

University of Hawai'i Community Colleges
Strategic Directions 2015-2021



 UNIVERSITY
of HAWAII
COMMUNITY COLLEGES

**University of Hawai'i Community Colleges
Spring 2016**

John Morton, Vice President for Community Colleges

**UHCC
System
2015-2021**

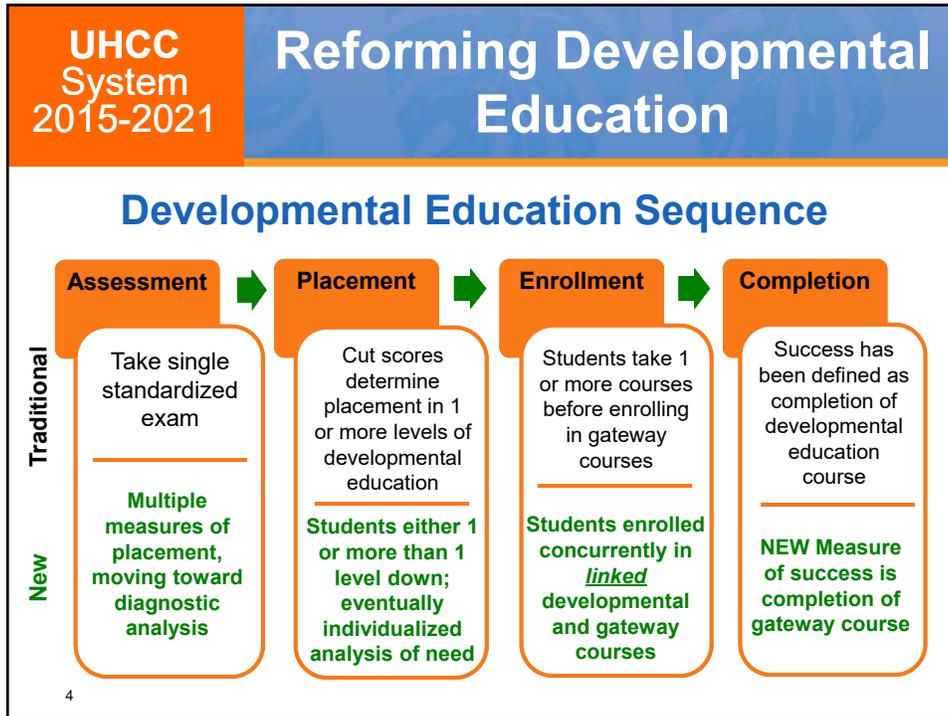
UHCC Strategic Plan

- **Increase Graduation and Transfer**
- **Eliminate Access and Success Gaps for:**
 - **Native Hawaiian Students**
 - **Filipino Students**
 - **Pacific Islander Students**
 - **Pell Students**

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UHCC System 2015-2021	UHCC Strategic Plan
<ul style="list-style-type: none">● Maintain Quality● Accelerate Student Success in Developmental Coursework● Use Guided Pathways to Graduation and Transfer● Provide Effective Workforce● Remove Cost as a Barrier to Community College Success● Enrollment Management <p>2</p>	

UHCC System 2015-2021	UHCC Strategic Plan
<ul style="list-style-type: none">● Use Technology to Expand Offerings and Improve Processes● Fulfill Our Commitment as a Model Indigenous Serving System● Fulfill Our Commitment to Sustainability, Including Financial Sustainability <p>3</p>	



UHCC System 2015-2021 **Reforming Developmental Education**

Completing Math & English

- **75% of students testing one-level below college ready will successfully complete their college-level English and/or Math course within one semester**
- **70% of students testing at two or more levels below college ready will successfully complete their college-level English or Math course within one year**

