

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**

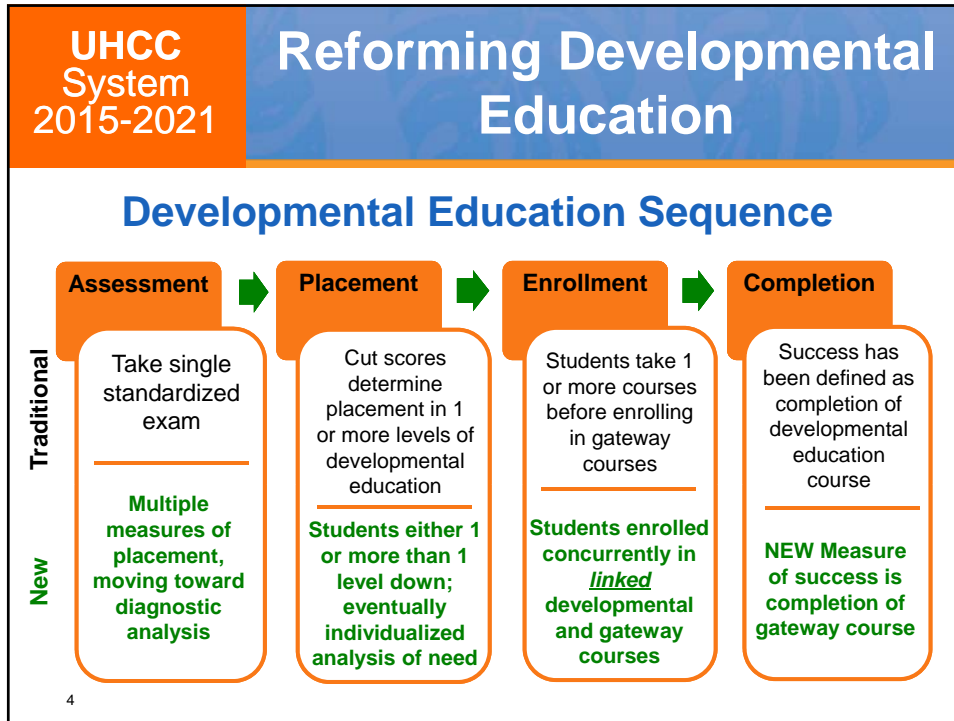
UHCC Strategic Plan

- **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		
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	138	97	70.3%

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 colleges)● 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 1057 520">Support for Implementation</p> <ul data-bbox="391 552 1127 751" style="list-style-type: none"><li data-bbox="391 552 1127 636">● Innovation Fund \$800,000; professional development funds already released<li data-bbox="391 667 1127 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="565 1314 1057 1356">Support for Implementation</p> <ul data-bbox="391 1388 1182 1738" style="list-style-type: none"><li data-bbox="391 1388 1182 1472">● Technical Support from Complete College America (CCA)<li data-bbox="391 1482 1182 1608">● \$500,000 over two years from Kresge/Jobs For the Future Grant to establish Student Success Center<li data-bbox="391 1619 1182 1661">● \$225,000 funding from Gates for <i>iPASS</i><li data-bbox="391 1671 1182 1738">● Positions re-allocated/allocated from campuses and/or UHCC System <p data-bbox="391 1812 412 1833">15</p>	

UHCC System 2015-2021	Guided Pathways to Success (GPS)
<p data-bbox="548 457 1105 537" style="text-align: center;">“Too Much Time and Money and Too Few Graduates” - CCA</p> <ul data-bbox="391 575 1179 835" style="list-style-type: none">● Billions of dollars and millions of hours on unnecessary credits/courses<ul data-bbox="428 663 824 835" style="list-style-type: none">● Poor choices● Unavailable credits● Lost transfer credits● Unnecessary credits <p data-bbox="483 898 862 926" style="text-align: center;">Complete College America (CCA)</p> <p data-bbox="391 940 412 961">16</p>	

UHCC System 2015-2021	Guided Pathways to Success (GPS)
<p data-bbox="613 1325 1073 1360" style="text-align: center;">Key Elements for Success</p> <ul data-bbox="428 1413 1195 1625" style="list-style-type: none">● Whole Programs of Study – coherent programs not random, individual courses● Intrusive, On-Time Advising – just in time, efficient, and cost effective <p data-bbox="391 1812 412 1833">17</p>	

