Fall 2015 College Meeting

Honolulu Community College
Welcome New Employees

**Administrative Services**
Justin Mercado, Janitor II
Garis Paracuelles, Groundskeeper I
Allen Sadang, General Laborer II
Lori Takamoto, Human Resources Specialist

**PCATT**
Preshess Willets-Vaquilar, Instructor,
Continuing Ed Coordinator
Welcome New Employees

**Student Services**
Evelyn Bartley, Academic Support, Outreach
Lauren Prepose, Instructor, Military/VA Counselor
Lara Sugimoto, Interim Dean of Student Services

**Tech 1**
Steven Chow, Instructor, Refrigeration & Air Conditioning Technology
Welcome New Employees

Tech 1 (continued)
Ty Doiguchi, Instructor, Construction Academy
David Medeiros, Instructor, Automotive Technology
Robert Silva, Instructor, Automotive Technology

Tech 2
Marisa Keaulani, Instructional & Student Support, Child Care Teacher
Welcome New Employees

Tech 2 (continued)
Mary Kelly, Instructional & Student Support, Early Childhood Education
Bradley Ramos, Instructor, CENT

University College
Ming Jing Chi, Instructor, Math
Brenda Coston, Instructor, English

Go Forward!
Welcome New Employees

University College (continued)

Clarise Ikeno, Instructor, Math
Greg Kashigi, Academic Support, Ed Specialist
Native Hawaiian Center
Mitchell Okamura, Instructor, Speech
Kenneth Quilantang, Jr., Instructor, English
Ten Year Service Awards

Stella Akamine
Wendell Aoki
Connie Caoili
Keala Chock
Karadeen Kam-Kalani
Christopher Kuahine
Dennis Pajela
Li Wei Tung
Twenty Year Service Awards

Debora Akiu
Allen Tateishi
Thirty Year Service Award

Douglas Madden
Forty Year Service Award

Rob Edmondson
Special Awards

Board of Regents Excellence in Teaching Award
Norman Takeya

Chancellor’s Outstanding Service Award
Dennis Pajela

Emerging Leaders Program Participants
Jeff Stearns
Retirees

Carol Hiraoka – 11 years
Sharon Isa – 30 years
Brian Kawahara – 8 years
Rhonda Kim – 29 years
William Lau – 8 years
Larry Luis – 22 years
Earl Nakahara – 24 years
Retirees (continued)

Elton Ogoso - 34 years
Faye Tamakawa – 33 years
Margaret Templeton – 17 years
Timothy Wilson – 45 years
Arlene Yee – 41 years
Dayna Yee – 21 years
Tenure & Promotion

John Delay
Sterling Foster
Alapaki Luke
Jeff Stearns
Promotion

C4 Associate Professor
Silvan Chung
Michael Ferguson
Fumiko Takasugi
Let’s play KAHOOT

Join at kahoot.it

With game-pin:

1749995

Kahoot!

- Take out your smart device
- Go to KAHOOT.IT
- Enter game pin
- Create nickname

Go Forward!
Dr. John Morton
Vice-President for Community Colleges
ALOHA

University of Hawai‘i

HONOLULU Community College

Serving the community and delivering excellence in education for more than 95 years.
## Fall 2015 Enrollment (Headcount)

<table>
<thead>
<tr>
<th>Institution</th>
<th>F2015</th>
<th>%C</th>
<th>F2014</th>
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<tr>
<td><strong>UH</strong></td>
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<tr>
<td>Manoa</td>
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<td>Hilo</td>
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<td>3,664</td>
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<td>2,375</td>
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<td><strong>UHCC</strong></td>
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<tr>
<td>Hawaii CC</td>
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<td>2,743</td>
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<td>Honolulu CC</td>
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<td>3,870</td>
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<tr>
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<tr>
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<td>6,788</td>
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<td>-4.3</td>
<td>3,528</td>
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<tr>
<td>Windward CC</td>
<td>2,320</td>
<td>-0.3</td>
<td>2,555</td>
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## Fall 2015 Enrollment (SSH)

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<td>26,948</td>
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<td><strong>UHCC</strong></td>
<td>245,565</td>
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<td>Leeward CC</td>
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<tr>
<td>Maui College</td>
<td>29,767</td>
<td>-4.2</td>
<td>31,065</td>
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<tr>
<td>Windward CC</td>
<td>18,175</td>
<td>-6.2</td>
<td>19,371</td>
<td>-10.1</td>
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Student Success Pathway

• Administrative Working Group is assessing student experience, the services we provide, and potential barriers we need to address.