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UHCC System 2015-2021	Reforming Developmental Education
English	
<ul style="list-style-type: none"> ● Co-requisite structure for students (all colleges) ● One semester developmental English for two or more levels down followed by English 100 in the subsequent semester ● Co-requisite developmental English/English 100 for two or more levels down (Honolulu only) 	
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UHCC System 2015-2021	Reforming Developmental Education																														
English																															
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="padding: 5px;">LeeCC English ALP Initiative</th> <th style="padding: 5px;">Enrolled in ALP ENG 22</th> <th style="padding: 5px;">Successful Completion ENG 100</th> <th style="padding: 5px;">Percent ALP ENG 22 Successful ENG 100</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Fall 2011</td> <td style="padding: 5px;">61</td> <td style="padding: 5px;">52</td> <td style="padding: 5px;">86.7%</td> </tr> <tr> <td style="padding: 5px;">Spring 2012</td> <td style="padding: 5px;">104</td> <td style="padding: 5px;">65</td> <td style="padding: 5px;">63.7%</td> </tr> <tr> <td style="padding: 5px;">Fall 2012</td> <td style="padding: 5px;">108</td> <td style="padding: 5px;">82</td> <td style="padding: 5px;">75.9%</td> </tr> <tr> <td style="padding: 5px;">Spring 2013</td> <td style="padding: 5px;">112</td> <td style="padding: 5px;">62</td> <td style="padding: 5px;">55.4%</td> </tr> <tr> <td style="padding: 5px;">Fall 2013</td> <td style="padding: 5px;">116</td> <td style="padding: 5px;">79</td> <td style="padding: 5px;">68.1%</td> </tr> <tr> <td style="padding: 5px;">Spring 2014</td> <td style="padding: 5px;">88</td> <td style="padding: 5px;">57</td> <td style="padding: 5px;">65.5%</td> </tr> </tbody> </table>				LeeCC English ALP Initiative	Enrolled in ALP ENG 22	Successful Completion ENG 100	Percent ALP ENG 22 Successful ENG 100	Fall 2011	61	52	86.7%	Spring 2012	104	65	63.7%	Fall 2012	108	82	75.9%	Spring 2013	112	62	55.4%	Fall 2013	116	79	68.1%	Spring 2014	88	57	65.5%
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<small>Office Planning, Policy, and Assessment Accelerated Learning Program</small>																															

UHCC System 2015-2021	Reforming Developmental Education
Math <ul style="list-style-type: none">● Separate paths for College Algebra, College Math (all colleges), and CTE Math (Hon, Lee, Mau)● Co-requisite developmental Math and college level Math for one level down students (six● Sequential eight-week developmental Math and college level Math for one level down students (Hon) <p>8</p>	

UHCC System 2015-2021	Reforming Developmental Education
Math <ul style="list-style-type: none">● Semester-long developmental Math for students two levels down followed by college level Math in the next semester● Pedagogy – classroom, emporium, labs, hybrid – approaches determined by each college● Different models will be assessed for effectiveness and efficiency <p>9</p>	

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Reforming Developmental Education

Placement Tools

- **Multi-measures adopted for entering high school students, including *ACT, Smarter Balance*, high school GPA**
- **12th grade *Introduction to College Mathematics* course taught at high school**
- **Working to get high school info sent electronically**
- **Adult learners (and others without above measures) – *Accuplacer* 2-year pilot**

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Reforming Developmental Education

Non-Cognitive Support

- **Ongoing discussions and review of assessment tools:

 - *SmarterMeasure*
 - *ACT Engage*
 - *School Motivation and Learning Strategies Inventory (SMLSI)***

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UHCC System 2015-2021	Reforming Developmental Education
<p style="text-align: center;">Other Issues</p> <ul style="list-style-type: none">● Impact on scheduling classes● Staffing <p style="text-align: left; margin-left: 20px;">12</p>	

UHCC System 2015-2021	Reforming Developmental Education
<p style="text-align: center;">Implementation Priorities</p> <ul style="list-style-type: none">● Student Success Council identified priorities:<ul style="list-style-type: none">● Professional Development, including consultants● Tutors● Conversion of lecturers to faculty positions● Assigned time <p style="text-align: left; margin-left: 20px;">13</p>	

UHCC System 2015-2021	Reforming Developmental Education
<p data-bbox="565 478 1055 520">Support for Implementation</p> <ul data-bbox="391 552 1125 751" style="list-style-type: none"><li data-bbox="391 552 1125 636">● Innovation Fund \$800,000; professional development funds already released<li data-bbox="391 667 1125 751">● Unearned performance funding will be reallocated to support implementation <p data-bbox="391 940 412 961">14</p>	

