

UHCC Strategic Plan 2008-2015

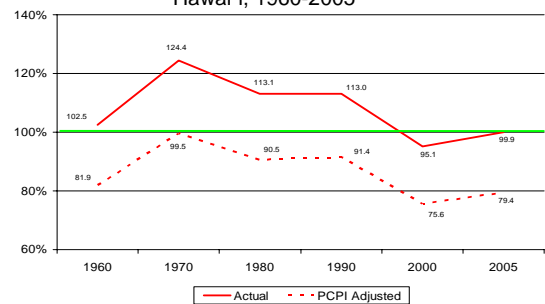
Preliminary Analysis of the
Planning Context

External Issues

Hawai`i's Changing Economy

- Major shifts in the world and U.S. economies have had a substantial impact in Hawai`i.
- These shifts have had a dramatic affect on the type of jobs, the level of personal income, and the quality of life.

Declining Per Capita Personal Income as a Percent of U.S. Average Hawai`i, 1960-2005

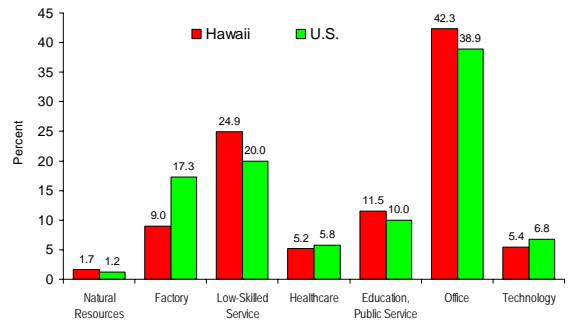


Source: U.S. Census Bureau, Bureau of Economic Analysis
OVPCC-AA Sept 2007

The Job Quality Gap

An Insufficient Number of Living Wage Jobs

Employment by Job Type, 2000 (%)



Source: Tony Carnevale and Donna Desrochers, ETS (PUMS 2000 5% Sample, source data extracted from www.ipums.org at the University of Minnesota)

The Worker Supply Gap

An Insufficient Number of Qualified Workers

We Need to Fill 28,000 Jobs Annually

SOC Job Cluster	Average Annual Openings		Total
	Due to Growth	Due to Separations	
Sales and related occupations	1,199	3,109	4,308
Food preparation and serving related occupations	428	3,180	3,608
Office and administrative support occupations	101	3,125	3,226
Building and grounds cleaning and maintenance occupations	883	982	1,865
Management occupations	650	967	1,618
Personal care and service occupations	806	759	1,565
Education, training, and library occupations	560	923	1,484
Transportation and material moving occupations	288	1,142	1,410
Production occupations	281	952	1,234
Healthcare practitioners and technical occupations	411	582	994
Business and financial operations occupations	352	607	960
Installation, maintenance, and repair occupations	272	697	969
Construction and extraction occupations	87	763	851
Military Occupations	(104)	1,322	1,218
Protective service occupations	128	485	614
Arts, design, entertainment, sports, and media occupations	300	384	684
Healthcare support occupations	335	269	604
Community and social services occupations	267	247	514
Computer and mathematical science occupations	217	164	381
Life, physical, and social science occupations	89	194	283
Architecture and engineering occupations	33	248	281
Farming, fishing, and forestry occupations	(2)	80	78
Legal occupations	(4)	72	68
Total Jobs	7,169	21,446	28,615

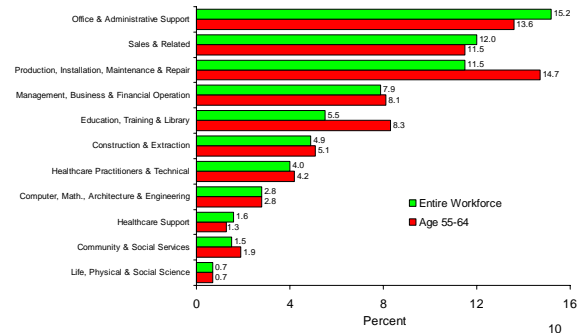
Most Require Education Beyond HS

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Military Occupations	(494)	1,322	828
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Source: EMSI June 2007

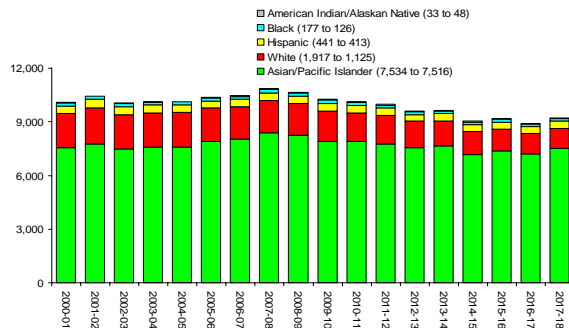
We Need to be Ready to Replace Skilled People in Critical Jobs



