
2017 COMPLETE COLLEGE AMERICA ANNUAL CONVENING

ACCESS TO THE
**AMERICAN
DREAM**

NOVEMBER 29 - DECEMBER 1 | NEW ORLEANS, LOUISIANA

Hawai'i Graduation Initiative

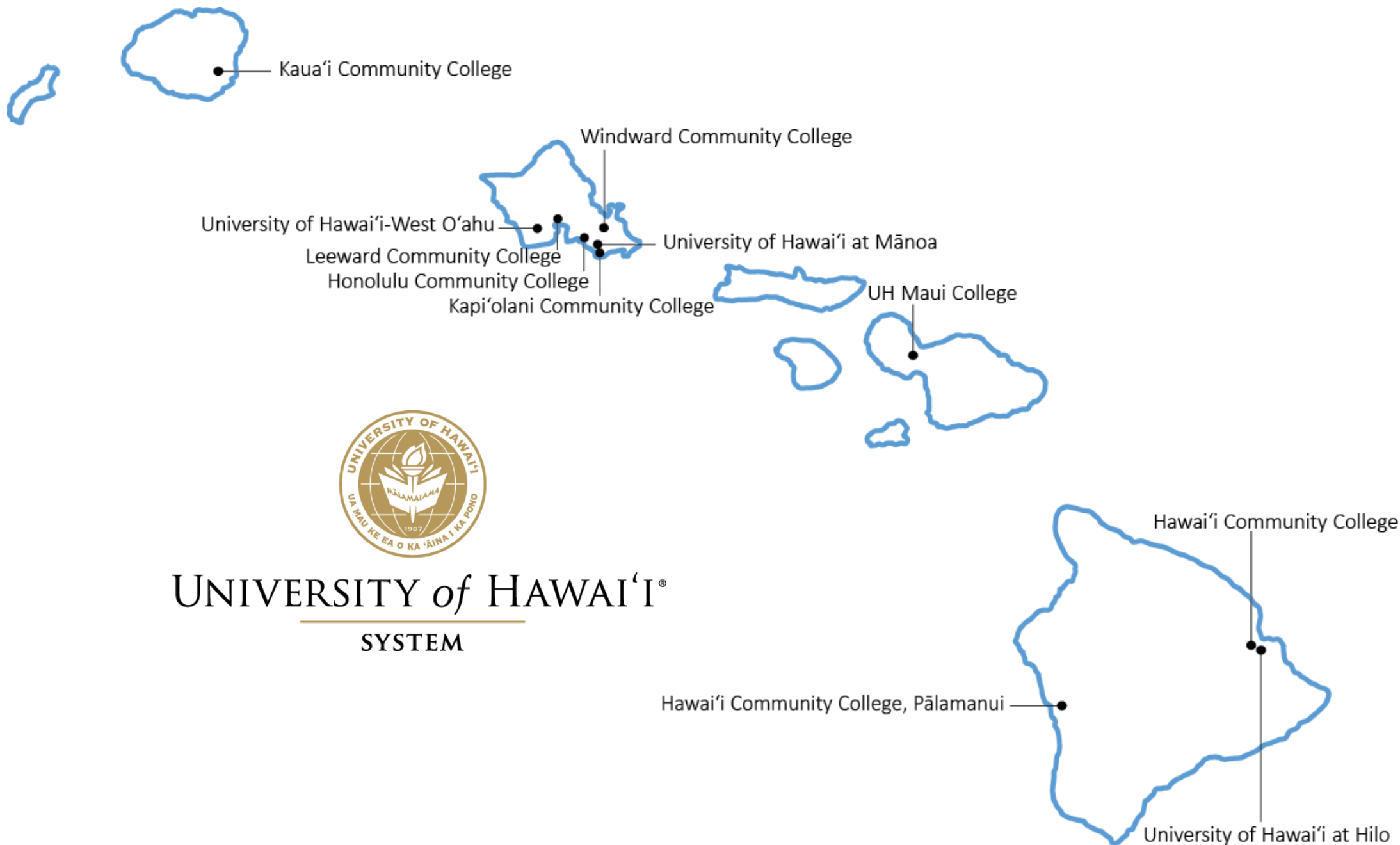
Don Straney, Vice President for Academic Planning and Policy

Pearl Iboshi, Director of Institutional Research and Analysis

Hae Okimoto, Interim Associate Vice President for Student Affairs

Stephen Schatz, Executive Director of Hawai'i P-20 Partnerships for Education

COMPLETE COLLEGE AMERICA



Hawai'i Graduation Initiative (HGI) Goal

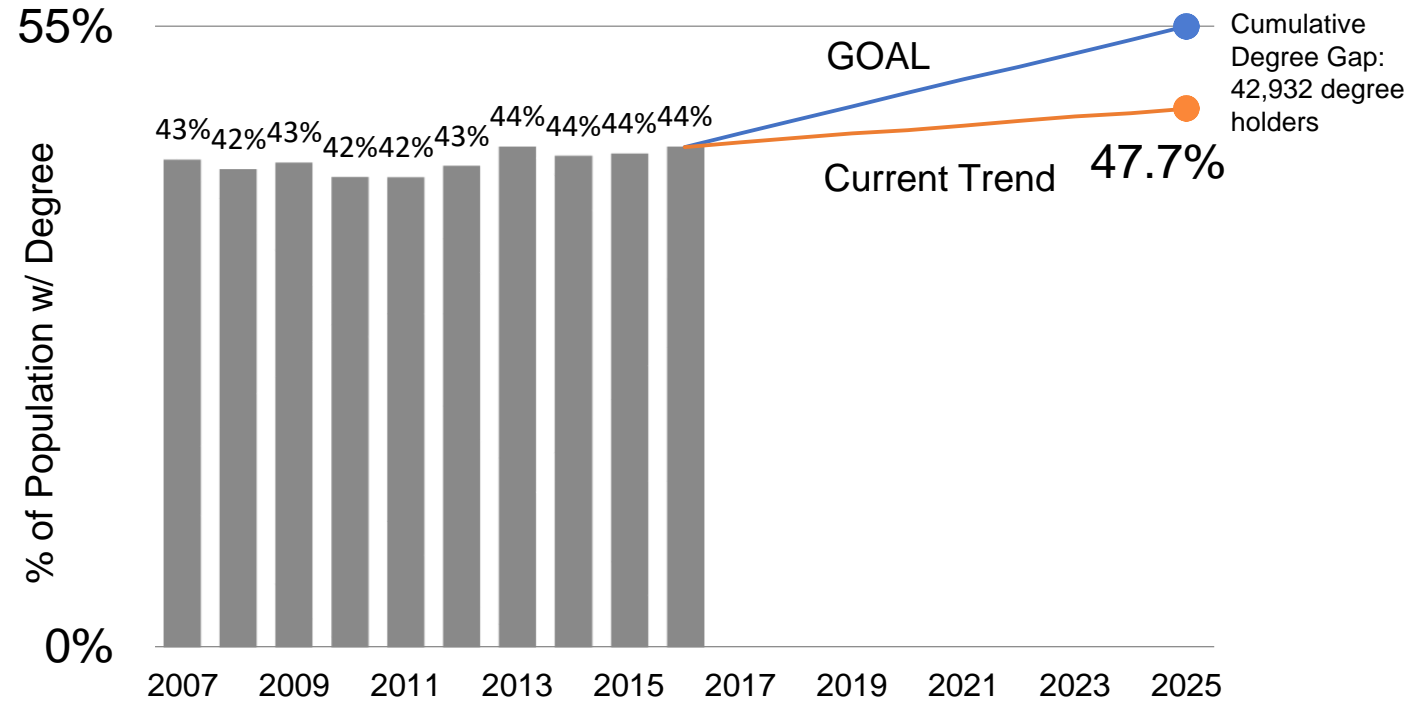


Increase the participation and completion of degrees and certificates for Hawai'i residents, particularly Native Hawaiians, low-income students, and underserved groups and preparing them for success in the workforce and their communities.

What Hawai'i Needs

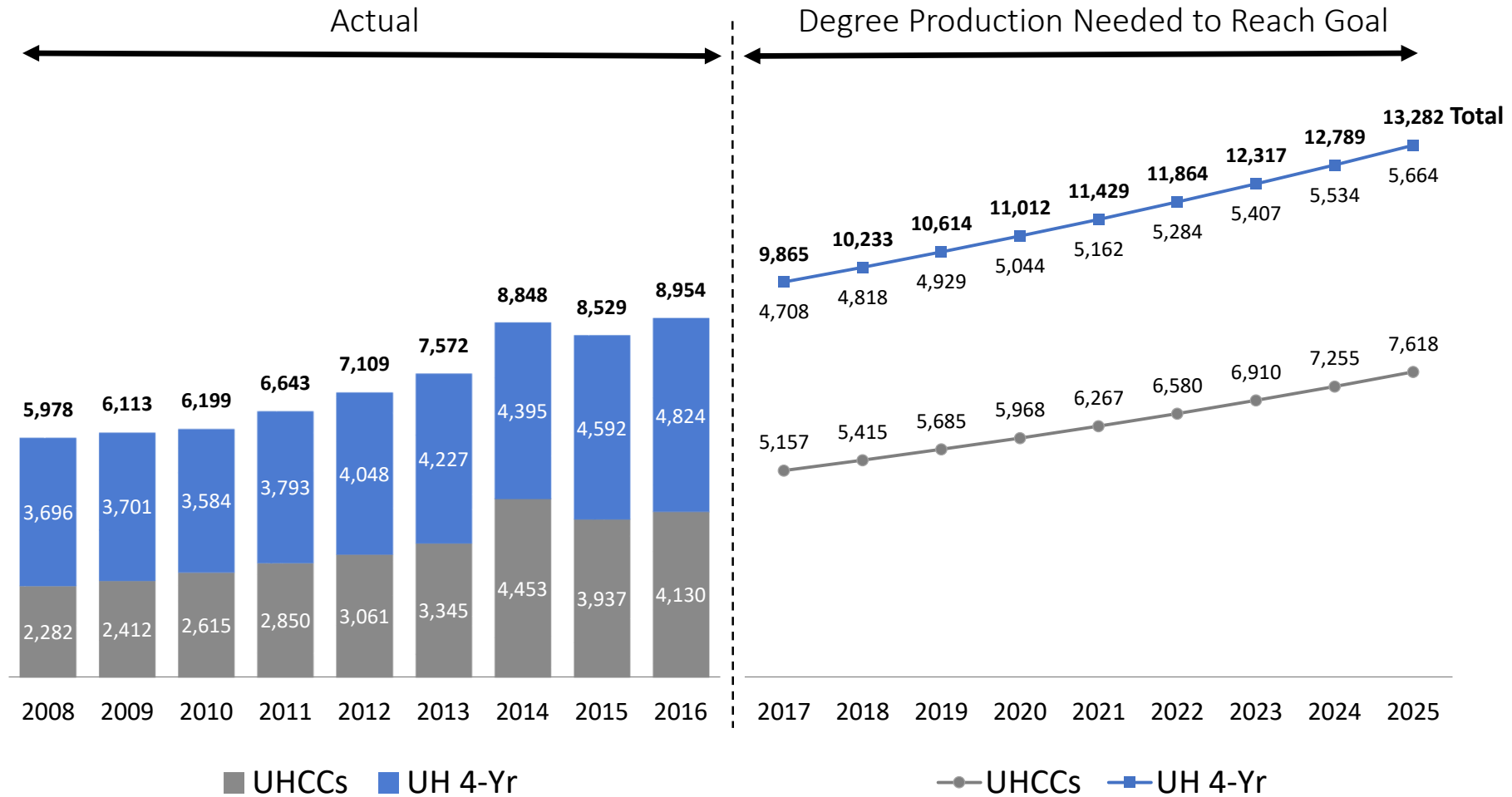


“55% of Hawai'i's working age adults to have a 2- or 4-year college degree by the year 2025.”



