Data and Findings Related to Hawaii Workforce Assessment toward Program and Enrollment Growth at Kapiolani Community College

August 21, 2013

Summary:

In Spring of 2013, the college began an analysis of the data needs required to assess strategies for developing and enhancing academic programs and for strategic enrollment growth. Several data sources were explored including intelligent job market technology consultants and workforce databases in state and local agencies.

In addition, each of the academic deans were interviewed to determine what other data could be collected related to the current state and potential obstacles each unit had that would impact program or enrollment growth.

Below are the observations and recommendations related the each unit and the college as a whole.

Observations:

1) The college does not currently perform ongoing assessments of workforce data nor has it opted to subscribe to any external databases that may aid in this effort.

2) The college’s strategic enrollment management work will be greatly enhanced by the marketing plan which is currently being developed.

3) The college does not currently devote time outside of weekly status updates toward strategic enrollment management at a campus-wide level.

4) The college is currently beyond capacity for its physical plant.

Recommendations:

1) According to state databases on workforce in Hawaii the following statements can be made:

a) Of the 2012 Hawaii Hot 25 Demand Occupations published by the Research and Statistics Office Department of Labor and Industrial Relations (DLIR), the college currently prepares students for futures in 17 of 25 listed professions. Of the remaining, many do not require any college or post-secondary training.


b) For professional categories listed in the Honolulu MSA Industry Projections, 2008–2018, also published by DLIR, the college provides training and education for areas that are projected to grow over a ten year span including: Education and Health Services, Leisure and Hospitality, and Professional and Business Services.


c) The same areas identified above are also projected to grow short-term for the state based on forecasts in the SHORT-TERM INDUSTRY FORECASTS, 2012–2014, STATE OF HAWAII,
published by DLIR last year. Each area shows at least a 4% growth over the two year span. 

These statements support the ongoing promotion of many of the college’s core degree and certificate programs. However, in order to properly capitalize on the growth, the college should avail itself to a database resource like Burning Glass Technologies that can provide more in-depth analysis of workforce skill and degree requirements and allow the college to make meaningful changes to its curriculum and programs. http://www.burning-glass.com/index.html

Similarly, current advisory boards should be consulted to help determine industry needs and assure that the private sector concurs with the state findings.

2) The college should follow-up with the on-going work to develop a campus marketing plan that works in tandem with the UHCC “Go Forward: Agree to Degree” and the UH System “Fifteen to Finish” initiatives.

3) The college should form a committee to have a regular dialogue about strategic enrollment management made up of role group stakeholders and campus authorities representing the various academic and student support units.

An ad hoc group was formed to facilitate a discussion among the academic deans, the Dean of Communications and Community Relations, the Vice Chancellor for Student Affairs and the Vice Chancellor for Academic Affairs during the summer of 2013. This group provided useful insight and support to the current lead for enrollment management and helped to align that work to the marketing plan development.

4) The college should revisit the Long-Range Development Plan and other initiatives to improve the use of space on the campus.

Based on conversations with the three academic deans in charge of Health Sciences, BLTCH and Arts & Sciences, physical space on the campus is currently a challenge for each area. The campus as a whole is beyond capacity based on headcount, but the campus is also not equipped for growth of specialized courses which in turn limits growth in those areas.

For example, though there may be an opportunity to increase the number of science courses offered, those that required a laboratory space are limited to those classrooms with the proper infrastructure. Similarly, programs that require specialized facilities such as culinary arts or nursing are currently limited by safety and accreditation requirements and/or industry standards.

These recommendations are based on the findings and evidence available at the time and strive to comport with existing plans for the college.