Midterm Reflections: Windward Community College
Spring 2018
John Morton, Vice President for Community Colleges

Areas for Reflection

- Remove Cost as a Barrier
- Enrollment
- Student Success Council (SSC): Pathways, Onboarding, Transfer, Retention, more
- Workforce
Removing Cost as a Barrier

From the UHCC Strategic Plan:

“Access to higher education should be universally available to Hawai‘i residents and the cost of attending should not be a barrier to anyone’s participation.”

Eliminating Direct Costs

➢ Hawai‘i Promise:
  • Funded and implemented for current students
  • 1,700 students received $2.2 million
  • Every student with unmet direct costs received full grant funding
  • Additional funding pending legislative approval

➢ Employer Tuition Assistance
➢ 13th Year Initiative
13th Year Initiative

- 13th Year Initiative supports non-college-bound high school students and adults to attend and successfully complete their first year of college and beyond.
- 5 campuses have deployed and other 2 are about to implement
- $7 million provided by private donors to support program

Eliminating Textbook Costs

No Cost/Open Educational Resource Textbooks

<table>
<thead>
<tr>
<th></th>
<th>HON</th>
<th>KAP</th>
<th>LEE</th>
<th>MAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0 Cost Textbooks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number Classes</td>
<td>68</td>
<td>147</td>
<td>276</td>
<td>20</td>
</tr>
<tr>
<td>Spring 2018 Classes</td>
<td>13%</td>
<td>12%</td>
<td>27%</td>
<td>2%</td>
</tr>
<tr>
<td>Students Taking Courses</td>
<td>938</td>
<td>2,568</td>
<td>5,154</td>
<td>387</td>
</tr>
<tr>
<td>Number Courses</td>
<td>25</td>
<td>86</td>
<td>121</td>
<td>17</td>
</tr>
<tr>
<td>Instructors Teaching Courses</td>
<td>32</td>
<td>70</td>
<td>104</td>
<td>12</td>
</tr>
</tbody>
</table>

Each campus received $15,500 this year. Leeward and Kapiolani were allocated slightly more, $20,230, due to the maturity of their OER efforts.
Next Steps for Open Educational Resources (OER)

- LeeCC has workshop for faculty to design no cost text: 60 faculty from around the system have attended workshop.
- This year's funding has allowed faculty from around the system to attend OER track at Pacific Region Learning Summit.
- LeeCC team is planning a Z degree: entire degree without textbook cost
- House Resolution (HR 112) and Senate Bill (SB 2328) supporting OER are pending
- OER is priority for the Student Caucus!

Non-Direct Cost Barriers

Household Income, Hawaii, 2015

- Household Survival Budget in Hawaii: $28,128 for a single adult
  $72,336 for a family of four

- Poverty: 41,066 Households (11%)
- Above ALICE Threshold: 233,821 Households (52%)
- ALICE: 185,013 Households (37%)

https://www.auw.org/alice
ALICE, by County

AT-A-GLANCE: HAWAIʻI
2015 Point-In-Time Data

Population: 1,431,603 | Number of Counties: 4 | Number of Households: 445,900
Median Household Income (state average): $73,486 (national average: $55,775)
Household Survival Budget in Hawaii: $28,128 for a single adult; $72,338 for a family of four

<table>
<thead>
<tr>
<th>COUNTY</th>
<th>TOTAL HOUSEHOLDS</th>
<th>% ALICE &amp; POVERTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawaiʻi</td>
<td>64,261</td>
<td>55%</td>
</tr>
<tr>
<td>Honolulu</td>
<td>307,703</td>
<td>46%</td>
</tr>
<tr>
<td>Kauaʻi</td>
<td>21,842</td>
<td>43%</td>
</tr>
<tr>
<td>Maui</td>
<td>52,134</td>
<td>51%</td>
</tr>
</tbody>
</table>

https://www.aauw.org/alice

Non-Direct Cost Barriers

- Food security/food banks
- Identifying and accessing community benefit programs
- Access to emergency resources and aid
- Provide financial literacy as well as advocacy
- Connecting to national best practices
Can We Reverse the Enrollment Decline?

From the Strategic Plan:

"In developing this plan, the focus was less on trying to predict enrollment through 2021 than to identify key enrollment sectors that seemed to be underserved and therefore should be a focus for system efforts to extend access."

