UH Community Colleges Strategic Directions 2015 - 2021

- Setting metrics and targets for:
  - Enrollment
  - Performance Outcomes Funding
  - Other Desired Strategic Outcomes
- Agreeing on weights for performance funding
- Establishing working groups in support of strategic outcomes
- Agreeing on allocation of innovation funds
- Numbers may change in response to UH System directions & comments received

UHCC Enrollment 2021 Participation Targets (+12,458)

- Enroll more DOE recent high school graduates (821 more)
- Enroll more 25-49 year old working adults (4,198 more)
- Enroll more GED Recipients (1,284 more)
- Enroll more Pacific Islanders (540 more)
- Increase fall to fall persistence to 65% (5,615 more)

Targets are mutually exclusive
### Participation Target Recent High School Grads

- Current public and private school going rates should remain constant
- Hawai‘i DOE plans to increase their college going rate from 54% to 65%
- UHCC target is to maintain current share and capture 80% of DOE’s projected increase (+821 students)
- College targets based on individual DOE high school projections

### Recent High School Grad Tactics

- Early recruitment modeled on GEAR UP successes
- Expand dual enrollment programs such as Running Start, Jump Start, or similar efforts
- Move remediation to 12th grade
- Other?

### Participation Target Pacific Islanders

- Currently not at population parity. Resident Pacific Islanders are 4% of population; 2% of UHCC enrollment
- Not targeting non-resident Pacific Islanders
- English may not be first language
- Many may be recent immigrants

### Pacific Islanders Tactics

- Use UH Manoa Student Equity, Excellence, and Diversity (SEED) staff as resources for recruitment/retention
- Use peer mentors from both resident and non-resident Pacific Islanders
- Use community groups as recruitment partners
- Leverage our Pacific Postsecondary Education Council (PPEC) connections
- Other?
Targeting working adult population age 25 to 49
Goal is to reach 4% of Hawaiʻi’s working adult age population
Not all will be degree seeking
Most will be part-time

Population includes both adults without a high school diploma and recent high school dropouts
Goal is to increase enrollment by 3% per year
DOE adult schools are our target partner
Will likely need both remedial and student support

Cohort-Based programs
Community-Based programs
Workplace-Based programs
Distance Education
Prior Learning Experience Credit
Other?

Contextualized learning (e.g., iCan) which leads to GED success
Primarily taught in DOE Adult Schools
May have college or community-based programs as well
Programs targeting Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), or Department of Labor & Industrial Relations (DLIR) recipients
Other?
Other Enrollment Considerations

- Need a strategic enrollment management system that tracks and predicts student enrollment behavior in a timely manner.
- Need to coordinate college recruitment/enrollment plans and practices with marketing plans and practices.
- Expanding international student recruitment.
- Online programs for active duty military.

Performance Funded Outcomes

- Degrees and Certificates of Achievement (CA) Awarded
- Degrees and CA Awarded to Native Hawaiians
- Degrees and CA awarded in STEM
- Degrees and CA awarded Pell Recipients
- Annual Transfers to UH 4-year programs

Graduation Outcomes

- Reset starting point to 2013/2014
- Continue to measure both Associate and CA awarded.
- Set the target for Associate graduates to match the P-20 “55% by 2025” goal.
- College targets are tied to population characteristics.
- CA projected to grow by 4% per year compounded.
Graduation Outcomes

<table>
<thead>
<tr>
<th>UHCC Performance Outcomes</th>
<th>Graduation Outcomes Degrees and Certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAW</td>
<td>552</td>
</tr>
<tr>
<td>HON</td>
<td>551</td>
</tr>
<tr>
<td>KAP</td>
<td>1,193</td>
</tr>
<tr>
<td>KAU</td>
<td>216</td>
</tr>
<tr>
<td>LEE</td>
<td>770</td>
</tr>
<tr>
<td>MAU</td>
<td>601</td>
</tr>
<tr>
<td>WIN</td>
<td>223</td>
</tr>
<tr>
<td>UHCC</td>
<td>4,106</td>
</tr>
<tr>
<td></td>
<td>+259</td>
</tr>
</tbody>
</table>

Graduation Outcomes Tactics

- Pathway-based advising and registration
- Improvements in both success and time reduction for developmental education
- Improvements in student support and academic support, including monitoring and intrusive advising
- Financial aid incentives to graduate
- Other?

