MINUTES

BOARD OF REGENTS’ COMMITTEE ON COMMUNITY COLLEGES MEETING

MARCH 18, 2015

I. CALL TO ORDER

Committee Chair, Eugene Bal, called the meeting to order at 1:02 p.m. on Wednesday, March 18, 2015, at Kapi‘olani Community College, Tamarind Room, Ohelo Building, 4303 Diamond Head Road, Honolulu, Hawai‘i 96816.

Committee members in attendance: Committee Chair Eugene Bal; Committee Vice Chair Stanford Yuen; Regent Dileep G. Bal, Regent Pete Hoffmann, Regent Lee Putnam.

Excused: Regent Barry Mizuno.

Others in attendance: Regents’ Chair Randy Moore, Regent Peter Hoffman, Regent Helen Nielsen (ex officio committee members); Vice President for Community Colleges John Morton; Kapi‘olani Community College (KapCC) Chancellor Leon Richards; Executive Administrator and Secretary of the Board of Regents Cynthia Quinn; and others as noted.

II. APPROVAL OF THE MINUTES OF THE NOVEMBER 5, 2014 MEETING

Chair Moore moved to approve the minutes of the November 5, 2014 meeting, but indicated that to avoid confusion regarding the reference to the K-12 common core, the references to “common core” at the top of page 3 should be changed to “general education core.”

Regent Hoffmann seconded the motion and the minutes of the November 5, 2014 meeting, as amended, were unanimously approved.

III. PUBLIC COMMENT PERIOD

Committee Chair Bal announced that the Board Office received no written testimony, and no individuals had signed up to testify.

IV. AGENDA ITEMS

1. Report on Complete College America Symposium

VP Morton reported on his participation in the Complete College America (CCA) symposium that was held in Miami, Florida in December with Committee Chair Bal, AVP for Academic Affairs Joanne Itano, President Lassner, Chancellor Bley-Vroman and Representative Isaac Choy. CCA is a group of individuals formed out of the National Governor’s Association focusing on the college completion agenda. The first symposium was held six years ago, when the University of Hawai‘i (UH) became a participant. Over
time, CCA developed five game changers to improve college and university student completion. These game changers are not unique to CCA; they have been echoed by other national groups concerned with the student success agenda.

VP Morton gave a presentation that covered: the Five Game Changers (Performance Funding, Corequisite Remediation, Full-time is Fifteen, Structured Scheduling, and Guided Pathways to Success), which included an explanation for what each game changer means, where the UH Community Colleges (UHCC) are performing at, and what is happening in the near future for UHCC.

Performance funding. He indicated the funding for UHCC is about 6% of our state money and 4% of the entire operating budget with tuition. UH currently has five success metrics, but chose not to have progress metrics (e.g., money is not given to campuses based on how many students make it past the first semester or first year). All metrics are based entirely on outcomes, the only metric that is not quite a success metric is the participation metric (e.g., the percentage of students receiving Pell grants). The UHCC recently adopted their version of the strategic plan for 2015-2021, which included continuing the funding level and adjusting metrics. Graduation targets going forward are approximately 6% compounded per year above the new baseline; six years ago graduation numbers were in the 2,400 to 2,500 range and increased to over 5,000, which is faster than projections. Graduations are expected to grow faster than certificates because they are tied to P-20 and 55 by 2025 efforts. Participation rates for Pell are up 50%, with federal funding to the community colleges increasing from $8 million to $38 million.

Corequisite remediation. He noted the typical pattern of remediation in UHCC is identifying level through testing and enrollment in a series of prerequisite courses required to complete in order to be eligible to enroll in the college level course. Both national data and our data suggest low completion rate if semester long sequences and lack of alignment of remediation content to need. CCA recommends a more sophisticated approach that a student is one level below college ready be placed in a college level course with a remediation corequisite to address delay and alignment issues. If the student is less than a level below, then the institution should provide supplemental instruction or one extra day of study as options. Nationally it is being suggested that colleges use multiple measures to create a placement range including access to transcripts and ACT scores. The UHCC adopted multiple measures of placement, and the chancellors, faculty senate and student leaders took the initiative and recently adopted the corequisite model by fall 2016 for all remediation, whereas in other states are mandated by the Legislature to do so. In addition, the UHCC are active with the Carnegie Commission and their efforts on math corequisites, and are improving non-academic supports (e.g., 24/7 tutoring, open laboratories, and discussions with company that provides virtually free software on any math concept through trigonometry).

