



UNIVERSITY of HAWAI'I®

HONOLULU

COMMUNITY COLLEGE

EDUCATIONAL & STRATEGIC PLAN

2016 - 2021



CHANCELLOR'S MESSAGE



Honolulu Community College began updating its campus strategic plan in fall 2014. The University of Hawai'i, with a change in its presidential leadership, developed new system strategic directions in 2013. To be in line with these directions, the University of Hawai'i Community Colleges (UHCC) started to revise its strategic plan in 2013 and completing it in fall 2015. Honolulu Community College was then tasked with updating its campus strategic plan so it would align with the two system plans.



The Honolulu Community College plan focuses on ensuring the campus continues to move toward a campus culture that values a student centered – student focused environment. Accountability, metrics, assessment and evaluation will serve as the primary indicators for success. The campus has made great strides in enrollment and graduation increases. Several new sources of grant funding, specifically state funding for new facilities and increased private donations, are allowing the campus to update facilities and equipment that are necessary to stay on the forefront of providing programs so graduates are competitive in their careers.

The strategic and educational plan is comprised of five main goals:



- 1) Goal A: Student Success
- 2) Goal B: Enrollment
- 3) Goal C: Training and Workforce Development
- 4) Goal D: Campus Community
- 5) Goal E: Infrastructure, Sustainability, and Technology

To achieve our stated goals and objectives, the college has adopted an implementation process that will drive student success initiatives of this plan. A Student Success Pathway project was developed to be tied directly to the strategic plan as the mode of implementation. The Student Success Pathway examines the students' experience with the college as five major phases. These include Prepare, Engage, Commit, Complete, and Thrive. 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. Each of the five phases contain strategic action items and initiatives to ensure students are successful at Honolulu Community College.



The college community should be commended for the difficult work accomplished over the last several years. A complete overhaul of developmental education will be offered in fall 2016, while closer alignment with high school principals and counselors has been helping Honolulu Community College achieve outreach goals. The College was the first to pilot the STAR Graduation Pathway (GPS) for new student registration in April 2016 and will be the first in the system to engage in a facilities and scheduling analysis tied to efficiency and effectiveness of facilities use. Accountability and assessment have become a major focus for the campus.



Honolulu Community College and its administration are committed to the success of the measures outlined in this plan.