Native Hawaiian Graduation Outcomes

- Reset starting point to 2013/2014
- Increase Native Hawaiian graduates to match overall graduation goals of system
- Include eliminating any graduation “gap” for Native Hawaiian students
- College targets tied to population and enrollment characteristics
Native Hawaiian Graduation Gap

<table>
<thead>
<tr>
<th></th>
<th>U.S. Census</th>
<th>Native Hawaiian Fall 2013 Enrollment</th>
<th>Native Hawaiian Degrees &amp; CAs</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAW</td>
<td>33%</td>
<td>41%</td>
<td>*38%</td>
</tr>
<tr>
<td>HON</td>
<td>18%</td>
<td>26%</td>
<td>*25%</td>
</tr>
<tr>
<td>KAP</td>
<td>13%</td>
<td>18%</td>
<td>*12%</td>
</tr>
<tr>
<td>KAU</td>
<td>22%</td>
<td>31%</td>
<td>*18%</td>
</tr>
<tr>
<td>LEE</td>
<td>24%</td>
<td>27%</td>
<td>*25%</td>
</tr>
<tr>
<td>MAU</td>
<td>24%</td>
<td>32%</td>
<td>*26%</td>
</tr>
<tr>
<td>WIN</td>
<td>33%</td>
<td>42%</td>
<td>*39%</td>
</tr>
<tr>
<td>UHCC</td>
<td>21%</td>
<td>28%</td>
<td>*23%</td>
</tr>
</tbody>
</table>

*Did not achieve target

Native Hawaiian Graduation Outcomes

- To meet targets, Native Hawaiian graduations will increase at all colleges.

<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>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2014</td>
<td>210</td>
<td>136</td>
<td>149</td>
<td>39</td>
<td>194</td>
<td>156</td>
<td>88</td>
</tr>
<tr>
<td>FY 2021</td>
<td>334</td>
<td>211</td>
<td>316</td>
<td>97</td>
<td>308</td>
<td>278</td>
<td>152</td>
</tr>
<tr>
<td>Increase</td>
<td>+124</td>
<td>+75</td>
<td>+167</td>
<td>+58</td>
<td>+114</td>
<td>+122</td>
<td>+64</td>
</tr>
</tbody>
</table>

UHCC Native Hawaiian Graduation Tactics

- Apply same tactics as for overall student population
- Expand culture and community based recruitment/retention strategies
- Build relationships with immersion charter schools
- Other?

UHCC STEM Degrees & CA Outcomes

![Graph showing STEM degrees and certificates awarded from FY06 to FY15](graph.png)

- Goal
- STEM Degrees Certificates Awarded
UHCC Performance Outcomes

Degrees Awarded in STEM at UHM, UHH, UHWO, MAU to Former UHCC Students

UHCC Performance Outcomes

STEM Degrees & CA Outcome

- Reset starting point to 2013/2014
- Create a new measure that includes both UHCC & UH Baccalaureate graduates
- Growth rate target for both UHCC & UH baccalaureate graduates is 4% per year compounded
- Use new UH definition of STEM degrees

UHCC Performance Outcomes

STEM Graduation Outcomes

UHCC Awarded

<table>
<thead>
<tr>
<th>Year</th>
<th>HAW</th>
<th>HON</th>
<th>KAP</th>
<th>KAU</th>
<th>LEE</th>
<th>MAU</th>
<th>WIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2014</td>
<td>64</td>
<td>60</td>
<td>300</td>
<td>60</td>
<td>29</td>
<td>146</td>
<td>53</td>
</tr>
<tr>
<td>FY 2021</td>
<td>96</td>
<td>90</td>
<td>451</td>
<td>90</td>
<td>44</td>
<td>220</td>
<td>80</td>
</tr>
</tbody>
</table>

UH 4-Yr Awarded

<table>
<thead>
<tr>
<th>Year</th>
<th>HAW</th>
<th>HON</th>
<th>KAP</th>
<th>KAU</th>
<th>LEE</th>
<th>MAU</th>
<th>WIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2014</td>
<td>32</td>
<td>50</td>
<td>153</td>
<td>19</td>
<td>105</td>
<td>33</td>
<td>31</td>
</tr>
<tr>
<td>FY 2021</td>
<td>48</td>
<td>75</td>
<td>230</td>
<td>29</td>
<td>158</td>
<td>50</td>
<td>47</td>
</tr>
</tbody>
</table>