Source: UH Institutional Research and Analysis Office, NCHEMS, & U.S. Census Bureau, American Community Survey, 1-year estimates, 2006 to 2012

UH Associate & Bachelor's Degree Production Needed to Reach P-20's 55 By '25 Goal



UH's Partnership with CCA



- UH formalized HGI and joined CCA in 2010
- HGI and CCA share similar missions
- CCA provides a national framework and support network

CCA's Game Changers: UH Milestones

2012 launched *15 to Finish*

2014 *15 to Finish*
declared a game changer

Full Time is
Fifteen

Structured
Schedules

2012 Instate Academy –
started structured schedules

2015 Legislature
awarded
performance
funding

Performance
Funding

**COMPLETE
COLLEGE
AMERICA**

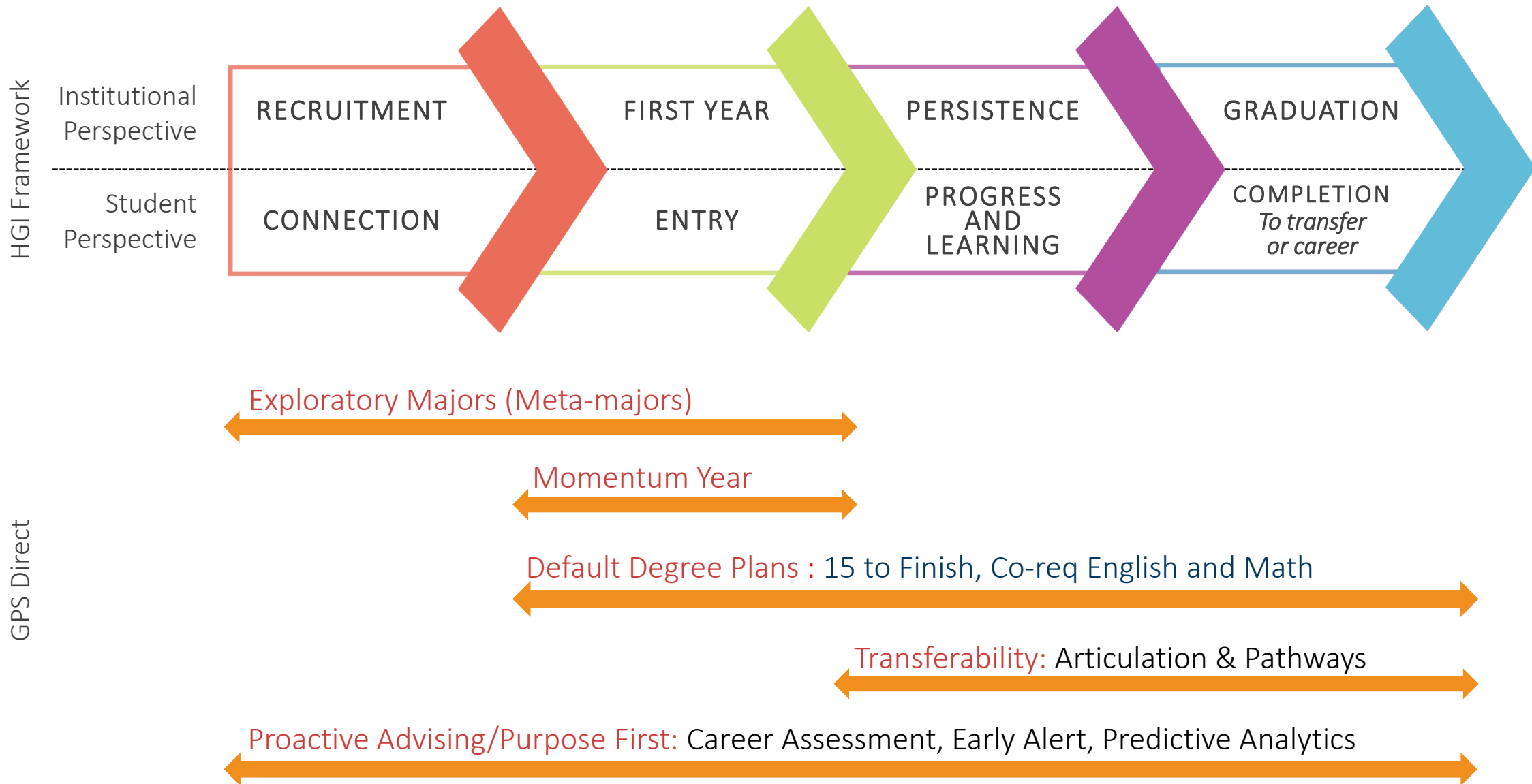
Guided Pathways
to Success

2014 UH
presented
at GPS Policy
Institute

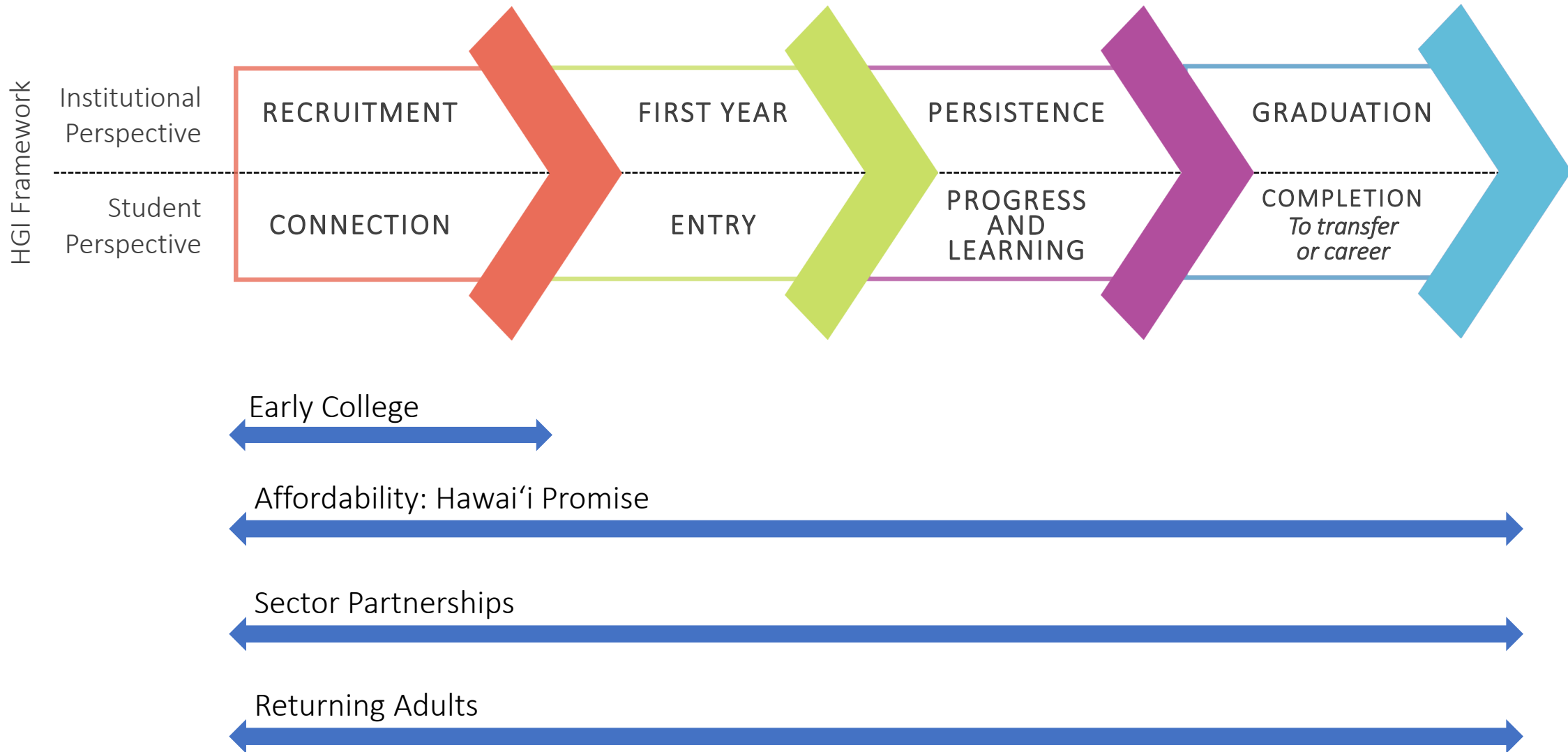
Co-requisite
Remediation

2015 CCA
partnered with
UH for co-requisite

HGI Framework and GPS Direct



Other Major HGI Initiatives



Highlights on Selected Initiatives



15 to
Finish
and
STAR-GPS

Scaling
Co-requisite
English and
Math

Early
College

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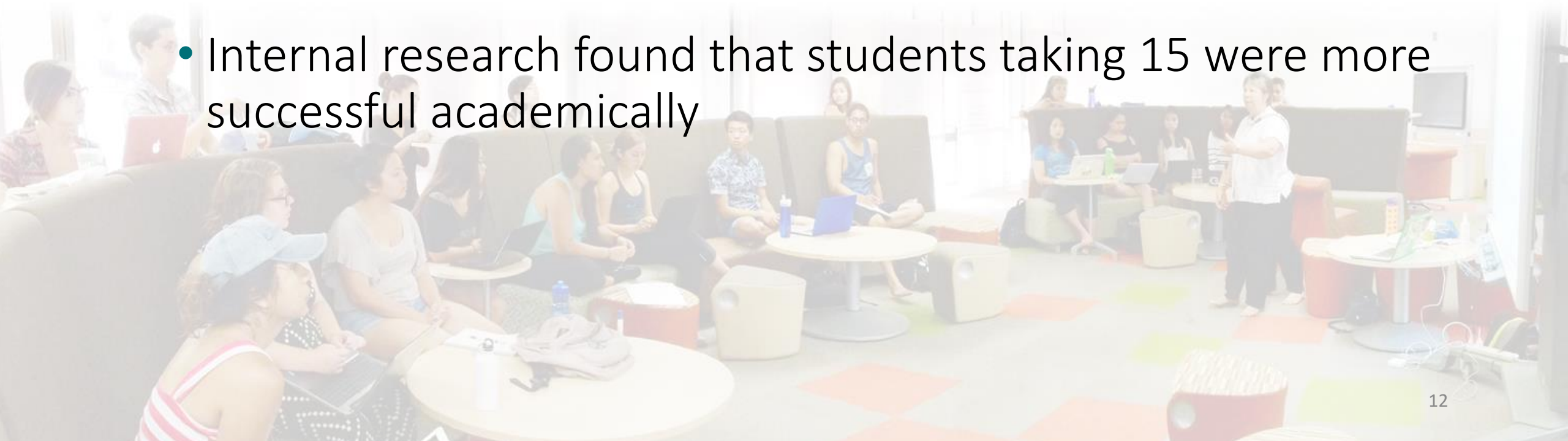
15 to
Finish
and
STAR-GPS

Pearl Iboshi
Director, Institutional Research and Analysis Office

Why 15 to Finish?