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Source: U.S. Census Bureau, 2000 Census; 5% PUMS Files

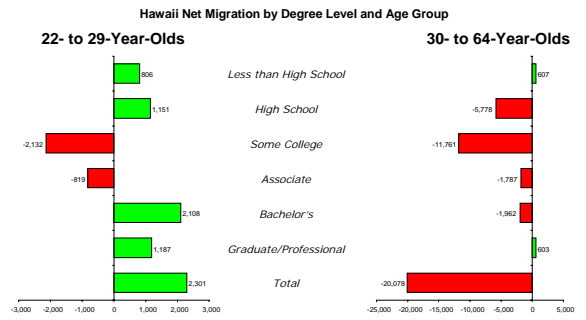
HS Graduates Supply Less Than 1/2 of the 28,000 Annual Jobs to Fill



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Source: WICHE High School Graduate Projections

We are Exporting the Experienced Core of Our Workforce

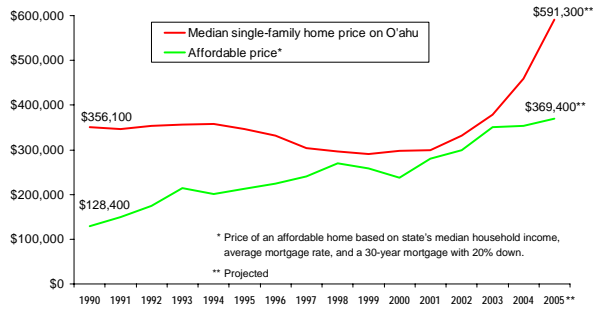


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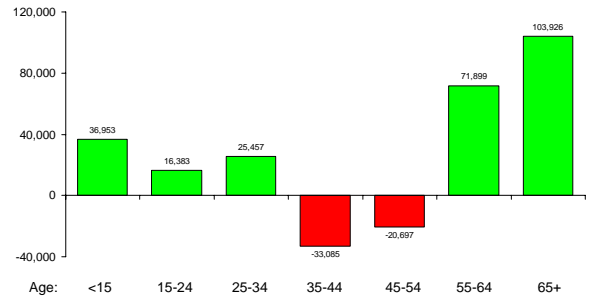
Homes on O'ahu—Beyond Affordable

We can no longer depend on an imported workforce.



