

Strategic Planning Working Group 2015

Goal A (Part 2)

Native Hawaiian Educational Attainment

August 13, 2013

Membership

- Noreen Yamane – Chair Chancellor HAW
- Amy Emmsley - Faculty Senate MAU
- Dasha DaCosta – Student Leader KAU
- Alicia Brown LCC
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- Ardis Eschenburg WCC
- Ben Guerrero MAU
- Gui Hokoana UH
- Taupouri Tangaro HAW
- David Sing Napua No`eau

Strategic Plan 2015

Expand/Create a Plan through 2015

VP Morton – Strategic Planning Council
March 15, 2013

Charge:

- Address what we want to accomplish at the system level and individual colleges
- What do we want to see measured or measured differently for the plan for the next decade (2020).

Consider systemwide initiatives that are already underway (e.g. Sustainability, UH Technology Plan)

Review the current Strategic Outcomes & Performance Measures

- Native Hawaiians
 - What more should we do to be a model indigenous serving institution
- Other Underserved Populations
 - Who else is underserved – Filipino, Pacific Islander, Others?

Can we learn from Achieving the Dream to reach these populations?

Time Line

Spring 2013

- Working groups organize and review current performance measures; identify which should stay and/or be revised; and potential new measures

Summer 2013 and early Fall 2013

- Working groups collect data for measures and begin to suggest metrics

Fall 2013

- Working groups begin to suggest metrics that will be shared with colleges in VPCC's visit to colleges

Spring 2014

- Finalize measures for updated plan 2016-2020

Strategic Goals

Goal A: Educational Effectiveness and Student Success

(UH System Strategic Plan 2002-2010)

Goal A: Promote Learning & Teaching for Student Success

(UHCC System Strategic Plan 2002-2010)

STRATEGIC OUTCOME:

A. Native Hawaiian Educational Attainment - Position the University of Hawai'i as one of the world's foremost indigenous-serving universities by supporting the access and success of Native Hawaiians.

Performance Measures

- Increase Native Hawaiian enrollment by 3% per year (5,847 students by 2015) particularly in regions that are underserved.
- Promote low-income Native Hawaiian student success and graduation by increasing: the overall financial aid participation rate by 1-13% per year to 2,101 students, the total amount of financial aid disbursed to \$14,391,428, and the number of aid recipients making satisfactory financial aid progress by 2015.
- Increase the number and percent of Native Hawaiian students enrolled in developmental intervention that successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree applicable instruction.
- Increase by 6-9% per year the number of Native Hawaiian students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.

Native Hawaiian Educational Attainment

1.1 Increase Native Hawaiian Enrollment

- Potential Pell
- Exclusions for Pell Calculation
- Non Degree Seeking
- International
- Home Campus Other
- Recent HS Graduate
- Other <22 years old
- 22-24 years olds
- >49 years old
- AtD Fall Cohort
- Atd Cohort Full time in Fall
- Atd Cohort Part time in Fall

1.2 Increase Financial Aid Participants Award-Native Hawaiian

Participation Rate (Pell)

Entering AtD cohort receiving Pell Grant

Total Pell \$ disbursed

Number of Pell Recipients

Number maintaining satisfactory financial aid progress

Percent maintaining satisfactory financial aid progress

Participation rate (All Financial Aid)

1.3 Increase Developmental Education Success- Native Hawaiian

READING

- AtD Cohort placing into Developmental Reading
- % of AtD Cohort
- AtD cohort placing into College level Reading
- % of AtD Cohort
- AtD Cohort Placement Test Missing
- % of AtD Cohort
- AtD Cohort enrollment in Developmental Reading in 1st year
- % of placing AtD Cohort
- Successful completion of any Developmental Reading in 1st year
- % enrolled Successful

WRITING

- AtD Cohort placing into Developmental Writing
- % of AtD Cohort
- AtD cohort placing into College level Writing
- % of AtD Cohort
- AtD Cohort Placement Test Missing
- % of AtD Cohort
- AtD Cohort enrollment in Developmental Writing in 1st year
- % of placing AtD Cohort
- Successful completion of any Developmental Writing in 1st year
- % enrolled Successful

MATH

- AtD Cohort placing into Developmental Math
- % of AtD Cohort
- AtD cohort placing into College level Math
- % of AtD Cohort
- AtD Cohort Placement Test Missing
- % of AtD Cohort
- AtD Cohort enrollment in Developmental Math in 1st year
- % of placing AtD Cohort
- Successful completion of any Developmental Math in 1st year
- % enrolled Successful

1.4 Increase Persistence/Graduation/Transfer - Native Hawaiian

- **Full Time AtD Cohort who complete at least 20 credits in the first academic year with a gpa ≥ 2.00**
- **Percentage of FT AtD Cohort meeting measure**
- **Part time AtD Cohort who complete at least 12 credits in the first academic year with a gpa ≥ 2.00**
- **Percentage of PT AtD Cohort meeting measure**
- **AtD Cohort who re-enroll in Spring semester**
- **Percentage re-enrollment**
- **AtD Cohort who re-enroll subsequent Fall semester**
- **Percentage re-enrollment**

- Annual Fiscal Year number degrees and certificates awarded. Includes multiple awards to same student
- Transfers to UHM, UHH, UHWO, UHMC
- Number First Year GPA ≥ 2.0
- Percent w/GPA ≥ 2.0
- Transfers to Non-UH baccalaureate granting institutions