Full-time is Fifteen: Almost all programs have credits capped at 60 for degrees and 30 for certificates, except for those health sciences programs that by accreditation designed to be larger and may have 90 credits, but students can still complete in two years. Establishing banded tuition would provide a financial incentive for UHCC students to take 15 credits rather than 12 credits. UHCC plans to consider financial aid support incentives
for students to take more credits. UHCC faces competition for summer school with UH Mānoa (UHM), UH-Hilo (UHH) and UH-West O'ahu (UHWO) where UHCC summer tuition is 2.5 times more expensive. UHCC has identified that certain career and technical education programs could be year round, do not compete with UHM and utilize otherwise empty facilities at the campuses in the summer. Additionally, another population to consider involves part-time students moving to a model where they take one course at a time (e.g., University of Phoenix), which would require a single, year-round tuition rate. Lastly, the considering offering lower rates for current students interested in summer courses and higher rates for other students, to support current students over those who jump from the four year institutions to the community colleges.

Structured Schedules. Structured schedules help students maintain progress towards completion and implemented at UHM for their freshmen block schedules. Most career and technical education programs have set courses every semester, but not for undergraduate general education. Work is underway to partner with large organizations such as Hilton Hawaiian Village that has large numbers of employees without a college degree, to deliver cohort based part-time student programs, including workplace based programs where the organization would provide on-site space for classes.

Guided Pathways to Success. VP Morton updated the progress on implementation of guided pathways to help students register for classes that benefit to completing their degree, ensure students understand their choices, tracks their progress, and be more aggressive on advising students. The System of Advising & Degree Audit (STAR) enables students see the pathway to their associate degree, but also to their major if they are going to transfer. Next spring UHCC will be piloting the interface for registration and students would only see courses that fit their program, and a conscious choice if courses outside the program are selected. Regarding non-academic matters, some matters are being addressed through programs like the Wai'ale'ale Project at Kaua'i Community College (KauCC), which has extended to KapCC and Windward Community College (WinCC), and would soon be coming to Kona, which provides systems to help students solve the problems that impact their ability to continue their education.

The committee had the following concerns and questions: who was handling advising on campuses given the increased efforts, attention and time involved; if there were any issues of preparation, training, motivation of advisors to adopt new advising approach; if any study had been done on how many students fall into homeless category; and clarification of the minimum number of credits for full time and maximum number of credits.

VP Morton responded that the nature of advising changed and STAR is the official system that tracks and manages student’s engage with schedule of courses, which allows advisors to focus on perpetuating success agenda. When the new advising approach first started, advisors had to learn to trust STAR. They only have anecdotal information on homeless populations at the UHCC, but are taking lessons learned from Wai'ale'ale Project that was geared towards the highest risk students and apply them more broadly through programs like Kipaipai at KauCC. He noted that 12 credits is the minimum for financial aid and to stay on parent’s health insurance plan, but would not graduate students on time for either a 2 year or 4 year degree. The maximum number of credits is
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18, but colleges do not want students to take too many credits, so special approval is sometimes needed for taking more than 15 credits.

2. Discussion of status of student transfers

VP Morton gave a presentation that covered: annual transfers (2009 to 2013); the UH four year transfer destination campuses; the top 10 transfer programs at UHWO, UHH and UHM; the top non-UH four year transfer institutions; community college transfer into UH four year STEM programs; and degrees from transfers at UHWO, UHH and UHM, with average GPA.

