Joint Chief Student Affairs/Chief Academic Officers Meeting  
October 5, 2010  
10:00 – 2:00 p.m.  
Campus Center 220


Guests: Sandy Matsui and Cheryl Chappell-Long (UHCC), Joanne Taira (UH System)

Meeting Summary

Hawai‘i Graduation Initiative (HGI)

Linda Johnsrud provided an overview of this effort. It is one of the President’s initiatives that was shared at State of the University address to the 2009 Hawai‘i State Legislature. The goal is to increase the number of UH graduates by 25% (5784) by 2015 which is consistent with the Hawai‘i P20 goal of 55% of Hawai‘i’s working age adults to have a two or four year degree by 2025 and President Obama’s goal of by 2020 American will once again have the highest proportion of college graduates in the world.

Complete College America (CCA)

This is a state initiative. Hawai‘i is among 23 states participating. CCA’s goal is consistent with HGI. CCA target is 60% of US adults having a 2-, 4- year degree or > 1 year certificate, & works with states & stakeholders to increase completion. There is a strong effort to coordinate and build on existing initiatives such as Achieving the Dream, Access to Success, HGI and CCA. Four state participate in all four of these initiatives, Pennsylvania, Ohio, Connecticut and Hawai‘i

Achieving the Dream (AtD)

Erika Lacro provided an overview of AtD. There is significant effort to use data to make decisions, drilling down to course level and developing a culture of using the evidence to determine the practices For example, after some pilot projects, it was determined that students who are allowed to retake Compass exams at will improve (55% moved up one level) in their scores. Mini grants have been provided to fund projects in remedial/developmental courses. Teaching math development/remedial courses using the Emporium method has demonstrated higher levels of success (40% to 70%) and campuses are moving toward offering these courses using the Emporium method.
AtD goals are consistent with UH Strategic Outcomes. The initiative also focuses on gate keeping courses, those with high enrollments and low success rates. Learning communities has demonstrated high success rates. Early alert programs have been initiated (e.g., if the student does not come to class, there is a mechanism to call the student). Some challenges (financial aid and registrars) include how to offer several remedial math courses within a semester for students who can progress through several courses.

Higher Education Summit

Joanne Taira reviewed the work of the Education Task Group from the Higher Education Summit. Scaling up a successful intervention was a suggestion and is what AtD is helping to achieve. Workgroup participants had many ideas, both about attending to needs of vulnerable students (financial aid; adjustment; etc.) and considerations for structural change (schedules; delivery options).

Several from the community expressed interest in continuing to work with education. There are no existing mechanisms to engage the community regularly at this time. Suggestions are invited by Linda Johnsrud.

Success Indicators

Linda Johnsrud reviewed the success indicators for graduating which includes beginning remedial course work in the first semester; high rate of course completion; complete 20-24 college level credits in the first year and complete college level math/English in first year. UH data for a Fall 2003 cohort was reviewed.

Discussion included the need to review data for subsequent cohorts; look at average number of credits to earn a degree (for example, at UHM it is 147); encourage students to take more credits but will need more seats in courses; students report they leave the university because it is not challenging enough; a college preparatory curriculum is important to college success; however, does the high school student have access to such a curriculum; need to pay attention to students who are minority, have Pell grants and are part time, as success rates could be increased if focused on non Pell, non minority, full time, private high school graduates; and need to look at both numbers of graduates and increased percentage of graduates.

Brainstorming on how we might collaborate to “move the needle” produced the following suggestions:

1. Why students leave?
2. How to retire program/initiatives that do not work.
3. General education requirements as a barrier
4. Systemwide academic planning
5. Coordination of minority access programs/efforts
6. Supporting the part time student
7. Partnerships with outside entities
8. Successful college teaching practices
9. **Incentivize students to graduate on time including testing out of courses (reduce time to degree)**
10. Test out model for prior learning/experience which will transfer from CC to four year campuses
11. Systematize best practices
12. **Look at transfer students in particular Native Hawaiian/Filipinos and underserved. Why do students transfer to IHE outside UH?**
13. **Returning adults/prior learning experiences**
14. Coordinate/share at a system level for webnairs and other related resources

Through a priority setting activity, the bolded items above were identified at top issues to focus on. Both groups are to consider these areas and identify actions to address these issues

Systemwide academic planning (the current discipline being discussed is creative media) is an ongoing process. It is suggested that the CC Hawai‘i Strategy Institute be expanded to include the four year campuses. Erika, Louise, Suzette and Joanne are members of the current planning committee and will bring the idea to the group for further discussion.

**Tuition**

Summer tuition must cover faculty costs. For summer 2011, tuition for UHM, UHH and UHWO is $316/credit, the per credit rate at UHM for fall and spring semesters. This rate is $103 more than UHH’s fall and spring rate and $122/credit more than UHWO’s fall and spring per credit rate. For the CCs, the summer 2011 tuition is $283 while during the fall and spring semesters rate is $88/credit.

The Chancellors are moving toward a lower summer per credit rate and possibly a resident and nonresident rate. Please send any comments to Linda on this issue.

**Financial Aid**

The term “financial aid or assistance” to students can broadly refer to a number of sources of funds, including federal, state, institutional, private, and third-party funds. The institutional category consists of funds that are derived from the University of Hawai‘i system, based on a systemwide policy on financial assistance to students. The largest source is a percentage of tuition collected by UH that is set aside for aid. The baccalaureates must return 15% of tuition to financial aid, while the community colleges must return 11% of tuition to financial aid. At least 50% of need-based aid must go to Hawai‘i residents at UHM; at least 60% of need-based aid must go to residents at UHH and UHWO; and at least 80% of need-based aid must go to residents at the community colleges. At this time, one proposal that is being considered to coincide with the new tuition schedule is to increase the percentage of financial aid from 15% to 20%.
Proposal to increase student help wages

Francisco Hernandez reviewed the proposal (see attached) to increase student help wages. Payscales for students are established in an APM so a revised policy is approved by the President. A suggested strategy is to use the G funds to match the cost share for federal funding to increase the federal work study program.

For academic and student support reasons, increasing student pay is a positive proposal. The group agreed on the following: there are merits to increase student help pay in relation to retention and time to degree; the group supports the 6% increase in pay; and also supports a neighbor island exemption (off campus jobs on Maui pay significantly higher than campus jobs)

It is suggested that the proposal be reviewed by the Vice Chancellors for Administration.

Meeting Again

The group expressed interested in meeting again. Both groups are to discuss frequency of meetings.