Student Success Initiatives Report

Hawai'i Pacific University

March 2012

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Acknowledgements

This report would not be possible without the insightful recommendations and feedback about improving student success provided by numerous dedicated student leaders, staff, faculty, and administrators at Hawai‘i Pacific University.

I would like to express my gratitude to Les Correa and John Ige (Institutional Research and Academic Support) for their extensive data reports, and especially to John Ige for his diligent work in sorting and conducting the primary analysis of the student data. In addition, a special thank you to Nancy Hedlund (Associate VP for Planning and Assessment) for her vision, editorial comments, and continual support throughout this process.

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Introduction

Nine out of ten students in the U.S. say they hope to go to college, though only 39% actually complete a two- or four-year degree (Lumina Foundation for Education, 2009). Students of color and low-income students, who have traditionally faced substantial barriers to success in college, are even less likely to complete degrees (Complete College America, 2011). The fiscal reality is that student loan debt has now surpassed 1 trillion dollars and the average tuition increases 8% a year (Chopra, 2012; Kantrowitz, 2012). This debt is burdensome for all graduates, especially those who choose to enter lower-paying public service careers, suffer setbacks such as unemployment or serious illness, or fail to complete their degree. The combination of poor student outcomes and increasing educational cost has led to additional scrutiny by the U.S. Department of Education about institutional quality and a new emphasis on accountability for results from colleges and universities.

This Student Success Initiatives Report identifies factors and issues associated with retention, graduation, and degree progression, compares internal HPU data to external benchmarks and best practices, and articulates 14 recommendations that address achievement gaps and improve student success outcomes overall. The report begins with a *HPU Student Overview* and *Highlights of Recommended Student Success Initiatives* to provide the reader with a quick overview and point of reference. Next the report highlights *Today's Students & Evolving into the Next Decade* and *Hawai'i Pacific University's Best Assets*. The reader is then provided with a discussion of *What is Student Success?* and a comprehensive national and Hawai'i state overview *Comparing Student Retention, Progression, and Graduation Rates*. Next, the 14 *Recommended Student Success Initiatives* are explained and supported by internal HPU data and external comparison data. Additionally, the report is prefaced by a list of tables and figures, and concludes with an appendices and supplementary tables section which also lists the various HPU internal reports utilized for this report.

Please note that this report provides "recommendations," and as such not all may be implemented due to university priorities and availability of resources.

In addition, the report presents an outline, and in some cases illustrative examples, for each recommendation. Through additional collaborations among faculty, staff, and students these recommendations will continue to evolve and change prior to implementation and as a result of evaluation.

Hawai‘i Pacific University Student Overview
Academic Year 2010-2011

10,331 total students enrolled in all programs and campuses (non-duplicated headcount)

Origin
58% (5,982) Hawai‘i
28% (2,936) Mainland
13% (1,356) International
1% (257) Pacific Islander

Student Age
50% (5,154) Under 25
- 76% (3,916) DC & HLC
- 24% (1,238) MCP

50% (5,177) 25+
- 45% (2,336) DC & HLC
- 55% (2,841) MCP

Gender
54% (5,616) Women
46% (4,715) Men

Ethnicity
29% (2,988) Caucasian
19% (1,912) Asian
13% (1,329) Non-Resident Alien (Temporary Resident)[1]
12% (1,274) Hispanic or Latino*
11% (1,153) Two or more races
- **7%** (685) Part Native Hawaiian[2]

7% (667) Unknown race or ethnicity
6% (638) African American*
3% (302) Native Hawaiian or Pacific Islander*
1% (68) American Indian or Alaska Native*

** Underrepresented races/ethnicities **22%** (2,282)*

Degree & Credit Load
84% (8,697) Undergraduate
- 60% (5,194) Full-Time (12+ credits)
- 40% (3,503) Part-Time (< 12 credits)

16% (1,634) Graduate
- 52% (844) Full-Time (9+ credits)
- 48% (790) Part-Time (< 9 credits)

Undergraduate Class Standing
24% (2,098) Freshman (1-30 credits)
16% (1,423) Sophomore (31-60 credits)
17% (1,467) Junior (61-89 credits)
43% (3,709) Senior (90+ credits)

Campus Student Distribution
61% (6,252) DC, HLC & Online
- 78% (4,713) Full-Time of all campuses
- 36% (1,539) Part-Time of all campuses
- 70% (5,226) Full-Time Equivalency (FTE)

39% (4,079) Military Bases/MCP Online
- 22% (1,325) Full-Time of all campuses
- 64% (2,754) Part-Time of all campuses
- 30% (2,243) Full-Time Equivalency (FTE)

Enrollment by Class Type
45% (4,596) Online & In-Person Classes
36% (3,750) All In-Person Classes
19% (1,985) All Online

Housing
2% (200) Students live in university controlled residential housing at HLC.

DC = Downtown Campus
HLC = Hawai‘i Loa Campus
MCP = Military Campus Programs

[1] HPU only collects ethnicity data on U.S. residents, and origin data on international students
[2] Identified as Native Hawaiian or Part Native Hawaiian and an additional race/ethnicity category
Data Source: HPU Institutional Research and Academic Support

Highlights of Recommended Student Success Initiatives

Goals: Increase institutional effectiveness to further student success, improve student satisfaction and retention, accelerate progression to degree, and increase graduation rates for all students through evidence based, theory driven, and culturally competent initiatives.

Recommended Student Success Initiatives	Expected Impact	Number of Students Impacted
Graduation Requirements & Enrollment		
1. Decrease time to graduate by reducing the credits required for a bachelor's degree from 124 to 120, as is the standard for most universities.	Very High	All DS-UGS* (8,697)
2. Increase retention of new academically underprepared and high achieving undergraduates by: a) revising "remedial" writing and math course placement standards; b) providing credit for all "remedial" courses; and c) allowing high achieving students to place out through SAT or ACT scores.	High	Incoming UGS that are underprepared in writing (149) or in math (429); high achieving in writing (62) or in math (52)
3. Eliminate confusion among students and faculty, and improve retention, degree progression, and graduation rates by simplifying and reducing general education requirements from 51-57 credits to 33 credits.	Very High	All DS-UGS (8,697)
4. Ameliorate undergraduate student graduation "back-up" by requiring a minimum of 15 credits of unrestricted electives in all majors (which also meets university and field-specific national accreditation standards).	High	13 majors impacted (1,714)
5. Reduce time to degree completion, unnecessary credit accumulation, and improve 4-year graduation planning by: a) requiring courses in a major be offered once a year or establish and advertise alternative course selections under the program requirements (as is currently done by lower enrollment majors); and b) stating under program requirements on websites and academic catalogs which terms required courses are typically offered.	Very High	All DS-UGS (8,697)
Tuition Options		
6. Increase retention and academic progression for 3/4 enrollment students by offering a 3-3-3 tuition package that includes the fall, spring, and summer terms (27-33 credits which qualifies as full-time) for the same tuition as full-time enrollment in the fall and spring terms (24-32 credits), providing access to federal financial aid and scholarships for DC/HLC students.	Medium	Part-time (9-11 credits) DC/HLC DS-UGS (335)
University Housing & Parking		
7. Improve enrollment and retention of non-Oahu students by expanding university student housing from 200 (2% of students) to at least 1,350 (13%) to accommodate full-time degree-seeking first and second year undergraduates and all full-time degree-seeking graduate students that do not originate from Oahu.	High	Non Oahu origin full-time first and second year DS-UGS & full-time graduate students (1,352)
8. Facilitate access to campus locations and address the most prevalent commuter student complaint by: a) providing a U-Pass to all students as part of tuition; b) increasing student car parking options and creating additional moped, motorcycle and bicycle parking spaces at the DC; and c) providing more flexible student-friendly evening and term rates at the HLC.	High	All students (10,331)
* DS-UGS = degree-seeking undergraduate students for academic year 2010-2011		