FY 2021 Total Target | 144  | 165 | 681 | 119 | 201 | 269 | 126 |

UHCC Performance Outcomes

STEM Graduation Tactics

- Summer Bridge and other STEM recruitment strategies, including strengthening math skills
- STEM pathway development to baccalaureate programs
- New STEM program development
- Cross-college STEM courses and programs
- Undergraduate research
- Other?
Pell Recipients
$ values increased from $8,288,315 in 2006 to $37,914,119 in 2013

- Change metric to Pell graduates instead of Pell participation
- Reset to 2014 baseline
- Graduation targets should mirror college graduation targets
- Graduation gaps should be eliminate

Pell Graduation Tactics
- Similar tactics as for overall student graduation
- Expanded financial aid
- Expanded financial counseling, especially student loan management
- Other?
UH Transfer Outcomes

- Change metric to annual measure instead of Fall measure
- Reset to 2013/2014 baseline
- Increase number of transfers by 6% per year, compounded
- Use combined measure of UH and total transfers but weight UH greater than non-UH

UH 4-Year Transfer Outcomes

- Develop clear UHCC to UH baccalaureate pathways
- Expand Ka'ie'ie and other transfer initiatives
- Develop cross college and distance education courses in support of transfer
- Develop financial aid support for transfer students
- Other?
### Performance Weights

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees &amp; Certificates Achievement Awarded</td>
<td>35%</td>
</tr>
<tr>
<td>Degrees &amp; Certificates Achievement Awarded to Native Hawaiians</td>
<td>10%</td>
</tr>
<tr>
<td>Degrees &amp; Certificates Achievement Awarded in STEM</td>
<td>10%</td>
</tr>
<tr>
<td>Degrees &amp; Certificates Achievement Awarded Pell Recipients</td>
<td>10%</td>
</tr>
<tr>
<td>Annual Transfers to UH &amp; Non-UH 4-Year Programs</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

### Outcomes Without Performance Funding

- Eliminate the success gaps
- Improve time to degree
- Improve student readiness for college programs
- Build a better workforce development system
- Implementing Hawai‘i Papa O Ke Ao
- Sustainability

### Other Outcomes

- International Education
- Achieving 21st Century facilities
- Develop effective distance learning and other modern pedagogies like flipped classrooms
- Increase revenue from non-state and non-tuition sources
- Improve efficiency and cost effectiveness

### Eliminating Success Gaps

- Focusing on the following target populations:
  - Native Hawaiian
  - Filipino
  - Pacific Islander
  - Pell recipients
- Focusing on the following outcomes:
  - Graduation
  - UH 4-Yr Transfer
  - STEM graduation
### Eliminating Native Hawaiian Success Gaps

<table>
<thead>
<tr>
<th>U.S. Census</th>
<th>Fall 2013 Enrollment</th>
<th>All Degrees &amp; CAs</th>
<th>STEM Degrees &amp; CAs</th>
<th>Transfer UH 4 Yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAW</td>
<td>33%</td>
<td>41%</td>
<td>*38%</td>
<td>*29%</td>
</tr>
<tr>
<td>HON</td>
<td>18%</td>
<td>26%</td>
<td>*25%</td>
<td>*25%</td>
</tr>
<tr>
<td>KAP</td>
<td>13%</td>
<td>18%</td>
<td>*12%</td>
<td>*16%</td>
</tr>
<tr>
<td>KAU</td>
<td>22%</td>
<td>31%</td>
<td>*18%</td>
<td>*6%</td>
</tr>
<tr>
<td>LEE</td>
<td>24%</td>
<td>27%</td>
<td>*25%</td>
<td>*11%</td>
</tr>
<tr>
<td>MAU</td>
<td>24%</td>
<td>32%</td>
<td>*26%</td>
<td>*18%</td>
</tr>
<tr>
<td>WIN</td>
<td>33%</td>
<td>47%</td>
<td>*39%</td>
<td>*29%</td>
</tr>
<tr>
<td>UHCC</td>
<td>21%</td>
<td>28%</td>
<td>*23%</td>
<td>*17%</td>
</tr>
</tbody>
</table>

