November 9, 2020

To: Erika L. Lacro
    Vice President for Community Colleges

From: Susan S. Kazama, Honolulu Community College
      John L. Richards, Kapi'olani Community College

Subject: UHCC Business Pathway Recommendations, Phase 1

Background: Four ZOOM meetings were facilitated by iVCAA Susan Kazama and CTE Dean John Richards. Program Coordinators identified and invited faculty from the programs to participate. Detailed participants are below. Our task was to use the opportunity to evaluate efficiencies in delivering Business-related programs including Accounting, Business Administration, Business, Management, Business Technology, Marketing, and Entrepreneurship.

The facilitators noted that the University of Hawai‘i is facing a budget shortfall of roughly $100 million/year. A google drive with source documents including the VPCC memo, President Lassner memo, and ARPD data were provided to the members for perusal and discussion. Recordings and notes of the first two meetings following the framework of the guiding questions are also part of the Google drive.

Business pathway programs and courses are relevant and vital for our workforce and recovery needs in the state, and the faculty play a vital role in onboarding, retention, and matriculation of students toward degree completion and/or job placement. Business faculty have become the key advisors and promoters in helping students to achieve their academic goals.

Overarching themes emerged from the discussions and were presented for all participants to provide feedback, and are the framework of the recommendations below.

Current programs: Hawaii (ACCT, BTEC, MKT), Kapiolani (ACCT, MKT), Kauai (ACCT, BUS), Leeward (ACCT, BTEC, MGMT), Maui (ACCT, BUSC, BUSM, BTEC), Windward (ACC)

Participants via Zoom:
October 26: 12-1:30 pm: Laure Burke, Douglas Choy, Anne Chung, Faustino Dagdag, Susan Dik, Kevin Dooley, Deacon Hanson, Ross Higa, Warren Kawano, Ann Kennedy, Tina Lee, Sandy Low, Kuuiipo Lum, Stanley May, Shelley Ota, Dirk Soma, Duane Seabolt, Calvin Tan, Evelyn Wong, John Richards, Susan Kazama.

November 2: 12-1:30 pm: Calvin Tan, Faustino Dagdag, Dirk Soma, Kevin Dooley, Deacon Hanson, Stanley May, Ann Kennedy, Evelyn Wong, Tina Lee, Douglas Choy, Mellissa Moody, Warren Kawano, Susan Dik, Gil Logan, Susie DeSa Dill, Shelley Ota, Laure Burke, Anne Chung, Sandy Low, John Richards, Susan Kazama.

November 2: 3:00-4:30 pm: Shelley Ota, Calvin Tan, Laure Burke, Anne Chung, Susan Dik, Kevin Dooley, Duane Seabolt, Warren Kawano, Ann Kennedy, Sandy Low, Kuuiipo Lum, Tina Lee, Dirk Soma, Douglas Choy, Mellissa Moody, Gil Logan, Ross Higa, Stanley May, Kuuiipo Lum, John Richards, Susan Kazama.

High Level Recommendations

1. Policies for faculty sharing, shortened time frame for curriculum process, improve articulation agreements with 4 year campuses and international schools.

2. Create an online Business degree across the system that includes BTEC, BUS, BUSM, ENT, MKT, MGT.

3. Establish cross campus scheduling via STAR that standardizes system dates/academic calendar, times, block scheduling.

4. Set core classes and coordinate offerings of specialized/unique classes to remove duplication and low enrollment.

5. Build pathways from non-credit to credit to increase enrollment.

6. Standardize PLA (Prior Learning Assessment) across the system.

7. Recognize the unique needs each campus community serves.

Accounting: The Accounting PCC has so far collaborated on the curriculum, and have discussed the low enrolled courses across the various campuses to maximize enrollment. Faculty have been self-governing and should continue to operate their respective programs independently at each campus. 12 faculty for 428 students.

Business (BUS, BUSM) There will be a continued demand for all Business programs, and we have an opportunity to develop an online curriculum that speaks to our uniqueness in Hawaii and that resonate with other culturally-aligned audiences across the nation and the globe. Entertain the idea of having one Business umbrella under which there would be multiple concentrations. Recommend that campuses discuss further.

- BUS, BUSM: 5 faculty for 324 students.
• **Business Tech:** BTEC Certificate prepares students (and upgrades/retrains business professionals) for employment in administrative support positions in office settings. This curriculum provides for career mobility. BTEC faculty have been sharing students when a low enrolled course is cancelled. ARPD major counts should include enrolled students in the Business Technology certificate. Continue discussion to increase efficiency by sharing faculty across the system. PCCs will coordinate the optimization of scheduling and faculty assignments. Continue discussion to have asynchronous, online courses that can be scheduled to optimize a pathway for students. Noncredit to credit options can be offered. 5 Faculty for 148 students.

