MINUTES
BOARD OF REGENTS’ COMMITTEE ON COMMUNITY COLLEGES MEETING
January 22, 2014

I. CALL TO ORDER

Committee Chair, Saedene Ota, called the meeting to order at 1:09 p.m. at University of Hawai’i, Kaua’i Community College, Office of Continuing Education & Training (OCET) Room 106 C&D, 3-1931 Kaumualii Highway, Līhu’e, HI 96766.

Committee members in attendance: Committee Chair Saedene Ota; Committee Vice Chair Tom Shigemoto; Benjamin Kudo; Jan Naoe Sullivan; Eugene Bal III; Carl Carlson.

Others in attendance: Regents’ Vice Chair John Holzman; Interim President David Lassner; Interim Executive Vice President for Academic Affairs Joanne Itano; Vice President for Community Colleges John Morton, PhD; UH Community Colleges Associate Vice President for Administrative Affairs Michael Unebasami; Vice President for Budget and Finance/Chief Financial Officer Howard Todo; Kaua’i Community College Chancellor Helen Cox, Leeward Community College Chancellor Manuel Cabral; University of Hawai’i Maui College Chancellor Clyde Sakamoto; Honolulu Community College Chancellor Erika Lacro; University of Hawai’i at Hilo Donald Straney; Hawai’i Community College Chancellor Noreen Yamane; Secretary to the Board Cynthia Quinn; and others as noted.

II. APPROVAL OF MINUTES OF THE NOVEMBER 22, 2013 MEETING

Upon motion by Regent Kudo and second by Regent Sullivan, the minutes of the November 22, 2013 meeting were unanimously approved.

III. PUBLIC COMMENT PERIOD

No persons submitted written testimony or signed up to orally testify regarding the agenda items.

IV. AGENDA ITEMS

Approval of the Maui College Mission, Vision, Core Values and Institutional Learning Outcomes

University of Hawai’i Maui College (UHMC) Chancellor Clyde Sakamoto presented a request for the Committee to approve the mission statement, vision, core values, and institutional learning outcomes, which were endorsed by the UHMC students, faculty, and community. This review of the UHMC mission statement is an accreditation requirement of the Western Association of Schools and Colleges (WASC). The document, which was developed through extensive conversations with faculty, represents UHMC’s movement towards emphasizing learning as a focus of the campus, while still retaining open
admissions commitments and continuing to look at the opportunities to provide the 
community and students with sustainable living careers.

Committee Chair Ota asked how this mission statement has evolved from the original 
mission statement. Chancellor Sakamoto said that the new mission statement is more 
succinct with tighter language. The core values portion and the institutional learning 
outcomes are new and were not in the previous Board-approved document. The 
institutional learning outcomes were added to provide transparency about where UHMC is 
headed and about the kinds of values behind these outcomes.

Committee Chair Ota asked whether the Committee will be updated as accreditation 
assessments take place. Chancellor Sakamoto said that for the past four to five years, the 
assessment focus has been validating student learning, and has been the focus. Faculty 
leadership began examining what it means to create rubrics, which are ways in which 
faculty can evaluate the progress of program performance and of student learning 
outcome performance ranging from a very minimal basic level to a level that represents 
UHMC’s expectations of graduates. The assessment process allows the accreditation 
team, during its visit in April, to examine how rigorous the process may be and how 
consistent it is on the campus. UHMC has made good progress, and the faculty members 
have uniformly led the effort.