*Did not achieve goal

### Eliminating Filipino Success Gaps

<table>
<thead>
<tr>
<th>U.S. Census</th>
<th>Fall 2013 Enrollment</th>
<th>All Degrees &amp; CAs</th>
<th>STEM Degrees &amp; CAs</th>
<th>Transfer UH 4 Yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAW</td>
<td>10%</td>
<td>10%</td>
<td>11%</td>
<td>11%</td>
</tr>
<tr>
<td>HON</td>
<td>13%</td>
<td>21%</td>
<td>21%</td>
<td>40%</td>
</tr>
<tr>
<td>KAP</td>
<td>3%</td>
<td>13%</td>
<td>*12%</td>
<td>15%</td>
</tr>
<tr>
<td>KAU</td>
<td>21%</td>
<td>*18%</td>
<td>38%</td>
<td>51%</td>
</tr>
<tr>
<td>LEE</td>
<td>22%</td>
<td>22%</td>
<td>*19%</td>
<td>*17%</td>
</tr>
<tr>
<td>MAU</td>
<td>15%</td>
<td>20%</td>
<td>22%</td>
<td>*18%</td>
</tr>
<tr>
<td>WIN</td>
<td>5%</td>
<td>5%</td>
<td>*3%</td>
<td>8%</td>
</tr>
<tr>
<td>UHCC</td>
<td>15%</td>
<td>16%</td>
<td>18%</td>
<td>19%</td>
</tr>
</tbody>
</table>

*Did not achieve goal

### Eliminating Pacific Islander Success Gaps

<table>
<thead>
<tr>
<th>U.S. Census</th>
<th>Fall 2013 Enrollment</th>
<th>All Degrees &amp; CAs</th>
<th>STEM Degrees &amp; CAs</th>
<th>Transfer UH 4 Yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAW</td>
<td>4%</td>
<td>*3%</td>
<td>*2%</td>
<td>*2%</td>
</tr>
<tr>
<td>HON</td>
<td>4%</td>
<td>4%</td>
<td>*2%</td>
<td>*0%</td>
</tr>
<tr>
<td>KAP</td>
<td>1%</td>
<td>2%</td>
<td>*1%</td>
<td>*2%</td>
</tr>
<tr>
<td>KAU</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>*0%</td>
</tr>
<tr>
<td>LEE</td>
<td>6%</td>
<td>*2%</td>
<td>2%</td>
<td>*0%</td>
</tr>
<tr>
<td>MAU</td>
<td>3%</td>
<td>*2%</td>
<td>*1%</td>
<td>*0%</td>
</tr>
<tr>
<td>WIN</td>
<td>5%</td>
<td>*2%</td>
<td>*1%</td>
<td>*0%</td>
</tr>
<tr>
<td>UHCC</td>
<td>4%</td>
<td>*2%</td>
<td>2%</td>
<td>*1%</td>
</tr>
</tbody>
</table>

*Did not achieve goal

### Eliminating Pell Recipient Success Gaps

<table>
<thead>
<tr>
<th>Fall 2013 Enrollment Pell</th>
<th>All Degrees &amp; CAs 2013-2014</th>
<th>STEM Degrees &amp; CAs 2013-2014</th>
<th>Transfer UH 4 Yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAW</td>
<td>55%</td>
<td>70%</td>
<td>75%</td>
</tr>
<tr>
<td>HON</td>
<td>33%</td>
<td>40%</td>
<td>37%</td>
</tr>
<tr>
<td>KAP</td>
<td>31%</td>
<td>43%</td>
<td>41%</td>
</tr>
<tr>
<td>KAU</td>
<td>47%</td>
<td>60%</td>
<td>68%</td>
</tr>
<tr>
<td>LEE</td>
<td>36%</td>
<td>50%</td>
<td>59%</td>
</tr>
<tr>
<td>MAU</td>
<td>52%</td>
<td>61%</td>
<td>66%</td>
</tr>
<tr>
<td>WIN</td>
<td>53%</td>
<td>53%</td>
<td>*45%</td>
</tr>
<tr>
<td>UHCC</td>
<td>41%</td>
<td>51%</td>
<td>52%</td>
</tr>
</tbody>
</table>

*Did not achieve goal
On average, 14% of the UHCC Integrated Postsecondary Education Data System (IPEDS) first-time, full-time, degree-seeking students complete a degree or CA within three years (150%)

<table>
<thead>
<tr>
<th>HAW</th>
<th>HON</th>
<th>KAP</th>
<th>KAU</th>
<th>LEE</th>
<th>MAU</th>
<th>WIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>19%</td>
<td>13%</td>
<td>15%</td>
<td>16%</td>
<td>12%</td>
<td>14%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Fall 2007 Entering Cohort

The Association of Public Land-Grant Universities (APLU), Student Achievement Measures (SAM) shows that by extending the time to six years (300%) significantly more students are graduated and/or transfer

