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

University of Hawai‘i Community Colleges
Spring 2016

John Morton, Vice President for Community Colleges

UHCC Strategic Plan

- Increase Graduation and Transfer
- Eliminate Access and Success Gaps for:
  - Native Hawaiian Students
  - Filipino Students
  - Pacific Islander Students
  - Pell Students
## UHCC Strategic Plan

### UHCC System 2015-2021

- 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

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### UHCC Strategic Plan

- 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
Reforming Developmental Education

Developmental Education Sequence

Assessment
- Traditional: Take single standardized exam
- New: Multiple measures of placement, moving toward diagnostic analysis

Placement
- Traditional: Cut scores determine placement in 1 or more levels of developmental education
- New: Students either 1 or more than 1 level down; eventually individualized analysis of need

Enrollment
- Traditional: Students take 1 or more courses before enrolling in gateway courses
- New: Students enrolled concurrently in linked developmental and gateway courses

Completion
- Success has been defined as completion of developmental education course
- New Measure of success is completion of gateway course

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
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)

<table>
<thead>
<tr>
<th>LeeCC English ALP Initiative</th>
<th>Enrolled in ALP ENG 22</th>
<th>Successful Completion ENG 100</th>
<th>Percent ALP ENG 22 Successful ENG 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>61</td>
<td>52</td>
<td>86.7%</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>104</td>
<td>65</td>
<td>63.7%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>108</td>
<td>82</td>
<td>75.9%</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>112</td>
<td>62</td>
<td>55.4%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>116</td>
<td>79</td>
<td>68.1%</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>88</td>
<td>67</td>
<td>66.6%</td>
</tr>
</tbody>
</table>

Source: LEE Office Planning, Policy, and Assessment, Accelerated Learning Program
Math

- 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 colleges)
- Sequential eight-week developmental Math and college level Math for one level down students (Hon)

Math

- 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
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

Non-Cognitive Support

- Ongoing discussions and review of assessment tools:
  - SmarterMeasure
  - ACT Engage
  - School Motivation and Learning Strategies Inventory (SMLSI)
Reforming Developmental Education

Other Issues

- Impact on scheduling classes
- Staffing

Implementation Priorities

- Student Success Council identified priorities:
  - Professional Development, including consultants
  - Tutors
  - Conversion of lecturers to faculty positions
  - Assigned time
Reforming Developmental Education

Support for Implementation

- Innovation Fund $800,000; professional development funds already released
- Unearned performance funding will be reallocated to support implementation

Technical Support from Complete College America (CCA)

- $500,000 over two years from Kresge/Jobs For the Future Grant to establish Student Success Center
- $225,000 funding from Gates for iPASS
- Positions re-allocated/allocated from campuses and/or UHCC System
“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)

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
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

Modifying STAR Registration

- Changing Banner Registration to use STAR guided pathways
- Successfully pilot-tested with Hon students; implement pilots all campuses for Fall 2016; full implementation Fall 2017
- Supported by legislative appropriation of $500,000
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 pathways
- Working on creating communication and reinforcement to keep students on path

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*
Guided Pathways to Success (GPS)

**STAR**

Academic Program Velocity (An example of full time students)

The challenge: In degree programs on the Left on average only 10 of the 15 credits that are being taken count versus programs on the Right, on average all the credits being taken count to the program requirements. Please note this excludes remedial work.

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**Ad Astra**

Low Resource Efficiency/High Course Access

Better than the industry average in meeting student needs, you achieve this level of service in part by over-allocating your academic resources. Significant realignment of resources can greatly improve efficiency and/or capacity to grow enrollments while maintaining student service.

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Guided Pathways to Success (GPS)
Guided Pathways to Success (GPS)

Provide an Effective Workforce

What would alignment between the economy, workforce, and education production look like?
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 Hawaii 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 Hawaii 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;
Provide an Effective Workforce

UHCC System 2015-2021

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

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

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
### Remove Cost as a Barrier

<table>
<thead>
<tr>
<th>College</th>
<th>Unmet Need Headcount</th>
<th>Unmet Need</th>
<th>Average per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawai‘i</td>
<td>188</td>
<td>$450,586</td>
<td>$416</td>
</tr>
<tr>
<td>Honolulu</td>
<td>61</td>
<td>$91,815</td>
<td>$110</td>
</tr>
<tr>
<td>Kapi‘olani</td>
<td>134</td>
<td>$249,557</td>
<td>$196</td>
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<tr>
<td>Kaua‘i</td>
<td>117</td>
<td>$163,738</td>
<td>$367</td>
</tr>
<tr>
<td>Leeward</td>
<td>116</td>
<td>$154,319</td>
<td>$115</td>
</tr>
<tr>
<td>Maui</td>
<td>287</td>
<td>$376,539</td>
<td>$301</td>
</tr>
<tr>
<td>Windward</td>
<td>90</td>
<td>$215,978</td>
<td>$335</td>
</tr>
<tr>
<td>UHCC</td>
<td>993</td>
<td>$1,702,532</td>
<td>$248</td>
</tr>
</tbody>
</table>

