campus-level performance measures that are connected to their campus, their students, and their mission.

In addition to these current initiatives to reassess our strategic plan and add measurable outcomes, the University is required to produce periodic benchmark reports (Section 304A-2001, HRS). Every two years we publish *Measuring our Progress*, a report based on performance benchmarks created by the University, as required by Act 161 of the 1995 legislative session.

The significance of what we have done this year in *Strategic Outcomes and Performance Measures, 2008-2015*, is to identify performance targets for each year on the outcomes most critically tied to state needs and university goals. As part of this process, and as requested by SCR 137 and SCR 79 from the 2007 legislative session, we are developing financial plans linked with performance goals.

We would request further clarification and the opportunity to work with your committees to clarify the language of SB 3253 and delineate its relationship to other initiatives and ongoing performance reports of the University. As an example, the language in Section 14 that begins:

- (a) The University of Hawai'i shall prepare an annual incentive and performance report in November of each year that reflects the success of the University of

Hawai'i's previous incentive and performance plans and proposes the plan for the following year. The purpose of the annual incentive and performance report is to facilitate the legislature in allocating approximately two per cent of the University of Hawai'i annual budget to facilitate the university's strategic plan and related state goals; provided that:"

We would require further clarification about the relationship of this two percent to our base budget, to performance targets, and related incentive funding. It is not clear how the funding of the two percent will be provided. We are not opposed to performance measures and indicators, but would need clarification about the proposal in the bill and about the funding for the incentives.

Two additional examples of a need for clarification in SB 3253 are the references to student tracking and data collection. The University has a system of data collection, but it is not clear if we would be able to provide all of the data referenced in SB3253. Just as an example, placement data on students who already graduated (Section 14(c)(9), p. 27) might be difficult for us to collect. In addition, we would need clarification about the legislature's definition of an education compact and how the University's efforts would be integrated with such a compact.

I have given some examples of our questions as we read SB3523 and explained our need for clarification. The University supports the general purpose and intent of SB3523, but requests additional discussions to clarify unresolved issues. May I emphasize that the University welcomes the opportunity to work with your committees in this regard.

Thank you for the opportunity to testify.