We Can Expect Continued Difficulty in Filling Job Vacancies Well Into the Future

Projected Change in Population by Age Group, 2000 to 2020

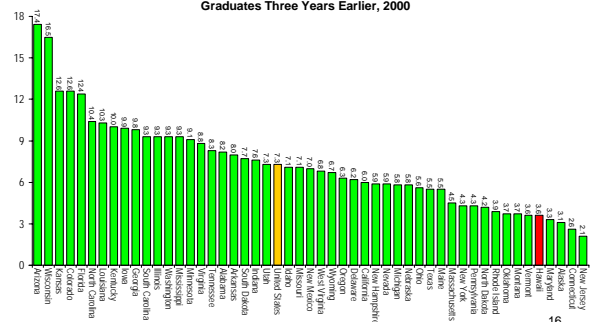


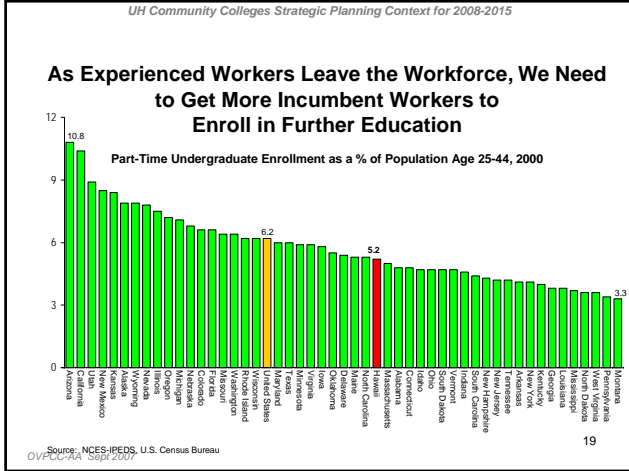
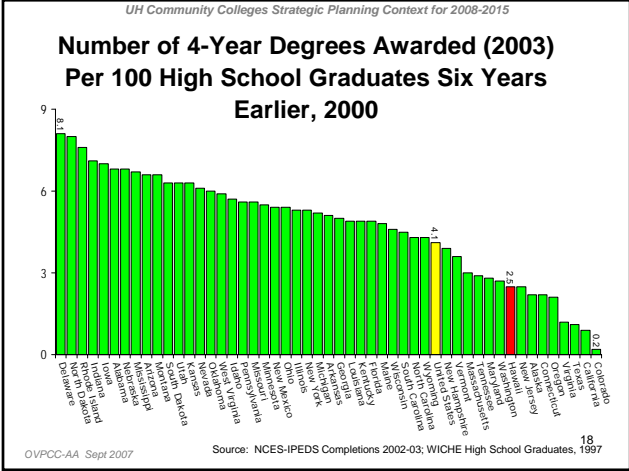
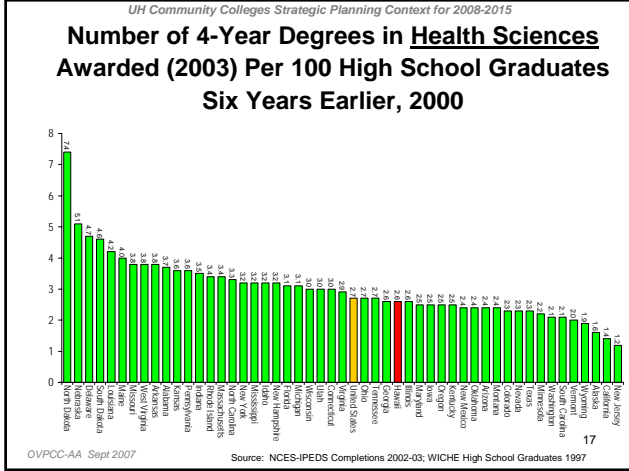
The Worker Preparation Gap

An Insufficient Number of People with Needed Skills

A Lack of Investment Has Resulted in Shortages in Critical Fields

Number of 2-Year Degrees and Certificates in Health Sciences Awarded (2003) Per 100 HS Graduates Three Years Earlier, 2000

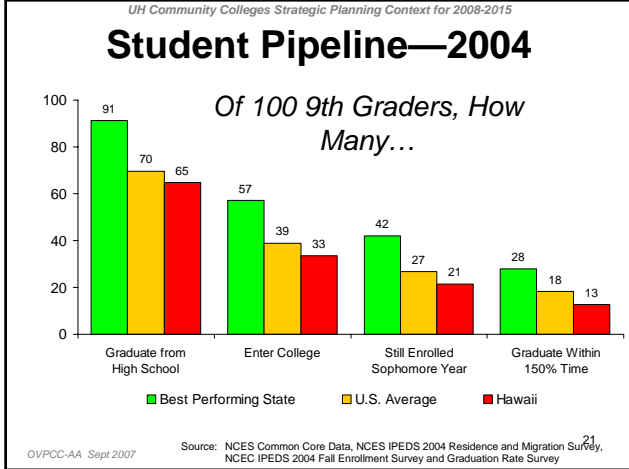




UH Community Colleges Strategic Planning Context for 2008-2015

Education Pipeline Performance

An Insufficient Number of Individuals Prepared for Further Education or Training



UH Community Colleges Strategic Planning Context for 2008-2015

PREPARATION

2006 Hawaii

MEASURING UP 2006

C- ↑

PREPARATION	HAWAII		Top States 2006
	1992*	2006	
High School Completion (20%)			
15- to 24-year-olds with a high school credential	94%	94%	94%
K-12 Student Achievement (35%)			
8th graders scoring at or above "proficient" on the national assessment exam:			
in math	14%	18%	38%
in reading	19%	18%	38%
in science	15%	15%	41%
in writing	15%	18%	41%
Low-income 8th graders scoring at or above "proficient" on the national assessment exam in math	7%	7%	22%
Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates	110	153	237
Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors	92	112	217

