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

- 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

- 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
Developmental Education Sequence

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

New
- Cut scores determine placement in 1 or more levels of developmental education
- Students either 1 or more levels down; eventually individualized analysis of need
- Students enrolled concurrently in linked developmental and gateway courses
- 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

English
- 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)

LeeCC English ALP Initiative

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolled in ALP ENG 22</th>
<th>Successful Completion ENG 100</th>
<th>Percent ALP ENG 22 Successful ENG 100</th>
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</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>57</td>
<td>65.5%</td>
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<tr>
<td>Fall 2014</td>
<td>144</td>
<td>89</td>
<td>61.8%</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>128</td>
<td>81</td>
<td>63.3%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>270</td>
<td>194</td>
<td>72.1%</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>252</td>
<td>Not yet available</td>
<td>Not yet available</td>
</tr>
</tbody>
</table>

Source: LEE Office Planning, Policy, and Assessment Accelerated Learning Program (ALP)
Reforming Developmental Education

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)

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)
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

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

Support for 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
### 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)

#### 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

#### 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
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

Managing Pathways (cont.)

- 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

Ad Astra

Low Resource Efficiency/High Course Access

- Better than the industry average in meeting student needs, and achieving levels of service in part by re-evaluating your academic resources. Sufficient assignment of resources can greatly improve efficiency and under capacity to grow enrollment while maintaining student service.
Guided Pathways to Success (GPS)

UHCC System 2015-2021

Provide an Effective Workforce

UHCC System 2015-2021

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;

Provide an Effective Workforce

UHCC System 2015-2021

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;
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
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)

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

Remove Cost as a Barrier

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 FAFSA (45% of Hawai‘i HS students did not complete FAFSA)

<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>
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<tr>
<td>UHCC</td>
<td>993</td>
<td>$1,702,532</td>
<td>$248</td>
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Direct Costs: Tuition, Fees, Books, Supplies, Transportation
Remove Cost as a Barrier

No Cost/Open Educational Resource Textbooks

<table>
<thead>
<tr>
<th></th>
<th>Kapi'olani</th>
<th>Leeward</th>
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<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>
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<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>
<tr>
<td>Instructors Teaching Courses $0 Cost Textbooks</td>
<td>39</td>
<td>49</td>
</tr>
</tbody>
</table>

Interested? LeeCC: Leanne Riseley, Wayde Oshiro; KapCC: Susan Kazama, Sunny Pai

Early College Enrollments

<table>
<thead>
<tr>
<th></th>
<th>HAW</th>
<th>HON</th>
<th>KAP</th>
<th>MAU</th>
<th>WIN</th>
<th>UHCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
<td>60</td>
<td>81</td>
<td>N/A</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>926</td>
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Source: College VCAA & VCSA

Entering High School*

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Fall 2015 Target</th>
<th>Fall 2015 Actual</th>
<th>Difference</th>
<th>Fall 2021 Target</th>
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<tr>
<td>HAW</td>
<td>440</td>
<td>474</td>
<td>339</td>
<td>-135</td>
<td>666</td>
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<tr>
<td>HON</td>
<td>429</td>
<td>436</td>
<td>335</td>
<td>-101</td>
<td>485</td>
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<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>
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<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>
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<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>
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* 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/UH (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.

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

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