Aloha,

Dr. Erika L. Lacro
Chancellor

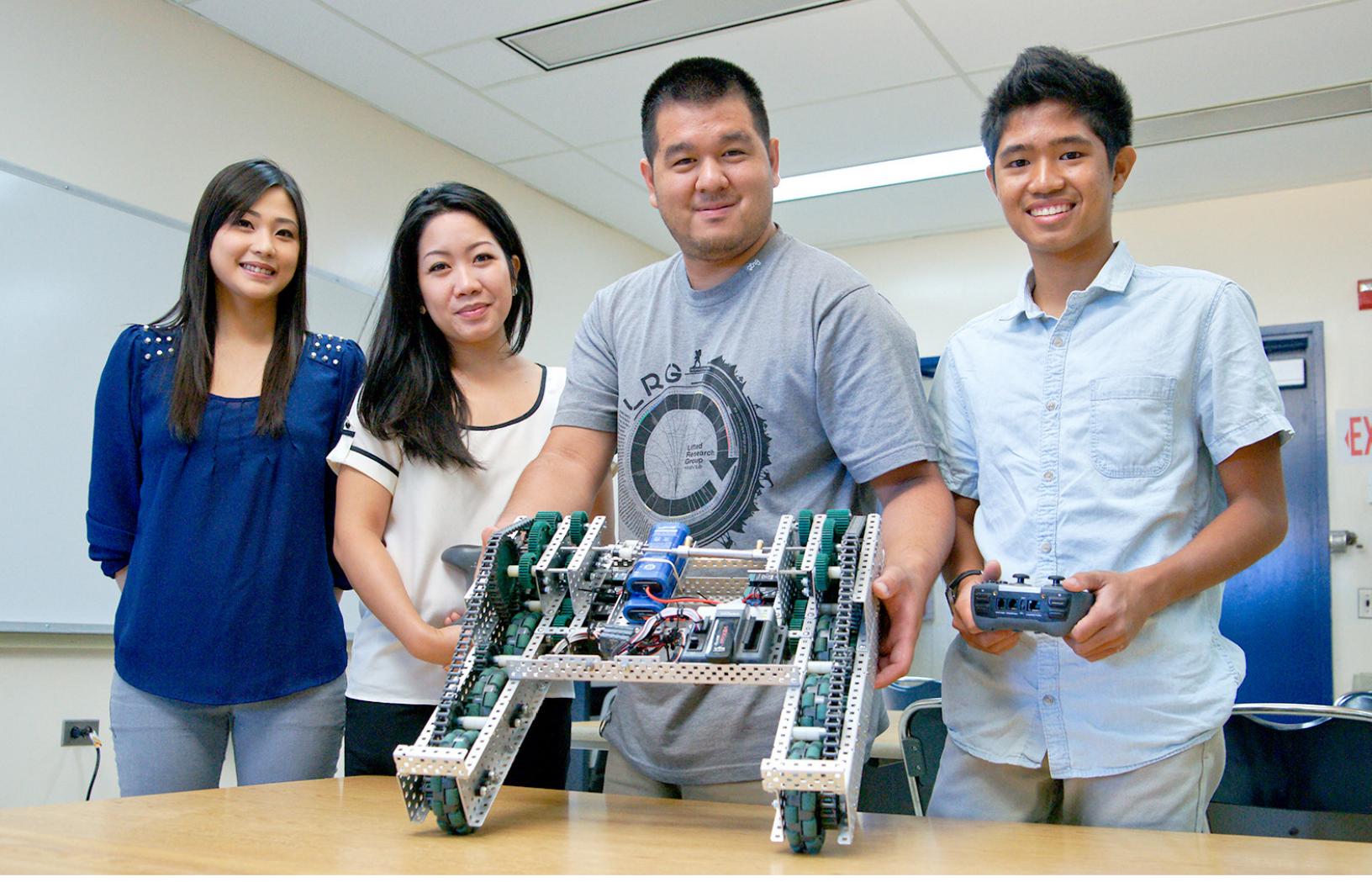


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OVERVIEW OF THE PLANNING PROCESS

In 2013, the Office of the Vice President for Community Colleges began updating the University of Hawai'i Community Colleges (UHCC) Strategic Plan. During the two-year planning process, Honolulu Community College also began updating its seven-year plan, which was to expire in 2015. During the two-year planning period, the University of Hawai'i President's Office also had leadership changes. Along with the appointment of a new permanent president, the new University of Hawai'i Strategic Directions, 2015-2021, were put into place. Honolulu Community College used the campus Planning Council as its primary governing body to help shape the campus plan update, now titled the "Educational and Strategic Plan 2016-2021." The Planning Council and Administration hosted campus planning meetings open to all campus employees, which included over 30 participants. Results from this planning meeting were incorporated and shared back to the campus during general college meetings and town hall meetings.





GUIDING PRINCIPLES

As Honolulu Community College celebrates its 96th birthday, the key direction for the college has become a culture of evaluation and change to impact student success. Honolulu Community College’s Educational and Strategic Plan incorporates key principles of the UH System and the UHCC strategic plans. Decisions impacting educational attainment are at the forefront of conversations and they guide the goals and outcomes identified in this plan. Local and national data indicate that citizens of Hawai’i will need some type of post-secondary credential to earn a living wage in the global workforce. For Honolulu Community College to meet this goal, the adoption of the state P-20 initiative, which calls for 55% of Hawai’i’s working age residents have at least an associate’s degree by 2025, is critical. Among the guiding principles are

- Cost of attendance should not be a barrier to anyone’s goal of attaining a post-secondary credential;
- Student success measures of completion and transfer are the college’s primary goal;
- The College strives to maintain quality programs with the newest forms of technology and equipment;
- The academic experience is not solely classroom based, but also includes rigorous academic and student support services; and
- The College strives to be a high-performing organization in terms of sustainability, business practices, and maintaining a 21st century learning environment.