<table>
<thead>
<tr>
<th>Targeted Student Population</th>
<th>Fall 2020 Enrollment Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public High School Graduates</td>
<td>3,592</td>
</tr>
<tr>
<td>&quot;Working Age&quot; Adults (ages 25-44)</td>
<td>13,787</td>
</tr>
<tr>
<td>Pacific Islanders</td>
<td>816</td>
</tr>
<tr>
<td>Non-High School Graduates (e.g., GED)</td>
<td>2,003</td>
</tr>
<tr>
<td>International Students</td>
<td>1,194</td>
</tr>
<tr>
<td>All Other</td>
<td>16,302</td>
</tr>
<tr>
<td></td>
<td>37,694</td>
</tr>
</tbody>
</table>
### UHCC Enrollment Targets

**2018-19 to 2020-21**

<table>
<thead>
<tr>
<th></th>
<th>Historical</th>
<th>Projections (% change from prior year)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017-18</td>
<td>2018-19</td>
</tr>
<tr>
<td><strong>FIRST TIME STUDENTS FROM TARGETED POPULATIONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School Direct Entry</td>
<td>2,596</td>
<td>3,054</td>
</tr>
<tr>
<td>(18%)</td>
<td>(12%)</td>
<td>(6%)</td>
</tr>
<tr>
<td>Working Age (25-44 yr olds)</td>
<td>2,077</td>
<td>3,060</td>
</tr>
<tr>
<td>(48%)</td>
<td>(38%)</td>
<td>(42%)</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>320</td>
<td>348</td>
</tr>
<tr>
<td>(9%)</td>
<td>(8%)</td>
<td>(8%)</td>
</tr>
<tr>
<td>Non-High School Graduates (e.g., GED)</td>
<td>466</td>
<td>621</td>
</tr>
<tr>
<td>(33%)</td>
<td>(24%)</td>
<td>(19%)</td>
</tr>
<tr>
<td>International</td>
<td>390</td>
<td>432</td>
</tr>
<tr>
<td>(11%)</td>
<td>(8%)</td>
<td>(8%)</td>
</tr>
<tr>
<td>All Other</td>
<td>5,542</td>
<td>5,545</td>
</tr>
<tr>
<td>(0%)</td>
<td>(0%)</td>
<td>(0%)</td>
</tr>
<tr>
<td><strong>CONTINUING STUDENTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All (including retained students)</td>
<td>16,050</td>
<td>16,944</td>
</tr>
<tr>
<td>(6%)</td>
<td>(11%)</td>
<td>(10%)</td>
</tr>
<tr>
<td><strong>TOTAL ENROLLMENT</strong></td>
<td>27,441</td>
<td>30,024</td>
</tr>
<tr>
<td>(3%)</td>
<td>(12%)</td>
<td>(12%)</td>
</tr>
<tr>
<td><strong>Total Enrollment (Extending target to 2027)</strong></td>
<td>29,288</td>
<td>31,190</td>
</tr>
<tr>
<td>(7%)</td>
<td>(6%)</td>
<td>(6%)</td>
</tr>
</tbody>
</table>

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### Postsecondary Enrollment of Public High School Graduates, First Fall

**2013-2017**

- Not enrolled
- Enrolled but location unidentified
- Mainland 4 Year
- Mainland 2 Year
- HI Private 4 Year
- HI Private 2 Year
- UH 4 Year
- UHCC

Source: UH Banner System and National Student Clearinghouse from Hawaii DXP

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**5/8/2018**
Going Rate Goals for DOE and UHCC Targets

Direct from High School Enrollment

4,875 (45%) of Class of 2017 Not Enroll Immediately
+1,100 public schools enrolling directly in college
→ 65% going rate

1. Students whose enrollment lags: 855 of c/o '16 enrolled within 16 months (but not first fall)
2. Early admit students who didn't enroll directly after high school: 412 of c/o '17
3. Participants in college access programs who did not enroll
4. Students with demonstrated academic achievement who did not enroll:

From Class of 2017:
- ACT English ≥ 18: 842
- SBA ELA ≥ 3: 1,581
- ACT Math ≥ 22: 331
- SBA Math ≥ 3: 622
Increasing Direct Enrollment from High School