Recommended Student Success Initiatives *Continued*	Expected Impact	Number of Students Impacted
Student Academic Services		
9. Create a more effective university academic advising structure by: a) combining the under & over 25 year old DC/HCL undergraduates under the Academic Advising Center (which has already been accomplished with nursing and science majors); b) creating a new advising website; c) expanding academic advising responsibilities to include implementation of early alert and mid-term deficiency interventions; and d) reducing the student-advisor ratio from 408:1 to 200:1.	High	All DC/HCL DS-UGS (5,101)
10. Implement a more comprehensive early alert intervention program by expanding the "Early Alert Initiative" (which identifies students that are academically underperforming 4 weeks into the term) for prerequisite and introductory writing and math courses to include: introductory digital literacy courses (CSCI 1011 and 1041), JOUR 1100, COM 1400, CSCI 2611, and first year seminars.	Medium	All DS-UGS (8,697)
11. Address the needs of students that are academically underperforming by piloting a one-credit student mentorship program for all degree-seeking students admitted on provisional status and students receiving less than a 2.0 GPA in fall, spring, or summer term.	Medium	All DS-UGS entering HPU on provisional status (116) & below a 2.0 GPA (427)
Standing Committee, Dashboards, and Funding Strategies		
12. Systemically address student success by: a) appointing a standing committee of administrator, faculty, staff, and student leaders charged to develop a university action plan; b) addressing, implementing, and evaluating student success initiatives; c) providing an annual university progress report; and d) convening an annual summit.	Very High	All students (10,331)
13. Facilitate proactive and in-time responses to student success gaps by providing Academic Affairs and Enrollment Management administrators and leadership staff with a dashboard of key performance indicators and benchmarks updated each term for the university, colleges, and programs.	High	All students (10,331)
14. Provide innovative student success initiatives by funding, implementing, and evaluating programs focused on Hawaiian and 'at-risk' students (underrepresented ethnicities, academically underprepared, low high school rank, undeclared major, first generation college student, low-income, Pell grant recipient) through federal and state government funding, corporate organizations, and private foundations.	High	Unable to provide student count due to data limitations, but could impact approximately 40% of students
Data Source: HPU Institutional Research and Academic Support		

Today's Students & Evolving into the Next Decade

Today's university students continue to push and drag traditional universities into the 21st century and if institutions are not listening, students simply do not apply or leave. Times have seriously changed and with the high cost of tuition and multiple years of investment, students will not settle for anything less than a high quality education and excellent student experience. Universities understand that students have literally thousands of options (6,730 in the U.S. alone) and are striving to make their institution appeal to today's savvy student (Knapp, Kelly-Reid, & Ginder, 2011).

Students expect universities to provide them with flexible, high quality, student-centered academics and services such as online classes and degree programs, continuous admissions, year round education, concurrent enrollment at multiple institutions, generous transfer credit policies, and the ability to jump in and out of colleges (Chronicle of Research Services, 2010). They want multiple, instant ways to communicate with faculty and student services staff to get their questions answered, including video chat (such as Skype or FaceTime), text message, and Connect Yard.[1]

Technology proficient high school students, the New Millennials, assume that the universities they are currently researching and applying to will deliver what is often considered "innovative" by higher education standards, though by student opinion are practical, efficient educational systems (Koechlin, Rosenfeld, and Lher, 2010) such as:

- Drag-and-drop virtual degree maps with clear goals for core, major, and degree completion, instant course prerequisite compatibility, all courses advertised specify which term(s) the courses are offered, and term ahead course listings.
- Current course syllabi and aggregate course evaluation ratings linked to course listings.
- Digital textbooks and course readers with options to buy, rent, sample view, and even share by allowing students and professors to "loan this book."
- Online and virtual classroom discussions, lectures, and study groups.
- Assignments ("papers") submitted and graded electronically with write tools or audio capture.
- Take quizzes and tests on their own, or by video chat/video conferencing for oral exams.
- Access to professors by instant text communication, video chat, or mutually convenient individual appointments, not static faculty office hours.
- Online tutors and same day access to academic advisors.
- 24-hour learning commons (not libraries) designed with extensive natural light and options to quietly work alone or collaborate in groups; electronic access to all books, journals, visual and audio data sources; and a café with low-cost, healthy choices.

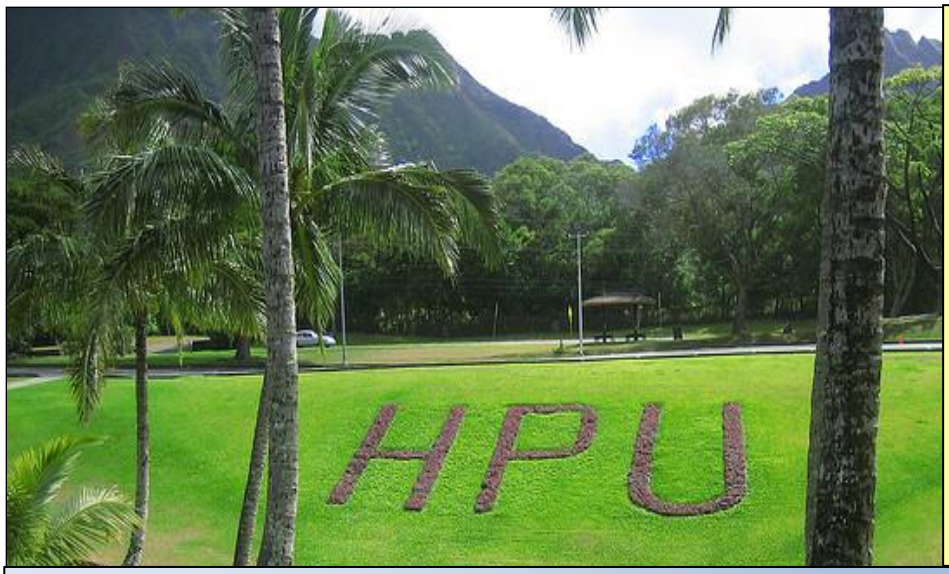
[1] Connect Yard is a social media platform which can be integrated into Blackboard that connects students and professors through their preferred form of communication. If students prefer interacting through text messages or on Facebook and Twitter, they can send messages to their professors this way. In turn, professors can receive and send responses however they prefer, which is typically email. For more information see: http://www1.connectyard.com/

It is a common business practice among private colleges to award a 40% discount on tuition, thus lowering the average $40,000 "sticker-price" to $24,000, to incentivize both parents and students to attend (National Association of College and University Business Officers, 2010). In 2010, the average discount rate for first-time, full-time freshmen was 42% and 37% for all undergraduates. Proponents have argued that there are some psychological benefits to having a high sticker price, including the perception of quality, and high discounting, such as the value a student perceives when offered a large financial package. Ironically, research in K-12 and postsecondary education shows no consistent relationship between spending and student results, but instead shows that the absolute level of resources is less important than the way resources are used within the institution (Desrochers & Wellman, 2011). This means that leadership and intentionality matter more to educational performance than money alone.

