

Million Dollar Ideas Brainstorm – July 2014

1. Returning adults
 - a. Focus on ages 25-34, located in Hawai'i
 - b. Initially focus on students already with credits; seniors at four-years and one year's worth of credit at CCs
 - c. Identify common courses that students are missing from their degree using STAR
 - i. Ensure these course are offered online/hybrid and/or during nights or weekends (non-prime time hours to accommodate working students)
 - d. Identify items campuses can do to be ready for returning adults
 - i. Scholarships specific for these students
 - ii. Flexible major for students (BA in General Arts and Sciences, etc.)
 - iii. Assign responsibility for assisting returning adults to someone/department
 - iv. Flexible schedules (weekend, evening, online, hybrid)
 - v. Support services available: online tutoring, 24/7 helpline, additional support services
 - vi. Aware of PLA options available to students
 - e. Talk with other universities (like Arizona State and Starbucks) about their models
 - f. Communication and outreach campaign
 - i. Message: get to the finish line and we're here to help make that happen, attaining your degree is achievable, importance of educated workforce (importance of documenting a student's increase skill and value)
 - ii. Work with companies to see if they would like to sponsor employees to complete their degree (perhaps do an initial analysis using workforce data to determine the number of students at particular companies, e.g., banks, utilities, that may benefit for a more educated workforce)
2. Centralized services
 - a. Transfer database/transfer credit evaluation
 - b. Change the entire course numbering system for alignment
 - c. Nolib (document management system) for the entire system (sustainability; paperless environment)
 - d. Distance education support ("universal" orientation prior to enrolling in an online class, training and support for faculty, continuous introduction of the latest technology to faculty, assessment of courses, etc.)
3. Tracking graduates into the workforce and link to the community needs
 - a. We already have 85% of graduates using state data, but it's just income (not specific information about job)
 - b. Work with employers

Others

- PAR, using data analytics for success
- Financial aid (expansion of Mānoa's FWS pilot, revamp of packaging, etc.)
- PLA, competencies model

- Internationalizing the campuses
- Innovation contest to the UH community – innovative ideas that would reduce costs and enhance achievement (graduation, retention, transfer, etc.)
- Online textbooks (free, open source)
- Automatic conferral of all degrees
- Dual enrollment students/early college (from high school)

New

- UH systemwide “one card” system for tracking students. Will be used for better predictive analysis