UHCC System 2015-2021	Reforming Developmental Education
<p data-bbox="573 1314 1063 1356">Support for Implementation</p> <ul data-bbox="391 1388 1179 1738" style="list-style-type: none"><li data-bbox="391 1388 1179 1472">● Technical Support from Complete College America (CCA)<li data-bbox="391 1482 1179 1608">● \$500,000 over two years from Kresge/Jobs For the Future Grant to establish Student Success Center<li data-bbox="391 1619 1179 1661">● \$225,000 funding from Gates for <i>iPASS</i><li data-bbox="391 1671 1179 1738">● Positions re-allocated/allocated from campuses and/or UHCC System <p data-bbox="391 1812 412 1833">15</p>	

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Guided Pathways to Success (GPS)

“Too Much Time and Money and Too Few Graduates” - CCA

- **Billions of dollars and millions of hours on unnecessary credits/courses**
 - **Poor choices**
 - **Unavailable credits**
 - **Lost transfer credits**
 - **Unnecessary credits**

Complete College America (CCA)

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Guided Pathways to Success (GPS)

Key Elements for Success

- **Whole Programs of Study – coherent programs not random, individual courses**
- **Intrusive, On-Time Advising – just in time, efficient, and cost effective**

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Guided Pathways to Success (GPS)

Designing Pathways

- **Need pathways designed for declared majors, undecided students (meta majors), students with transfer goals, part-time students**
- **Pathway Coordinator funded at each college**
- **Initial prototypes will focus on well-defined programs of study**

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Guided Pathways to Success (GPS)

Modifying STAR Registration

- **Changing Banner Registration to use STAR guided pathways**
- **Successfully pilot-tested with Hon students; implement pilots all campuses for Fall 2016;**
- **Supported by legislative appropriation of \$500,000**

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Guided Pathways to Success (GPS)

Managing Pathways

- **Integrated Student Services, advising, and registration communication with *Starfish***
- **Working on process to get students on their initial path and to manage changing**
- **Working on creating communication and reinforcement to keep students on path**