• Student focus groups

• Linked to campus strategic plan
Student Success Pathway

An intentional roadmap for our college’s Strategic Plan
What is it?

The pathway is a roadmap for our college community (students, faculty and staff) and an organizing tool for planning actionable items to help meet our Strategic Plan and advance student success and completion.
The Pathway

Prepare
- Entering students are holistically assessed for college readiness/skills gaps and will be PREPARED for success on the first day of classes.
- Students will successfully complete pre-college work in math and English within their first semester or year.

Engage
- Students will actively ENGAGE with the college to select an academic pathway appropriate to their goals and explore and utilize appropriate support resources.

Commit
- Students will COMMIT to an academic pathway and have a plan that supports their timely completion.

Complete
- Students will successfully COMPLETE their academic pathway or goal(s) and be prepared for life after HonCC.

Thrive
- Students will celebrate the completion of their journey with HonCC and THRIVE as members of the workforce, members of their next academic institution and members of our society.

College ready 0-25% complete 25-75% complete 75-100% complete Lifelong learning
**Prepare**

*Entering students are holistically assessed for college readiness/skills gaps and will be PREPARED for success on the first day of classes.*

*Students will successfully complete pre-college work in math and English within their first semester or year.*

Specifically students will have:

- Completed coursework or participated in activities that prepare them for college-level work.
- A plan to pay for college.
- An appropriate first semester academic plan that leads into an academic pathway.
- The ability to use the UH Portal, STAR and MySuccess.
- A basic understanding of college expectations and terms.
- Support for individual needs.
- Resources and tools in place for academic success (textbooks, parking permit, etc.)

**Related Strategic Plan Goals:**

- Increase: HS going rate, adult learners, international, and underserved populations (Hawaiians and Pacific Islanders).
- Increase success rates in developmental education. (UHCC Strategic Plan Goals state: 75% of students who place one-level below will complete college level within one semester; 70% of students who place two or more levels below will complete college level within one year.)
Engage

Students will actively ENGAGE with the college to select an academic pathway appropriate to their goals and explore and utilize appropriate support resources.

Specifically students will:
• Engage in guided exploration to choose an academic pathway appropriate to their goals.
• Have an understanding of student rights & responsibilities.
• Establish basic academic support strategies such as study skills, time management, etc.
• Respond to early alert system - MySuccess.
• Establish meaningful connections with the college community.

Related Strategic Plan Goals:
• Optimize relationships between higher education, high schools, and adult schools to create pathways that generate enrollment.
• Create learning strategies around student characteristics.
• Improve course offerings.
• Establish strategic partnerships with workforce; increase community partnerships.
• Accountability (publish regular metrics and outcomes, create annual stakeholder report on effectiveness, etc.).
• Implement Hawai‘i Papa O Ke Ao.
Commit

Students will COMMIT to an academic pathway and have a plan that supports their timely completion.

Specifically students will:
- Follow their academic pathway using STAR.
- Utilize STAR Registration to track academic progress and adjust to assure timely completion of degree/certificate OR meeting transfer requirements.
- Strengthen learning of course content and study strategies by using support services.
- Participate in campus life and activities.
- Develop information and digital literacy skills.

Related Strategic Plan Goals:
- Improve course offerings and identify workforce skill gaps and create/enhance programs appropriate for HonCC in STEM, digital media, sustainability, cybersecurity, and data sciences and engineering.
- Improve course offerings & availability.
- Campus Community – safe, secure, healthy, supportive, sustainable, 21st century facilities, etc.
- Time to Degree.
Complete

Students will successfully COMPLETE their academic pathway or goal(s) and be prepared for life after HonCC.