<table>
<thead>
<tr>
<th>HAW</th>
<th>HON</th>
<th>KAP</th>
<th>KAU</th>
<th>LEE</th>
<th>MAU</th>
<th>WIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>66%</td>
<td>71%</td>
<td>78%</td>
<td>77%</td>
<td>74%</td>
<td>76%</td>
<td>70%</td>
</tr>
<tr>
<td>Part Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>67%</td>
<td>68%</td>
<td>77%</td>
<td>76%</td>
<td>63%</td>
<td>67%</td>
<td>64%</td>
</tr>
</tbody>
</table>

Fall 2007 Entering Cohort

- Early registration for continuing students focusing on progress toward degree
- Intensive, barrier-reducing support systems (e.g., Wai'ale 'ale) and using community resources
- Aggressive programs to re-engage students who leave with some college credits and without credential
- Year-round programs
- Other?
Developmental education remains a significant barrier to student achievement.

Need to reduce the time spent in developmental education level classes.

Metric needs to change from success in a developmental education class to success in moving students through college-level programs.

Improving Student Readiness

Math College Ready by First Year

- 25% of entry one level (-1) below were college ready by end of year, taking an average of 1.6 semesters.

- 13% of entry one level (-1) below were college ready by end of year, taking an average of 1.6 semesters.

Writing College Ready by First Year

- 51% of entry one level below (-1) were college ready by end of year, taking an average of 1.5 semesters.

- 12% of entry one level (-1) below were college ready by end of year, taking an average of 1.5 semesters.

Improving Student Readiness Tactics

- Move to scale with known success strategies.

- Use more robust, flexible, and multiple measures of placement.

- Use strategies to reduce time to degree (e.g., high school-based remediation, summer boot camp, suplemental instruction, accelerated learning, etc.)

- Other?
Building a Better Workforce Development System

- Need to better plan for future programs and changing workforce needs
- Need to involve both credit and non-credit responses to workforce need
- Need to develop better methods of tracking student success into the workforce

Implementing Hawai‘i Papa O Ke Ao

- UH Goal is to be a model, indigenous-serving institution
- Complements the Native Hawaiian student success agenda
- Adds focus on:
  - Leadership development
  - Community engagement
  - Hawaiian language and culture parity

Sustainability

- Goal is to develop sustainability in a variety of areas:
  - Electricity and other utility usage and generation
  - Curriculum and program
  - College practices on recycling and reuse
  - Modeling sustainable practices and providing leadership to community and businesses
- Desire to engage students in the process

International Education

- Goal is to expand our international education efforts including:
  - International student recruitment
  - Student study abroad and other international experiences
  - Curricula that reflect an international dimension
  - Sharing our expertise on community colleges with countries developing their own systems
- Campuses are at different stages of development
Primary goal is to eliminate deferred maintenance backlog

Additional goal to ensure that facilities are designed to meet the teaching and laboratory needs for 21st Century

Additional goal to ensure that equipment is appropriate for 21st Century work and learning

Distance Education needs to become strategic for both program and course delivery

Digital technologies enable flipped classrooms, simulations, multi-location interaction

Open Educational Resources (OER) can replace textbooks and reduce the cost of education

Effective use of these technologies requires professional development, innovation, support, and solid infrastructure

State’s ability to pay is decreasing

Tuition cannot keep rising

Other sources:
- Grants and contracts
- Non-credit courses and programs
- Private fundraising
- Public/private partnerships

UH Community Colleges have an operating budget of $220M. 10% efficiency savings would generate $22M in new money for programs and support

Goal is to increase efficiency using technology without reducing the quality or level of service to colleges and their constituencies
Need to have inter-college involvement in moving the system to success on the plan

Need involvement from academic leadership, both management and faculty

Innovation Funding

<table>
<thead>
<tr>
<th>Innovation Group</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation</td>
<td>$150,000</td>
</tr>
<tr>
<td>Transfer</td>
<td>$150,000</td>
</tr>
<tr>
<td>Developmental Education</td>
<td>$150,000</td>
</tr>
<tr>
<td>Distance Learning &amp; Teaching Technology</td>
<td>$150,000</td>
</tr>
<tr>
<td>Hawai‘i Papa O Ke Ao</td>
<td>$150,000</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>$100,000</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>$100,000</td>
</tr>
<tr>
<td>Achieving the Dream and Hawai‘i Strategy Institute</td>
<td>$300,000</td>
</tr>
<tr>
<td>Other Strategic Innovations</td>
<td>$250,000</td>
</tr>
</tbody>
</table>