GOAL A: STUDENT SUCCESS

Honolulu Community College is a Student Centered – Student Focused learning environment. The success of our students in their courses, their semester completion, and their academic journey is our primary focus. The utilization of key metrics and measures help the college gauge healthy behaviors that lead to success and identify barriers that disrupt students’ progress, whether enrolled in a credit or non-credit program. If more students are successful, enrollment increases, even with all other factors constant.

The State’s Hawai’i Graduation Initiative (HGI) is committed to increasing the educational capital of the state by increasing college participation and completion rates – particularly of Native Hawaiians, low-income students, and students from underserved regions and populations – and preparing these students for success in the workforce and their communities. Honolulu Community College shares this commitment, including increasing the transfer rates and success of its students.

The College’s success with getting more Native Hawaiian students through the educational pipeline to graduation and transfer continues to be a challenge. In an effort to address this shortfall, the college intends to Implement Hawai’i Papa O Ke Ao, a University of Hawai’i system initiative to become a leader in indigenous education.

The effort on our campus, lead by our Native Hawaiian faculty and staff of Hūlili Ke Kukui, (Hawaiian Center), will determine ways the college can support a Hawaiian sense of place that incorporates place-based learning theories. The college will also work toward becoming a model indigenous-serving institution by advancing Hawaiian language and cultural studies. Over the next five years, the college will be implementing a Title III Grant, Ho’āla hou – Renewing a Pathway to Student Success Through Culture-Based Learning that has two overarching goals. The first is to establish an enrollment pathway to the college for Hawaiian students and create a sense of place at the college that is culturally significant and relevant. The second goal is to create a culture and placebased learning training program for faculty, staff and administrators aimed at infusing Hawaiian culture, traditions and values in teaching, learning and service in order to support student success and completion.

In addition to Native Hawaiian success, the campus also is dedicated to improve the enrollment and success measures of those under-represented in our Hawai’i State population. These populations include Filipino and Pacific Islander students. Different success measures for each group are listed below. A gap analysis was conducted as part of the strategic planning process identifying the following to be addressed:

Native Hawaiian Student Gap Analysis

	U.S. Census	Fall 14 Enroll	Degrees & CAs	STEM (AA, AS, CAs)	Transfer to 4 year program
HonCC	18%	25%	28%	*19%	*22%

Filipino Student Gap Analysis

	U.S. Census	Fall 14 Enroll	Degrees & CAs	STEM (AA, AS, CAs)	Transfer to 4 year program
HonCC	13%	22%	*19%	*20%	*20%

Pacific Islander Student Gap Analysis

	U.S. Census	Fall 14 Enroll	Degrees & CAs	STEM (AA, AS, CAs)	Transfer to 4 year program
HonCC	4%	*3%	*1%	*0%	12%

Low Income (Pell recipient) Student Gap Analysis

	Fall 14 Enroll	Degrees & CAs	STEM (AA, AS, CAs)	Transfer to 4 year program
HonCC	*40%	*33%	*28%	*28%

* Did not achieve goal.



Tactics to achieve higher levels of educational attainment and to close the disparities will include activities across the academic curriculum through student support services. The first step impacting student success is addressing the low levels of student success through the College's developmental education pathway. Other tactics include the following:

- Educational attainment and success gaps
 - Increase success and graduation of students that begin in developmental education by accelerating the developmental education pipeline with nationally proven models in other states
 - 75% of students testing at one level below college-ready standard will complete their college-level English and/or math course within one semester
 - 70% of students testing at two or more levels below college-ready standard will complete their college-level English or math course within one year
 - Increase degrees, certificates, and transfers
 - Improve time to degree
 - Improve number of full-time versus part-time students
 - Improve success of Native Hawaiian students and other under-represented groups
 - Create curricular pathways to encourage articulation and transfer
 - Implement the guided pathways approach for STAR registration
 - Increase student persistence from fall to fall from 44% to 65%
 - Increase the percentage of full-time students who have earned 20 credits after one year from 42% to 65%
 - Increase the percentage of degree seeking part-time students who have earned 12 credits after one year from 39% to 65%
 - Increase the percentage of full-time students who graduate or transfer within 150% of entry from 36% to 60%
 - Improve the use of data analytics to assess student success and use data in effective decision-making around campus operations
 - Create learning strategies around student characteristics
 - Develop part-time student strategies
 - Implement learning strategies for Native Hawaiians and other underserved populations
 - Develop a robust evening program for working adults
 - Standardize and collaborate student support services
 - STEM education
 - Improve course offerings and student success rates
 - Identify workforce skill gaps and create programs appropriate for HonCC in STEM, digital media, sustainability, cybersecurity, and data-intensive science and engineering
 - Improve Pell Grant participation and success
 - Accountability
 - Publish regular metrics and outcomes to determine success on a continuous schedule, including discussion meetings and through monthly white papers
 - Create an annual stakeholder report on effectiveness, including education and related expenditures per completion, student / staff ratios, SSH / instructional faculty FTE, Student / EM ratios to be circulated to campus and community constituents