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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)

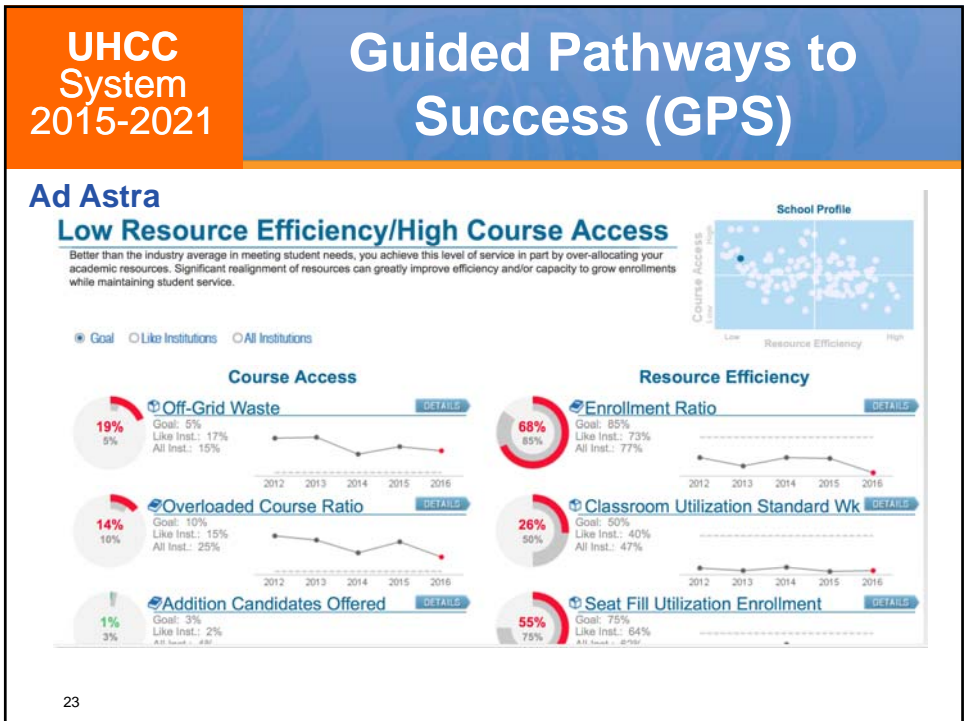
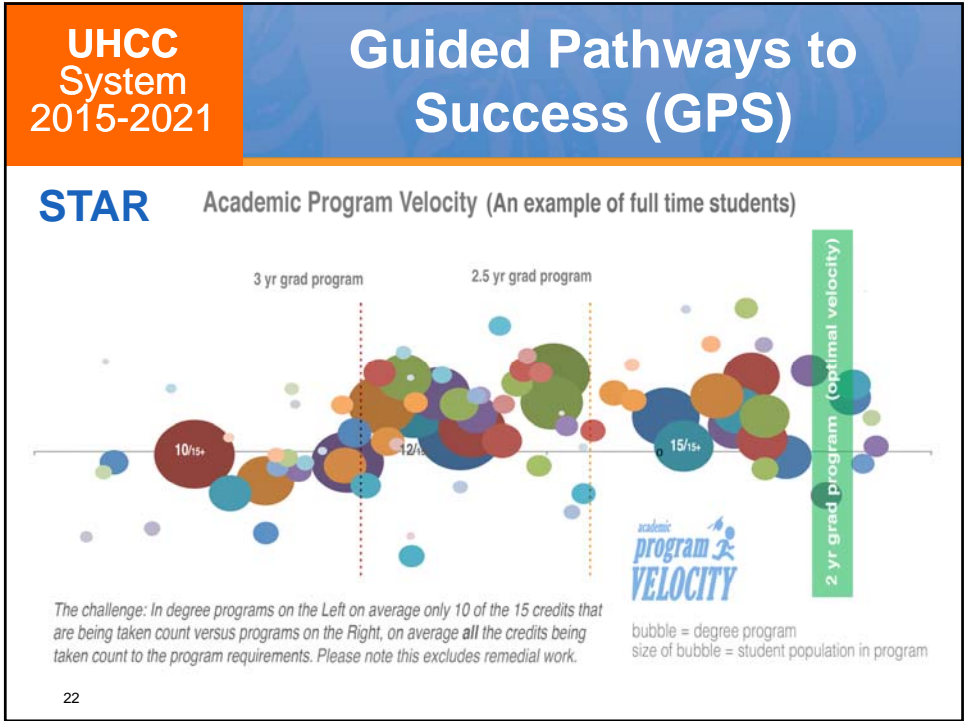
Modifying STAR Registration