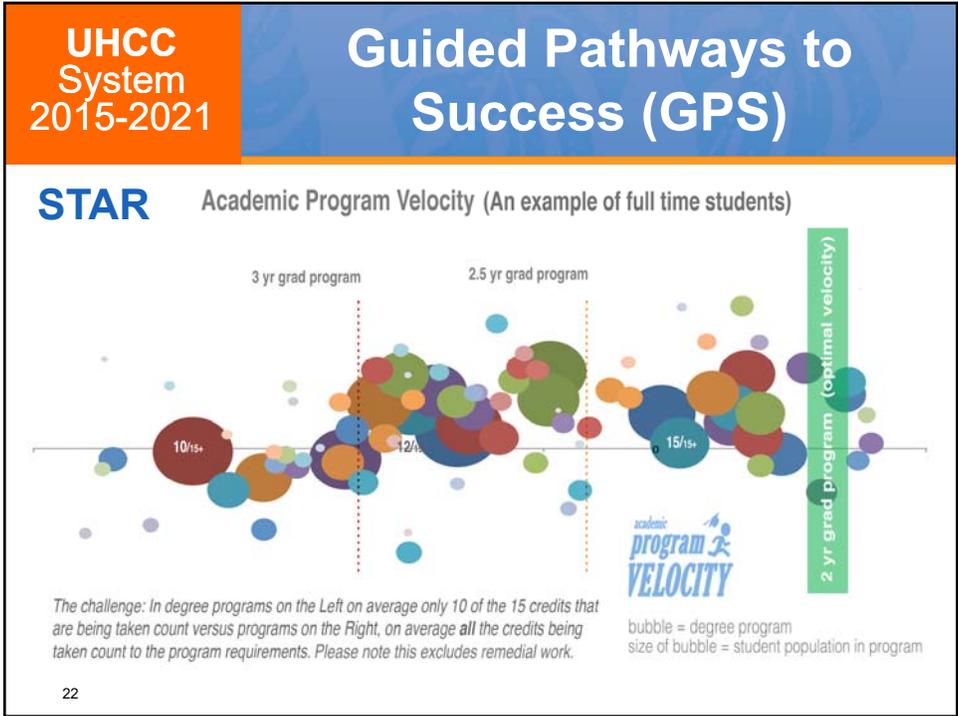
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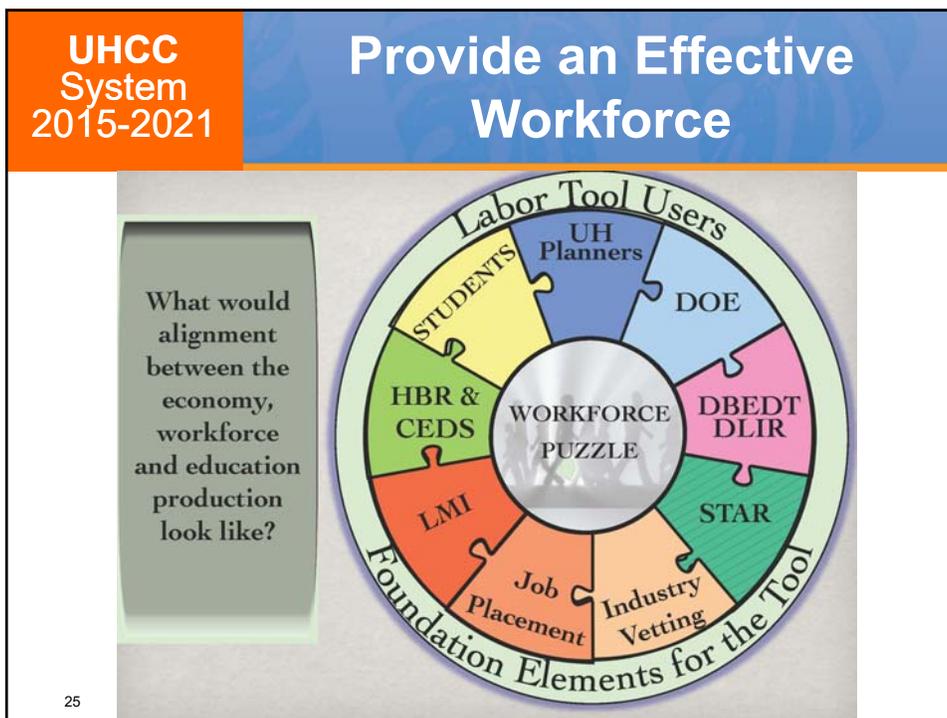
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Guided Pathways to Success (GPS)

- **Working on removing institution-created barriers to student progress**
- **Developing analytic tools to help manage scheduling and course availability including:**
 - ***STAR Academic Program Velocity and Analytics***
 - ***Ad Astra***
 - ***Program management tool based on student flow***

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Provide an Effective Workforce



Economic Alignment Needs for UH

UH needs a coherent and uniform way to understand and communicate:

- 1) Program relevance in the Hawai'i economy
- 2) Program demand levels: present and future projections;
- 3) Special demand areas: low numbers; high need
- 4) Graduation levels relative to demand: over or under producing;
- 5) Program opportunities: missed areas in the economy?;
- 6) Skill sets that are aligned or not with industry need;
- 7) Student demand that may or may not fit into Hawai'i economic priorities;



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Provide an Effective Workforce



What Data and What Strategy are Needed to Serve Various Needs in an Integrated Fashion?

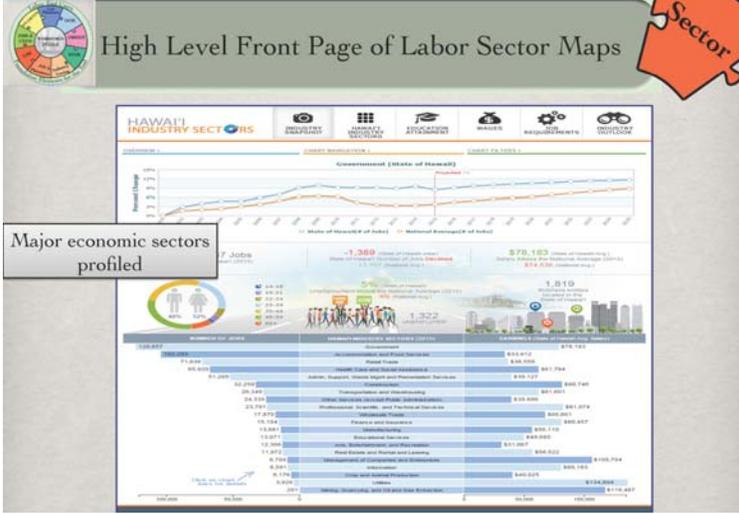
- 1. Enhanced LMI;
- 2. Framing the LMI Data with a Sector Strategy;
- 3. Engaging, systematically and continuously, all stakeholders together around the Sector Data: Vetting;
- 4. Better means of communicating workforce and economic opportunities and challenges: Outreach;