Associate Degree and Certificates of Achievement Targets

	Baseline	2015	2016	2017	2018	2019	2020	2021
HonCC	683	717	738	774	830	872	915	961

Low-Income Student (Pell Recipients) Graduation Targets

	Baseline	2015	2016	2017	2018	2019	2020	2021
HonCC	227	239	250	263	276	290	304	319

Baccalaureate Transfer Targets

	Baseline	2015	2016	2017	2018	2019	2020	2021
HonCC	530	562	596	631	669	709	752	797

Native Hawaiian Student Graduation (Associate Degree and Certificate of Achievement) Targets

	Baseline	2015	2016	2017	2018	2019	2020	2021
HonCC	189	198	208	219	230	241	253	266

STEM Targets

	Baseline	2015	2016	2017	2018	2019	2020	2021
HonCC	99	104	109	115	121	129	136	145





GOAL B: ENROLLMENT

Between the period of 2006-2011, Honolulu Community College did not experience as large enrollment growth as seen at the other UHCC campuses. The campus must organize itself around ensuring a robust communications and outreach plan. Re-engaging high schools has been a large focus over the last two years; however, more strategic planning around enrollment must be a focus. As enrollment trends change, the college must optimize relationships between higher education, high schools, and adult schools to create pathways that generate enrollment. More of a concern in enrollment trends is a five-year decrease in the college’s high school going rate.

Fall High School Going Rate

	2009	2010	2011	2012	2013	2014	2015
HonCC	4.1	3.5	3.3	2.9	2.8	2.7	2.5
KapCC	6.2	5.9	5.6	5.9	5.2	4.9	5
LeeCC	7.2	7	7	7.2	6.2	6.8	6.3
WinCC	1.8	2	1.7	1.8	1.7	1.6	1.7

The “going rate” is the percentage of “recent” high school graduates from Hawai’i public and private high schools entering the University of Hawai’i campuses in a given fall semester. “Recent” high school graduates are those who completed high school in the school year immediately preceding enrollment in post-secondary education.

Many aspects of enrollment and the activities that can positively impact enrollment are very much tied to the Prepare, Engage, and Commit phases of our Student Success Pathway. In addition to getting more students enrolled into our college, ensuring more students are retained from semester to semester will also have a positive impact on overall tuition. Engaging High Schools for early college and creating a vibrant evening program for working adults are also strategies the college plans to pursue. Other tactics to achieve these goals include:

- Increase the high school going rate
- Increase the K-12 pipeline
 - Create dual credit opportunities for high school students through Running Start, Jump Start, and Early College High School
- Engage the adult population: 24-49 year olds, GED recipients, and working adults
- Focus on enrollment of underserved populations, Native Hawaiians, Pacific Islanders and Filipinos
- Optimize international recruitment
- Improve course offerings and availability by working on effective analysis of course schedules
 - Implement effective scheduling of fall, spring, summer, and evening options
 - Identify revenue generating trends in summer enrollments and capitalize on those offerings
 - Expand online offerings
 - Refine and improve alignment between program offerings, curricula, enrollment, and the external demand
 - Create a robust evening program for working adults in the Honolulu area
 - Internationalize the campus by increasing the international student population and thus growing revenue sources