- **Changing Banner Registration to use STAR guided pathways**
- **Successfully pilot-tested with Hon students; implement pilots all campuses for Fall 2016; full implementation Fall 2017**
- **Supported by legislative appropriation of \$500,000**

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UHCC System 2015-2021	Guided Pathways to Success (GPS)
<p style="text-align: center;">Managing Pathways</p> <ul style="list-style-type: none"> ● Integrated Student Services, advising, and registration communication with <i>Starfish</i> ● 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 <p style="text-align: left; margin-left: 20px;">20</p>	


UHCC System 2015-2021	Guided Pathways to Success (GPS)
<ul style="list-style-type: none"> ● Working on removing institution-created barriers to student progress ● Developing analytic tools to help manage scheduling and course availability including: <ul style="list-style-type: none"> ● <i>STAR Academic Program Velocity and Analytics</i> ● <i>Ad Astra</i> ● <i>Program management tool based on student flow</i> <p style="text-align: left; margin-left: 20px;">21</p>	





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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?

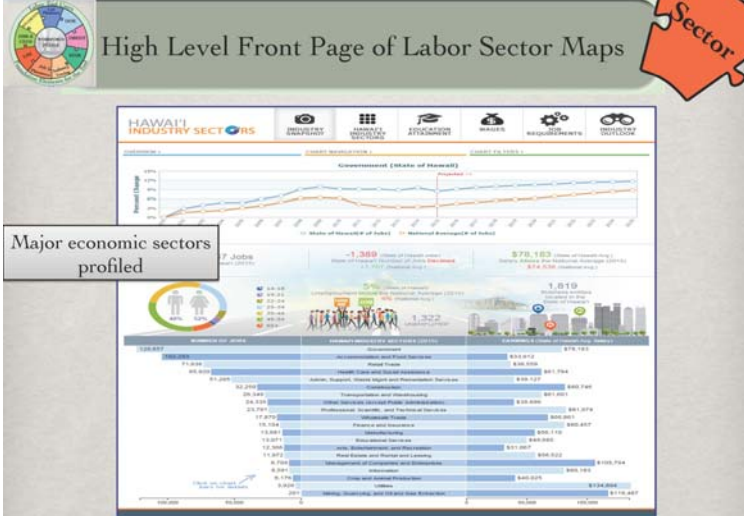


- 1. Enhanced LMI;
- 2. Framing the LMI Data with a Sector Strategy;
- 3. Engaging, systematically and continuously, all stakeholders together around the Sector Data: Vetting;
- 4. Better means of communicating workforce and economic opportunities and challenges: Outreach;

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Provide an Effective Workforce



High Level Front Page of Labor Sector Maps

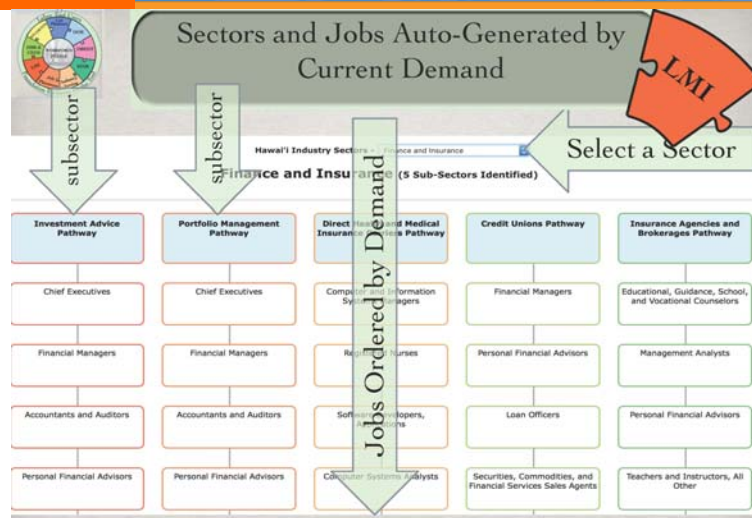
Major economic sectors profiled

Sector

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

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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