Even with hefty discounts the full-time residential model of higher education is getting too expensive for a larger share of the American population. In addition, the "traditional" student profile is changing and in the fall of 2009 only 15% of all 18.1 million undergraduates in the U.S. were full-time, first-time students (Knapp, Kelly-Reid, & Ginder, 2011). Many of today's students are adult learners and returning to school with family and work commitments. In the 2010-2011 academic year at HPU 50% of students were 25 years or older. Today's students are searching for more convenient and malleable options as they negotiate economic needs and juggle school, family, relationship, and work responsibilities. Nationally, almost 50% of students at community colleges and 26% at private four-year colleges expect to work more than 20 hours a week (Carnavale, Smith, & Strohl, 2010). In the 2009 National Survey of Student Engagement (NSSE), HPU students reported that 36% work more than 20 hours a week (compared to 12% of NSSE respondents from all schools), and 29% work more than 30 hours a week (compared to 6% for all respondents) (NSSE, 2010). Consequently, students are looking for lower-cost, time conscious alternatives to attending college, such as three-year degree programs, inexpensive online options, part-time tuition packages, work-study opportunities, and guaranteed aid for each year of their degree programs.

Hawai‘i Pacific University’s Best Assets

In a quest for smarter students, better reputation and financial support, many institutions unrealistically strive to be all things to all people instead of focusing on what they do best (Lumina Foundation for Education, 2011). Collins (2001) highlights this sentiment and found that for companies to excel from good to great they must learn what they are best at and focus on those assets. As HPU continues to evolve, it must do so by identifying, celebrating, and building on its uniqueness and abilities to attract, retain, prepare, and consistently graduate students. Below is a partial list of HPU assets.



“HPU has not only educated me academically through books but through the variety of students and teachers of different backgrounds. My mind has been open to more than what the books have taught me through real life experiences of not only my teachers but my fellow classmates.”

HPU Student Responding to the NSSE Survey

- ★ HPU and Hawai‘i are one of the safest locations to attend school and reside in the U.S.
- ★ Truly diverse student body from all 50 states and over 100 counties, ranked No.3 in 2012 by U.S. News & World Reports for campus ethnic diversity among west regional universities (13% of students are from outside the U.S. and 58% are students of color).
- ★ Student-centered pedagogy, civic-mindedness, and commitment to diversity among the HPU faculty.
- ★ Small average class size of 15 for undergraduates and 11 for graduates.
- ★ All courses taught by faculty (not teaching assistants).
- ★ 1 out of 5 courses are also offered online.
- ★ Low tuition compared to other private universities in the U.S.
- ★ Multiple start dates (fall, spring, and summer).
- ★ Some bachelor’s degrees offer Fast Track 3-year majors.
- ★ Easy to transfer credits (up to 94 credits out of 124 required for graduation).
- ★ Global university located in an international pacific hub with access to resources, employment opportunities, and connections for a global workforce.
- ★ HPU provides students an *Ohana* (family) away from home.
- ★ HPU is influenced by the Hawaiian and Polynesian cultures, values, and aloha spirit.
- ★ 18 national and international honor societies & more than 50 student organizations and clubs.
- ★ Free in-person and online tutoring.
- ★ Hawai‘i is world-renowned for its beautiful scenery, and the weather is mild all year round with temperatures frequently in the 70s and 80s.

What is Student Success?

HPU's Mission

"Hawai'i Pacific University is an international learning community set in the rich cultural context of Hawai'i. Students from around the world join us for an American education built on a liberal arts foundation. Our innovative undergraduate and graduate programs anticipate the changing needs of the community and prepare our graduates to live, work, and learn as active members of a global society."

What is student success? It depends who you ask. For many universities it's fulfilling their mission and strategic goals to prepare and educate students. Though, of the 1.7 million students enrolled as full-time freshmen at 4-year institutions, fewer than 60% will earn a bachelor's degree within six years (HCM Strategist, 2011; Knapp, Kelly-Reid, & Ginder, 2011). The results are even worse for low-income and students of underrepresented ethnicities.[2] At community colleges, fewer than 35% will earn an associate's degree within three years. It is no surprise that the public and U.S. federal government are putting pressure on higher education institutions, and those who accredit them, to not only measure student success by inputs but also outcomes.

For students, indicators of success are not what a university does or consumes but what it produces. What matters most to students is which schools will help them achieve their educational goals, attain a degree, have influential networks, and a high alumni satisfaction (Venezia, Callan, Finney, Kirst, & Usdan, 2005). A student's price-to-value analysis includes: university cost (tuition, fees, and housing), number of students admitted, progression to sophomore year, time-to-graduate, number of graduates, and number of students who get good jobs or graduate school admission rates (Kuh, Kinzie, Buckley, Bridges, & Hayek, 2006). Today's students are aided in their comparison analysis by numerous up-to-date annual university ranking reports and college cost calculators, which are literally in the palm of their hands due to smart phones and apps.

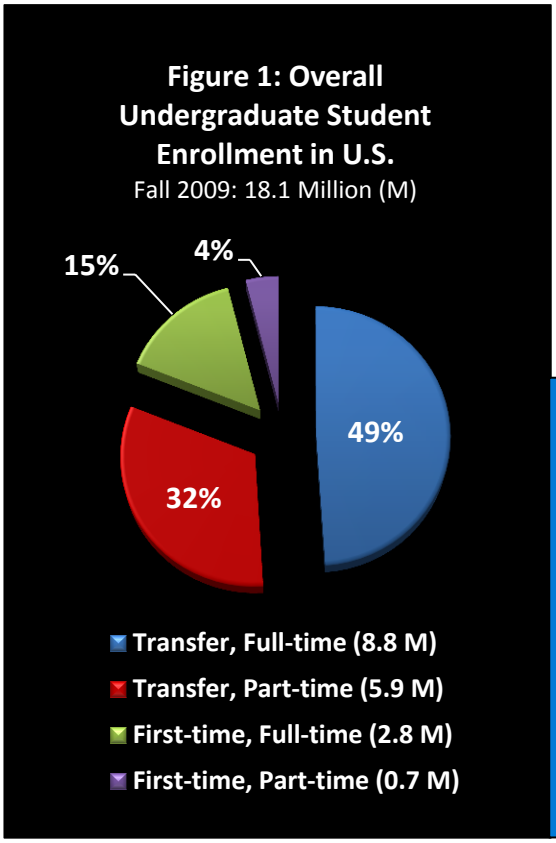
A systems perspective is needed to address systemic problems such as retention, degree progression, and enabling students to graduate. Many institutions have experimented and succeeded in implementing reforms to drive up degree completion to the tune of up to 27% (Auguste, Cota, Jayaram, & Laboissière, 2010). These changes are centered on four key themes: (1) structured pathways to graduation; (2) effective student supports and services; (3) effective developmental education; and (4) effective student acceptance, placement, and preparation programs. Notably, these themes are not implemented in isolation, but rather are put in place together to improve the system as a whole.

[2] Underrepresented ethnicities are traditionally underrepresented racial/ethnic students in higher education: African Americans, Alaska Natives, American Indians, Latino/Hispanic Americans, Native Hawaiians, and Pacific Islanders.