Specifically students will:
- Gain workplace experience through participation in cooperative education, internships, and employment.
- Assess strengths and obstacles for entering the workforce.
- Utilize STAR Registration to track academic progress and adjust to assure timely completion of degree/certificate OR meeting transfer requirements.
- Prepare for and participate in graduation.
- Explore options and apply to transfer institutions.
- Apply for work in chosen field.

Related Strategic Plan Goals:
- Establish strategic partnerships with workforce.
- Create curricular pathways to encourage articulation and transfer.
- Increase non-credit to credit and Prior Learning Assessment activities.
- Improving Time to Degree.
Thrive

Students will celebrate the completion of their journey with HonCC and THRIVE as members of the workforce, members of their next academic institution and members of our society.

Specifically students will:
• Find a job or transfer to another institution.
• Value the role of education, updating skills and knowledge as necessary.
• Become active alums of HonCC and active members in their communities.
• Demonstrate HonCC’s Institutional Learning Outcomes
  • Critical Thinking
  • Information Literacy
  • Effective Communication
  • Quantitative Reasoning
  • Career Preparation
  • Community Awareness and Social Responsibility

Related Strategic Plan Goals:
• Work with employers to increase the qualified and skilled workforce.
• Engage community based advisory groups.
• Provide a safe and secure environment for faculty, staff and students.
• Stay connected with alumni through targeted communications and events.
• Efficiency & Cost Effectiveness.
<table>
<thead>
<tr>
<th>What We Do...</th>
<th>PREPARE</th>
<th>ENGAGE</th>
<th>COMMIT</th>
<th>COMPLETE</th>
<th>THRIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction</strong></td>
<td>Solidify connections between HS &amp; college; participate in marketing/orientation.</td>
<td>Assessment/remediation of preparedness to maximize success; mentoring/advising.</td>
<td>Integration of academic skills with course content; greater engagement of faculty.</td>
<td>Focus on career pathways; validate success at graduation.</td>
<td>Transitions outreach by faculty mentors or advisors.</td>
</tr>
<tr>
<td><strong>Academic Support</strong></td>
<td>Assess preparation for college level work; arrange needed support to address gaps.</td>
<td>Provide services to address gaps in preparation; support academic and career planning.</td>
<td>Continue provision of services to support academic progress.</td>
<td>Continue provision of services to solidify connection with career planning or transfer goals.</td>
<td>Ensure skills related to chosen pathways (transfer or world or work); additional case management.</td>
</tr>
<tr>
<td><strong>Student Services</strong></td>
<td>Structure strategic opportunities for HS/college transitions and higher education awareness.</td>
<td>Structure optional or mandatory opportunities for students to make appropriate choices.</td>
<td>Provide multiple means for students to create and follow appropriate academic pathways toward defined goals.</td>
<td>Provide means for students to make essential transitions for transfer or world or work.</td>
<td>Transition outreach by counselors (surveys or other means).</td>
</tr>
<tr>
<td><strong>Administration/Communications and External Affairs</strong></td>
<td>Prepare our students for careers not just jobs. Access to timely information about the college: news, programs and services through a variety of delivery channels.</td>
<td>Ensure best in class faculty, staff, facilities, and innovation to serve students and employers. Convey our brand as a community partner through strategic messaging.</td>
<td>Carry out college’s Strategic and Long-Range Development Plans to continue to meet community and workforce needs. Forge opportunities to partner with community organizations and maintain strong donor relations.</td>
<td>Intense focus on supporting faculty and staff in pursuit of better serving the needs of current and future graduates. Maintain intentional engagement with various stakeholder groups to improve the College’s programs and services for students.</td>
<td>Create business and industry advisory committee(s) composed of STEM employers to influence student career opportunities and scholarship funds. Create opportunities to engage and stay connected with alumni.</td>
</tr>
<tr>
<td><strong>Continuing Education and PCATT</strong></td>
<td>Develop a robust workforce planning and management system to include insights such as workforce demands, skills, certification requirements, earnings, labor market and other key data.</td>
<td>Ensure best in class faculty, staff, facilities, and innovation to serve participants and employers.</td>
<td>Leverage our unique location which positions HonCC adjacent to downtown thus better serving business and industry professional development.</td>
<td>Provide certificates, prior learning assessments and non-credit to credit pathways.</td>
<td>Create business and industry advisory committee(s) and interact regularly to address ongoing workforce needs of the State.</td>
</tr>
<tr>
<td><strong>Administrative Services</strong></td>
<td>Plan, build, create, &amp; construct a safe &amp; conducive educational &amp; working environment for students, faculty and staff.</td>
<td>Provide positive, accurate, timely, &amp; friendly services that assist students in their academic journey while complying with all federal, state, and UH regulations.</td>
<td>Provide positive, accurate information, timely service, and “all out effort” to give students support to succeed. Communicate accurate campus and appropriate student information to enable them to be well informed of the happenings on campus and in our system.</td>
<td>Provide for a safe, healthy, and applicable learning environment (as appropriate to industry/work place/safety standards) to meet the needs of our students.</td>
<td>Be positive role models, mentors, and source for continuous improvement throughout their careers.</td>
</tr>
</tbody>
</table>
Assessment – How We Know