Committee Chair Ota asked Chancellor Sakamoto to provide some background on how 
UHMC became the only public, open-admissions institution, among those located in 
California and Hawai’i, that grants certificates, two-year degrees, and bachelor of applied 
science degrees. Chancellor Sakamoto said that, since 2002, UHMC was charged with 
the opportunity to examine the feasibility of the community college institutions providing 
baccalaureate degrees, especially since UHMC is the only higher education institution in 
Maui County. UHMC would benefit from having access to baccalaureate opportunities. 
The college moved from a one degree offering, which was part of the Junior College 
accrediting commission. When UHMC offered a second degree in 2009, it was required to 
move to the Senior College commission. Now that the campus offers three degrees, it has 
moved to the Senior commission in total. In looking at the Maui County economy, the 
expectation is that, going forward, there will be more Bachelor of Applied Science degrees 
to address Maui County’s needs and opportunities. This will provide Maui County 
residents with access to sustainable living wage careers that were not available before. 
The University Center, which offers programs through distance learning, has helped, and 
UHMC looks to develop relationships with businesses and employers in the community. 
There were issues in respect to identifying the right faculty and moving from a more open 
admissions to a selective admissions environment. The campus has not had as many 
graduates as hoped, but this change is an investment to support a growing economy.

Regent Kudo asked how the campus will use the document. Chancellor Sakamoto 
replied that, primarily, the document may be referred to but UHMC will need it to meet 
WASC senior standards, one of which is to review and update the mission statement and 
to look at improvements to be made. He feels that WASC institutions are identifying 
institutional learning outcomes; not simply program or student learning outcomes. When
the accreditation team visits, they can refer to the document as a point of reference in terms of the framework for the campus’ educational programs and student learning.

Regent Bal moved and Regent Carlson seconded the motion to approve the Maui College Mission, Vision, Core Values and Institutional Learning Outcomes, and the motion was unanimously approved.

**Strategic Plan Update**

Vice President for Community Colleges John Morton presented an update on the 2015-2021 Strategic Plan for the community colleges. Vice President Morton visited the different community college campuses during this past fall, as a way to begin the process of setting the direction for the next Strategic Plan. The presentations consist of seven working groups led by the Chancellor, the Faculty Senate leader, and a Student leader. The groups looked at the different parts of the community college plan and looked at what to change or amplify. There has been agreement on: 1) not giving up on the student success agenda (getting students to graduate or transfer); 2) developmental effectiveness; 3) enrolling Native Hawaiian students and having them succeed, and extending this to other underserved populations; 4) taking advantage of being a seamless system of higher education; 5) the role of the community colleges in workforce/economic development; 6) resources and stewardship; and 7) sustainable infrastructure. In general, not much will be changed, and there will be a focus on graduates and students receiving degrees. The overall success metrics discussed were: annual transfer students within UH; closing the postsecondary going rate gap for Native Hawaiians, Filipinos, Pacific Islanders, high school graduates, and adult learners; closing the success gap for Native Hawaiians, Filipinos, and Pacific Islanders; closing the success gap for part-time students, Pell recipients, and adult learners; and closing the gap in Science Technology Engineering and Mathematics (STEM) graduation and transfer. Part time students make up 60% of the community college students, and are the least successful. Pell recipients have gone from $8 million to $28 million in grants. The community colleges are looking at the success rates of the Pell students.

The community colleges had to determine where enrollment should be in 2021, and decided to look at the rate of high school students. The State Department of Education (DOE) is looking to increase the college going-rate from 54% to 65% in 2021. Changes in enrollment are not likely to happen with a growth from the DOE, aside from the 54% who continue on to college after high school. It is expected that the 11% increase will attend the community colleges instead of the four-year campuses. The targeted populations (Native Hawaiian, Filipinos, and Pacific Islanders) were looked at—while the Native Hawaiians and Filipinos are represented, but the Pacific Islanders are underrepresented. It was also found that 42-53% of Hawai’i residents between the ages of 25 and 64 have less than an Associate’s degree. The percentage of adult learners in the State of Hawai’i that are enrolled in the community colleges is less than 3%. This number could increase, especially when compared to the mainland schools, specifically for adult students enrolled in night programs. DOE Adult Education schools were also looked at; “4140 students,” which is in reference to the DOE Form 4140 “Exceptions to Compulsory Education” required to be completed by the parents of students leave the DOE between the ages of
16-18 years old, are not able to enroll in the community colleges until they are 18 years old. The community colleges would also like to increase enrollment by retaining students and increasing year-to-year persistence. If the community colleges enrolled additional high school students, increased Pacific Islanders to population levels, increased adult learners from 2.27% to 4%, and increased persistence up to 70%, then the enrollment would be 47,000 students.