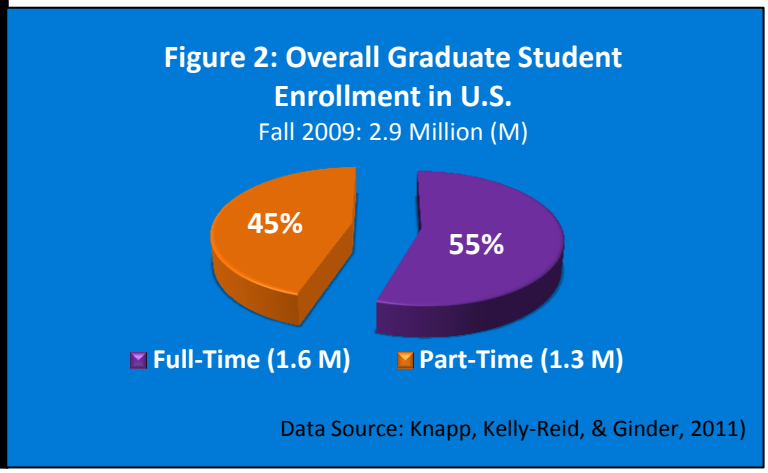
Comparing Student Retention, Progression, and Graduation Rates

During advertising commercials, HPU's motto is echoed to prospective students and their families, "HPU: Helping you get where you need to go." However, how does HPU compare to both universities in the U.S. and in the state of Hawai'i?

In fall 2009, Title IV institutions[3] in the U.S. enrolled a total of 21 million undergraduate and graduate students; 62% were enrolled in 4-year institutions, 37% were enrolled in 2-year institutions, and 2% were enrolled in less-than-2-year institutions (Knapp, Kelly-Reid, & Ginder, 2011). In addition, from fall 2011 through fall 2019 college enrollment is expected to continue setting new records increasing by 14%, with a 9% raise in enrollments of students under 25, and a 23% rise in enrollments of students 25 and over (U.S. Department of Education, National Center for Education Statistics (NCES), 2011a).



Overall, only 15% of the 18.1 million undergraduates were first-time students enrolled full-time. An additional 4% of undergraduates were first-time students enrolled part-time; 49% were other than first-time students enrolled full-time (transfer students or students having prior postsecondary experience); and 32% were other than first-time students enrolled part-time. Of the 2.9 million graduate students, 55% were full-time and 45% were part-time.

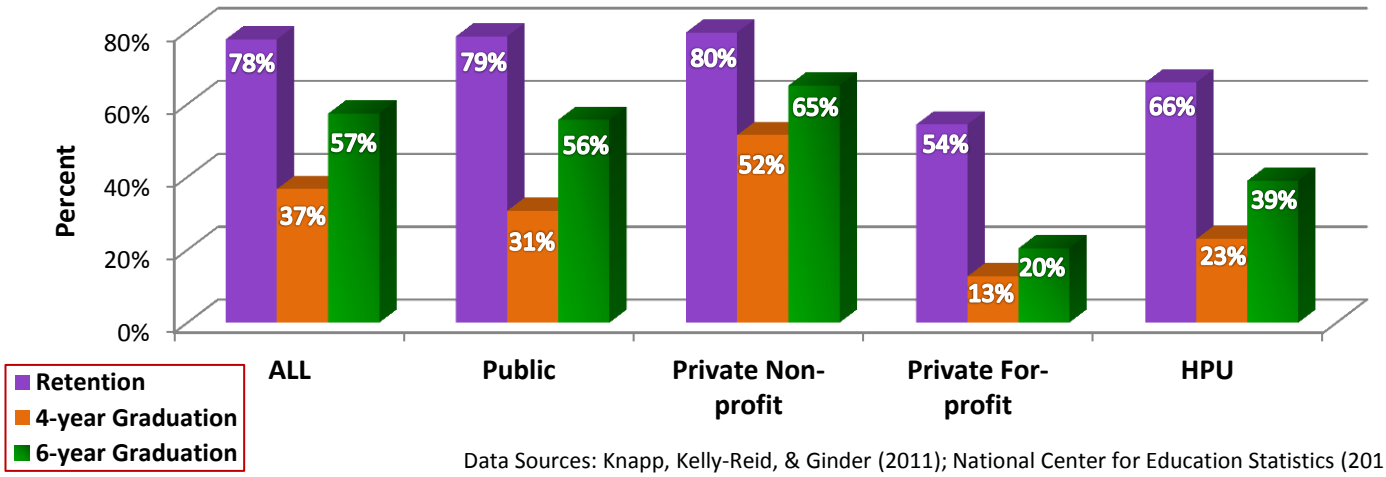


Among first-time degree/certificate-seeking undergraduates, first-year retention rates for 4-year institutions were higher for students attending full-time (78%) than for students attending part-time (47%). Specifically evaluating 4-year private non-profit institutions, the full-time retention rates were 80% and part-time 48%. No data was provided on graduate student retention.

[3] Title IV institution: An institution that has a written agreement with the Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs (other than the State Student Incentive Grant (SSIG) and the National Early Intervention Scholarship and Partnership (NEISP) programs).

Figure 3: Second Year Retention Rates & 4-year and 6-year Graduation Rates at 4-year Institutions of Full-time, First-time Bachelor's Degree-Seeking Students

(Fall 2009 Data: Retention of the 2008 cohort year & Graduation of the 2003 cohort year)



Data Sources: Knapp, Kelly-Reid, & Ginder (2011); National Center for Education Statistics (2011b)

Figure 3 above highlights that approximately 57% of full-time, first-time bachelor's or equivalent degree-seekers in 2003 attending 4-year institutions completed a bachelor's or equivalent degree at the institution where they began their studies within 6 years[4]. Institutional graduation rates of full-time, first-time bachelor's or equivalent-seeking students attending 4-year institutions in 2003 were higher at private non-profit institutions than at public or private for-profit institutions. For example, the 4-year graduation rate of all bachelor's-seeking students was 52% at private non-profit institutions, 31% at public institutions, and 13% at private for-profit institutions (see chart above). **For fall 2009, HPU's retention rate of 66% for full-time, first-time students (42% for part-time), and both 4-year (23%) and 6-year (39%) graduation rates, were significantly lower than both the overall average and the private non-profit sub-category**. In more recent HPU student data (fall 2010), the retention rate increased 7 percentage points for full-time, first-time students (73%), and increased 4 percentage points for part-time students (48%). In addition, for the 2004 cohort year, the 4-year graduation rate decreased 1 percentage point (22%), and the 6-year remained the same (39%).

Examining graduation rates by student gender, the overall 4-year graduation rate among full-time, first-time bachelor's or equivalent degree-seeking women (41%) was much higher than men (32%), though was closer in range for the 6-year graduation rate (women: 60% and men: 55%). The 6-year graduation rate was 7 percentage points higher at 4-year private non-profit institutions for both women and men (women: 67% and men: 62%). For the same 2003 cohort

[4] In 1990, Congress passed the Student Right-to-Know and Campus Security Act (P.L. 101-542), which requires colleges to disclose information on graduation rates and serious crimes. In particular, the law requires colleges to report the proportion of students "completing their program within 150 percent of the normal time to completion." For four-year colleges, that means the proportion of students who earn bachelor's degrees within six years. In 1997 the federal government U.S Department of Education's National Center for Education Statistics (NCES) began to systematically collect those numbers through its Integrated Postsecondary Education Data System (IPEDS).