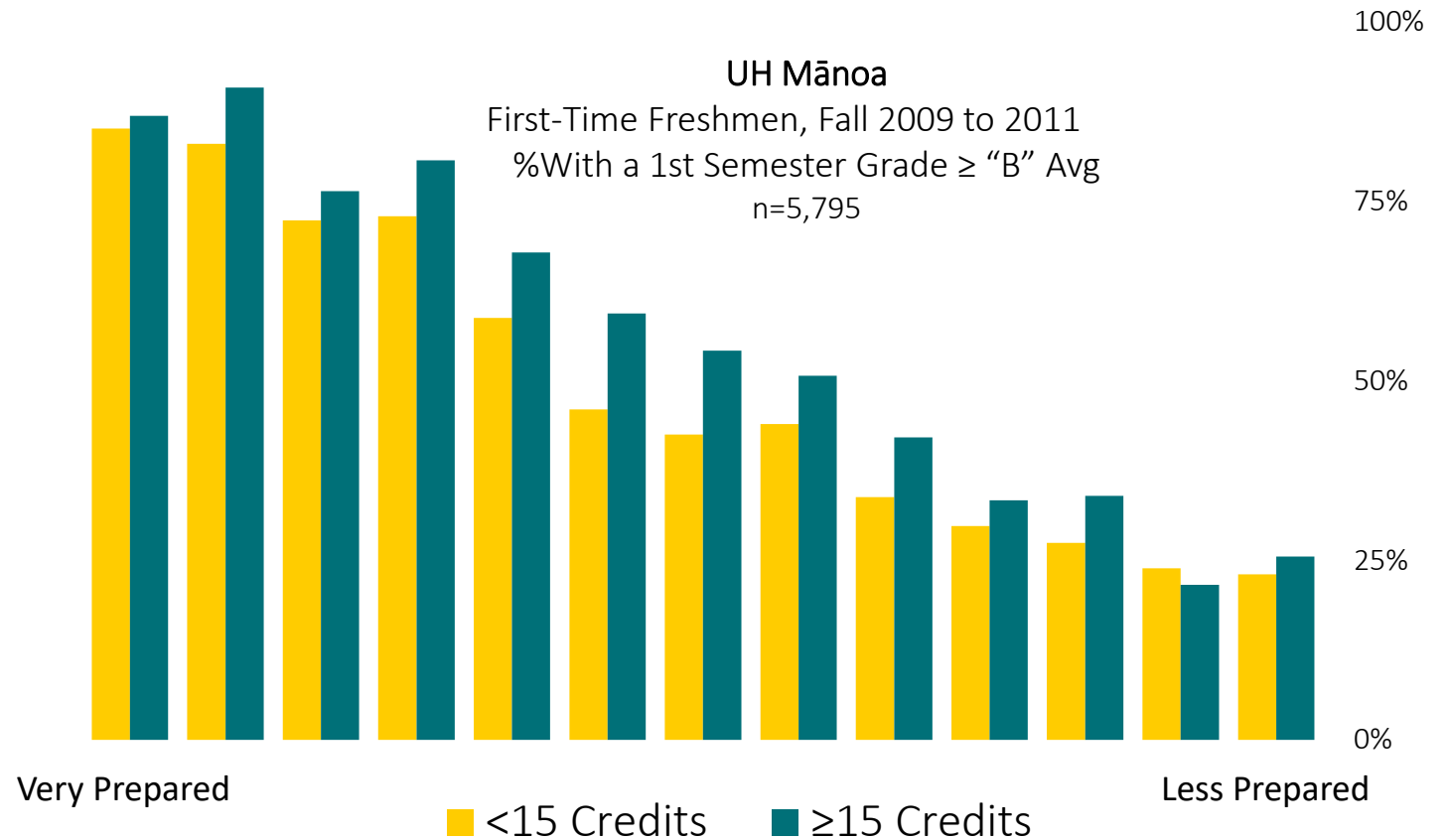
Began by looking at data and found:

- UH on-time graduation rate lagged peer institutions
- Large percentage of freshmen taking 12 credits per semester
- Internal research found that students taking 15 were more successful academically



Students who took 15 credits had better academic success at almost all levels of academic preparation

Academic Success by Preparation and Number of Credits Taken



Policies already in place that helped set the stage



Hawaii's goal to have 55% earn
a college degree by year 2025

- “55 by ’25”
- Hawai‘i Graduation Initiative degree goals
- Banded tuition policy at 4 year campuses

15 to Finish beginnings

Communications campaign to emphasize that taking 15 credits per semester was necessary for on-time graduation.

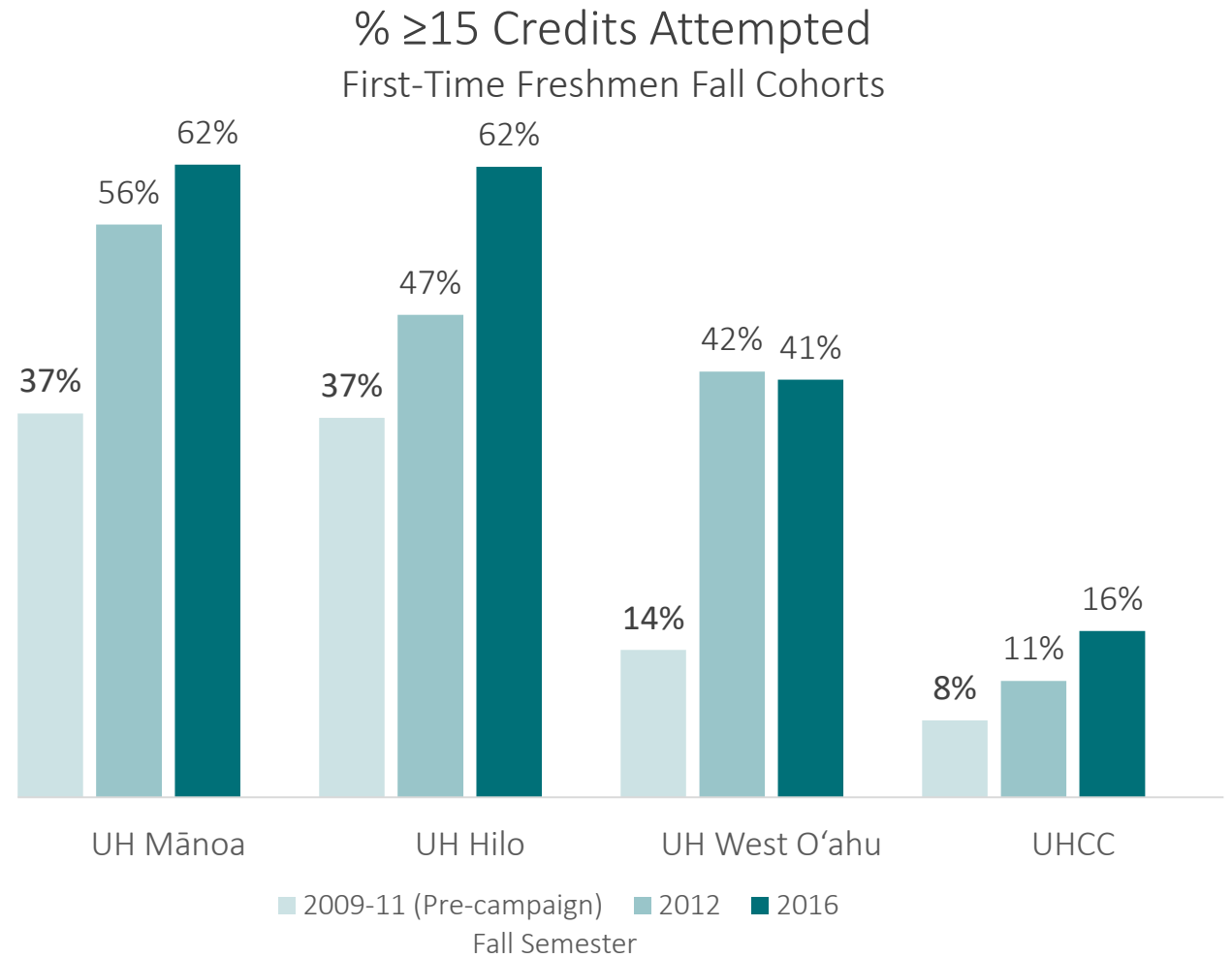
Audiences for targeted messages:

- Parents and students through public and university media
- Freshmen through new student orientation and advising
- Faculty and staff through internal meetings