Prepare
- Current
  • Placement Testing.
  • HS Data & profiles.
- Future
  • Use of predictive analytics.
  • Diagnostic cognitive & non-cognitive assessments.
  • Application to registration conversion rates.
  • Stakeholder surveys (HS, Advisory Boards, Industry, etc.)

Engage
- Current
  • Career inventories
  • STAR Academic Planner
  • MySuccess (Early Alert)
  • Engagement surveys
  • CCSSE
  • SAO assessments
- Future
  • Same?/TBD

Commit
- Current
  • STAR Academic Planner audits
  • Satisfactory Academic Progress
  • ARPDs/5-year Program Reviews
  • SAO assessments
  • Course evaluations
- Future
  • Same?/TBD

Complete
- Current
  • Strategic Plan Goals
  • Professional licensure
  • ARPDs/5-year Program Reviews
  • SLO Assessments
  • PLA
- Future
  • Same?/TBD

Thrive
- Current
  • Alumni surveys
  • PLO assessments
  • ILO assessments
- Future
  • Same?/TBD

College ready
0-25% complete
25-75% complete
75-100% complete
Lifelong learning
**Focus On ➔ PREPARE**

<table>
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<tr>
<th>ECHS/Outreach</th>
<th>Developmental Education</th>
<th>Enrollment Management</th>
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<tbody>
<tr>
<td>Outreach &amp; Communication Plan</td>
<td>Developmental Education</td>
<td>Enrollment Management</td>
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<tr>
<td>Fully implement revised outreach and communication plan with focus on meeting Strategic Plan goals and populations.</td>
<td>Begin to implement UHCC initiative and related plan around acceleration of Developmental Education to meet strategic goals.</td>
<td>Create and establish a comprehensive Enrollment Management Team.</td>
</tr>
<tr>
<td>Strengthen ECHS</td>
<td>Placement to Diagnostics</td>
<td>PAR, STAR Registration &amp; Velocity</td>
</tr>
<tr>
<td>Formally establish Early College High School strategies with intention of building more pipelines for dual credit opportunities in both Liberal Arts and CTE areas.</td>
<td>Prepare for phase out of COMPASS and move toward diagnostic tools that assess cognitive and non-cognitive skills.</td>
<td>Begin to implement changes in preparation for STAR registration and related projects focused on student success.</td>
</tr>
<tr>
<td>Centralized Admissions</td>
<td></td>
<td>AdAstra Pilot</td>
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<tr>
<td>System initiative to cut down on redundancy and increase processing.</td>
<td></td>
<td>Focus on creating a schedule of classes that is student centered and that balances the need for student completion and growth.</td>
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</table>

