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

- 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
Reforming Developmental Education

UHCC System 2015-2021

Developmental Education Sequence

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Placement</th>
<th>Enrollment</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take single standardized exam</td>
<td>Cut scores determine placement in 1 or more levels of developmental education</td>
<td>Students take 1 or more courses before enrolling in gateway courses</td>
<td>Success has been defined as completion of developmental education course</td>
</tr>
<tr>
<td>Multiple measures of placement, moving toward diagnostic analysis</td>
<td>Students either 1 or more than 1 level down; eventually individualized analysis of need</td>
<td>Students enrolled concurrently in linked developmental and gateway courses</td>
<td>NEW Measure of success is completion of gateway course</td>
</tr>
</tbody>
</table>

Traditional

New

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>Semester</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>57</td>
<td>65.5%</td>
</tr>
<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)
Reforming Developmental Education

UHCC System 2015-2021

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
<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
<th>Text</th>
</tr>
</thead>
</table>
| 16   | 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 |
| 17   | 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 |
| 18   | 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 |
| 19   | 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 |
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

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

STARS: Academic Program Velocity (An example of full time students)

The challenge: In degree programs on the left, on average only 10% of the 12 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.
Guided Pathways to Success (GPS)

Provide an Effective Workforce

Economic Alignment Needs for UH

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>
</tr>
<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>

Direct Costs: Tuition, Fees, Books, Supplies, Transportation
Remove Cost as a Barrier

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>
<tr>
<td>Instructors Teaching Courses $0 Cost Textbooks</td>
<td>39</td>
<td>49</td>
</tr>
</tbody>
</table>

Interested? LeeCC – Leanne Riseley, Wade Oshiro; KapCC – Susan Kazama, Sunny Pai

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>N/A</td>
<td>204</td>
<td>14</td>
<td>24</td>
<td>383</td>
<td></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>926</td>
<td></td>
</tr>
</tbody>
</table>

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>
</tr>
</thead>
<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>485</td>
</tr>
<tr>
<td>KAP</td>
<td>794</td>
<td>806</td>
<td>669</td>
<td>-137</td>
<td>866</td>
</tr>
<tr>
<td>KAU</td>
<td>204</td>
<td>209</td>
<td>189</td>
<td>-20</td>
<td>245</td>
</tr>
<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

[Currently, Web link for demo only]
Enrollment Management

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

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

**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

**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

*Success is What Counts*  
The Journey Continues