GOAL B – ENROLLMENT SUCCESS MEASURES

High School Graduate Enrollment Targets

	Baseline	2015	2016	2017	2018	2019	2020	2021
HonCC	429	436	443	453	463	471	479	486

High School Non-Completers and GED Recipients

	Baseline	2015	2016	2017	2018	2019	2020	2021
HonCC	260	265	271	276	281	287	293	299

Pacific Islander Students

	Baseline	2015	2016	2017	2018	2019	2020	2021
HonCC	133	167	167	173	179	186	193	199

Working Age Adults

	Baseline	2015	2016	2017	2018	2019	2020	2021
HonCC	1,371	1,494	1,590	1,685	1,828	1,924	2,019	2,115

International Student Population

	Baseline	2015	2016	2017	2018	2019	2020	2021
HonCC	58	60	62	63	65	67	69	71

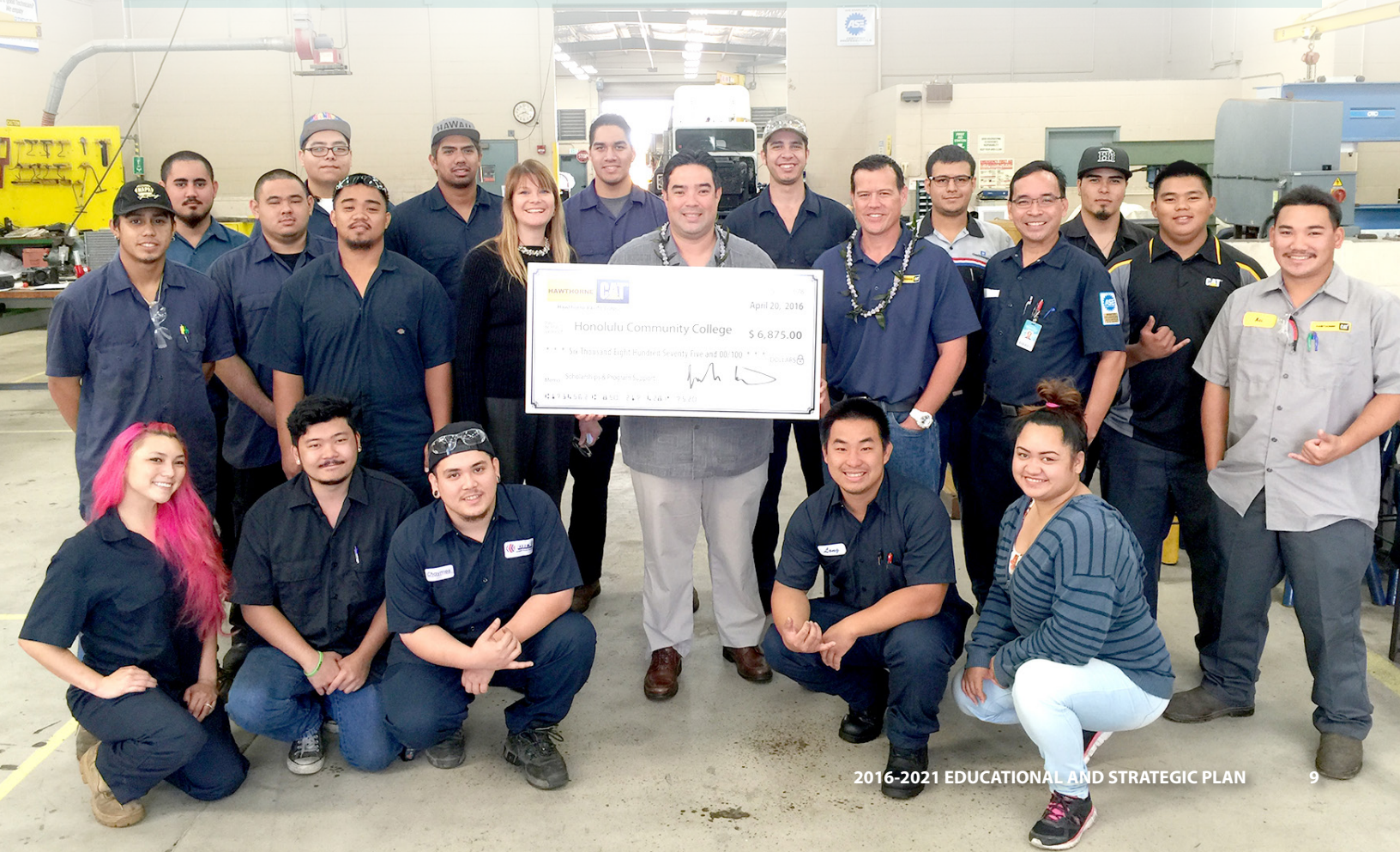
GOAL C: TRAINING AND WORKFORCE DEVELOPMENT