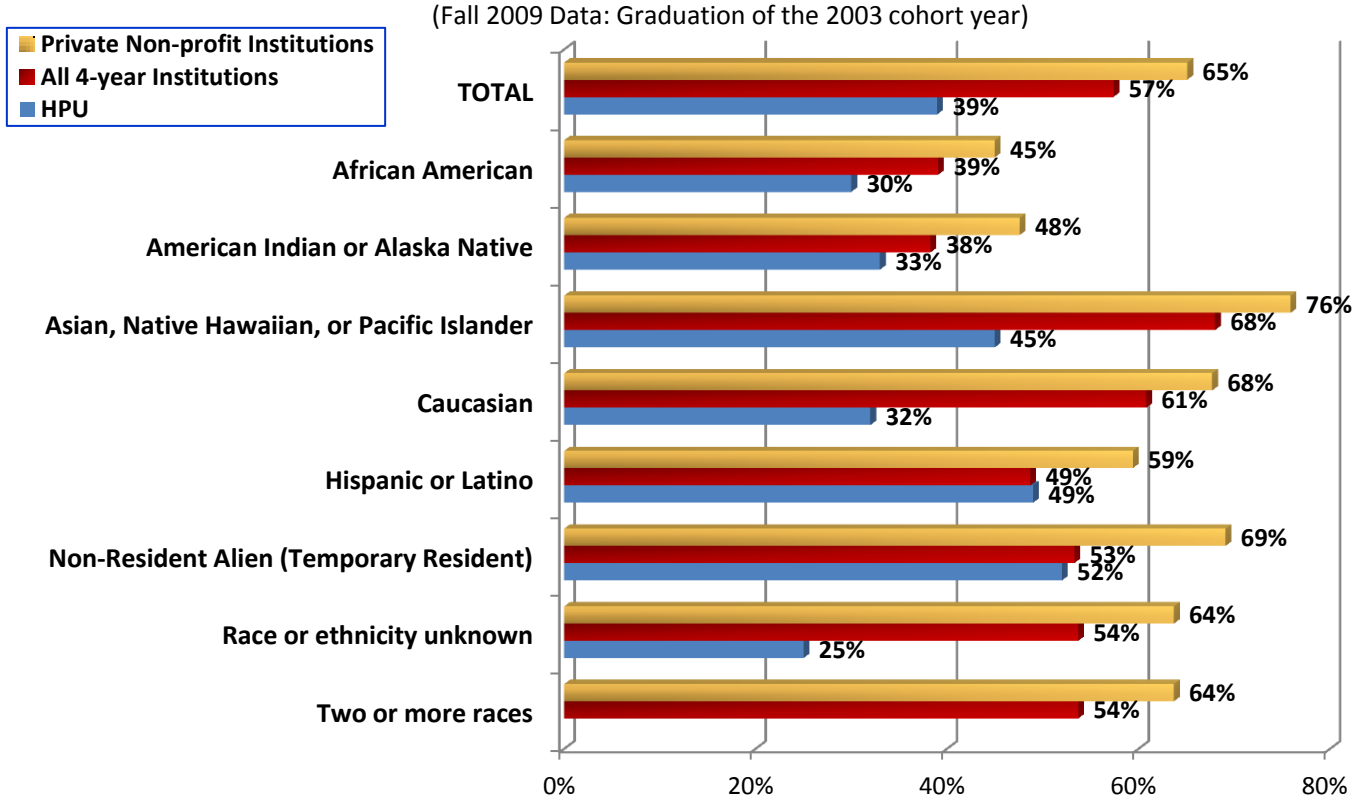
Though 6-year graduation rates have become the norm for comparison, charts and figures throughout this report will also highlight 4-year graduation rates to better analyze factors of student success and effectively identify early prevention and intervention strategies to increase 6-year graduation rates.

year, HPU's 6-year graduation rate for women (39%) and men (40%) was considerably lower than both the overall 4-year institution average and the private non-profit sub-category.

The figure 4 chart below compares the institutional 6-year graduation rates by race/ethnicity of full-time, first-time bachelor's or equivalent-seeking students of the 2003 cohort attending 4-year institutions, with those of only 4-year private non-profit institutions, and HPU. Private non-profit institutions reported the highest graduation rates among all races/ethnicities. With the exceptions of Hispanic or Latino students (49%) and non-resident alien (temporary resident or international) students (52%), HPU struggled to retain and graduate students from the 2003 cohort in most race/ethnic sub-categories. The lowest percentage rates were among African American (30%), American Indian or Alaska Native (33%), and surprisingly Caucasian (32%).

Figure 4: 6-year Graduation Rates at 4-year Institutions by Race/Ethnicity of Full-time, First-time Bachelor's Degree-Seeking Students

(Fall 2009 Data: Graduation of the 2003 cohort year)



Data Source: National Center for Education Statistics (2011b)

The following two tables (table 1 & 2) contrast the most recent tuition, fall enrollment size, endowment, acceptance rate, enrollment rate, second year retention, and graduation rates of students at HPU with Hawai'i universities and top ranked[5] west regional universities that are similar to HPU's higher enrollment size and acceptance rate (NCES, 2011a). The second table provides insight into potential competitor universities for Hawai'i residential students based on the schools receiving the most SAT and AP score reports from students (College Board, 2011a & 2011b). Both charts may assist in creating university-wide benchmark institutions for HPU.

[5] Ranked by the 2012 Best Colleges U.S. News & World Reports (http://www.usnews.com/education)

Table 1: Comparisons of Average Retention & Graduation Rates of U.S., Hawai‘i, & Top Ranked West Regional Universities

2010-2011 Reported Data of First-time Bachelor’s Degree-Seeking Students

		Tuition Cost [2011-2012] IS: In-State OS: Out-of-State	**Total Student Enrollment** Fall & 12-Month [2010]	**Endowment** M = Millions B = Billions [2010]	**Acceptance & Enrollment Rate** [Fall 2010]	**2nd Year Retention Rate Full-time & Part-time** [Fall 2010]	*Full-time Students Only* **4-Year Grad Rate** Fall 2004 Cohort	*Full-time Students Only* **6-Year Grad Rate** Fall 2004 Cohort
U.S. Average for All 4-year Institutions & All 4-year Private Non-profit Institutions								
All 4-year Institutions [only 2009 data available]		Not Available	39% enrolled <1,000 & 13% enrolled >10,000+	326B total (top 120 colleges account for 75%)	**57%** 35%	**78%** 47%	37%	**57%**
All 4-year Private Non-profit Institutions [only 2009 data available]		78% of revenue Price: $31,401 Net: $19,009			**52%** 28%	**80%** 48%	52%	**65%**
Hawai‘i Universities (Universities other than HPU are heavily subsidized by the state or church organizations)								
Hawai‘i Pacific University		$16,510	8,339 10,184	70M	**78%** → 23%	**73%** 48%	22%	**39%**
University of Hawai‘i – Mānoa		IS: $9,100 OS: $23,932	20,337 24,967	154M	**67%** → 40%	**77%** 57%	17%	**50%**
University of Hawai‘i – West Oahu (Pearl City)		IS: $5,146 OS: $15,754	1,471 1,652	Not Available	**81%** → 55%	**60%** 47%	Began admitting first-time students in fall 2007	
University of Hawai‘i – Hilo		IS: $5,416 OS: $15,904	4,079 4,847	Not Available	**52%** → 44%	**71%** 56%	13%	**33%**
Chaminade University of Honolulu		$18,440	2,806 3,818	7M	**90%** → 27%	**67%** 38%	25%	**47%**
Brigham Young University – Hawai‘i (Laie)		$4,450	2,931 3,494	77M	**61%** → 52%	**58%** 17% *	20%	**56%**
Top Ranked West Regional Universities – Private Non-profit (with specific focus on Fall Enrollment size above 4,000 & Acceptance Rates above 60%)								
#87	**Hawai‘i Pacific University**	$16,510	8,339 10,184	70M	**78%** → 23%	**73%** 48%	22%	**39%**
#3	Gonzaga University Spokane, WA	$31,730	7,730 8,775	120M	**78%** → 31%	**92%** 100% *	68%	**80%**
#6	Seattle University Seattle, WA	$32,700	7,817 8,836	153M	**71%** → 24%	**89%** 33% *	59%	**74%**
#11	University of Redlands Redlands, CA	$37,302	4,431 5,301	94M	**67%** → 27%	**86%**	58%	**64%**
#16	Seattle Pacific University Seattle, WA	$30,339	4,117 4,448	39M	**77%** → 29%	**88%** 0% *	54%	**71%**