High School Grad with College Credit
17% of public high school students graduated with dual credit, 2017

Direct entry college going rate for dual credit students (2017):
- No/low income: 82%
- Low income: 76%

Source: UH/PAO Data Access Portal Enrollment (CENSUS) Headcount, Hawaii P-20, and IRAO

Increasing Direct Enrollment from HS: Early College

2017-18
- $1 M in legislative funding to DOE
- 270 sections of sheltered instruction in 40 high schools

2018-19
- Strategic focus for early college:
  - Increase post-high college going rate
  - Target underserved student populations
  - Embed courses within career pathways
- 35 DOE schools planning for 375 sections
- Additional $1 M in legislative funding to DOE requested from legislature
- New DOE-UH MOA for early college: $2,000 per credit
- UH Early College Committee, convened by Hawaii P-20, coordinating operational aspects of early college

Rovy Dipaysa
Leeward CC '17
Waipahu HS '18
Aspiring Nurse
Working Age Adult

Educational Attainment of 25-44 year olds in Hawaii

- High school graduate (or equivalent): 101,913
- Some college, no degree: 91,699
- Associate’s degree: 43,737
- Bachelor’s degree: 37,754
- Graduate or professional degree: 17,285
- 9th to 12th grade, no diploma: 6,509
- Less than 9th grade, 6,509


Working Age Adults

34,031

UH “Stopped Out” Students

- Undergraduate degree seeking but did not earn degree or certificate
- Hawai‘i permanent address
- Last attended Fall 2011 or more recently
- Earned at least 1 credit
- Did not transfer to another college
- UHCC last home campus: 30,083
- UHCC students with 15 or more credits: 57%

Cumulative Credits Earned: 1,018,790

Based on Fall 2017 enrollment
Working Age Adults

Spring 2018 Enrollment
- Letter to stopped out students with loans: 18% registered
- Direct marketing and first class free scholarship offer: 15% registered for 6.6 credits (avg) and 1.003 credits (total)

Fall 2018 Enrollment
- Letters to students with loans who haven’t registered for Fall (promote continuing enrollment)
- Direct marketing to students with 6 or more credits
- Targeted outreach for specific student groups (e.g., 1 term left in STAR pathway)
- Campus-based integrated student supports and outreach

Spring 2019 Enrollment
- Public awareness campaign
- Direct marketing and targeted incentives
- Campus-based integrated student supports and outreach

Working Age Adults

Connection
- Develop comprehensive marketing campaign for “stopped out students” to return

Re-entry
- Streamline re-enrollment processes for stopped out students
- Address registration holds
- Expand and promote Hawaii Promise
- Leverage employers’ tuition assistance programs

Progress & Learning
- Expand flexible course offerings and programs (e.g., online, accelerated format)
- Recognize work or life experience as evidence of meeting learning outcomes
- Provide support services relevant to returning students (orientation, support during non-business hours)

Completion (to transfer or career)
**Distance Learning Course Taking Trend**

Percent of classified undergraduate students attempting at least one online course continue to increase.

**Where are UHCC Transfers Going? AY 2014-15 to AY 2016-2017**

<table>
<thead>
<tr>
<th>Institution</th>
<th>State</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hawai‘i Pacific University</td>
<td>HI</td>
<td>400</td>
</tr>
<tr>
<td>Chaminade University of Honolulu</td>
<td>HI</td>
<td>466</td>
</tr>
<tr>
<td>University of Phoenix²</td>
<td>AZ</td>
<td>387</td>
</tr>
<tr>
<td>University of Nevada Las Vegas</td>
<td>NV</td>
<td>193</td>
</tr>
<tr>
<td>College of Southern Nevada²</td>
<td>NV</td>
<td>152</td>
</tr>
<tr>
<td>Arizona State University²</td>
<td>AZ</td>
<td>117</td>
</tr>
<tr>
<td>American Public University System²</td>
<td>WV</td>
<td>107</td>
</tr>
<tr>
<td>University Of Maryland - University College²</td>
<td>MD</td>
<td>92</td>
</tr>
<tr>
<td>Northern Arizona University²</td>
<td>AZ</td>
<td>71</td>
</tr>
<tr>
<td>Grand Canyon University-Traditional⁴</td>
<td>AZ</td>
<td>71</td>
</tr>
</tbody>
</table>