Just as important as academic credit programs, so are the short-term training programs offered by the College. Particular attention should be paid to workforce shortages and skill gaps to ensure the most robust training offerings. Credit and non-credit programs should convene advisory council meetings to ensure education and training align with workforce needs.

A more refined approach to predicting and responding to workforce needs is expected to become available to the UHCC system in 2016. This approach will provide campuses with economic sector-based information, which will indicate workforce training needs that can link to education programs at the campus level.



- Establish strategic partnerships with the workforce
 - Work closely with employers to increase the qualified and skilled workforce base
 - Develop non-credit credential programs to credit pathways
 - Respond to training needs through effective use of facilities and scheduling
 - Increase apprenticeship programs and offerings where needed
 - Increase enrollment in non-credit and short-term training in areas where there is demonstrated State of Hawai'i shortages of qualified workers, and where the average wage is at or above the U.S. average
- Community partnerships
 - Develop strategic curricular initiatives in response to community needs
 - Engage community-based advisory groups a minimum of twice per year, per program





GOAL D: CAMPUS COMMUNITY

In order to deliver a rigorous academic environment that fosters student success, the college community that services, teaches, and supports students must be healthy and innovative. The campus will cultivate diverse staff and faculty, and support their advancement at all levels.

- Provide a safe and secure environment for faculty, staff, and students
 - Implement mandatory Title IX and VAWA policies, guidelines, and training, to support the community of employees and students
 - Provide safety and awareness education for employees and students
 - Ensure availability and accessibility of resources for victims
- A healthy community of professionals
 - Create environments that support faculty and staff professional growth and educational opportunities
 - Recruit, renew, and retain qualified, effective, and diverse employees
 - Enhance mandatory new employee orientation and part-time lecturer orientation to communicate more broadly the campus culture and major goals
 - Expand an online handbook of policies and procedures
 - Develop and sustain an institutional environment that promotes transparency and a culture of evidence that links institutional assessment, planning, resource acquisition, and allocation
- Support a leadership team that uses best management practices through training, communication, and feedback
 - Provide professional development and grow talent from within the organization
 - Promote effective communication through town hall meetings, talk story hours, informational briefings, and other means
 - Develop Native Hawaiians for leadership roles

GOAL E: INFRASTRUCTURE, SUSTAINABILITY, AND TECHNOLOGY

In order to offer a high quality learning experience, the campus must focus on infrastructure that lends itself to supporting 21st century learning environments. Important is to identify spaces for students to take part in innovative curriculum and study that encourages collaboration.

A modern Facilities Task Force will assist the campus by developing standards that establish the minimum levels of need for different types of learning environments. This Task Force will identify gaps that exist between the current and desired learning environment and prioritize methods to bring facilities up to standard requirements.

Equipment modernization is necessary to ensure students receive the training and experience of new technologies and new equipment that employers will expect from students' education in the College's programs. The College will work with inventory systems, such as Quali, to develop a system of planned equipment replacement. This system will ensure prioritization to help keep all program equipment equivalent with industry standards.

The 2015 Honolulu Community College Sustainability Implementation Plan (HonCCSIP) has been developed as the action plan to address the vitally important issues of climate change, environmental preservation, and energy conservation as identified in EP 4.202 and the ACUPCC.

The plan describes the path that Honolulu Community College will take toward contributing to the University of Hawai'i's goal of minimizing greenhouse emissions and becoming carbon neutral by 2050. The plan also outlines actions that will lead to institutionalizing the structures and processes necessary to implement and track progress of projects that reduce emissions and waste.