* These universities enrolled only 1-6 part-time students in the previous fall.

Data Source: National Center for Education Statistics (2011b)

Table 2: 2010 Universities Receiving the Most SAT & AP Scores from Hawai'i Students[6]

[Possible HPU competitor schools for local students]

2010-2011 Reported Data of First-time Bachelor's Degree-Seeking Students

Top 10 Schools	SAT # of Students	SAT % of Score Senders	AP # of Students	Average SAT Scores 25th percentile & 75th percentile Critical Reading/Math [Fall 2010]	Tuition Cost [2011-2012] IS: In-State HR: Hawai'i Resident[7] OS: Out-of-State	Acceptance & Enrollment Rate [Fall 2010]	2nd Year Retention Rate Full-time & Part-time [Fall 2010]	*Full-time Students Only* 4-Year Grad Rate Fall 2004 Cohort	*Full-time Students Only* 6-Year Grad Rate Fall 2004 Cohort
Hawai'i Pacific University	**780**	15%	**103**	CR: 440/450 M: 570/580	$16,510	**78%** → 23%	**73%** 48%	22%	**39%**
University of Hawai'i – Mānoa	**3,103**	60%	**832**	CR: 480/510 M: 580/620	$9,100	**67%** → 40%	**77%** 57%	17%	**50%**
University of Hawai'i – Hilo	**751**	14%	**80**	CR: 410/420 M: 540/550	$5,416	**52%** → 44%	**71%** 56%	13%	**33%**
University of Portland	**582**	11%	**41**	CR: 540/650 M: 540/650	$33,780	**65%** → 17%	**89%** none	67%	**77%**
University of Washington	**575**	11%	**67**	CR: 530/570 M: 650/680	IS: $10,574 HR: $15,861 OS: $28,058	**58%** → 44%	**93%** 84%	57%	**80%**
University of Oregon	**550**	11%	40	CR: 490/500 M: 610/620	IS: $8,789 HR: $13,183 OS: $27,653	**80%** → 29%	**86%** 59%	44%	**68%**
Oregon State University	**489**	9%	**41**	CR: 470/590 M: 490/620	IS: $7,518 HR: $11,277 OS: $21,294	**82%** → 42%	**83%** 63%	33%	**60%**
University of Southern California	**486**	9%	**53**	CR: 620/650 M: 720/750	$42,818	**24%** → 34%	**97%** none	72%	**89%**
Chaminade University of Honolulu	**472**	9%	**63**	CR: 430/510 M: 430/540	$18,440	**90%** → 27%	**67%** 38%	25%	**47%**
Pacific University	**393**	8%	**41**	CR: 490/500 M: 590/610	$33,612	**46%** → 42%	**81%** none	54%	**65%**

Note: See Tables S-1 and S-2 (pages 71 & 72) in the appendix for a complete list of the 45 institutions in Hawai'i that received the most SAT & AP score reports.

Data Sources: National Center for Education Statistics (2011b); College Board AP Scores Summary Report (2011a); College Board State Profile Report: Hawai'i: College-bound Seniors 2011 (2011b).

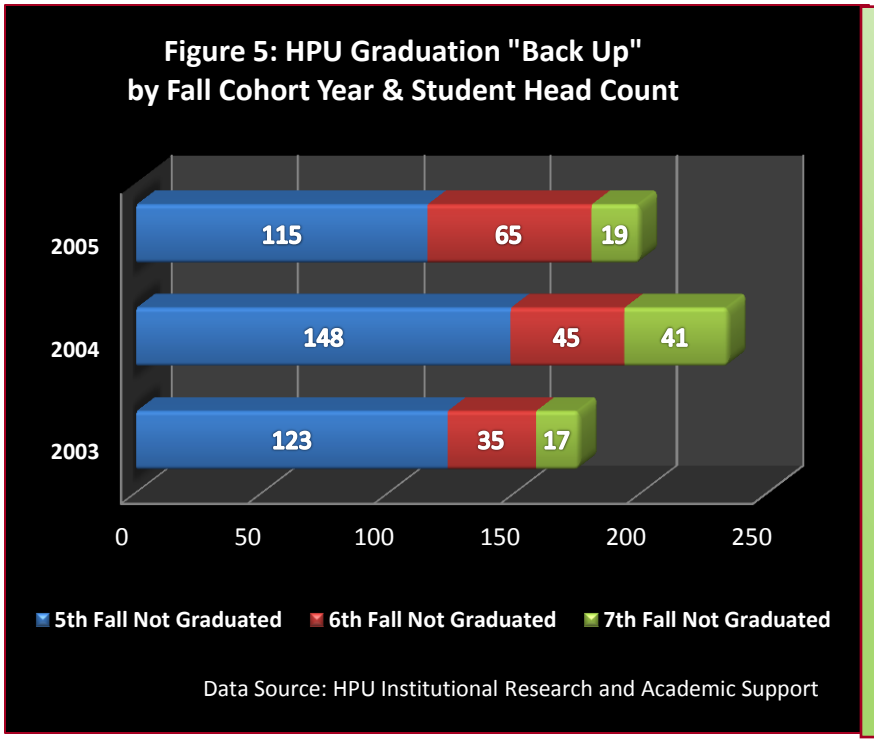
[6] Of the 8,077 students from Hawai'i who took the SAT and/or an SAT Subject Test, 5,216 designated that their score reports be sent to institutions. Students may designate more than one institution to receive scores. The above list includes only the top 10 institutions that received the most SAT score reports. A total of 1,126 institutions received SAT score reports from Hawai'i students. In addition, of the 6,517 Hawai'i students who took at least one AP exam, the number of senders that designated their AP score reports be sent to the above institutions are listed.

[7] The Western Undergraduate Exchange provides students who are residents of WICHE states are eligible to request a reduced tuition rate of 150% of resident tuition at participating two- and four-year college programs outside of their home state. WICHE states include: Alaska, Arizona, California, Colorado, Hawai'i, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming (for more information see http://wiche.edu/wue).

