

UHCC Strategic Planning Work Group

(Goal A: Part-Time Students and Adult Learners)

Notes from Group Meeting held on June 7, 2013.

Present were: Manny Cabral, Della Anderson, Laurie Lawrence, Cory Ando, Isaiah Ka'auwai,
Shuqi Wu

Review of UHCC Strategic Outcomes (B. Hawaii's Educational Capital)

- *B1. Increase enrollment to 6,363 students by 2015, particularly in regions and with groups who are underserved.* The members discussed whether enrollment data should be considered as one of key outcome measures reflecting Hawaii's Educational Capital. The members agreed that increasing enrollment is the initial step to improve educational capital, and most of the community colleges had achieved their enrollment goals. However, the enrollment data itself might not be valuable if the institution does not track or monitor student progression following their initial enrollment. The community colleges should focus on student success measures, and the UHCC system also needs to assess whether the community colleges have the sufficient resources to meet students' needs as the result of enrollment growth.
- *B2. Promote low-income student success and graduation by increasing the Pell Grant participation rate to 38% by 2015; the total annual amount of Pell Grant disbursed to \$4,142,298, and the number of aid recipients making financial aid satisfactory progress.* The members were wondering whether part-time students are less likely to receive financial aid compared with full-time students. Financial aid data analysis is needed to examine whether the institution reaches out to part-time students and adults learners in order to expand financial affordability.
- *B3. Increase the number and percent of students enrolled in developmental intervention that successfully complete at least one course in the developmental sequence within their first academic year thus making progress toward degree applicable instruction.* The members discussed whether students taking developmental courses in the first year contributed to student success. The current data showed that students who were placed in developmental courses two or more levels below the college-level were unlikely to go on to complete a degree. Isaiah stated that Kauai CC and Maui are involved in a pilot project that using high school GPA and Algebra II completion for placement decision. A recent high school graduate will be placed in beginning college-level math courses if he/she earned at least a 2.0 GPA and had successfully completed Algebra II in high school. More to be provided as the project progresses.
- *B4. Increase CCSSE Benchmark percentile rank for Active and Collaborative Learning benchmark to among the top performing institutions.* The members discussed whether

the CCSSE Benchmark percentile rank is an appropriate outcome measure of educational capital.

- *B5. Increase by 3% per year the number of students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.* The members argued that both community colleges and four-year institutions are responsible for transfers' success at the transfer institution.

Discuss Possible Strategies to Help Part-Time Students and Adult Learners Achieve Their

Goals: Topics discussed included Leeward CC CCSSE data, reducing time to degree, educational plan for both full-time and part-time students, and transforming data into information.

- According to 2012 Leeward CC CCSSE data, about 58% of students attended school part time, and adult learners over age 24 comprised about 24% of survey participants. Adult learners were more likely to be female students and to be first generation college students. The majority of adult learners indicated that they would prefer taking morning classes (66%) and evening class (15%).
- Reducing time to degree and increasing the percentage of part-time students completing on time. According to the HGI data, part-time students took about 7.7 years to complete their associate degrees. The members argued that accelerating students' progress can help more part-time students earn degrees and reduce the college-related expenses. The community colleges need to work on setting reasonable and suitable expectations for time spent earning degrees for full-time and part-time students. The longer it takes the part-time students to complete their degrees, the more likely it is that they will get discouraged. The members suggested that earning an associate degree within five years could be considered as a reasonable goal for part-time students.
- Full-time students are more likely to complete degrees. The members suggested that providing incentives for taking more than 12 credits could encourage part-time students to be enrolled full-time. For those students who consider part-time enrollment as their only enrollment option, alternative incentive programs need to be developed to promote their success.
- The members suggested that the colleges need to work on establishing clear academic completion plans for every student upon enrollment. The institutions also need to continually track student progression and to make sure that part-time students are enrolled with sufficient credits a semester. For example, full-time students need to take 15 or more credits to complete on time and the part-time students usually need to take more than six credits a semester to graduate on time.
- Further data are needed to examine the difference between regular students and adult learners in terms of graduation rate. The members also discussed the needs of adult

learners. Adult learners might be more likely to pursue short term training instead of higher education credentials.

- The members indicated that the current data need to be transformed into information to inform decision-making.
- The members also had a brief discussion of the concept of part-time students. Most of students change their enrollment status from full-time to part-time or vice versa, and students take courses in multiple institutions. The clear definition of part-time students needs further discussion.

Formulating new outcomes: The committee brainstormed possible new outcomes.

- Modify current outcomes to focus on part-time students.
- Determine how long it takes part-time students to graduate and use that as a new goal.
- Reduce the percentage of students who attend part-time, and increase the full-time rate.
- Create a goal to move students to 9 credits if part-time.
- “Finish by Five” – get part-time students to finish in 5 years.
- If we create outcome for part-time students, then also add goal for full-time students.

Additional Data: The committee identified additional data that would be useful to review.

- Review data on support resources by college as compared with enrollment growth.
- Financial aid data analysis is needed to examine whether the colleges are providing financial aid support for part-time students and adults learners in order to expand financial affordability.
- Look at data of UHCC graduates and the number of years to finish disaggregated by full-time and part-time. Some of this data is in the Hawai‘i Graduation Initiative data, but it needs to be updated.
- Look at data for specific degrees and the completion rates at 2 years, 3 years, and 4 years.
- Compare graduation and transfer rates between younger students and adult learners.

Planning Update Timeline: The next meeting will be held in early fall 2013.

- Spring 2013: organize and review current performance measures; identify which should stay and/or be revised; and potential new measures
- Summer and early Fall 2013: collect data for measures and begin to suggest metrics
- Fall 2013: begin to suggest metrics that will be shared with colleges in VPCC’s visits to colleges
- Spring 2014: finalized measures for updated plan 2016-2020