Economic and Workforce Development

UHCC System Sector Strategic Direction Draft

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Obvious
- Global, national, statewide and county Economic Uncertainty
  - Increasing impact on current and future student choices
  - Growing economic influence on educational choices of institutions, majors, and connections with careers
- Changes in Learning Ecology
  - Online choices
  - Increasing Hybrid Classes
  - Flipped Classes
  - MOOCs
  - Resolving the UH System Prior Learning Assessment and Transcript Evaluation
- Demographics:
  - Oahu with largest population
  - Equalizing educational access in urban and rural Hawai‘i
  - Pacific and other in-migration
  - Aging
Possibly not as obvious

- Challenges to Retail by online purchases and delivery solutions; replaced by made-in-Hawai‘i/Kauai/Big Island/Maui/Molokai/Lanai
- Entrepreneurship/Tech Transfer: emerging examples (Creative Tech Center Business Plan [KEDB]); Ko‘olau Loa (North Shore) Clusters of Entrepreneurship
- Latent potential of private school and GED students, HS Dropouts
- Assets: Federal Support (congressional support, agencies, DOD [PACOM, UARC, AFRL, PMRF]), telecommunications/bandwidth;
Proposed Strategic Orientation

- **State-wide, County-Shaped Direction Based on Shared Island-wide Values**
  - Continuing visitor industry, financial services, health and wellness, DOD, agriculture, science and technology (energy, optics, desal, tech transfer, film/digital media, construction), culture/arts and sports, contribution

- **Criteria and Data Driven**
  - UH System recognition of both island/county and state-wide economic workforce development opportunities (differences among Maui, Molokai and Lanai but each would benefit from UH System-wide responsiveness)
  - Collaborative data development and reporting by County and State-wide impacts (with appropriate adjustments to the UHCC Academic Program Report Data; and consider
Expanding community and student expectations
Designing and sustaining a support/tracking graduate/workforce development/lifelong learning system
College relationships with current, emerging and new, dynamic economic sectors
Complementary or Conflicted Environment
Leveraging Special Advantages/Assets and/or Serving Service Areas with All Programs
• Updating the University Center Concept (considering noncredit industry-certification [articulated into two-year degrees] through Research)
Sustainable Living Wage Per County/Island
Sustainable Economic Maintenance
• Targeted % of Employment per county and Acceptable % of Unemployment (given economic cycles, disruptive technologies, retirements, etc.)
• % of graduates placed in local economy
• % of internships funded by employer partners
• % of student contributors to community service
• % of graduate contributions to emerging and new enterprises
• % of graduates per program given consideration to establishing criteria for program admission
• % of employer-supported scholarships per program
• % of program sector/industry-related advisory committee frequency of input and satisfaction with CTE program performance
• Noncredit certifications and credentials