**Redefining roles, functions, and delivery of support services**
*(Academic Support & Student Services)*
|----------------------|------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Outreach & Communications Plan (Student Services & Marketing) | 1. System joint meeting with VCAAs, VCAs, and UHCC Communications Team – July 30, 2015.  
2. Begin to update outreach & communications plan. Establish outcomes & goals. | 1. Begin implementation on new plan – focus on high schools. Plan will tie closely to marketing & communications.  
2. Finish hiring Outreach & Orientation Coordinator. Begin process for HS Programs Coordinator.  
3. Train new student outreach staff.  
2. Prepare for and put on spring events (Open House, etc.)  
3. Focus on increasing summer enrollments. | 1. Continue implementation of plan.  
2. Assess goals and outcomes. Make adjustments in plan |
| Strengthen ECHS (Academic Deans, Student Services, & Marketing) | 1. Begin discussions to revamp structure of work for post-secondary programs (ECHS, Dual credit, etc.)  
2. Create inventory of all programs and classes.  
3. Create website for post-secondary programs. | 1. Meet with high schools to determine needs and long-term plans.  
2. Develop phased implementation.  
3. Increase messaging about options to high school students. | 1. Continue implementation of plan.  
2. Partner with any outreach events. | 1. Assess goals and outcomes. Make adjustments in plans for expansion or sustain current activities. |
| Developmental Education (UHCC System, Academic Affairs, University College, Student Services & Academic Support) | 1. System Student Success Council Task Force on Developmental Education recommended models.  
2. Sub-groups met to work out details and implementation timeline.  
3. Academic Support & Student Affairs to begin discussions on support structures and coaching. | 1. Communication to campus/system.  
2. Curriculum actions and updates by October.  
3. Banner changes begin.  
4. STAR Academic Planner updates begin.  
5. Tie to Diagnostic changes. | 1. Continue communication to campus/system.  
2. Communication to students.  
3. Registration begins for Fall 2016.  
4. Training | 1. Continue communication to campus/system.  
2. Communication to students.  
3. Training. |
| Placement to Diagnostics (UHCC System) | 1. Identify diagnostic tools.  
2. Establish timeline for implementation.  
3. Identify Banner changes. | 1. Engage and communicate with campus regarding plan.  
2. Banner work to begin.  
| Enrollment Management (Admin Team) | 1. Establish guidelines for EM Committee.  
2. Determine meeting logistics. | 1. Implement EM Committee.  
2. Determine scope of work for upcoming AY. Make sure scope of work aligns with other projects.  
3. Establish timeline for scope of work.  
4. If possible begin implementation of any changes. | 1. Continue implementation.  
2. If possible assess changes. | 1. Recap scope of work over past AY.  
2. Establish scope of work and future of EM Committee. |
| PAR, STAR Registration & Velocity (Admin Team) | 1. Counseling to copy over and complete all functional programs in STAR to AY 16-17 and work offline.  
2. Planning/re-training on use of GP with Academic Counselors.  
3. STAR System Staff to attend NSR session and demo pre-reg with counselors. | 1. Engage campus in discussions and presentations on projects.  
2. Meetings with program faculty and counselors.  
3. Velocity programs begin to submit and ready for curriculum/programmatic changes.  
4. Discussion and definition of NSR process.  
5. System constraints and configuration. | 1. Counseling to update graduation checklists based on new curriculum for upcoming AY.  
2. Update STAR, GP, and AE.  
3. Identify students who will be impacted in STAR Registration pilot.  
4. Finalize curriculum and catalog updates by end of January/February.  
5. Marketing campaign to register students | 1. Begin work on other programs not part of velocity or registration pilot.  
2. Continue implementation.  
3. Assess and adjust processes and procedures as needed. |
Proposed Dev Ed Models
UHCC Strategic Plan – Time to Degree

• Improve time to completion of degree/certificate.
• 75% of students who place one-level below college will complete college-level within one semester.
• 70% of students who place two or more levels below college will complete college-level within one year.
Timeline

• Chancellor-led Committee Recommendations – January 2015
• Strategic Plan Council Endorsement – March 2015
• Student Success Council (SSC) Recommendations – April 28, 2015.
• 4-day SSC Task Force on Dev Ed Recommendations – June 22-25, 2015
• SSC Math Faculty meeting with VP Morton – July 6, 2015.
• SSC English Faculty meeting with VP Morton – July 27, 2015.
• Follow-up SSC Task Force on Dev Ed meeting – August 10-11, 2015.