Regent Kudo asked if there is a maximum target for enrollment, to which Vice President Morton explained that historically community colleges have accommodated as many students as possible, but not by pre-determining a number as a cut-off point. If the classes are open and the student is qualified to take the class, then the class will accommodate that student. Regent Kudo asked if, since there are only so many classes and only so many students per class in a semester, it is possible to estimate how many students the class will take. Vice President Morton said that the number of empty seats in the class can be determined, and it can be determined how many additional students can be accommodated without having to add more classes. Regent Kudo asked if it is historic that there are many vacancies in terms of seats available at the community colleges. Vice President Morton said that there are no empty seats in the freshman classes, but in the second year, there are empty seats.

Regent Kudo asked if, anticipating that the DOE is correct and the number of students attending college grows to 65%, how this will affect planning for facilities and class sizes. Vice President Morton said that if the additional 1,000 students are accommodated, some remedial developmental education needed and additional counseling for the students may be needed. The classes can be accommodated because tuition will cover the marginal cost of a class, but tuition will not cover both the marginal cost and the support needed for the students. Additional funding of the state may be needed to accommodate those additional students. The university will have to show that the demand is there before the Legislature is willing to provide funding. There has been a lot of work being conducted with the DOE to educate intermediate and high school students and their parents to understand that going on to post-secondary education is to their advantage. There will be a cost to serving those students.

Regent Kudo asked if the 54% over the last 20 years has been an upward trend. He also asked if the community colleges have been committed to an active recruitment of attracting targeted students or if it is up to the DOE. Vice President Morton said that there is active recruitment, active joint programs with all the high schools, and a lot of interactions with the DOE. There are dual enrollment programs that high school students can take during their senior year.

Vice President Morton added that, in addition to enrollment numbers, the transfer numbers for 2021 were also considered. In 2012, there were 3,645 community college graduates and last year there were 4,106 community college graduates. The working groups discussed whether to keep its current target of 5,000 graduates by 2021 or to reset the baseline to the 4,000 number and increase the growth rate to 6,544 graduates in 2021. It is a significant jump to 6,544, but when divided among the seven community college campuses, it is only 300-400 more graduates per campus per year. The community
colleges are looking to work with the P-20 group to reach P-20's goal of having 55% of the population having a post-secondary degree by 2025.

When looking at the targeted populations, a gap for Native Hawaiians in terms of enrollment (28% enrollment) is considered only a lag as the growth of Native Hawaiians is steep. There is no gap for Filipinos. With Pacific Islanders, while they are underrepresented, they are not underrepresented in terms of success. Part time students consist of 38% of the population, but only 29% of the degrees, which makes them a target population for the community colleges.

In regards to transfers, about 2,100 students are transferring to the four-year schools. More than a thousand students are transferring to non-UH baccalaureate institutions from the community colleges. There are gaps in Native Hawaiian, Filipino, Pacific Islander, and part-time student populations, which makes them a target population for transfers. Most students transfer to University of Hawai‘i at Mānoa (UHM), then to University of Hawai‘i at Hilo (UHH), University of Hawai‘i—West O‘ahu (UHWO), and then UHMC. Many students are transferring from the Hawai‘i community colleges to mainland community colleges; the transfer numbers could be military-dependent or a natural migration, such as a stepping stone for residency at a mainland campus or transitioning to a mainland university.

The community colleges then looked at strategic academic planning. In terms of employment trends, the community colleges looks at labor data forecasting, employment sectors targeted by State policy, and trends in the western states to see what other colleges are doing in response to employment trends. In the western states, the programs that are trending are: advance manufacturing; environmental technology and sustainable practice; food sanitation; health information technology; health paralegal; information technology database management; information technology cyber security; teacher education; and web programming. Metrics are needed to promote workforce and economic development. The campuses were then asked what programs offered at other campuses the chancellors would like to include at their campuses. There are cases where there is an interest in various programs at a campus, but the community is not big enough to start or run a program.