• **Marketing:** Enrollment is low and KCC has stopped-out the program. Hawai'iCC has redesigned the curriculum effective Fall 2020. The redesigned curriculum includes digital design classes, Hawaiian culture, international and technological brand integration, and cross-cultural management that is contemporary and nimble, and includes social media platforms. Non-credit to credit options can be offered. 2 Faculty for 49 students.

• **Entrepreneurship:** Workforce COVID-19 recovery demands strong Entrepreneurship and Business Start-up education. A consortium of UHCC faculty and administrators will explore and develop a systemwide entrepreneurship platform of credit and non-credit courses, micro-credentials, certificates, and degrees. This UHCC collaborative entrepreneurship business program development will enhance innovative thinking skills development for any student, in any major, in the UHCC's.

**Consensus and Strategic Tactics**

**Faculty**

- Faculty consensus that there are no business pathway programs that can/should be eliminated as all programs and courses are relevant and vital for our workforce and recovery needs in the state.

- Agreement across the board that faculty are already contacting students when a low-enrolled course is canceled. Faculty reach out to students and recommend that they take the course from another campus. Academic Counselors are also being utilized to communicate alternative enrollment course options to students. This would be easier if schedules were standardized across campuses--although aligning schedules would be more efficiently handled at the system-level (see recommendation on scheduling below).

- Faculty who teach online, asynchronously could be shared across the system.

- Primary cost reductions will come from maximized efficiency of FT faculty loads across the UHCC system thereby reducing and eliminating lecturers, as necessary.
• Developing a statewide Faculty pool that can be tasked by any campus for online, asynchronously taught courses and who can “surge” where workforce demand expands.

Scheduling

• Dates and policies should be standardized to allow students to seamlessly take courses from multiple campuses, especially if a low-enrolled course is canceled, but is required for the student. This is not possible now with the varying dates/times that classes are offered.

• Consider creating/offering multi year scheduling as an option.

• Schedule alignment and STAR could be proposed and handled by the UH System

• Develop 8-week modules for faster completion of credit courses and programs.

Curriculum

• Core classes should be established: job-ready workforce needs vs. transfer degrees.

• Campuses should create a separate, fast track curriculum process for CTE courses that meet immediate workforce needs that would enable financial aid, VA benefits, and international students.

• Collaborate with English and Math faculty to standardize Applied courses that meet program needs, national accreditation standards, and align with AAS and AS degree requirements, such as a Business Communication course that has equivalent outcomes of ENG 100.

• Perform a census of all business courses to see which courses should be modified for a post-COVID-19 economy, which courses might be combined in a broader course to cover the same material in half the time with half of the instruction costs.

Articulation

• Create a system-wide Articulation Agreement Council/group to determine courses/programs that articulate, and enable our students who start at the community college to transfer with ease.
Marketing

- Improve marketing of courses or target specific audiences to match courses that would satisfy workforce needs.
- Develop collaborative marketing strategy for UHCC business programs and continue scholarships that enable returning adults and Hawaii residents to upgrade their skills.

COMMUNITY COLLEGE

- There are unique needs at every campus – specialized courses or concentrations can be developed to meet community needs.

Non-Credit

- Exploit corporate business training opportunities partnering with HR departments providing continuing education, certifications, micro credentials, and badges improving employability skills and credentials for future promotion and opportunity.
- Develop prototype for fast-track program development for rapid deployment transitioning displaced workers into new business opportunities.
- Develop UHCC business non-credit department with DOCET building a better pathway for non-credit to credit enrollments.
- Revenue generating training programs.

Cautions

- Keep plans and recommendations simple and doable.
- Caution not to reduce courses and programs prematurely and radically prohibiting enrollment growth as enrollment recovers and increases due to the economic crisis.
- Optimize fixed expenses and make efficient use of variable expenses. FT faculty may become subject matter experts (SMEs) who may also support students on their campuses to positively impact student success.
- UHPA will need engagement in this process. Faculty cautious about negotiations, overload, UHPA guidelines, etc.
Opportunities

- Expansion of workforce demand programs and training. DLIR ETF funds need to be available for credit courses. The 50/50 split on costs are tax write-offs for businesses and they get upskilled staff.

- Target returning graduates, career switchers, and returning adults who are updating skills.

- Evolve business programs to be year round. Faster completion for students.

- International enrollment in business program/degree that may also be offered online.

- Develop BS degree at the CCs – growth opportunity. Would require further discussion, evaluation, accreditation thoughts, resources.

- A consortium of UHCC faculty and administrators will explore and develop a systemwide entrepreneurship platform of credit and non-credit courses, micro-credentials, certificates, and degrees.

- Engage advisory boards and community members in system-wide discussions for business programs

- Nimble UHCC PLA process for business programs with system-wide policy and coordination

Data

- Perform a system data dive to determine better efficiencies across all business programs in the state. ARPD for overall system business program data.

  Analysis of all business programs ARPD data establishing benchmarks for program collaborations.