UNIVERSITY OF HAWAI‘I SYSTEM REPORT

REPORT TO THE 2016 LEGISLATURE

ACT 104, SESSION LAWS OF HAWAI‘I 2015

REPORT ON EFFORTS TO EXPLORE ADMINISTRATIVE MEASURES TO PROVIDE GUIDANCE TO STUDENTS WITHIN THE UNIVERSITY OF HAWAI‘I SYSTEM TO INCREASE THE RATE OF ON-TIME GRADUATION

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REPORT ON ACT 104, SLH 2015
BY THE UNIVERSITY OF HAWAIʻI

Pursuant to Act 104, Session Laws of Hawaiʻi 2015, the Hawaiʻi State Legislature provided funding to develop the Graduation Pathway System (GPS) including elements such as structured, default pathways to graduation, academic maps with sequential scheduling of classes, intrusive advising, and data on the dynamics of the local employment market.

This report outlines the efforts of the University of Hawaiʻi to explore administrative measures, to provide guidance to students within the University of Hawaiʻi system, and to increase the rate of on-time graduation including updates on progress toward the development of GPS.

The University of Hawaiʻi (UH) has developed a graduation pathway system (GPS) that is based on an academic progression of courses that creates an individual academic map for a student based on their major. An academic map is a semester by semester plan of courses in a major which if followed, results in a student making progress towards a degree and graduating on or near on time (2 years for an associate's degree and 4 years for a bachelor's degree). At the present time, GPS is a stand-alone advising tool. Funding from Act 104 is being used to link the GPS program to the student registration process. Once the interface is built and students register for their courses through GPS, upon registration the student will be offered courses based on the academic map for their major. GPS has a "recalculating" function: if at the time of enrollment in a class schedule, a student registers in a way that takes them off the pathway, GPS recalculates and creates a new pathway for the student in order to keep them on track towards graduation.

The use of GPS and academic maps can improve timely degree completion and thus reduce the cost of education for students and for the state of Hawaiʻi if students register using GPS.

Funding from Act 104 has been used to link GPS to the course registration process and more fully develop GPS efficiencies. The funding has been used in two general areas. First, four full-time and one part-time temporary technical support staff have been contracted to work with the university's Information Technology Services (ITS) to develop the software interface and make necessary technical adjustments for a smooth, accurate, and consistent registration process for UH students

Second, system personnel have been engaged in consultation and training with campuses for the changes in the processes affected by the new registration system. In addition to the technical work necessary to allow registration by GPS, functional work is needed to change the practices used to advise students in scheduling courses. As GPS narrows course choices and guides students toward course options that lead them toward graduation, campus personnel who work with students must also be trained in

the logic of GPS technology and its usefulness as a tool in proactive or intrusive advising. Act 104 funding has enabled teams from the STAR office and the Office of the Vice President for Academic Affairs to travel to campuses, including those on neighbor islands, to assist in this transition by consulting or training with advisors, academic and student affairs staff, student groups, faculty, and campus leaders.

In November 2015, the GPS registration interface was tested successfully with a select group of students at Honolulu Community College. The feedback received from students was positive and indicated that this registration format was "*straightforward*." Students especially liked that the GPS app, "*tells you exactly what you need*" and "*puts the classes on a schedule, even before you register just to see if [they] work*."

In March 2016, UH will pilot the GPS registration interface with an additional small number of students in select programs across the ten campuses. The plan is to use GPS with all undergraduate UH students across all ten campuses in November 2016.

As the process of using GPS registration matures, the ability to predict what courses and how many seats are needed will improve. Campuses will be able to examine needs and offer those courses that the academic maps identify. This will involve changes to the traditional methods of course scheduling, and this will require additional upgrades in software and technology. Currently, multiple visits to all UH campuses are ongoing to work with student and academic affairs personnel to plan for these changes.

Innovative changes, like those facilitated by GPS and its default academic pathways, have both technical components and process or human aspects. UH staff at multiple levels were consulted and served in leadership roles in the change process. The executive team that provided oversight to the overall project included UH System Vice Presidents for Academic Affairs, Information Technology, and Community Colleges, the Chancellor of Honolulu Community College (pilot campus), and the STAR Director of Advanced Technology. In addition, campus advisors and vice chancellors across the system gave input.

While Act 104 also called for linking the GPS to a workforce component, the funding ultimately provided was not sufficient to begin work on this part of the project.

The GPS makes it possible for students to make straightforward choices about course scheduling. GPS registration will focus students on making better progress towards their goals, completing their degrees sooner and with fewer unnecessary credits at the time of graduation.