Student transfer pathways are important for students to graduate. The longer that it takes for them to graduate, then the more likely the students will drop out of college. Pathways are important to keep students and the campus strategically focused. For Kaua‘i Community College (Kaua‘i CC), the highest transfer programs were Nursing, Elementary Education, and General Arts and Sciences. The General Arts and Sciences program is problematic, as it forces students to delay selecting a degree upon transferring.

Regent Carlson asked about workforce development and success rates, and if some of the emphasis on the transfers fit because of employment opportunities after graduation. Vice President Morton said that nursing has been a high demand program for most students because of the wages compared to the investment of time and dollars. Engineering is showing up more as a destination. It shows up at Kaua‘i CC and there is no pre-engineering program. Kapi‘olani Community College (KCC) has popularity in industrial
engineering. Students believe there are good jobs in technology fields and the community colleges want the pathways to be clean and fast for students.

Regent Carlson asked about part time students as being the least successful and whether they follow pathways or select courses to find employment. Vice President Morton said that the part time students mentioned in this data are students who are working towards a degree and take six to eleven credits a semester. There are students who take single courses and they can follow the pathways, but it is not who the pathways are geared towards. The part time students who are mentioned in the data are the students who specifically want a degree and are working towards a degree.

Vice President Morton continued with discussing the community colleges’ efforts to align its programs with UHM programs, in relation to UHM’s 15 to Finish efforts. There are not many community college programs that align with UHM programs. For example, at Kaua’i CC, there are fifteen to sixteen programs that align with the 103 programs at UHM. The ways to remedy this are: add missing classes to the community college classes (pending demand), provide the course to students via distance education, create an alternate pathway, and advise the students to transfer early to a four-year campus. Pathways will be laid out for high demand classes. The STAR system will be used to improve the pathways by allowing students to register directly to programs and can track the courses needed in the pathway. If students want to deviate from the pathway, then advisor approval is needed. The course-taking patterns can be identified through STAR.

Vice Chair Shigemoto asked what happens if a student does not know which pathway to use. Vice President Morton said that the advisor can work with the student to identify which pathway he or she would want to be. Students can change their minds on which pathway to be on, but the students should not drift around. The students benefit from being on a pathway early and then letting them change.

Vice President Morton explained that technology can be used to track students through the support systems and can allow faculty to provide referrals for tutoring centers and advising. This also allows the campus to track attendance. Technology can also provide opportunities for distance education and flipped classrooms. Regents’ Chair Holzman asked about the results for the flipped classes and how they are evaluated. Vice President Morton replied that the online enrollment is 15,000-16,000 students and that the classes have learning outcomes that are measured in an online/hybrid world. Regents’ Chair Holzman asked about the results of the online classes and how to track the number of students watching lectures online, to which Vice President Morton said that the performance of students competing a pure online classes and getting a passing grade is the same as a face-to-face class. Viewing numbers and access can be tracked. Students with all ages are being more comfortable with taking classes online. Not only distance students are taking the courses; face-to-face students are taking distance classes.

From a planning perspective, faculty members are taking initiative to offer online classes. Part of the planning is determining how to allow different programs to be accessible online. An example is if a student on Maui would like to be a veterinary
technician, the students could take online classes and use digital connections to reach clinical sites in the veterinary offices on Maui.

Regents' Chair Holzman asked about the comparative cost for online courses, to which Vice President Morton said that the cost is not quite different. Managing an online class is not different from managing a face-to-face class, as the online class is managed in a different way.