15 to FINISH v2.0

ACADEMIC ESSENTIALS GRADUATION PATHWAY CAREER OPPORTUNITIES WHAT IF JOURN

Graduation Pathway BS ELECTRICAL ENGINEERING

AY 2015 - 2016

Fall 2015		Spring 2016	
Written Comm (FW)	EN	NOT IN PLAN	ICS ELEC ***
NOT IN PLAN	OTHA	NOT ARTICULATED (HON)	MATH 9 ***
NOT IN PLAN	OTHA ELEC CR	NOT IN PLAN	OTHO ELEC ***
NOT IN PLAN	OTHO ELEC CR	NOT IN PLAN	OTHO ELEC ***
Academic Events		General Chemistry I (DP)	★ CHEM 161
Add Academic Event		General Chemistry I Lab	★ CHEM 161L
		Global (FGA, FGB, or FGC)	
		Academic Events	
		Add Academic Event	

Credits: 12

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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

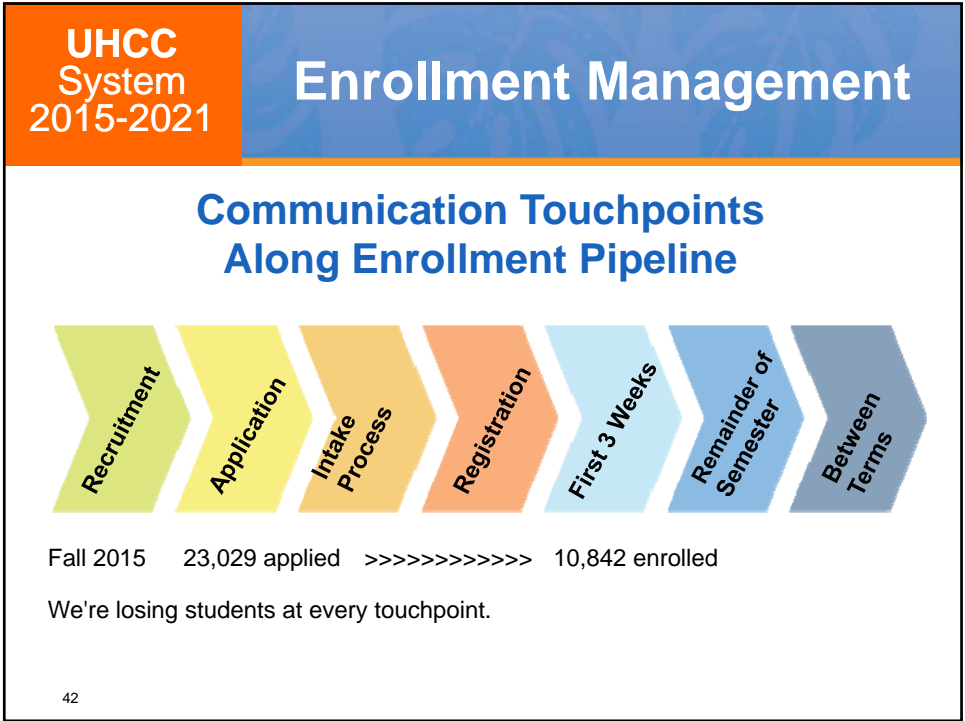
UHCC System 2015-2021		Enrollment Management			
Entering High School*					
	Baseline	F 2015 Target	F 2015 Actual	Difference	F 2021 Target
HAW	440	474	339	-135	666
HON	429	436	335	-101	59+
KAP	794	806	669	-137	866
KAU	204	209	189	-20	245
LEE	965	1,045	848	-197	1,329
MAU	430	455	374	-81	590
WIN	245	261	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			
<h2 style="color: #4f81bd;">High School Enrollment</h2> <h1 style="text-decoration: underline;">High School Dashboard</h1> <p style="margin-top: 20px;">[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>	



The slide, titled "Key Strategies and Tactics", lists six strategies for enrollment management:

- 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

UHCC System 2015-2021	Model Indigenous-Serving System
<p style="text-align: center;">Actions to Date</p> <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 President for CC ● Planned retreat focusing on implementing Hawai'i Papa O Ke Ao recommendations <p style="text-align: left; margin-left: 20px;">44</p>	

UHCC System 2015-2021	21st Century Facilities
<p style="text-align: center;">Actions to Date</p> <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 <p style="text-align: left; margin-left: 20px;">45</p>	

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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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