

# RESOLUTION

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## Hawai'i Graduation Initiative

WHEREAS, the goal of the Hawai'i Graduation Initiative (HGI) is to increase the number of University of Hawai'i graduates by 25% by 2015 (to 10,500 degrees/certificates earned from a 2008 baseline of 7,350). Increasing the educational capital of the State of Hawai'i is critical because it is estimated that, by 2018, 65% of jobs in Hawai'i will require some college education or more (Georgetown University Center on Education and the Workforce).

WHEREAS, the University's goal is aligned with the Hawai'i P-20 goal of 55% of working age adults holding a college degree by 2025. To achieve this goal, the Hawai'i Graduation Initiative is focused on ensuring that more students graduate on time.

WHEREAS, the University of Hawai'i's 10 campus system, consisting of community, regional, and research campuses, has the unique advantage of serving the state through campuses with differing missions. Students may earn certificates, associate, baccalaureate and graduate degrees within one university system.

NOW, THEREFORE, BE IT RESOLVED that the University of Hawai'i Board of Regents, in support of the Hawai'i Graduation Initiative, endorses the following strategies to improve student success and graduation:

### 1. Promote College Preparation

Students who are college-ready are more likely to earn a degree/certificate. The State Department of Education and the University of Hawai'i are working actively together to ensure students graduate from high school career and/or college ready. Strategies to promote college preparation include but are not limited to:

- Collaborate with Hawai'i DOE to define and promote College and Career Readiness for students
- Align exit standards from DOE with entry standards at UH in mathematics and English
- Prepare teacher candidates to teach to relevant state standards
- Endorse alternative mechanisms for placement into college-level English and mathematics
- Implement models that have demonstrated success in accelerating entry into college level English and math, and decreasing time in developmental courses.
- Encourage students who place into developmental English/math to enroll in appropriate courses in the first year.
- Share data across early childhood, K-12, higher education and labor/workforce to measure program effectiveness in promoting student success.

## **2. Ensure efficient transfer of students and credits.**

The opportunity for students to transfer between or among campuses to earn credentials increases access and affordability. The UH campuses have a responsibility to be “transfer friendly,” i.e., provide for transparency and ease in the transfer process and outcomes. Strategies that support transfer include:

- Ensure that associate and baccalaureate degree programs provide clear curricular pathways.
- Ensure that associate and baccalaureate degree programs are designed to promote efficient and timely graduation.
- Design 2+2 and dual enrollment programs to provide explicit on-ramps to four-year programs.
- Require that equivalent courses across the UH system have the same alpha, title, course number, credits, prerequisites, course description and general education designation
- Ensure that similar programs/majors across the UH system have the same name and program code.

## **3. Enable On-Time Graduation**

On-time graduation for students is completion of the two-year degree in two years (associate degree) and the four-year degree in four years (baccalaureate degree). Strategies that support on time graduation include:

- Publish semester-by-semester academic maps with milestone courses clearly defined to guide students through their program requirements.
- Advise students that 15 credits is the full-time load to graduate on-time.
- Provide mechanisms that support the completion of 15 credits per semester or 30 credits per year for students (i.e. mandatory advising, courses based on academic maps, a schedule of courses published for an entire year, etc.)
- Institute guidelines to ensure that students complete their math and English course requirements in their first year
- Review programs with graduates who have excess credits of 20 or more above the minimum needed to complete the degree.

AND BE IT FURTHER RESOLVED that the Board of Regents is committed to the Hawai‘i Graduation Initiative. Further, it is resolved that the Board of Regents expects that campuses shall pursue the strategies associated with the Hawai‘i Graduation Initiative in a form appropriate to the individual campuses and to the extent possible.

Adopted by the Board of Regents  
University of Hawai‘i  
September 19, 2013

  
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John C. Holzman  
Chair