Updating the University of Hawai‘i Strategic Directions Hawaii Graduation Initiative, 2015-2021

HGI  HII  21CF  HPMS

Donald O. Straney
Vice President for Academic Planning and Policy
Revision Process

- Midterm report on accomplishments (January 2018)
- Gather input on revisions to tactics and metrics
  - Discuss with Board Committees (March and April)
- Draft of Revised Strategic Directions (April)
- Campus consultation (April)
- Revised Strategic Directions Final draft (May)
- Board Presentation (June)
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.
HGI Action Strategies

1. **Strengthen K-12 pipeline** to improve college readiness and increase attendance

2. Implement structural improvements that **promote persistence** to attain a degree and timely completion

3. Anticipate and **align curricula** with community and workforce needs

4. **Solidify the foundations** for UH West O‘ahu, and Hawai‘i CC at Palamanui, our “startup” campuses, and establish large-scale student support services for Native Hawaiians, low-income students, and the under-represented populations they serve
HGI Action Strategies
Possible Revisions

1. Strengthen K-12 pipeline to improve college readiness and increase attendance

2. Implement structural improvements that promote persistence to attain a degree and timely completion

3. Anticipate and align curricula with community and workforce needs

4. Solidify the foundations for UH West O‘ahu, and Hawai‘i CC at Palamanui, our “startup” campuses (foundations set), and establish large-scale student support services for Native Hawaiians, low-income students, and the under-represented populations they serve (move to 2, Promote persistence)
HGI Action Strategies

Possible Revisions

1. **Strengthen K-12 pipeline** to improve college readiness and increase attendance

2. Implement structural improvements that **promote persistence** to attain a degree and timely completion

3. Anticipate and **align curricula** with community and **workforce needs**

4. Increase delivery of online courses and degrees, while maintaining other distance delivery models
Strengthen the K-12 pipeline

Possible Revisions

- Engage with K-12 students and parents
- Expand outreach to applicants (especially for FAFSA)
- Implement pipeline programs for those underrepresented in higher education
- Design and implement early college and “bridge” programs
  - Align early college programs with degree and certificate pathways
- Align HS graduation requirements with college readiness
  - Align expectations of Career and Technical Education clusters with degree pathways
- Engage with K-12 teachers and counselor
  - Design and implement counseling and advising initiative in grades 6 to 16
- Strengthen partnerships with private schools
  - Implement and scale transition courses to prepare students for the rigor of college
Promote persistence

Possible Revisions

• Establish degree pathways
  • First-year improvements and clear transfer pathways

• Reduce time in developmental education
  • Require co-requisite supplemental support and multiple measures for placement

• Reduce attainment gaps for low-income, underrepresented groups

• Introduce pathway-based registration
  • Add career information and priority waitlists

• Use completion goals to drive policies, course scheduling, financial aid

• Improve support services for Native Hawaiians, veterans, returning adults and part-time students.
  • Expand services to Native Hawaiians, underrepresented populations, veterans, adult and online students

• Make effective use of summer terms

• Create re-enrollment program
Align curriculum with workforce needs

Possible Revisions

• Obtain data about workforce needs
  • Use workforce information to inform advising and student choice of major

• Utilize feedback from graduates and employer

• Use community input in program and curricular design
  • Increase use of sector convenings

• Develop new programs meeting community needs
Online Courses and Degrees

Possible Tactics

• Create fully online degree completion pathway
• Identify degree programs to develop in online format
• Develop effective scheduling of online-only pathways
• Create online student service models to meet needs of online students
• Provide professional development for faculty and staff for effective delivery of online courses and services
# Summary of Current HGI Measures

<table>
<thead>
<tr>
<th>HGI Measure</th>
<th>Goal</th>
<th>Rationale for Goal</th>
<th>Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees and certificates earned</td>
<td>4% per year for UHM, 5% per year of UHH &amp; UHCC, 6% for UHWO</td>
<td>Meet 55 by ‘25 goal</td>
<td>No change</td>
</tr>
<tr>
<td>Graduation rates, 4-year</td>
<td>By 2025, 40% for MAN, 25% for HIL, 20% for WOA</td>
<td>Goals were based on meeting or exceeding peer averages</td>
<td>Reset FY 2019-21 goal to FY 2017’s 6-year rate</td>
</tr>
<tr>
<td>Graduation and success rates, 6-year or 150% (UHCCs)</td>
<td>By 2021, 65% for MAN, 50% for HIL &amp; UHCC, 40% for WOA</td>
<td>Goals were based on meeting or exceeding peer averages</td>
<td>Increase 6 year goal for 4 years, leave UHCC goal</td>
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<tr>
<td>Graduation and transfer rates (Student Achievement Measure)</td>
<td>None</td>
<td></td>
<td>Make it a secondary measure since there are no goals</td>
</tr>
<tr>
<td>Enrollment to degree gap: Native Hawaiians</td>
<td>Eliminate gap</td>
<td>Ensure completion rates match enrollment rates</td>
<td>No change</td>
</tr>
<tr>
<td>Enrollment to degree gap: Pell</td>
<td>Eliminate gap</td>
<td>Ensure completion rates match enrollment rates</td>
<td>No change</td>
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<tr>
<td>STEM degrees earned</td>
<td>4% for MAN, 5% for HIL &amp; UHCC</td>
<td>Used degree and certificate increase of 5% per year</td>
<td>Large increases occurred due to the creation of ASNS degree; rebenchmark</td>
</tr>
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Possible New Metrics

• High School going rates to UH

• Leading indicators of completion
  • Completing English and Math in first year
  • First-year retention
  • Number of transfer-ready pathways

• Indicators of online courses and degrees
  • Proportion of students taking an online course
  • Growth of online pathways and degrees
  • Utilization of online completion programs