### Strategies to Close the Gap

- 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)
### No Cost/Open Educational Resource Textbooks

<table>
<thead>
<tr>
<th></th>
<th>Kapiolani</th>
<th>Leeward</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number CRNS $0 Cost Textbooks</td>
<td>79</td>
<td>148</td>
</tr>
<tr>
<td>Spring 2016 CRNs $0 Cost Textbooks</td>
<td>7.4%</td>
<td>14.35%</td>
</tr>
<tr>
<td>Students Taking Courses $0 Cost Textbooks</td>
<td>1,229</td>
<td>2,643</td>
</tr>
<tr>
<td>Number Courses $0 Cost Textbooks</td>
<td>43</td>
<td>63</td>
</tr>
</tbody>
</table>

Interested? Contact Leanne Riseley at LeeCC or Susan Murata at KapCC

### Early College Enrollments

<table>
<thead>
<tr>
<th></th>
<th>HAW</th>
<th>HON</th>
<th>KAP</th>
<th>KAU</th>
<th>LEE</th>
<th>MAU</th>
<th>WIN</th>
<th>UHCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>N/A</td>
<td>60</td>
<td>81</td>
<td>N/A</td>
<td>204</td>
<td>14</td>
<td>24</td>
<td>383</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>106</td>
<td>201</td>
<td>139</td>
<td>78</td>
<td>311</td>
<td>18</td>
<td>73</td>
<td>926</td>
</tr>
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</table>

Source: College VCAA & VCSA
### Entering High School*

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>F 2015 Target</th>
<th>F 2015 Actual</th>
<th>Difference</th>
<th>F 2021 Target</th>
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<tbody>
<tr>
<td>HAW</td>
<td>440</td>
<td>474</td>
<td>339</td>
<td>-135</td>
<td>666</td>
</tr>
<tr>
<td>HON</td>
<td>429</td>
<td>436</td>
<td>335</td>
<td>-101</td>
<td>59+</td>
</tr>
<tr>
<td>KAP</td>
<td>794</td>
<td>806</td>
<td>669</td>
<td>-137</td>
<td>866</td>
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<tr>
<td>KAU</td>
<td>204</td>
<td>209</td>
<td>189</td>
<td>-20</td>
<td>245</td>
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<tr>
<td>LEE</td>
<td>965</td>
<td>1,045</td>
<td>848</td>
<td>-197</td>
<td>1,329</td>
</tr>
<tr>
<td>MAU</td>
<td>430</td>
<td>455</td>
<td>374</td>
<td>-81</td>
<td>590</td>
</tr>
<tr>
<td>WIN</td>
<td>245</td>
<td>261</td>
<td>226</td>
<td>-35</td>
<td>339</td>
</tr>
<tr>
<td>UHCC</td>
<td>3,507</td>
<td>3,687</td>
<td>2,980</td>
<td>-707</td>
<td>4,520</td>
</tr>
</tbody>
</table>

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

### High School Enrollment

**High School Dashboard**

[Currently, Web link for demo only]
Pacific Islanders

- 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.

Integrated Communications for Recruitment and Retention

- A systemwide approach to communicating with students in a *consistent and timely manner* from initial application through their first year of college
- Goal is to integrate all communications from student services, operations, academics and marketing/communications to provide just-in-time messaging that is most relevant to the student when he/she needs it
- Identified seven key touchpoints to communicate with students, and the tactics to move them along the enrollment pipeline
Communication Touchpoints Along Enrollment Pipeline

Fall 2015 23,029 applied 10,842 enrolled

We're losing students at every touchpoint.

Key Strategies and Tactics

- Send constant communication nudges to move students to take action
- Create student-focused, student-friendly messages
- Chunk orientation/academic content into digestible bites of information for just-in-time messaging
- Customize orientation information to student’s attributes (e.g., part-time, working adult, high school, online, transfer student, etc.)
- Utilize current technology to improve communications (e.g., mobile apps, text messaging, how-to videos, virtual tours, etc.)
- Establish a systemwide communications calendar to better sync our messages
Model Indigenous-Serving System

Actions to Date

- Policy adopted establishing Community College Council of Native Hawaiian Chairs (UHCCP 1.104)
- Regular meetings of Council with Vice President for CC
- Planned retreat focusing on implementing Hawai‘i Papa O Ke Ao recommendations

21st Century Facilities

Actions to Date

- Establishment of a $3.0M annual pool for capital equipment replacement
- Continued legislative support for renovation of facilities
  - 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
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

Success is What Counts
The Journey Continues