Approximately 4,000 students are transferring from the UHCC into the baccalaureate programs every year, with approximately 500 students going to mainland colleges. Graduation rates have doubled, but transfer rates lags. In addition, the UHCC students are going to institutions other than UH. Transfers to UHM have been relatively flat, UHH grew and then stagnated, and UHWO has experienced the most growth. Much of UHWO’s growth is not fueled by freshmen and sophomores, but an increasing number of transfer students from the UHCC.

Regarding transfer programs, the BAS degrees at UHWO were created as a baccalaureate path for students in IT, respiratory care, emergency medical services and technical fields that do not have a bachelor’s degree anywhere in the state, and have been very successful. At UHH, there is a good pathway for nursing students, but they were surprised the Hawaiian studies program ranked low because it is such a strong program. Planning transfer to UHM needs work to encourage students to plan transfers into a major rather than general arts & sciences or pre-majors to ensure timely graduation, providing a freshmen orientation-type program for transfer students to assist in the transition, and create more opportunities for adults coming out of community colleges to get bachelor degrees either through evening or on-line courses. The demand is there and people are willing to pay much higher prices; UH needs to provide these opportunities to meet the needs of UHCC students transferring and allow them to get their bachelor degrees from UH at a lower cost.

The committee had the following questions, comments and concerns: if there was a breakdown in the programs students pursue at institutions outside of UH and the demographics; and the causation for the declining slope of degrees from transfers.

VP Morton responded that administration would provide the breakdown of majors students are pursuing at other institutions, and anticipates that the demographics are the older adult population and the cause is likely the mode of delivery or other aggressive recruiting rather than unique content as UH offers what most other institutions offer. The Outreach College at UHM is interested in moving in with this market. The average GPAs for transfer students to UHWO, UHH, and UHM show that students are not ill-prepared; the issue is retaining the student to follow the degree path. The marked difference between the UHCC and baccalaureate institutions also needs to be addressed. He added that the slope on the degrees from transfers was due to time, where the students had not been there long enough to graduate. It is a little misleading, as the graduates will catch up.
3. Recap of Community College Career and Technical (C3T) Grant Program

VP Morton gave a report on the progress of workforce development through the Trade Adjustment Assistance Community College & Career Training (TAACCCT) grant program from the U.S. Department of Labor; and information on TAACT Round 1, Round 2 (UHMC), Round 2 (LeeCC), Round 3 and Round 4.

VP Morton indicated they were four years into the U.S. Department of Labor’s TAACCCT grant program, which is sometimes referred to as C3T. It is one of President Obama’s initiatives, and signaled the national push in support of community colleges as having a significant role in the country’s workforce development. Over the past four years, the UHCC have received close to $52 million in workforce development money. The first grant award of $24.6 million was the largest in the country. For Round 1, they developed some programs with the Individualized Career Achievement Network (iCAN) that targeted the most ill prepared students and provided Just in Time (JIT) pathways support for students in the agriculture, energy and healthcare areas, which included many shorter term certificate programs that are operated on a non-credit basis but are workforce oriented. To date, there are about 4,000 participants and expect the final number to be 5,500 to 5,800, with the majority being in short term certificates. He added that the partnership with Department of Labor included locating their One-Stop Career Centers on the campuses, something the UHCC had wanted to do for quite some time.

In Round 2, UH Maui College (UHMC) was consortium lead, focused on Maui’s big project on the plug-in hybrid electric vehicle and ensuring they had the workforce for that project. LeeCC was specifically selected for an education grant, which included alternate certification for Department of Education (DOE) Career & Technical Education (CTE) teachers. Individuals such as an automotive master are provided additional education courses to become qualified to teach in the DOE. As a result, the UHCC has issued 560 AA in Teaching degrees and 32 in the accelerated programs. Thirty teachers were certified in areas where they could not get teachers, and will reach 40 by the end of the grant. The certification is entirely online.

In Round 3, KapCC was the consortium lead and the focus was on school health education – school health aide, hospitality - hospitality management, and culinary – food innovation. Food innovation involves the development of institutional product from farmers. By the end of the grant, 330 students, including veterans, will have been served and the grant money has also helped purchase equipment.