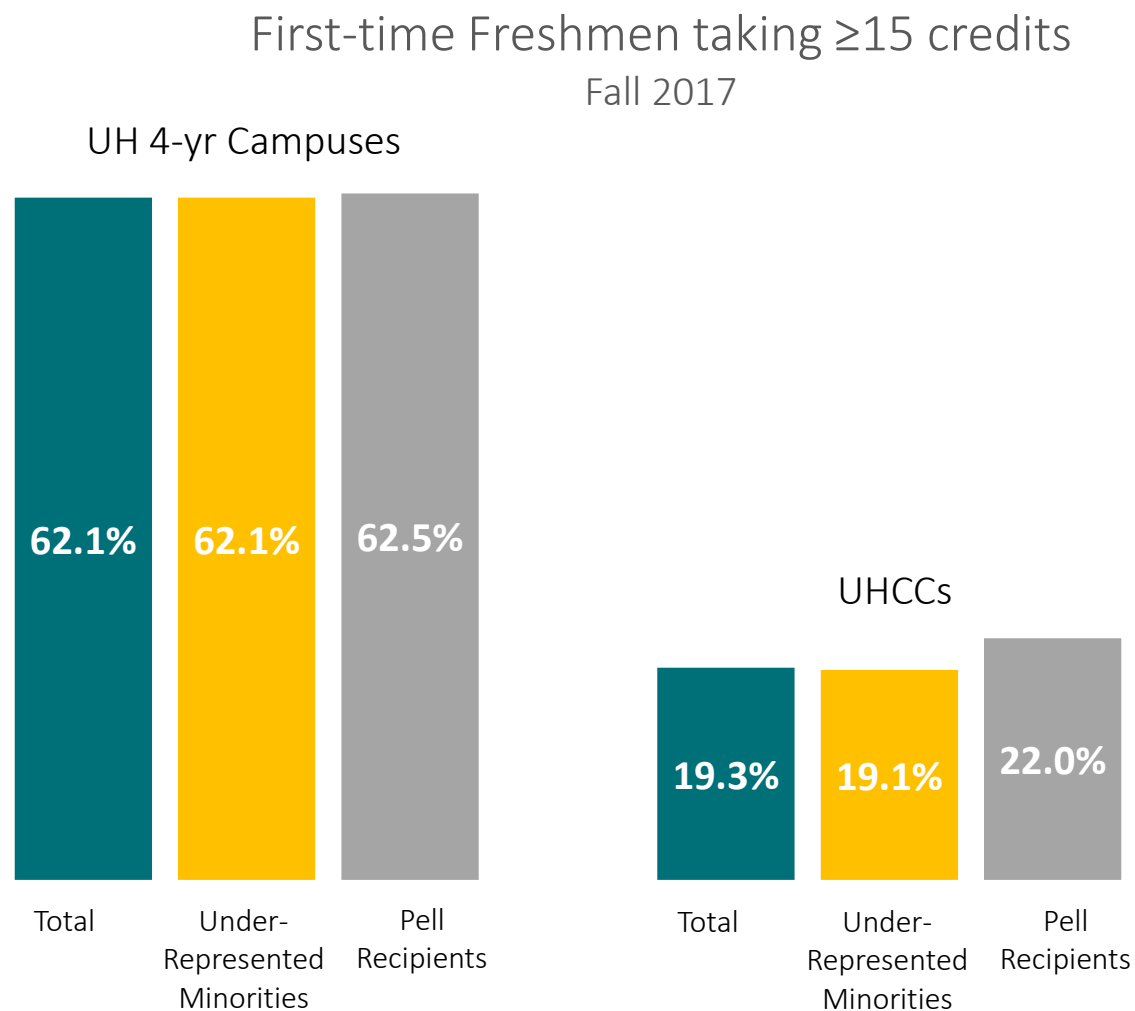
Supplemented by campus efforts



And 15 became the norm



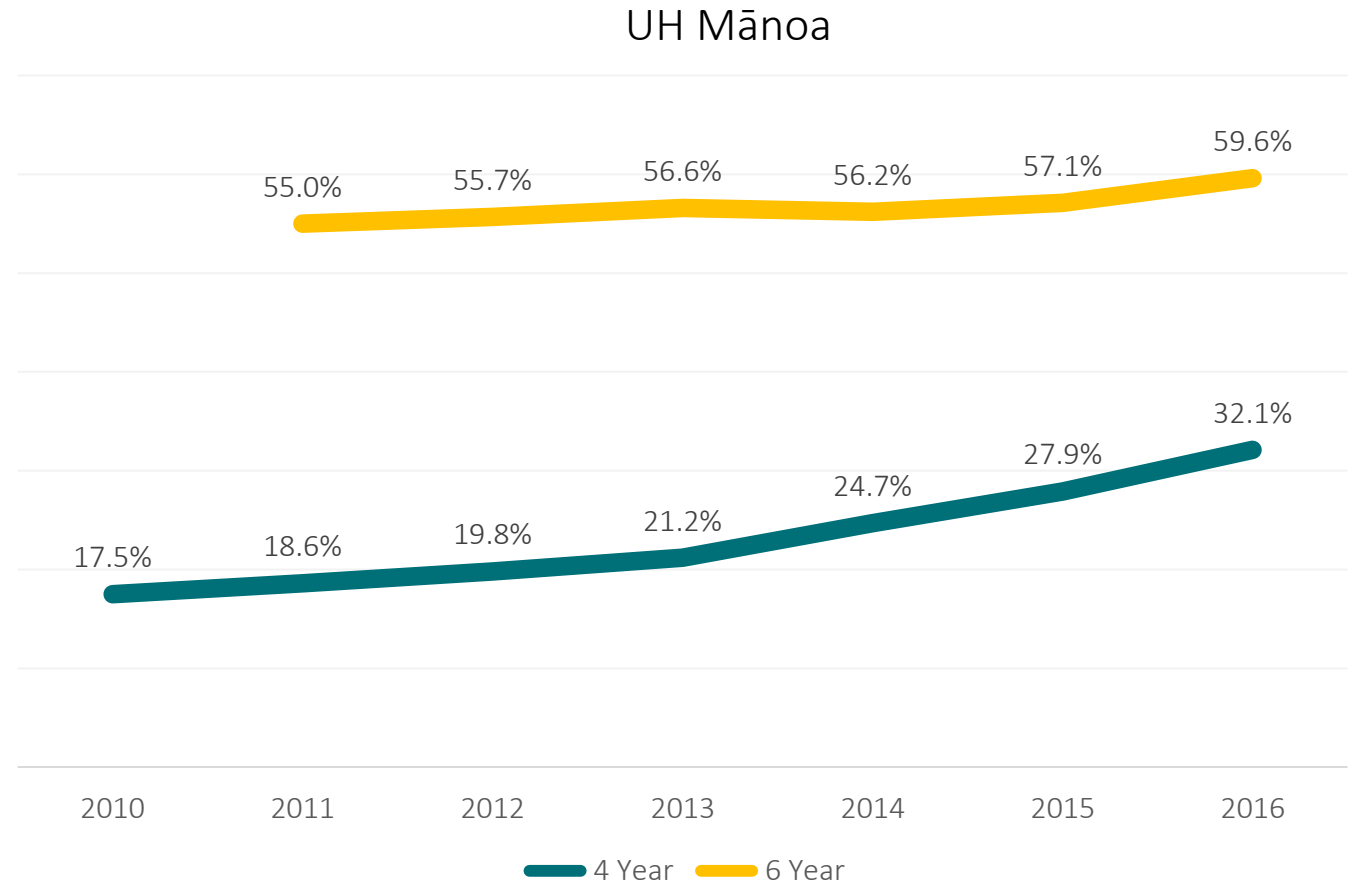
Under-represented minorities take 15 or more credits at the same level



Other policy changes to support effort

- Changed definition for class standing
 - Sophomore changed from 25-54 to 30-59 credits
 - Junior changed from 55-88 to 60-89 credits
- Changed State's B Plus Scholarship renewals to give preference to students who complete 30 credits per year
- Students taking 15 credits continued to have better grades and better retention

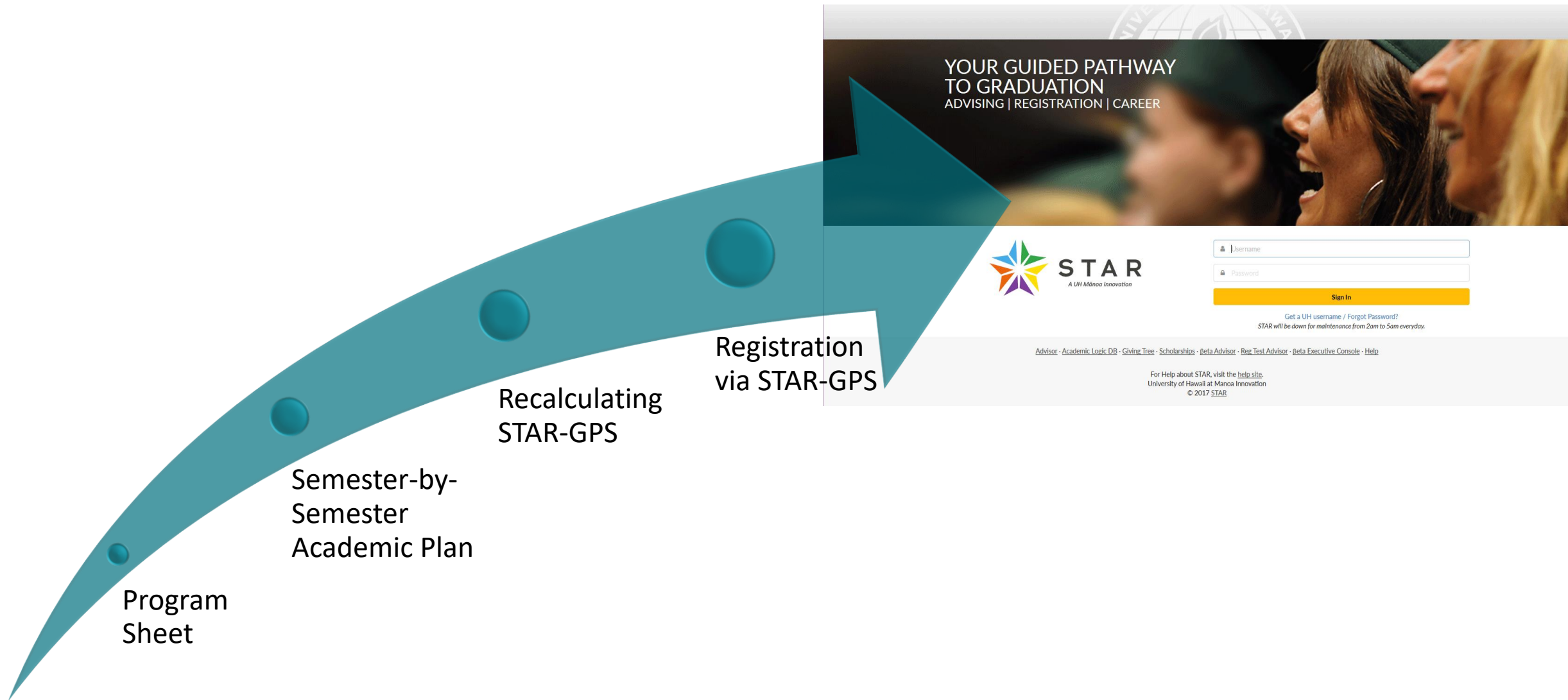
Sharp increase
in graduation
rates



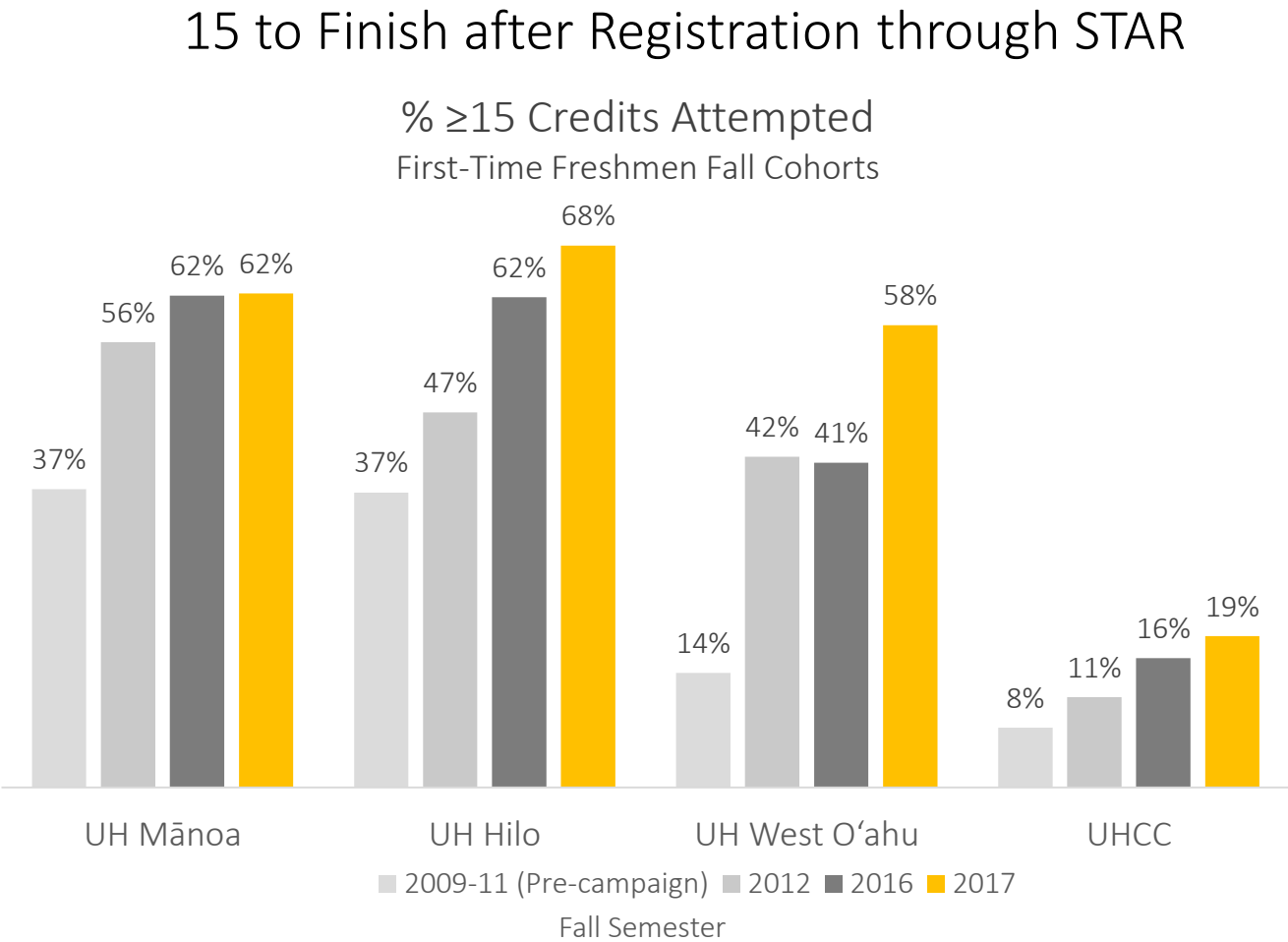
The Right 15 *(15 to Finish v2.0)*

- Provide students with default academic maps of 15 credits per semester
- All default courses apply to the student's degree requirements
- Notify students if they register for courses that do not apply to their degree