¹ Based on available major data from the National Student Clearinghouse
² Primarily online
Source: National Student Clearinghouse
Focus: Online Degree Pathways

- Previous goal: Access to courses and programs for all students
- Now: Access to degree pathways and degree completion for the distance student
- Now: Building 2 + 2 degree pathways
- Researching workforce specific online programs needed: Banking

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Pathways

From the Strategic Plan:

"As part of the University of Hawai‘i System, the UH Community Colleges have the opportunity and responsibility to create smooth and effective pathways from the Department of Education through the UH Community Colleges to baccalaureate programs for those students seeking baccalaureate education."

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Owning The Whole Pathway

- Owning the whole pathway means seeing where student is coming from: focus on K12
- Owning whole pathway also means seeing our programs and processes in light of where the student is headed: workforce or transfer and then workforce
- Only by evaluating and designing with the end in mind can we get it right

Backwards Mapping

<table>
<thead>
<tr>
<th>STEP 4</th>
<th>STEP 3</th>
<th>STEP 2</th>
<th>START HERE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connection</td>
<td>Entry</td>
<td>Progress</td>
<td>Completion</td>
</tr>
<tr>
<td>Market program paths</td>
<td>Help students explore options/make full-program plan</td>
<td>Clearly map out and monitor students' progress</td>
<td>Align program outcomes with requirements for further education or career with labor market value</td>
</tr>
<tr>
<td>Build bridges from high school and adult ed. into program pathways</td>
<td>Integrate academic support into critical gateway courses</td>
<td>Redesign advising and support around maps/plans</td>
<td></td>
</tr>
</tbody>
</table>

Learning, Equity, Integrated Student Support
What's Happening at Student Success Council?

- Co-requisite innovation and deployment continues
- Exploratory pathways have been created and launched at all campuses
- Integrated Student Support (ISS) has been created and is launching
- Hawai'i Student Success Institute (HSSI) this spring focused on what it takes to be student ready college

Student Success Council Org Chart 2017-2018

Various Ad Hoc Committees: Math, English, Data, Cognitive and Non-Cognitive Assessment, Exploratory Majors
Establish standards of practice and collective baseline of support from recruitment through first day of class:

- Implement improved online user interface for application
- Implement intake survey to inform student advising
- Obtain students’ high school data for advising (career advising and placement)
- Improve new student orientation, differentiated for student types/situations

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New Onboarding Tool

How much will your lifestyle cost?

As you look forward in life, what are your expectations for money? You might be single now, but maybe you hope to become your future family breadwinner. Or maybe you’re part of a successful two-income family and need to decide whether you’re comfortable living on less or compromising on other career aspects, like work-life balance, to earn a better income. If money is the reward you seek, there are career to match.

When we think about career choice, several things immediately come to mind: job description, training and education required, career outlook, and salary — but there are a number of other factors that may influence your decisions. To help identify your life expectations: list and explore some goals and identify those careers that match — or don’t match — your financial expectations, consider this information a reality check.

Answer the 10 simple questions below as honestly as possible to see how much your lifestyle could cost.

1. Where do you see yourself living?
   - I will inherit my parents house or will live at home. $(0)
   - A modest townhouse may from town. $(300,000)
   - A condo in the city. $(500,000)
   - A median single-family home. $(600,000)
   - A house with ocean view. $(800,000)
   - Other.

http://uhcc.hawaii.edu/workforce/lifestyle/mylife.php
Sort Through Careers that Meet Your Lifestyle or “Start Over”

Your Life Will Cost...
Your estimated life will cost: $3,657,000
Your average household income needs to be: $91,000
Your average salary (if there are two of you) needs to be: $45,500