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Provide an Effective Workforce



High Level Front Page of Labor Sector Maps

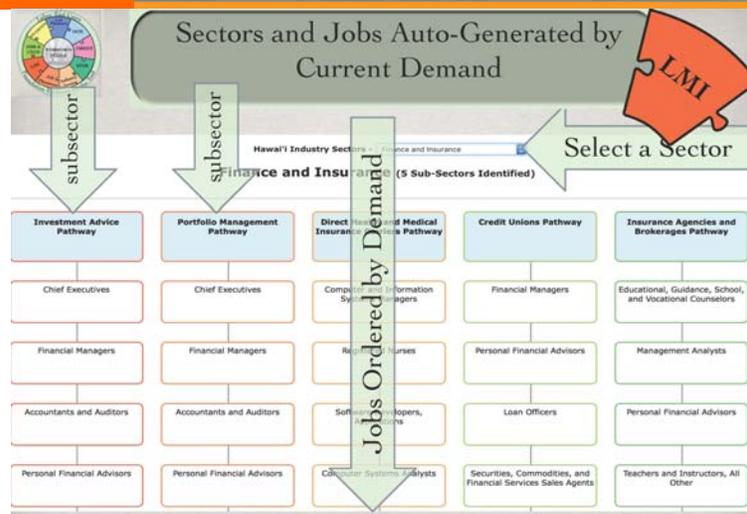
Major economic sectors profiled

Sector

28 http://uhcc.hawaii.edu/industry_sectors_dev/industry_sectors.php

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Provide an Effective Workforce



Sectors and Jobs Auto-Generated by Current Demand

subsector

LMI

29 http://uhcc.hawaii.edu/industry_sectors_dev/sectors.php

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Provide an Effective Workforce

Access Labor Map Through
STAR per degree

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Provide an Effective Workforce

USA Funds grant to UH to address STEM Needs

- **\$4.6M for 2 years, potentially \$12M for 5 years**
- **Focuses on information technology (cybersecurity), biotechnology, and engineering**
- **Builds STEM pathways from DOE through the CCs to UHM, UHH, UHWO**

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Provide an Effective Workforce

Addressing Skill Gap Areas

- **Legislative initiative to focus community colleges on filling skill gaps for high paying jobs using short-term certificates and/or workforce upgrading**
- **Modifies our enabling legislation to make this activity part of our legal mission**
- **Provides an appropriation (if passed)**

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Remove Cost as a Barrier

What is the Cost Gap?

- **Total Cost of Attendance**
- **Direct Cost – Tuition, Fees, Books, Supplies, Transportation**
- **Paid for by Expected Family Contribution (EFC), Pell, State/Institutional Grants, Private Grants, Other, Loans**

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UHCC System 2015-2021		Remove Cost as a Barrier	
College	Unmet Need Headcount	Unmet Need	Average per Student
Hawai'i	188	\$450,586	\$416
Honolulu	61	\$91,815	\$110
Kapi'olani	134	\$249,557	\$196
Kaua'i	117	\$163,738	\$367
Leeward	116	\$154,319	\$115
Maui	287	\$376,539	\$301
Windward	90	\$215,978	\$335
UHCC	993	\$1,702,532	\$248

