**Visit Summary and Next Steps: UH West Oahu (10/22/13)**

EDI conducted a full-day campus visit to UH West Oahu with the express purpose of helping them achieve two objectives: 1) Establish a clear understanding and plan for rolling out Grades First on campus; and 2) Aid West Oahu’s HGI Retention team in setting a focused, achievable agenda that could be undertaken over the course of the next several months.

In terms of the work to be done around the Grades First implementation, much of the discussion and planning focused on how to cultivate the buy-in, support, and participation of the faculty. Without their buy-in, it was widely acknowledged that Grades First would not be utilized as intended nor aid in the all-important goal of augmenting the persistence and retention of students on campus.

The work done with the HGI team began with a brief stock-take of accomplishments achieved since June, 2013 and the identification of enduring challenges. Ultimately, team discussions produced an agenda focused on three core areas of concern for the institution: 1) getting the implementation of Grades First right; 2) establishing a data-informed and clear understanding of why students leave West Oahu; and 3) determining an approach to ascertain the effectiveness of the embedded remedial Math/English courses being offered in campus.

### Focus area | What we did | Notes
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HGI Team Stock-take | Reflected on accomplishments achieved since last visit in June, 2013 | Select Accomplishments Identified:  
- Establishment of a retention sub-committee  
- Academic sample plans  
- Block scheduling  
- Helping to keep focus on students  
- Creating a "leavers" survey  
- Increased collaboration among divisions  
- Collected available retention reports and worked with UH System to create new reports
HGI Team Stock-take (cont.) | Reflected on enduring challenges | Select Challenges Identified:  
- Miscommunication  
- Timely access to data and resistance to provide it  
- Moving the needle on freshmen retention  
- Lack of accountability  
- Course scheduling  
- Mixed messages to students about the merits of their admission
Grades First (GF) | Defined guiding principles needed to ensure the buy-in of faculty | Guiding Principles Identified:  
- Devising communications and
<table>
<thead>
<tr>
<th>Focus area</th>
<th>What we did</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Grades First (GF) (cont.) | • Identified key actions to be take for implementation | • Key Actions Identified:  
  – Determining owner for oversight of implementation  
  – Develop “dog & pony show”  
  – Define key metrics  
  – Develop internal communications  
  – Construct “idiot form”  
  – Develop technical roll-out strategy  
  – Establish a train the trainers program for GF  
  – Determine schedule for full launch |
| HGI Team: GF Implementation | • Discussed how to determine the data needs of GF and how to get it procure (HGI Team)  
  • Defined the need to clearly delineate the role of the HGI Team in the implementation of GF  
  • Established the need to develop a core meeting routine that included the core leadership team for GF (Margy, Linda, Lui, Donna) | • Margy to oversee this piece of work with the HGI Team providing implementation support |
| HGI Team: Students who leave | • Discussed efforts already underway to identify and connect with students who have left the institution  
  • Determined the steps necessary develop a survey of these students | • Jim to oversee this piece of the work  
  • Intended roll-out of the leaver survey is slated for Thanksgiving  
  • Script for callers to be drafted  
  • Appropriate staff to act as callers also needs to be identified |
<p>| HGI Team: Embedded Remediation | • Discussed how to assess effectiveness of these courses | • Eun to oversee this piece of work with the HGI Team helping him to procure and analyze the requisite data |</p>
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<th>Focus area</th>
<th>What we did</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math/English</td>
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<td>Courses</td>
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