START OVER

<table>
<thead>
<tr>
<th>Degree</th>
<th>Salary Range</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>dentists, all other specialists</td>
<td>$71K - $168K</td>
<td>estimated salary</td>
</tr>
<tr>
<td>physicians and surgeons, all other</td>
<td>$164K - $318K</td>
<td>estimated salary</td>
</tr>
<tr>
<td>podiatrists</td>
<td>$93K - $104K</td>
<td>estimated salary</td>
</tr>
<tr>
<td>orthodontists</td>
<td>$115K - $129K</td>
<td>estimated salary</td>
</tr>
<tr>
<td>Oral and Maxillofacial Surgeons</td>
<td>$154K - $196K</td>
<td>estimated salary</td>
</tr>
<tr>
<td>surgeons</td>
<td>$175K - $199K</td>
<td>estimated salary</td>
</tr>
<tr>
<td>anesthesiologists</td>
<td>$210K - $289K</td>
<td>estimated salary</td>
</tr>
<tr>
<td>obstetricians and gynecologists</td>
<td>$221K - $319K</td>
<td>estimated salary</td>
</tr>
<tr>
<td>family and general practitioners</td>
<td>$201K - $308K</td>
<td>estimated salary</td>
</tr>
</tbody>
</table>

ISS Transfer Task Force

Identify, prioritize, and implement strategies to increase UHCC transfers to UH four-year colleges:

- Focus on top transfer programs from UHCCs to UHM, UHH, UHWO
- Evaluate programs with 300-level courses in Year 2
- Convene faculty groups to align math pathways from program to program
- Develop or revise transfer policies to ensure smooth and transparent transfer process
- Transfer with junior level standing in a program
ISS Retention Task Force

Establish standards of practice and a collective baseline of support for student's first year experience and usage of MySuccess.

- Examine existing practices across system in conjunction with national best practices to make recommendations about first year/transition experience.
- Explore ways to maximize system tools to support students throughout Pathway:
  - My Success Early Alert
  - My Success Intake Survey
  - Predictive Analytics

ISS Timeline of Events

Timeline:

- January-March 2018: Convene committee, identify goals, and enlist membership for teams to strategize implementation of goals
- April 2018: Interim report to SSC
- December 2018: Year end Report and goals for Year 2
- Four year representation on ISS committees
From the Strategic Plan:

"Analysis shows that community college students engage in a pattern of enrollment that includes moving between full- and part-time status, stopping out and re-enrolling, or dropping out in frustration at the lack of progress.... Two initiatives in this plan address the desire to reduce the student's time-to-degree: Co-Requisite and other retention efforts..."
**WIN**

**Comparison with Legacy Data: English**

<table>
<thead>
<tr>
<th></th>
<th>UHCC Total</th>
<th>Windward CC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College Level English Completion</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013 cohort</td>
<td>Semester 1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>43%</td>
<td>41%</td>
</tr>
<tr>
<td>2016-17 cohort</td>
<td>Semester 1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>56%</td>
<td>52%</td>
</tr>
<tr>
<td>2017-18 cohort</td>
<td>Semester 1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>42%</td>
<td>41%</td>
</tr>
</tbody>
</table>

- In 2013 cohort, after 4 semesters 43% completed college-level English.
- In 2016-17 cohort, after 3 semesters 56% completed college-level English.
- In 2017-18 cohort, after 1 semester 42% completed college-level English.

- In 2013, 41% finished after 4 semesters.
- In 2017-18 cohort, 41% finished after 1 semester.

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**WIN**

**Coreq: Comparison with Legacy Data: Math**

<table>
<thead>
<tr>
<th></th>
<th>UHCC Total</th>
<th>Windward CC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College Level Math Completion</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013 cohort</td>
<td>Semester 1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>20%</td>
<td>23%</td>
</tr>
<tr>
<td>2016-17 cohort</td>
<td>Semester 1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>37%</td>
<td>37%</td>
</tr>
<tr>
<td>2017-18 cohort</td>
<td>Semester 1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>19%</td>
</tr>
</tbody>
</table>

- In 2013 cohort, 20% completion after 4 semesters.
- In 2017-18 cohort, 22% complete college-level math after 1 semester.