STAR-GPS automates the process



Students
enrolled in
more credits



Students are taking credits that matter



The Right 15 with Purpose (15 to Finish v3.0)

Linking academic pathways
to career and life goals

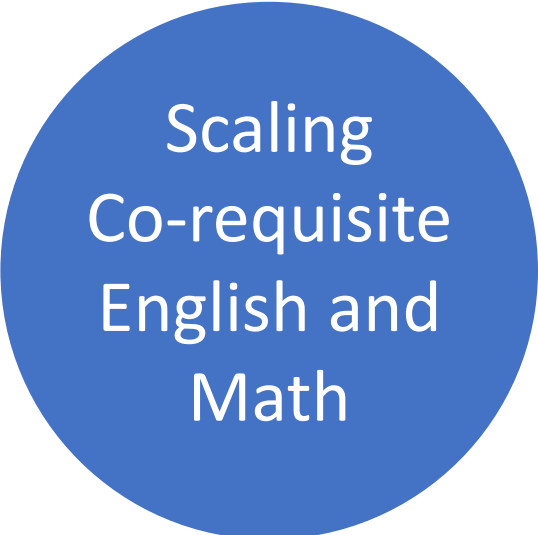
- Provide tools to help students identify career and life goals
- Integrate career and academic advising
- Improve the use of meta-majors



Expected outcomes:

- Reduce the number of “late” major changes
- Reduce excess credits
- Improve retention and graduation rates
- Greater career and life satisfaction



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Scaling
Co-requisite
English and
Math

Hae Okimoto
Interim Associate Vice President for Student Affairs

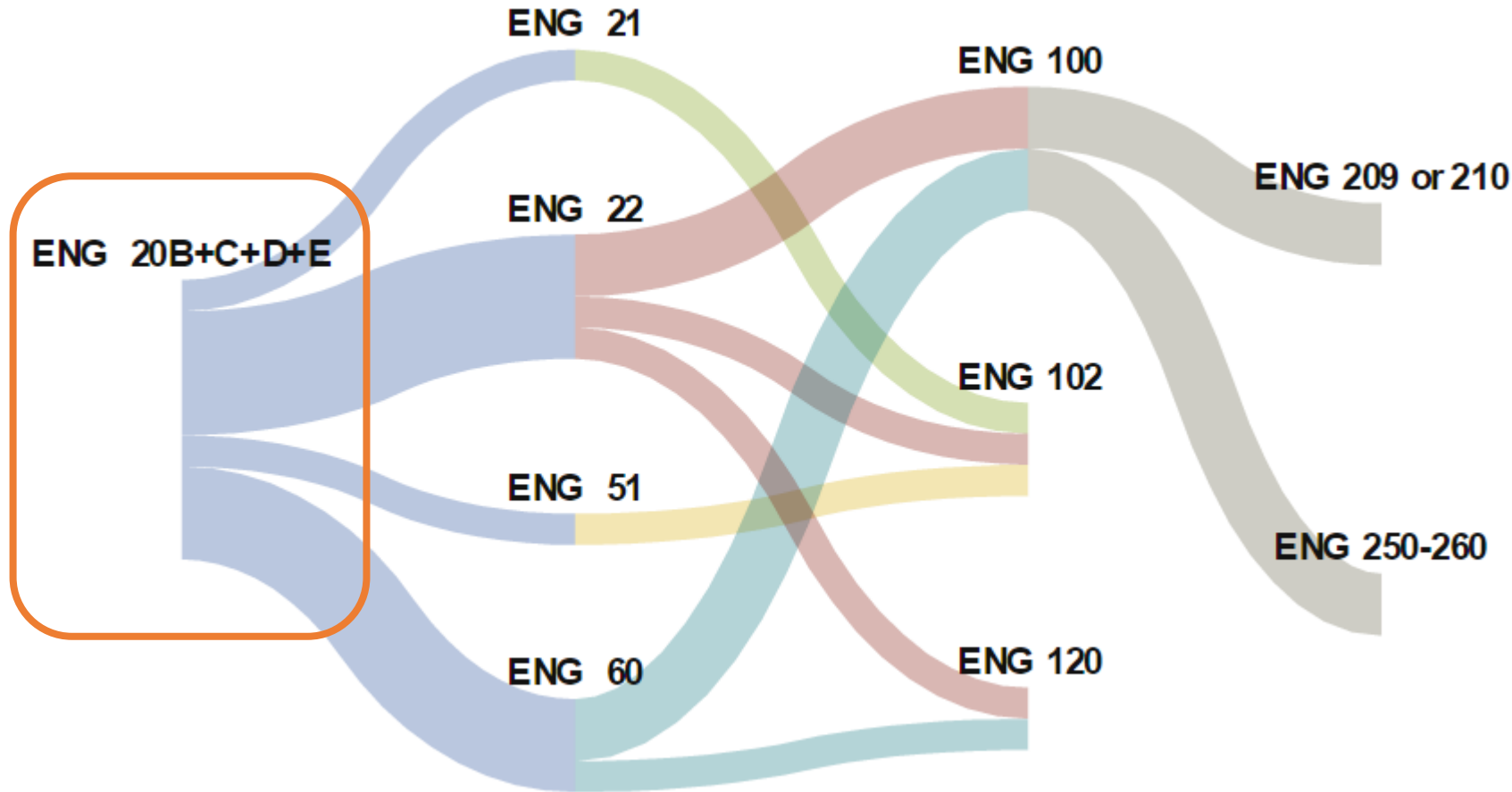
My American Dream



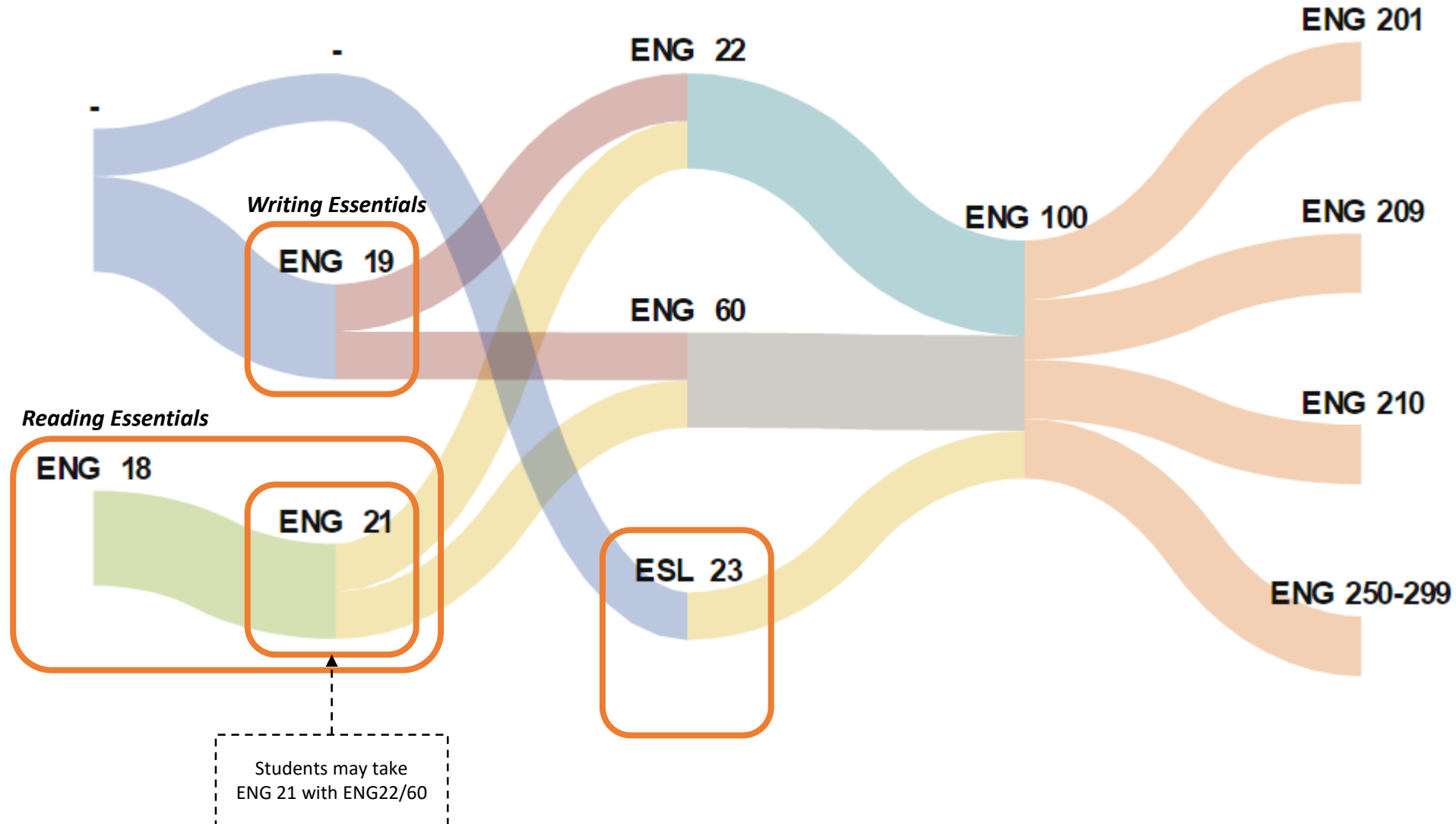
Hawai'i high school graduates



In 2004, UH's English pathways were like the Los Angeles freeways...



In 2013, our English pathways were still a crazy mess...



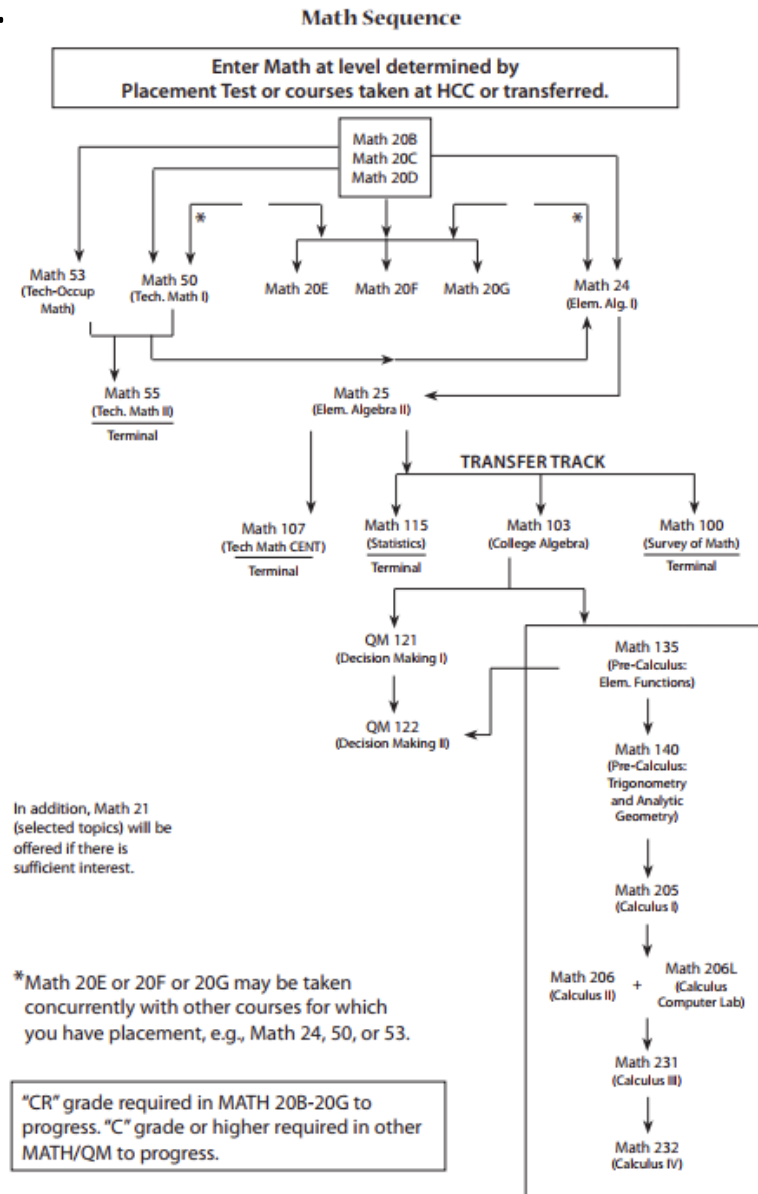
Successfully completing college level English 2013