UHCC System 2015-2021		Remove Cost as a Barrier	
Strategies to Close the Gap			
<ul style="list-style-type: none"> ● Make removing cost barrier a major component of our UH capital campaign ● Support legislative (and national) efforts at providing scholarships or free tuition for community college students with emphasis on need-based ● Continue to emphasize importance of FASFA (45% of Hawai'i HS students did not complete FASFA) 			
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UHCC System 2015-2021		Remove Cost as a Barrier	
No Cost/Open Educational Resource Textbooks			
		Kapiolani	Leeward
Number CRNS \$0 Cost Textbooks		79	148
Spring 2016 CRNs \$0 Cost Textbooks		7.4%	14.35%
Students Taking Courses \$0 Cost Textbooks		1,229	2,643
Number Courses \$0 Cost Textbooks		43	63
Interested? Contact Leanne Riseley at LeeCC or Susan Murata at KapCC			
Instructors Teaching Courses \$0 Cost Textbooks		39	49

UHCC System 2015-2021		Enrollment Management							
Early College Enrollments									
		HAW	HON	KAP	KAU	LEE	MAU	WIN	UHCC
Fall 2014		N/A	60	81	N/A	204	14	24	383
Fall 2015		106	201	139	78	311	18	73	926

Source: College VCAA & VCSA

UHCC System 2015-2021		Enrollment Management			
Entering High School*					
	Baseline	F 2015 Target	F 2015 Actual	Difference	F 2021 Target
HAW	440	474	339	-135	666
HON	429	436	335	-101	59+
KAP	794	806	669	-137	866
KAU	204	209	189	-20	245
LEE	965	1,045	848	-197	1,329
MAU	430	455	374	-81	590
WIN	245	261	226	-35	339
UHCC	3,507	3,687	2,980	-707	4,520
					+1,013

* Will be reconciled with high school tool following Data Governance Agreement between UH, DOE, & P-20

UHCC System 2015-2021		Enrollment Management			
<p>High School Enrollment</p> <p><u>High School Dashboard</u></p>					
<p>[Currently, Web link for demo only]</p>					

UHCC System 2015-2021	<h2 style="margin: 0;">Enrollment Management</h2>
<h3 style="margin: 0;">Pacific Islanders</h3> <ul style="list-style-type: none"> ● SEED/UHM (Pasefika Passion Pipeline) works with Pacific Islanders (PI) in Hawai'i; specifically collaborates with UHCCs to increase recruitment of PI at the UHCCs; also partners with PI Community Leaders to promote and increase participation ● Program provides tutoring at various high schools and Palolo Housing ● Outreach at churches attended by PI ● Provide support for admission, financial aid, etc. <p style="font-size: small; margin-top: 10px;">40</p>	

UHCC System 2015-2021	<h2 style="margin: 0;">Enrollment Management</h2>
<h3 style="margin: 0;">Integrated Communications for Recruitment and Retention</h3> <ul style="list-style-type: none"> ● A systemwide approach to communicating with students in a <u>consistent and timely manner</u> from initial application through their first year of college <ul style="list-style-type: none"> ● Goal is to integrate all communications from student services, operations, academics and marketing/communications to provide <u>just-in-time messaging</u> that is most relevant to the student when he/she needs it ● Identified <u>seven key touchpoints</u> to communicate with students, and the tactics to move them along the enrollment pipeline <p style="font-size: small; margin-top: 10px;">41</p>	

UHCC System 2015-2021	Model Indigenous-Serving System
Actions to Date	
<ul style="list-style-type: none"> ● Policy adopted establishing Community College Council of Native Hawaiian Chairs (UHCCP 1.104) ● Regular meetings of Council with Vice ● Planned retreat focusing on implementing Hawai'i Papa O Ke Ao recommendations 	
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UHCC System 2015-2021	21st Century Facilities
Actions to Date	
<ul style="list-style-type: none"> ● Establishment of a \$3.0M annual pool for capital equipment replacement ● Continued legislative support for renovation of facilities <ul style="list-style-type: none"> ● House Finance recommended \$25M for R&M and \$10M for renovation along with other specific projects ● Tuition proposal would eliminate current \$50M in deferred maintenance over a three-year period 	
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Work to do

- **Strategic Distance Education course and program development**
- **Professional Development and R&D on technology-enhanced teaching**
- **Targeted programs for Adult Learners**
- **Programs to enhance student transfer and transfer success**

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Success is What Counts

The Journey Continues



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