- In 2013 cohort, 23% completed in 4 semesters.
- In 2017-18 cohort, 19% finish in 1 semester.
### Meeting Strategic Direction Goals

#### Percentage of Students One Level Below and Above Completing in 1 Semester

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2016</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>UHCC Total</td>
<td>64%</td>
<td>61%</td>
</tr>
<tr>
<td>Windward CC</td>
<td>56%</td>
<td>60%</td>
</tr>
</tbody>
</table>

#### Percentage of Students Two Level Below Completing in 2 Semesters

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2016</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>UHCC Total</td>
<td>39%</td>
<td>34%</td>
</tr>
<tr>
<td>Windward CC</td>
<td>25%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Increase in Use of Alternative Measures

#### Percentage of Students with Only Compass/Accuplacer Placement Scores

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall 2016</td>
<td>Fall 2017</td>
</tr>
<tr>
<td>UHCC Total</td>
<td>48%</td>
<td>36%</td>
</tr>
<tr>
<td>Windward CC</td>
<td>37%</td>
<td>32%</td>
</tr>
</tbody>
</table>
**UHCC System 2015-2021**

Fall to Fall Persistence Goal: 65%

- **Full Time**
  - Fall 2000: 65
  - Fall 2008: 64
- **Part Time**
  - Fall 2000: 43
  - Fall 2008: 38

Based on fall entering cohort (all UHCC first-time degree-seeking students at your institution – not including transfers) who return to your institution the next fall.

**WIN**

Fall to Fall Persistence

- **Full Time**
  - Fall 2008: 64
  - Fall 2009: 54
  - Fall 2010: 59
  - Fall 2011: 58
- **Part Time**
  - Fall 2008: 38
  - Fall 2009: 36
  - Fall 2010: 37
  - Fall 2011: 36

Based on fall entering cohort (all UHCC first-time degree-seeking students at your institution - not including transfers) who return to your institution the next fall.
Castle Foundation Supports Student Success Council

- New grant from Castle Foundation will help SSC to connect more intentionally to careers
- Grant will support linking academic pathways to high growth occupations
- Our sector convenings and sector mapping tool will help with this effort along with P-20 efforts

Delaware Model to Link Pathways and Careers

Cisco Networking PATHWAY DESCRIPTION
Pathway Courses:
- CCNA Certified Network Associate
- CCNA Industry Ready
- Industry Ready: Business Networking
- AP Computer Science Principles
- AP Computer Science A

Early College Credit & Certifications:
- AP Computer Science Principles
- AP Computer Science A
- Cisco Certified
- Oracle Certified
- PSE Office Management
- Microsoft Excel

Work-Based Learning:
- Internship
- Apprenticeship
- Paid Internship

Where to find this Pathway:
NEW ENGLAND

Ready to get started?
Visit the website for more information.

Allied Health PATHWAY DESCRIPTION
Pathway Courses:
- Certified Medical Assistant
- Certified Pharmacy Technician
- Certified Phlebotomist
- Certified Nurse
- Medical Assistant

Early College Credit & Certifications:
- Advanced Biology & Nursing
- Anatomy & Physiology
- Human Structure & Function

Work-Based Learning:
- Paramedic Secretary Program
- Medical Assistant Program
- Medical Assistant Program

Where to find this Pathway:
NEW ENGLAND

Ready to get started?
Visit the website for more information.
Workforce: Design Academics with End in Mind

From the Strategic Plan:

"UH Community Colleges are an integral component of the workforce development in the state and a leader in identifying workforce needs and developing and delivering training programs to enable students to gain employment."

Sector Convenings: CEOs Tell Us What They Need

Convening Process Facilitated by the Chamber and by UH. Bringing the discussion into one room

Hawaii State Economy
Finance & Insurance
Health Care
Hospitality
Organized by Sector
Sector Mapping Tool: Every Sector & Every Job in the State: By demand

Jobs currently in high demand

Clickable Map to Assess Demand by Counties & Districts

Occupational Map Builder - Data related to the number of workers in each occupational classification, within a specified area. View all the occupations currently held by residents of a specified zip code or district.

- By zip code
- By DOE districts (not working)
- By Congressional districts (not working)
- By Senate districts (not working)

Occupational breakdown related to a particular occupation and where those workers live:
- By zip code
UHCC System 2015-2021

Job Mapping: Job Holders & Demand By Zip, DOE, Political Districts; Live Here But Work There

(Traffic Pattern is Coming)

UHCC System 2015-2021

Sector Convening Breakthrough

Hawaii’s banking industry cooperates with UH to launch new workforce development program

Thank You

- For helping to shift our focus and work towards these issues on so many fronts
- Accelerating student success and completion
- By helping us become student ready colleges

Success is What Counts
The Journey Continues