Regent Kudo commented that when it comes to the classes, he sees that there is a delivery issue when providing content to students and the challenge of keeping the students on track to graduate in two years. There is also the human quality of education, such as the human interface between the teacher and student. He asked if there is a discussion of the difference in mentorship between the human contact in a face-to-face class and an online class. Vice President Morton said that he is interested in how to maximize the human contact element in the flipped classroom, all while still having the faculty being the guising force that happens in at typical classroom. There is a balance of the right use of technology, under the direction of the faculty member, in a live analog setting and in a digital setting.

Chair Ota asked if, in relation to student retention, there are any programs or practices in place that help instructors to strengthen their teaching skills. Vice President Morton said that there is professional development training system-wide. There is a lot of interaction and mentorship opportunities between senior faculty and new faculty. There is a preference to have someone who knows the technical side of an industry well and then provide the professional development for teaching.

Regents' Chair Holzman asked if adjunct faculty receive the same training as tenure track teachers. Vice President Morton said that the adjuncts in Hawai'i are used to a much lesser degree than the mainland colleagues. Twenty to fifty percent of the classes are taught by adjuncts in Hawai'i. The reason is that there are fewer adjuncts at UH is because UH adjuncts are paid more (fifty percent to double what the mainland colleges pay). There is no economic incentive to rely on part-time faculty. The community colleges addressed evaluating the adjunct faculty in its recent accreditation. This process identified the weaknesses in the evaluation and now the professional development opportunities will be provided.

Vice President Morton concluded with explaining that the start of the strategic planning process will begin with narrowing down the metrics and to provide choices on what to measure and identifying targets. The community colleges will make plans on how to implement this in the next five to six years, and will come back to the Board in this coming fall with a plan.

Regent Sullivan asked if, from the budget situation, it is possible to work on developing clear policies on what the community colleges are aiming for when it comes to degree offerings and articulation. For example, for an engineering or medical degree, it is more complicated than most because of the operational costs and physical facilities costs involved. She wonders if it is wise to duplicate those on multiple campuses. She would
like to know if there is a strategy on what priority degrees are offered as a system. Vice President Morton used the example of engineering and said that there are seven community colleges feeding into the UHM program, possibilities of engineering are being discussed at UHH, a small applied engineering program at UHMC, and no programs at UHWO. The UHM program has long felt that it would rather use its resources for the engineering classes during the junior or senior year. The pre-engineering classes can be completed at the community colleges. In the last biennium budget request, UHM had a request to use UHM money to pay for faculty to teach community colleges classes. The community college faculty are not involved in the heavy research loads compared to UHM. Regent Sullivan asked if, from a policy standpoint, there are parameters that should be used to establish and give direction to how to give priority to which degree programs. Vice President Morton said that the community colleges are wrestling with that as well. Regent Sullivan asked if a policy of system could be developed so that the budget can be viewed at from multiple levels. Vice President Morton agreed and said that in this strategic plan, high priority programs and high demand programs would be implemented throughout the community college system.

Interim President Lassner said that it is a good question, because programs tend to get developed at the baccalaureate level by faculty. Related to the engineering example, there has been a successful pre-engineering consortium approach at UHH and Chancellor Straney has a faculty-initiated effort with the Hilo community, which has high interest in engineering. Unfortunately it has been unsuccessful in achieving the outcome through the UHM College of Engineering. Regent Sullivan said that facilities will be looked at in Hilo, especially the College of Pharmacy.

Vice President Morton said that these issues come up over time. He provided the example of the Travel Industry Management (TIM) program and providing alignment with the community colleges. The TIM program has a particular mission and approach, and if it goes not match where the community college students are coming from, does it need to be changed? Chair Ota asked if, at the next meeting, Vice President Morton could provide an update on the TIM situation, to which Vice President Morton said yes.

IV. ADJOURNMENT

Having no further business, Regent Kudo moved to adjourn and Regent Sullivan seconded the motion, and with unanimous approval, the meeting was adjourned at 2:36 p.m.

Respectfully Submitted,

Cynthia Quinn
Executive Administrator and
Secretary of the Board of Regents