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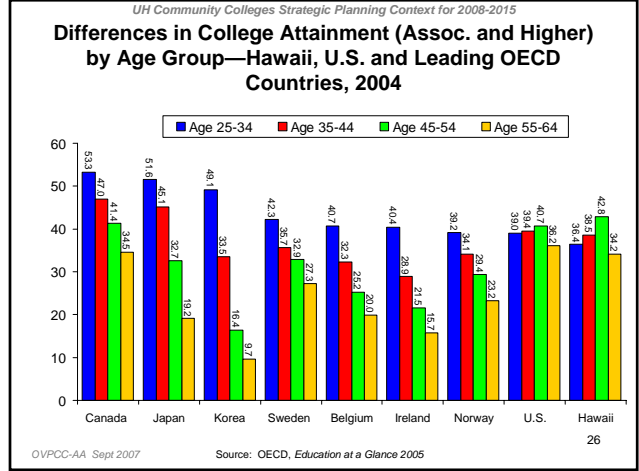
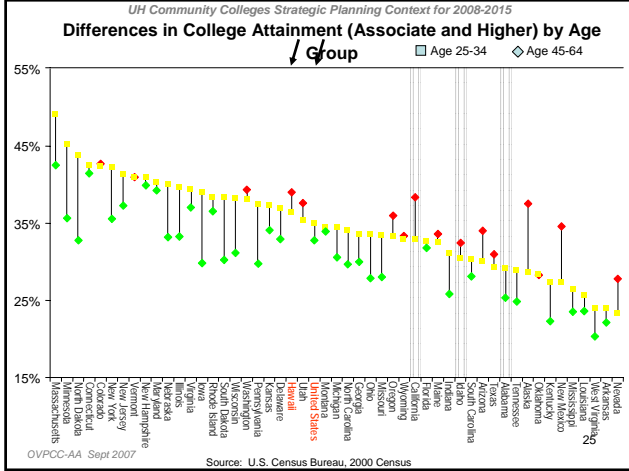
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WE NEED BETTER OUTCOMES

- We are falling behind other states in the U.S. and competitors in the Pacific region in the education of our younger workers.

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The Public Agenda

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INNOVATION ROUNDTABLE

Department of Business,
Economic Development & Tourism

July 10, 2007

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Administration Priority

"Success in the global, information-based economy...means producing a constantly rising standard of living for all Hawaii's people, while using fewer natural resources - including land...and preserving those aspects of life that make our island home so special.

...we need to ensure that our workforce has the skills and knowledge required to compete effectively in the 21st century.

...we must create an environment in which innovation, entrepreneurship, and risk-taking are encouraged, nurtured, and rewarded.

...we need to enable all our citizens...regardless of their economic circumstances...to be fully involved in the digital revolution that is sweeping the world."

Governor Linda Lingde, State of the State Address, January 22, 2007

Legislative Priority

This is not something new to us. We've been in this innovation area for a number of years, so I'm glad the governor's finally on board with this."

*State Senator Roz Baker, Chairwoman, Senate Ways and Means Committee
Quoted in PBN, February 23, 2007*

Why Innovation?

Innovation is the basis of "sustainability".

Innovation is the basis of "economic diversification".

Innovation will grow Hawaii's traditional industries with increased productivity and lead to higher-paying jobs.

Innovation will increase Hawaii's standard of living through steady growth in productivity.

Innovation will enable Hawaii to catch the Global Economic Wave.

Results of an Innovation Economy

Results of an Innovation Economy

By the year 2020, Hawaii will achieve:

- Increase in **standard of living**, measured by average wage. In 2005, Hawaii's average wage was \$37,092, ranking below the U.S. average and 26th among all the states. 2020 target: 10% above U.S. average and ranking among the top 20 states.
- Increase **number of high wage jobs**, benchmarked by \$50,000 wage level. In 2005, the percentage of full-time workers making more than \$50,000 was less than 30%. 2020 target: Increase to 50% number of workers earning inflation-adjusted \$50,000.

Results of an Innovation Economy

- By 2020, percentage of **population 25 years or above with at least a Bachelor's degree** increase to 30% and ranking among the top 15 states in the nation.
- In 2006, only 32% of **secondary school graduates in post-secondary education by age 19**, as compared to 53% among top states. 2020 target: Increase to 60%.
- By 2020, **decrease in remediation** needed for Hawaii's secondary school graduates enrolled in post secondary education by 50 %.
- In 2006, Hawaii had 3.6% of its **25-to-49 year olds enrolled in part-time post-secondary education**, compared with the top States at 5.1%. 2020 target: Triple Hawaii's percentage.

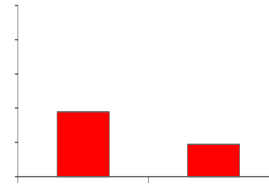
Results of an Innovation Economy

- In 2005 Hawaii **GDP per worker** was \$64,694, or 9% below U.S. average and 32nd among all the states. 2020 target: 5% above U.S. average and ranking among the top 25 states.
- In 2005, Hawaii's **global competitiveness, measured by merchandise exports per worker** was \$2,131, as compared to the US average of \$8,099. 2020 target: Triple Hawaii's exports per worker.
- Using 2006 as a base, hold growth in **use of natural resources** to one-half the growth rate of productivity.
- Increase **% contribution of technology to GDP growth**.
- Create 5 nationally recognized **"centers of excellence"** in innovation areas natural to Hawaii.