In addition, the plan will outline ways to develop data collection methodologies and systems; gather faculty, student, and staff capabilities and resourcefulness; and identify funding opportunities and gather monetary support. It is important that the college leverage the capabilities of the wide range of skills and resources



available at Honolulu Community College, to develop and implement available and innovative solutions to waste reduction, alternative energy, and lowering GHG emissions.

One of the important components of the 2015 HonCCSIP is the outline for development of an institutional governance and structure that will support transformative sustainable actions and activities over time, without an overdependence on specific individuals.

To effectively achieve the goals of this plan, the campus realizes that the concept of sustainability must be integrated into all aspects of campus operations, including facilities design, maintenance, and operations, purchasing and business operations, hiring and training of faculty and staff, and overseeing student activities and curriculum. In many cases, this amounts to changing the way the campus does business.

The planning process requires campus-wide support, participation, and ownership. The HonCC sustainability committee, as the initiator of the HonCC Sustainability Implementation Plan, will be gathering information from various campus constituents including student organizations, the Faculty Student Executive Committee, the faculty at large, the administration, and the staff.



Tactics to address campus sustainability include:

- Create a sustainable environment for all constituents of the campus
 - Develop a Campus Sustainability plan to include:
 - College practices on recycling and reusing
 - Model sustainable practices
 - Improve sustainability of campus grounds by tracking, reporting, and minimizing greenhouse gas emissions
 - Reduce the annual gallons of water / gross sq. ft.
 - Increase the amount of energy generated from renewable sources to 15% through photovoltaic and other co-generation strategies
 - Reduce the annual KWH / gross sq. ft. consumed per year by 30%

Upgrading facilities and technology continue to be a challenge for the College and the university system overall. New equipment and grant money will be used for upgrading needed infrastructure. Effective management of campus facilities and course scheduling is a campus-wide priority.



- The 21st Century Facilities Plan to include:
 - Elimination of deferred maintenance
 - Ensure facilities are designed to meet teaching and laboratory learning
 - Replace and upgrade program equipment
 - Implement new technology in online learning and campus networks
 - Utilize open source textbooks to reduce costs to students, replacing most textbooks by the year 2021
- Efficiency and Cost Effectiveness
 - Increase operational efficiency by increasing class size
 - Improve the use of student success and institutional data for making better management decisions
- Fiscal Sustainability
 - Maximize alternate revenue streams
 - Increase revenue from non-credit workforce development training and contracts to invest in other campus needs
 - Increase revenue from private fund-raising to support students, professional development, and innovation
 - Improve indirect cost revenue (RTRF) from grants by increasing grant production

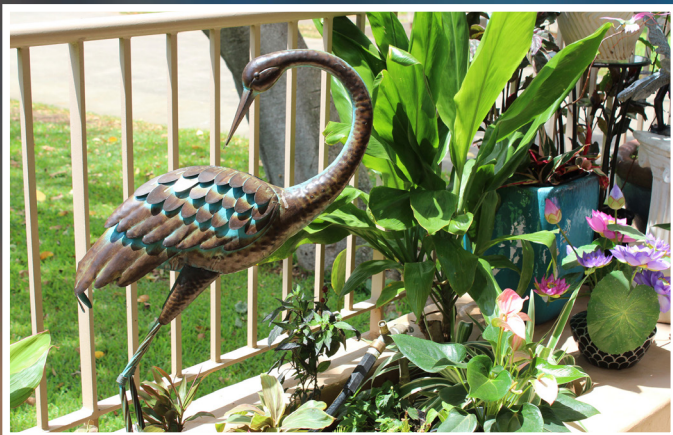
Alternate Revenue Streams – Grow by 12%

	Baseline	2016	2017	2018	2019	2020	2021
HonCC	\$621,300	\$695,856	\$779,359	\$872,882	\$977,628	\$1,094,943	\$1,226,336



Mr. Phil's Secret Garden

BUILDING 27





874 Dillingham Blvd. Honolulu, HI 96817
PH- (808) 845-9211
FAX- (808) 845-9173
WEB- www.honolulu.hawaii.edu