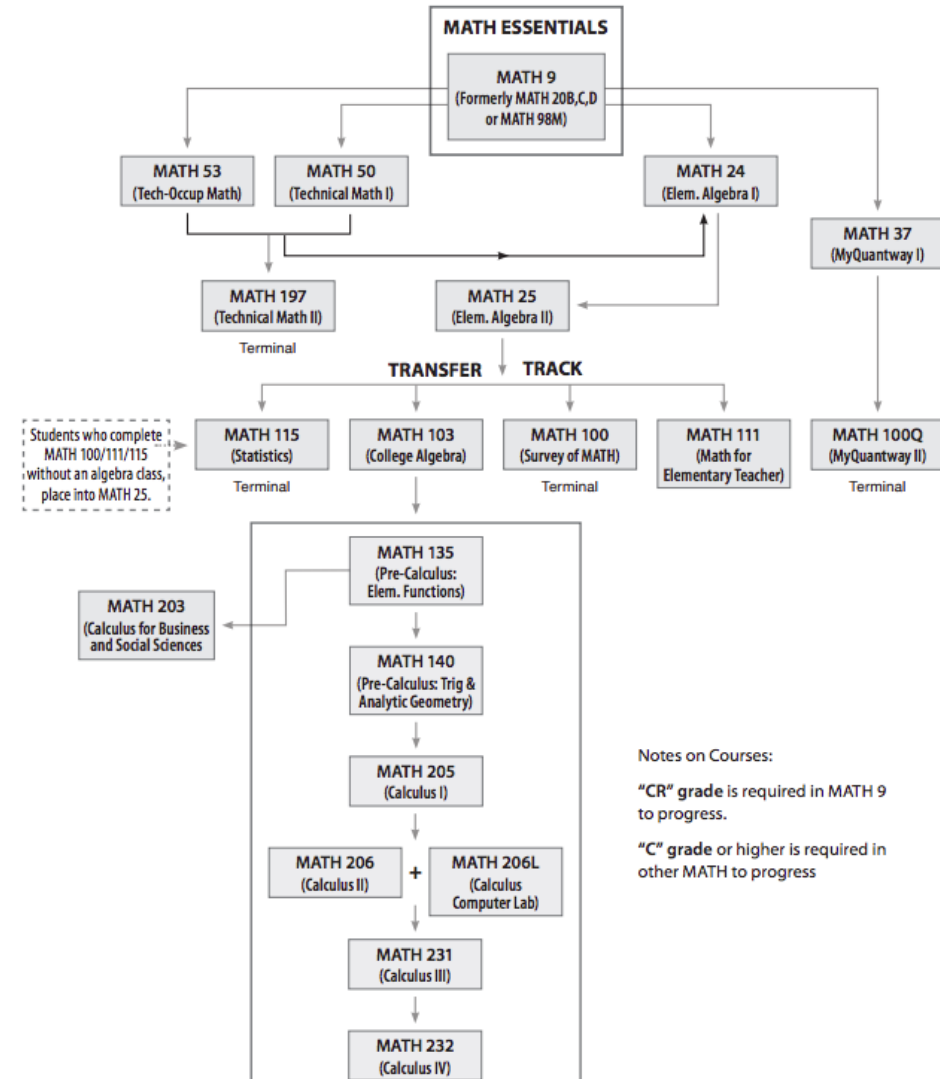
ENGLISH	Students Completed	
	#	%
Placement Level		
College ready	3 of 6	53%
1 level below	1 of 3.5	30%
2 levels below	.2 of 2.5	9%
Total (n=5,017)		36%

Our math pathways were the same, if not worse

2004



2013



Hawai'i high school graduates completing math requirements 2013



MATH	Students Completed	
	#	%
Placement Level		
College ready	1 of 2	45%
1 level below	.5 of 3	15%
2 levels below	0 of 7	2%
Total (n=5,547)		14%

UHCCs commitment to increasing the number of students completing English/math requirements

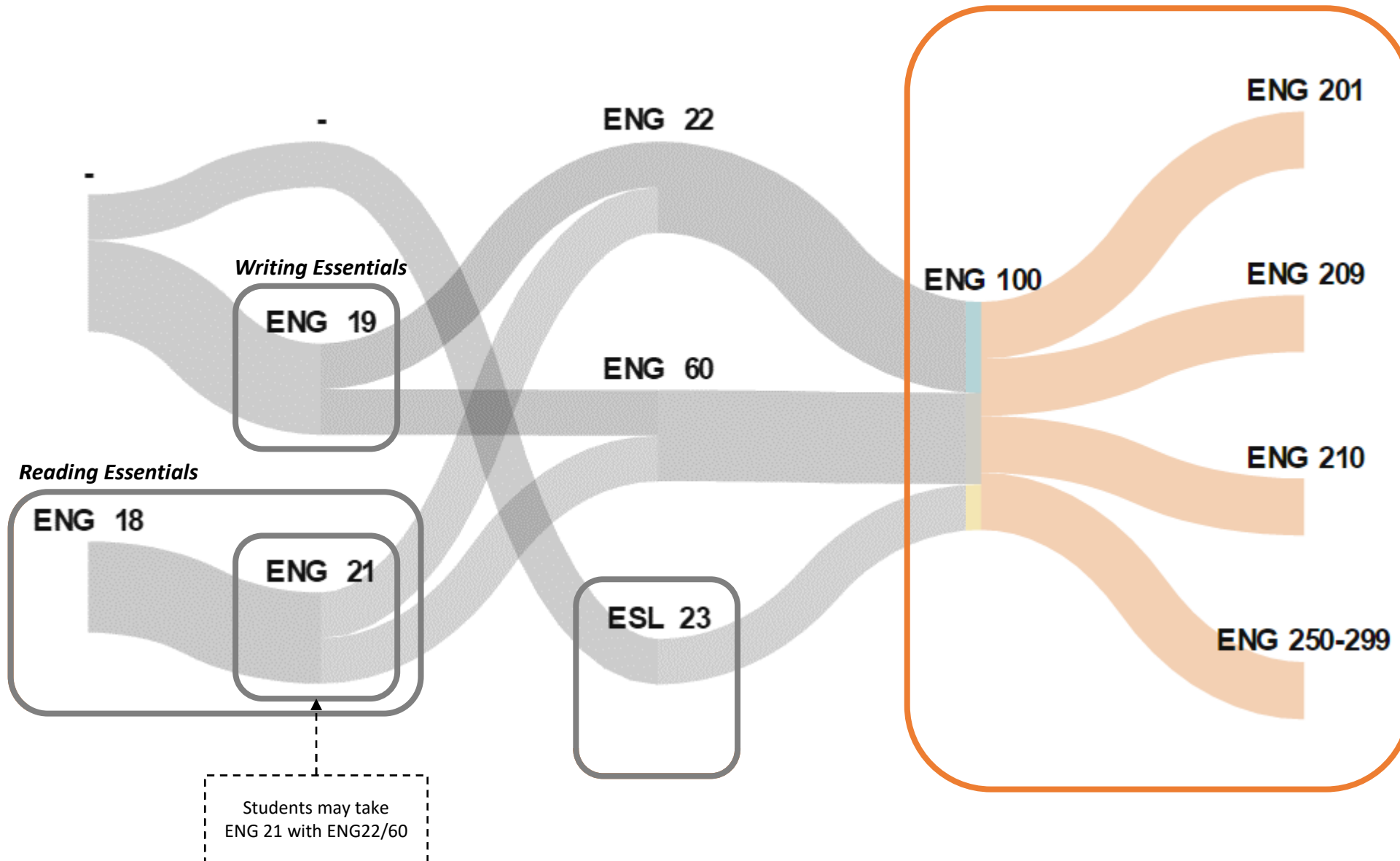
- All students placed at 1 level below or higher, complete their college level English/math in one semester.
- All students placed at 2 levels below and lower, complete their college level English/math in one year.
- Multiple options for placement, including HS GPA

Implementation

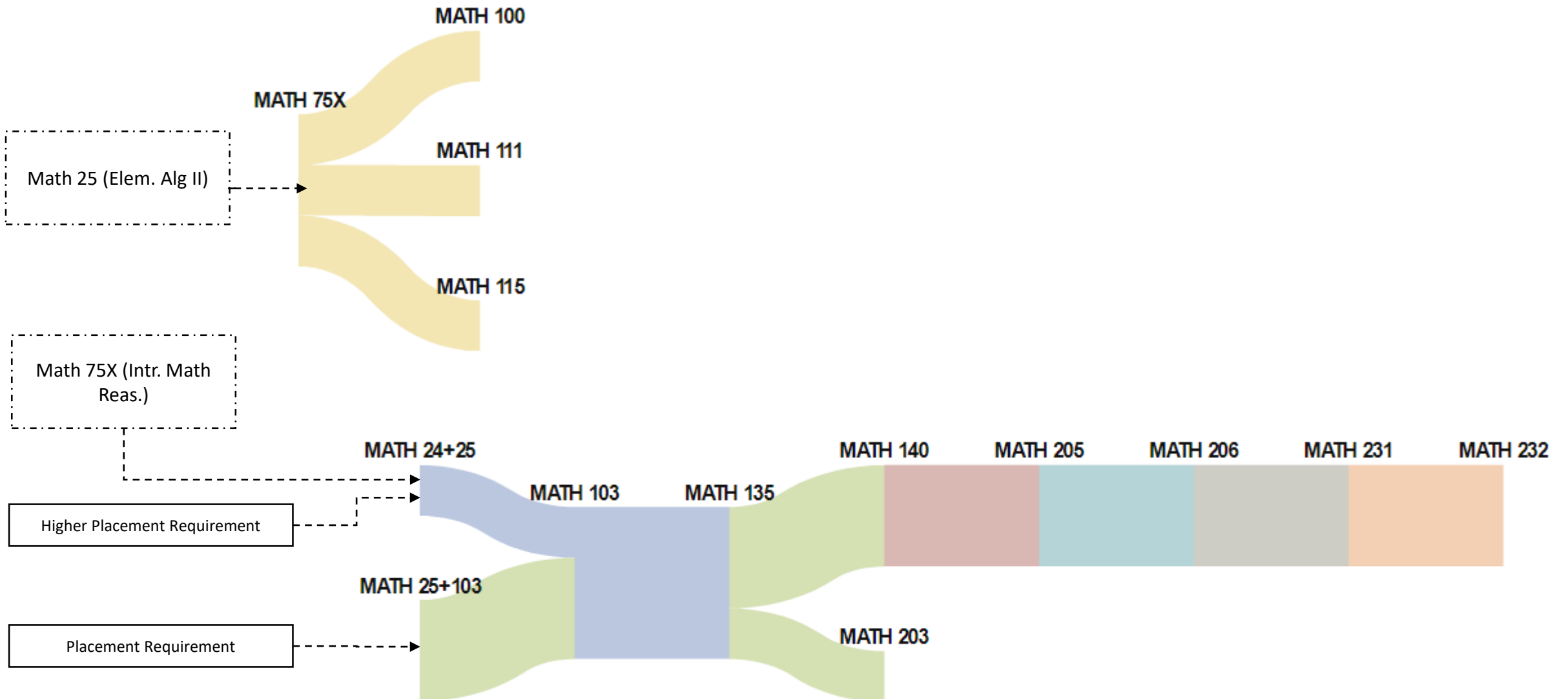
One year to accomplish the plan

- External forces
 - COMPASS
 - Research about developmental courses
- UHCC Student Success Council – focus on student outcomes
- Discipline focused meetings
- Multiple options, including HS GPA
- Technical discussions
- Communication

In 2016, no more noodling around!