There are many comparisons to gleam from the above tables 1 & 2, though the following discussion will focus on tuition, enrollment size, retention, and graduation rate. As a private non-profit university, HPU's tuition for full-time students is very low (approximately half the average cost) in order to compete for Hawai'i residential students who are provided with incentives of reduced in-state as well as out-of-state tuition rates. HPU also offers generous tuition discounts for undergraduate military students (75%) and undergraduate Downtown and Hawai'i Loa Campus students in the summer terms (50%).

The retention rate for full-time students was 5 percentage points lower than the average for 4-year institutions, 7 percentage points lower than the private non-profit institution sub-category, and 13-19 percentage points lower compared to top ranked west regional private non-profit universities with similar enrollment size and acceptance rates. On a good note, HPU's retention rate for full-time students was within the same range as other 4-year universities in Hawai'i, and for part-time students was equal to the average for 4-year institutions and the private non-profit institution sub-category. In addition, HPU was second only to the University of Hawai'i – Mānoa in receiving the highest number of SAT and AP score reports from potential Hawai'i students.

Most striking was HPU's extremely low 6-year graduation rate of 39% for full-time students. Even bearing in mind HPU's high acceptance rate and lower admission test score standards, the average reported for 4-year private non-profit institutions with a 50%-74.9% acceptance rate was a 78% retention rate (45% for part-time students) and a 63% 6-year graduation rate (NCES, 2011c). HPU's 39% 6-year graduation rate was almost lower than any 4-year university in Hawai'i, 18 percentage points lower than the average for 4-year institutions, and approximately half of those reported from the top ranked west regional universities listed above.



The emphasis is often on retaining students, though having large numbers of students each year not graduate on time in their 4-year bachelor's degree program is not a retention issue. Instead, if consistent each year may indicate a systemic *graduation back up* problem. In fact, 18-23% of the original fall 2003 (21%), fall 2004 (23%), and fall 2005 (18%) cohorts entering HPU as full-time, first-time bachelor's degree-seeking students did not graduate on time and remained enrolled years later.

To provide a deeper layer of analysis the following two tables (table 3 & 4) examine specific cohorts (or sub-categories) of full-time, first-time bachelor's degree-seeking students, as well as 3-year averages for second year retention and 4-year graduation rates. Four-year graduation (vs. 6-year graduation) parameters were chosen since it is imperative to identify and intervene earlier to effectively increase 4-year and 6-year graduation rates, and reduce time-to-degree.

The "ALL Freshmen" line highlighted in blue on both tables refers to the total number of full-time, first-time bachelor's degree-seeking student cohort. This provides a quick reference point to see which sub-categories performed "above average" or "below average," and help identify factors for intervention and support to improve student success. The 3-year average for "ALL Freshmen" second year retention is 68% and the 3-year average 4-year graduation rate is 22%. The complete cohort comparison list follows table 4, on page 23. It lists the categories that add up to the "ALL Freshmen" cohort (i.e., women and men), or do not add up to the "ALL Freshmen" cohort (i.e., Pell Grant recipient or High School GPA < 2.5). Grey areas signify that data was not available (i.e., first year seminars began in 2006, scholarship categories were created in 2009, and race/ethnic categories changed in 2010).

Below are a few comparison highlights examining the 3-year averages for both table 3 and 4:

- The College of Nursing and Health Sciences had the highest retention rate (79%) among all colleges, though had the lowest 4-year graduation rate (7%). This may be due to the fact that the nursing major requires 131 credits to graduate and for most students this cannot be accomplished in 4 years.
- Students who entered HPU with a less than a 2.5 high school GPA had a higher than average retention rate (70%), though only 9% graduated from HPU in 4 years.
- Students who entered HPU with low SAT scores (below 430) had average or above average retention rates (Math 68% and Verbal/Critical Reading 71%), though very low 4-year graduation rates (Math 11% and Verbal/Critical Reading 14%).
- Students with a high school rank below 50%, had both a low retention rate (60%) and also a very low 4-year graduation rate (10%).
- Women remained at HPU at higher rates than men (Women 69% vs. Men 67%), and a higher percentage of women graduated in 4 years (Women 24% vs. Men 19%).
- 100% of part Native Hawaiian and 75% of Native Hawaiian students remained at HPU a second year. Additionally, HPU retained 77% of local Hawai‘i students and 21% graduated in 4 years (only 1% below the average).
- Students that did not complete 30 credits in their first year at HPU had a very low retention rate (60%), and a very low graduation rate (13%). This may be an early indicator for support to assist with student progress and success.
- Only 22% of students that achieved below a 2.0 GPA at HPU in their first year returned, and none graduated in 4 years. This large group of students has consistently the lowest retention and graduation rate. Last year (cohort year 2010) 90 out of 599 students (15%) did not achieve a 2.0 GPA.

For additional reference, tables for the same cohort years for retention and 4-graduation by college and residency are provide as supplementary tables at the end of the report (see tables S-3 and S-4 on pages 73 & 74).

Table 3: Hawai‘i Pacific University Cohort Comparison of 2nd Year Retention Rates of Full-time, First-time Bachelor's Degree-Seeking Students

	3-Year Average		Fall Enrollment (Fall-to-Fall Retention)								
			Cohort 2010			Cohort 2009			Cohort 2008		
Cohorts	**% R**	# R	# E	# R	**% R**	# E	# R	**% R**	# E	# R	**% R**
Part Native Hawaiian	100%	47	47	47	100%						
Pacific (residency)	91%	3	4	3	75%	5	5	100%	2	2	100%
Scholarship – Hawai‘i ≥ 50%	88%	122	60	56	93%	170	155	91%	187	154	82%
Asian	85%	126	149	126	85%						
In Class & Online	83%	342	393	310	79%	437	380	87%	403	337	84%
Asian or Pacific Islander[8]	81%	158	189	149	79%	180	156	87%	218	170	78%
NHS College	79%	99	99	82	83%	132	109	83%	143	106	74%
High School GPA > 3.75	79%	92	108	87	81%	124	101	81%	116	88	76%
Two or more races	79%	71	137	82	60%	70	70	100%	62	61	98%
Total race/ethnicity not Caucasian	78%	252	333	264	79%	346	278	80%	288	215	75%
Hawai‘i	77%	208	272	204	75%	263	225	86%	274	194	71%
Native Hawaiian	75%	31	52	39	75%	49	39	80%	21	14	67%
Native Hawaiian or Pacific Islander	71%	18	20	15	75%	37	27	73%	21	13	62%
SAT Scores < 430 Verbal/Critical Reading	71%	79	106	76	72%	107	81	76%	123	80	65%
High School GPA < 2.5	70%	15	16	11	67%	24	16	67%	23	17	74%
First year seminar	69%	100	152	105	69%	146	104	71%	136	90	66%
Women	69%	264	387	263	68%	384	284	74%	373	244	65%
NCS College	69%	118	174	118	68%	172	125	73%	166	112	67%
No financial need	69%	141	197	126	64%	211	161	76%	208	136	65%
HLC housing	69%	104	145	101	70%	157	113	72%	154	99	64%
ALL Freshmen[9]	**68%**	**403**	**599**	**398**	**66%**	**598**	**436**	**73%**	**569**	**374**	**66%**
DT/HCL	68%	403	599	398	66%	598	436	73%	569	374	66%
Financial need	68%	262	402	272	68%	387	275	71%	361	238	66%
SAT Scores < 430 Math	68%	60	81	58	72%	80	58	73%	105	65	62%
Non-first year seminar	68%	303	447	293	66%	452	332	73%	433	284	66%
Men	67%	139	212	136	64%	214	152	71%	196	130	66%
African American	67%	20	40	25	63%	32	21	66%	17	14	82%
Hispanic or Latino	66%	39	74	45	61%	72	54	75%	31	17	55%
Scholarship – Hawai‘i < 50%	66%	146	200	143	72%	238	148	62%			
Pell Grant recipient	66%	103	182	113	62%	160	123	77%	126	73	58%
BUS College	65%	62	104	68	65%	100	76	76%	81	42	52%
HSS College	63%	85	148	89	60%	121	80	66%	137	85	62%
Scholarship – Mainland < 50%	63%	250	555	351	63%	238	148	62%			
Undeclared	62%	39	74	42	57%	73	46	63%	42	29	69%
Mainland	61%	170	285	171	60%	298	184	62%	254	155	61%
International	61%	22	37	22	59%	32	22	69%	40	22	55%
Non-Resident Alien	61%	22	40	22	55%	32	22	69%	36	22	61%
American Indian or Alaska Native	61%	5	9	6	67%	13	8	62%	1	0	0%
Underrepresented races/ethnicities[10]	61%	160	263	160	61%						
High School Rank < 50%	60%	40	68	41	60%	62	38	61%	72	42	58%
1st year < 30 credits @ HPU	60%	241	432	255	59%	387	248	64%	390	220	56%
Caucasian	59%	112	182	104	57%	198	121	61%	191	112	59%
Unknown race/ethnicity	55%	16	13	9	69%	22	15	68%	54	25	46%
Online only	40%	1	2	1	50%	2	1	50%	1	0	0%
In Class only	34%	60	204	87	43%	159	55	35%	165	37	22%
1st year HPU GPA < 2.0	22%	17	90	25	28%	77	18	23%	73	9	12%
MCP	0%	0	0	0	0%	0	0	0%	0	0	0%