Round 4 is the most recent grant, UHMC is the consortium lead and will target over 1,000 students. This grant continues the work done in health education and adds cyber security, which is emerging as one of the major job openings in the state and an area the demand exceeds the number that university certifies.

VP Morton indicated the C3T grant program has been a successful investment by their faculty in competing. This program came at a time when the Department of Labor was losing all its money and did not have the ability to do the job training programs, the UHCC stepped in and filled the gap.
The committee had the following questions, comments and concerns: what is the strategy when the grants run out; how the program was currently being resourced; if prison populations were being targeted; what is the future of this program on the federal level; if this program was related to President Obama’s America’s College Promise proposal.

VP Morton responded that most programs have already transitioned into regular offerings of the college or in some cases they were changes to existing offerings to make them more relevant to what the jobs were. Most of these programs are being resourced from other programs that were not as successful, and in some cases, they continue to get grant funding for students participating. They recently received approval from the U.S. Department of Agriculture to start using the Supplemental Nutrition Assistance Program (SNAP), which has built in workforce training money for recipients; that money has never used it in the state for that purpose, but the UHCC are now doing so. In addition, they are in conversations with the state Department of Human Services to tap into some of their training programs for welfare or equivalent programs. He added that they are trying to make sure that the programs our consistently available, tied to jobs, quality, and then tap into some of the community resources.

VP Morton indicated that prison populations were not being targeted through this grant program, although they had done some work in prisons such as the culinary training program run by KapCC at the Women’s Community Correctional Facility using funding the prison’s get from the Cal D. Perkins Vocational & Technical Education Act and Title III of the Workforce Investment Act. As of a year ago, there was zero recidivism from program participants.

Regarding the future of this program on the federal level, VP Morton responded that this program came about during the stimulus period, but did not use stimulus money, and without a new authorization this particular grant goes away. There is bipartisan support for this program, and active conversations are being held about what would replace it. He believes there will be some source of funds within the Department of Labor targeting community colleges and workforce development, and being closely watched along with other colleagues nationwide.

VP Morton explained that this program was related to the America’s College Promise proposal, and supported by President Obama who articulated the need for this country to have better graduation rates in colleges and universities in his American Graduation Initiative (AGI), which is the basis for UH’s Hawai’i Graduation Initiative. The AGI was never funded, and the UHCC turned to this program as an alternate way of getting in and emphasizing the role of the community colleges. The data on the UHCC students, with financial aid levels that UH provides institutionally from the federal government, Kamehameha Schools, UH Foundation, and third party payers aggregates to within $3 million total across the entire system covering direct costs all need-qualified students. President Obama’s proposal reaches farther in that community college is free regardless of need, whereas the UHCC program priority is need based students, which is more than half the student population.
The committee requested that degrees from UHCC transfer trends be stated in percentages rather than numbers. VP Morton indicated he could provide both percentages and numbers for transfers, and knowing both would provide a good understanding of the impact.

Committee Chair Bal indicated past committee members were interested in remediation and noted that corequisite remediation holds great promise. It is stunning to listen to the number and percentage of students requiring remediation. It might be good to analyze and track progress especially with the break and uncertainty in 2016.

VP Morton responded that they have seen improvements in the K-12 students coming to the university better qualified, students that were one level down from college level are moving into the qualified level, but the population at two levels down still need help. The gap between qualified and unqualified students is growing bigger, and work with the DOE will continue to improve success.

The committee also expressed interest in a future presentation on the role of international students/education in the UHCC. Committee Chair Bal noted both he and VP Morton were open to recommendations from committee members for any future topics.

4. **Campus Tour**

Committee Chair Bal announced that for a variety of reasons the campus tour had to be cancelled.

V. **ADJOURNMENT**

There being no further business, on the motion of Regent Hoffman, seconded by Regent Putnam, and upon unanimous approval, the meeting was adjourned at 2:41 p.m.

Respectfully Submitted,

/S/

Cynthia Quinn
Executive Administrator and
Secretary of the Board of Regents