Internal Issues

A Significant Number of Underprepared Students

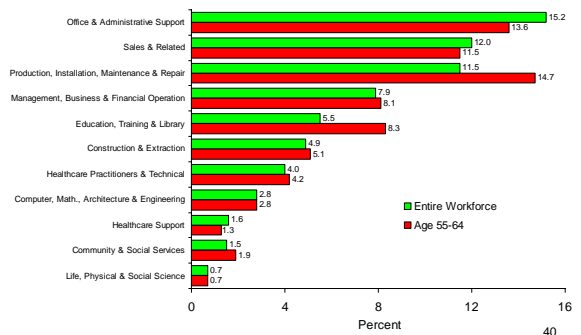
Students are not prepared to begin college level work



In 2006, most recent Hawai'i, public high school graduates who took the UHCC placement test were not ready to begin English 100 and/or Math 100.

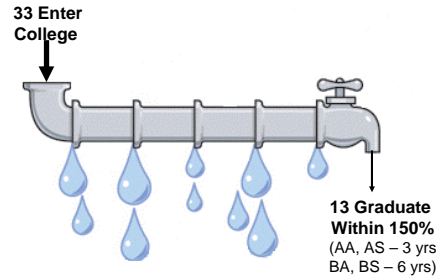
Our Aging Workforce

We Need to be Ready to Replace Skilled People in Critical Jobs

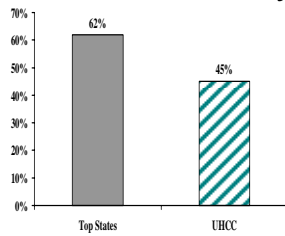


Our Leaky Education Pipeline

OUR LEAKY EDUCATION PIPELINE



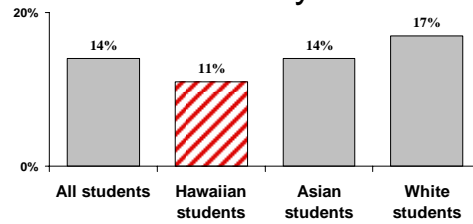
Continuation: If they don't come back they don't complete



In the top performing states, 62% of entering community college students return their second year. In the UH Community College System, 45% return.

Source: Measuring Up 2006 Completion & IPEDS

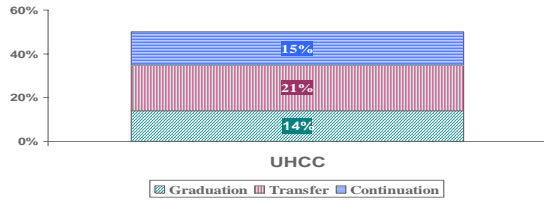
Graduation rates vary by ethnicity



Source: IPEDS Graduation Rate Survey for first time, full time students who entered Fall 2002 and completed degree by Fall 2005.

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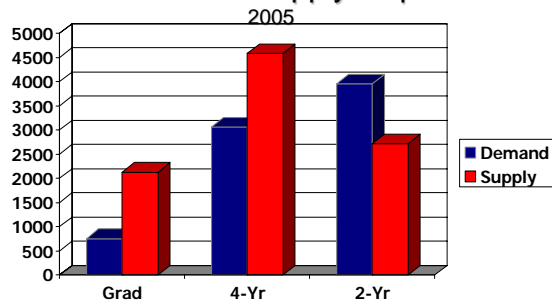
Graduation, Transfer, or Continuation in 150% time



Source: IPEDS Graduation Rate Survey for first time, full time students who entered Fall 2002.

Need to Increase Supply of Technical Graduates

Jobs & Education Demand/Supply Gap



Infrastructure Needs Continued Attention

Including:

- Support for data analysis capacity to develop a culture of evidence;
- Repair and maintenance of aging facilities;
- Replace aging and obsolete equipment;
- Continuous education of faculty, staff, and administrators;
- Etc.

UHCC Strategic Plan 2008-2015

STRATEGIC GOALS FOCUS OUR Efforts

Increasing the Educational Capital of the State

Meeting Workforce Development Needs

Diversifying the State's Economy

Serving Underrepresented Regions and Populations

Creating an Efficient, Sustainable Organization

For each goal, a small number of objectives will be set that will:

- Be clearly defined
- Be quantifiable
- Have a baseline
- Have a best practice benchmark
- Have a target
- Have a progress report
- Be derivative to the campus
- Be integrated with other UH benchmarking/goal setting projects