2016 math pathway...simple is better!



Improved College Level English Completion Rates from 36% (2013) to 53% (2016)



2013	Students Completed	
Placement Level	#	%
College ready	3 of 6	53%
1 level below	1 of 3.5	30%
2 levels below	.2 of 2.5	9%
Total (n=5,017)		36%



2016	Students Completed	
Placement Level	#	%
College ready	3.6 of 6	58%
1 level below	1.5 of 3	50%
2 levels below	1.5 of 3	47%
Total (n=4,029)		53%

Improved College Level Math Completion Rates from 14% (2013) to 30% (2016)



2013	Students Completed	
Placement Level	#	%
College ready	1 of 2	45%
1 level below	.5 of 3	15%
2 levels below	0 of 7	2%
Total (n=5,547)		14%



2016	Students Completed	
Placement Level	#	%
College ready	2 of 4	51%
1 level below	1 of 4	28%
2 levels below	.5 of 4	13%
Total (n=4,352)		30%

Completion ratios of Pell, URM, first-generation students improved

College Level Completion Ratios Fall 2016 Cohort After Two Semesters

ENGLISH	College Level Courses	
	Students	% Completed
UHCC Total	4,029	64%
Pell	1,414	62%
Under-Represented Minorities (URM) ¹	2,404	61%
First-Generation Students (FGS) ²	983	59%

MATH	College Level Courses	
	Students	% Completed
UHCC Total	4,352	44%
Pell	1,488	42%
Under-Represented Minorities (URM) ¹	2,492	40%
First-Generation Students (FGS) ²	1,054	41%

¹ Under-Represented Minorities (URM) includes: African American or Black (AA); American Indian or Alaskan Native (AI); Filipino (FI); Guamanian or Chamorro (GC); Hispanic (HS); Native Hawaiian or Part-Hawaiian (HW); Micronesian (MC); Mixed Pacific Islander (MP); Other Pacific Islander (OP); Samoan (SA); and Tongan (TO).

² First-Generation Students (FGS) are students who are the first in their immediate families to attend a post-secondary institution.

Next Steps

- Continue to Improve Courses
 - Delivery
 - Time of task
- Role of Placement & other high stakes tests
- Partnerships
 - Returning Adults
 - Early College



A solid blue circle containing the text "Early College" in white.

Early
College

Stephen Schatz
Executive Director,
Hawai'i P-20 Partnerships for Education

Hawai'i P-20 Partnerships for Education



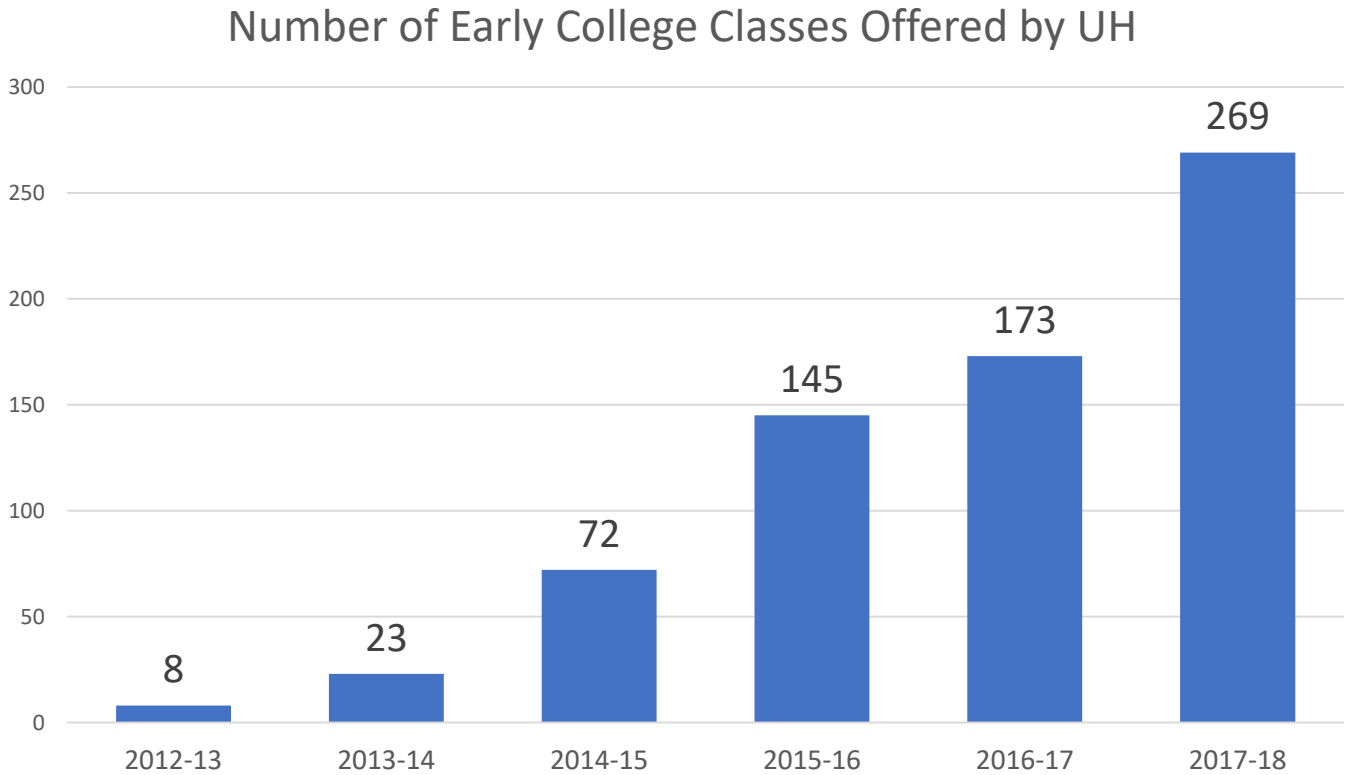
- Develops systemwide policies, programs and initiatives designed to assure that more of Hawai'i's people persist through the pipeline
- Partners with early education, the K-12 public school system, and the University of Hawai'i system
- Both an executive council and an organization

Early College in Hawai'i



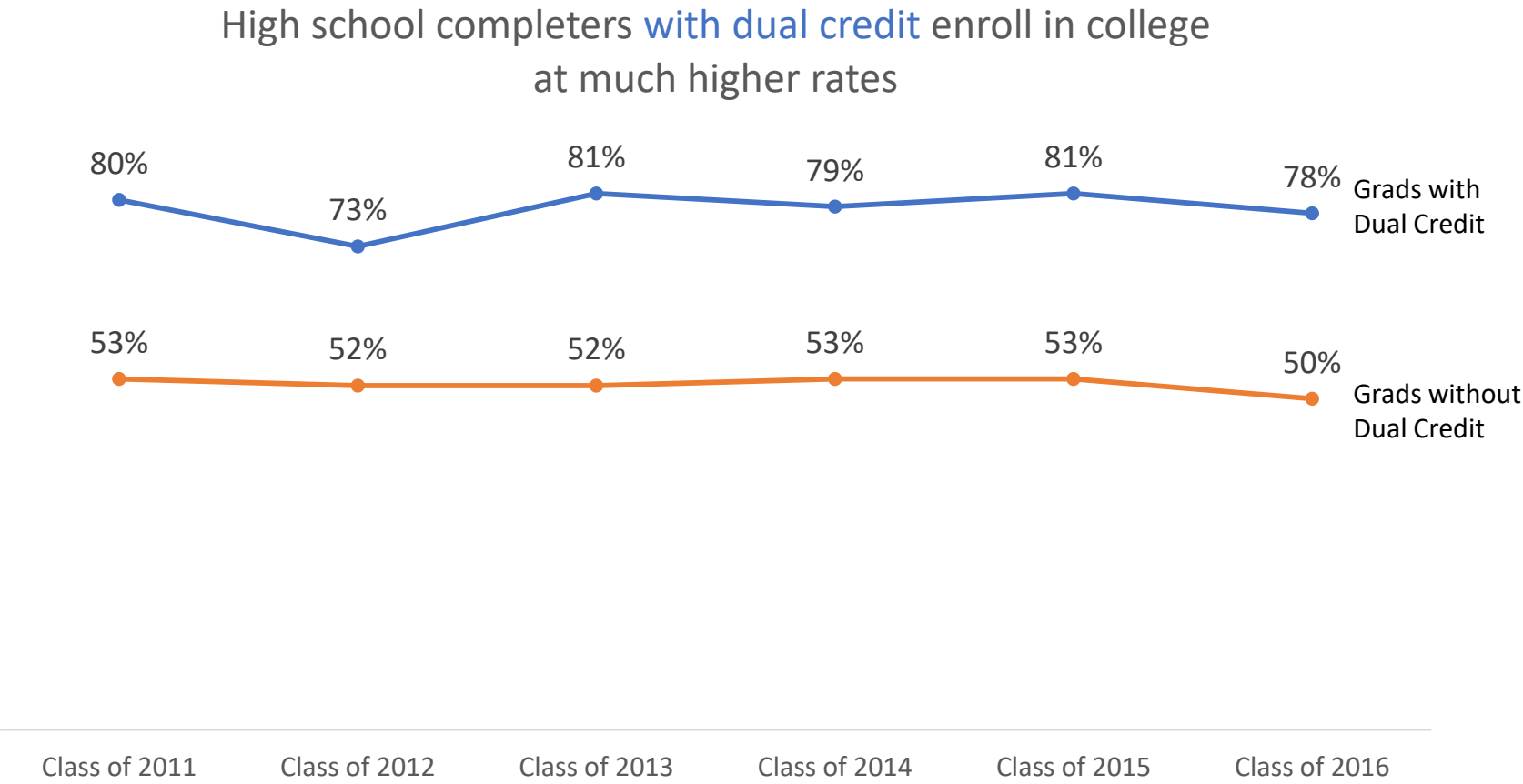
- Students receive both college and high school credit
- Target students who may or may not be college-leaning
- Next step is to create pathways to career aspirations

More early college courses are being offered each year

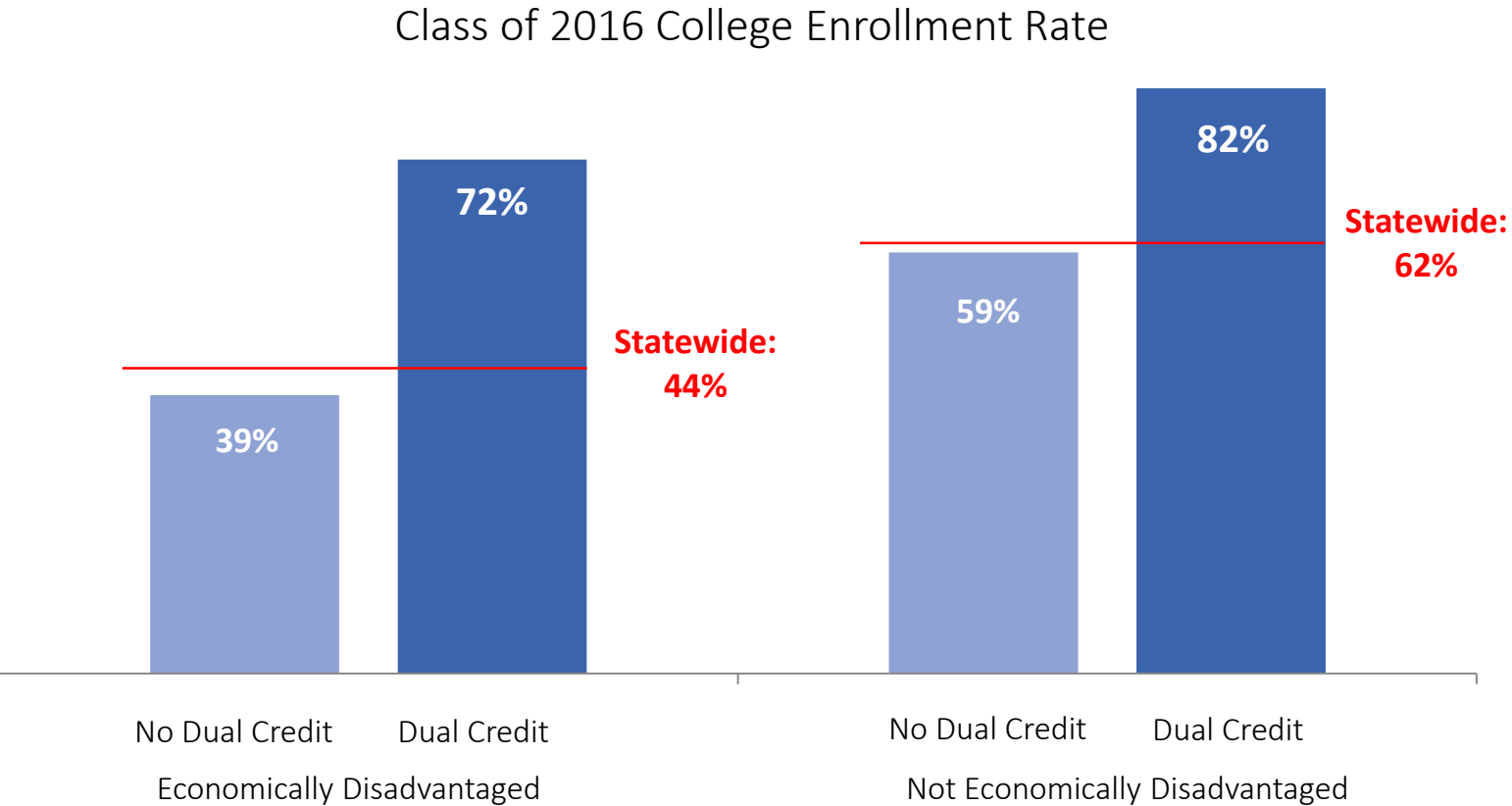


2012 to 2016 data – only included classes offered by UHCCs
2017-18 – estimates only based on high schools’ request for state funds

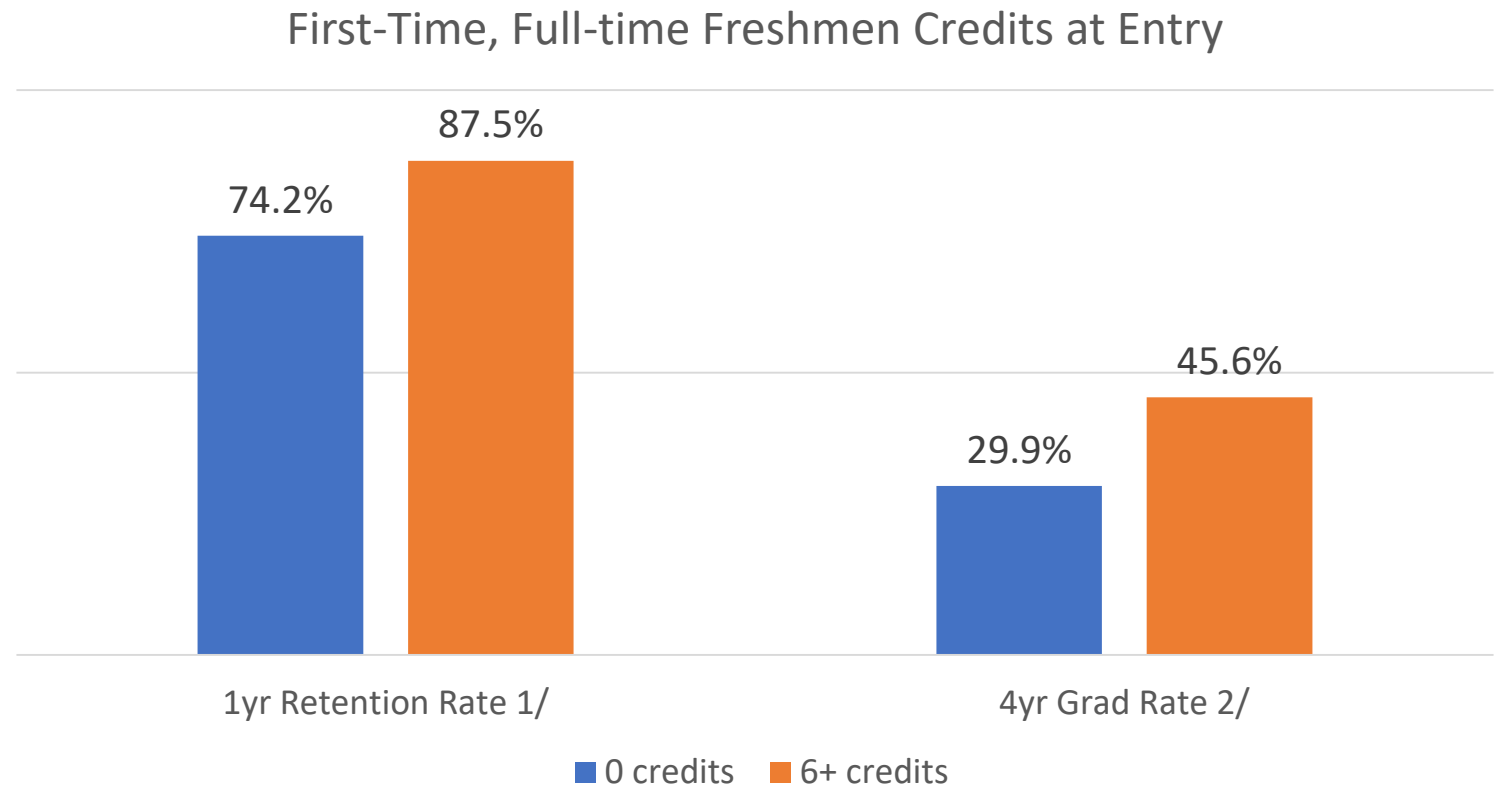
Dual Credit students enroll in college at a higher rate



Low income students with dual credit have a higher college enrollment rate



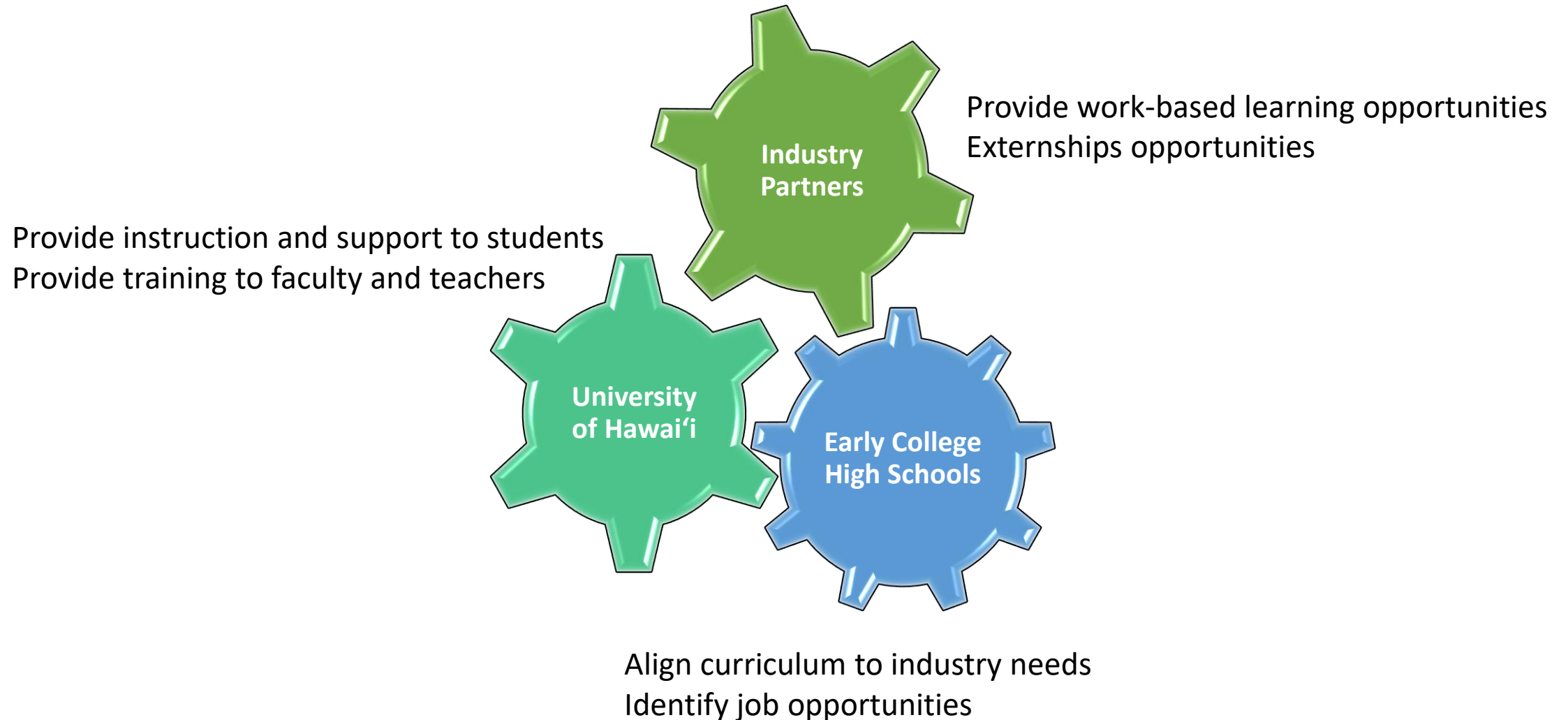
Students
have
momentum



Notes:

1. 1 year retention rate is based on Fall 2016 cohort.
2. 4 year grad rate is based on Fall 2013 cohort.

Early College v2.0



Summary of Selected Initiatives



- Redefined full-time as 15
- Promoted student planning through STAR-GPS
- Added career awareness to academic pathways
- Created math pathways
- Scaled co-requisite English and Math
- Expanded Early College

UH graduation rates: More students finishing on time

By [Nanea Kalani](#)

December 11, 2016



DENNIS ODA / 2015

The University of Hawaii has implemented several initiatives to improve the university's slow graduation rate, including using software to help students navigate a path to get their degrees on time. Graduates prepare to receive their degrees at the UH-Manoa Mid-Year 2015 Commencement Exercise at the Stan Sheriff Center.

Keys to Our Successful Implementation



- Assess the current situation and build on it
- Use data to identify problems and develop strategies
- Make use of partners
- Find policy levers
- Gain executive support to leverage the power of the system
- Invest resources
- Have a communications plan and involve PR folks



The Year Ahead...

- GPS Direct weaves together separate HGI initiatives
- "Purpose" becomes a key element of each activity
- External partners accelerate progress (HIDOE, Sector Partnerships)

***JOIN US FOR A WELCOME DINNER AND
RECEPTION AT THE WORLD FAMOUS***

**MARDI
GRAS
WORLD**

***CATCH THE SHUTTLE AT 5PM
CANAL STREET ENTRANCE OF THE HOTEL***