Note: # E = number of students enrolled; # R = number of students retained of the original cohort in the second year; % R = 2nd year retention rate

Data Source: HPU Institutional Research and Academic Support

[8] Beginning in fall 2010, the U.S. Department of Education issued guidelines for collecting, maintaining, and reporting racial and ethnic data to separate out the previous category "Asian, Native Hawaiian or Other Pacific Islander" into "Asian" and "Native Hawaiian or Pacific Islander."

[9] "ALL Freshmen" are full-time, first-time bachelor's degree-seeking students.

[10] Underrepresented races/ethnicities includes: African American, American Indian or Alaska Native, Hispanic or Latino, and Native Hawaiian or Pacific Islander.

Table 4: Hawai‘i Pacific University
Cohort Comparison of 4-year Graduation Rates of
Full-time, First-time Bachelor’s Degree-Seeking Students

	3-Year Average		Fall 2006, 2005, & 2004 Cohorts & Graduation 2010, 2009, & 2008								
			Cohort 2006 Graduation 2010			Cohort 2005 Graduation 2009			Cohort 2004 Graduation 2008		
Cohorts	% G	# G	# E	# G	% G	# E	# G	% G	# E	# G	% G
High School GPA > 3.75	42%	45	96	34	35%	111	53	48%	114	47	41%
Non-Resident Alien	42%	22	64	22	34%	48	21	44%	47	24	51%
Scholarship – Mainland < 50%	33%	10	36	14	39%	1	0	0%	23	6	26%
In Class & Online	32%	132	454	123	27%	417	149	36%	378	123	33%
International	30%	24	75	23	31%	80	22	28%	85	26	31%
BUS College	29%	46	165	45	27%	149	43	29%	166	49	30%
HSS College	28%	65	226	54	24%	233	76	33%	234	66	28%
HLC housing	25%	42	161	26	16%	173	58	34%	170	42	25%
Women	24%	99	420	86	20%	404	110	27%	429	101	24%
African American	24%	7	26	7	27%	26	10	38%	35	4	11%
Pacific (residency)	23%	3	21	4	19%	14	4	29%	9	2	22%
No financial need	23%	65	270	62	23%	282	70	25%	291	64	22%
ALL Freshmen	**22%**	**142**	**645**	**128**	**20%**	**635**	**154**	**24%**	**656**	**145**	**22%**
DT/HCL	22%	142	645	128	20%	635	154	24%	656	145	22%
Non-first year seminar	21%	105	507	105	21%						
Hawai‘i	21%	49	236	40	17%	234	57	24%	214	49	23%
Mainland	21%	67	313	61	19%	307	71	23%	348	68	20%
Caucasian	21%	57	250	48	19%	243	64	26%	306	59	19%
Financial need	21%	77	375	66	18%	353	84	24%	365	81	22%
Asian or Pacific Islander	20%	44	232	40	17%	232	48	21%	187	44	24%
Total race/ethnicity not Caucasian	20%	62	321	57	18%	338	69	20%	298	61	20%
NCS College	19%	24	132	24	18%	128	29	23%	129	20	16%
Men	19%	43	225	42	19%	231	44	19%	227	44	19%
Pell Grant recipient	18%	29	167	23	14%	155	29	19%	178	36	20%
Native Hawaiian	17%	5	20	3	15%	29	4	14%	34	7	21%
First year seminar	17%	23	138	23	17%						
Hispanic or Latino	15%	6	36	6	17%	47	6	13%	38	6	16%
SAT Scores < 430 Verbal/Critical Reading	14%	16	138	20	14%	111	15	14%	98	13	13%
American Indian or Alaska Native	13%	1	7	1	14%	4	1	25%	4	0	0%
1st year < 30 credits @ HPU	13%	56	457	55	12%	398	62	16%	448	52	12%
SAT Scores < 430 Math	11%	11	124	14	11%	88	11	13%	91	8	9%
High School Rank < 50%	10%	8	78	8	10%	85	8	9%	99	9	9%
Unknown race/ethnicity	10%	1	10	1	10%	6	0	0%	5	1	20%
High School GPA < 2.5	9%	3	36	5	14%	27	2	7%	35	2	6%
NHS College	7%	7	100	5	5%	100	6	6%	91	10	11%
In Class only	5%	11	188	5	3%	217	5	2%	278	22	8%
MCP	0%	0	0	0	0%	0	0	0%	0	0	0%
Online only	0%	0	3	0	0%	1	0	0%	0	0	0%
Undeclared	0%	0	22	0	0%	25	0	0%	36	0	0%
1st year HPU GPA < 2.0	0%	0	75	0	0%	86	0	0%	82	0	0%
Asian											
Native Hawaiian or Pacific Islander											
Part Native Hawaiian											
Scholarship – Hawai‘i < 50%											
Scholarship – Hawai‘i ≥ 50%											
Two or more races											
Underrepresented races/ethnicities											

Note: # E = number of students enrolled; # G = number of students graduated of the original cohort in 4 years; % G = 4-year graduation rate

Data Source: HPU Institutional Research and Academic Support

Complete Cohort Comparison List

("ALL Freshmen" are full-time, first-time bachelor's degree-seeking students)

Cohorts that will add up to "ALL Freshmen"

ALL Freshmen

Women
Men

Hawai'i
Mainland
Pacific (residency)
International

NCS College
BUS College
HSS College
NHS College
Undeclared

MCP
DC/HCL

Online only
In Class & Online
In Class only

Financial need
No financial need

First year seminar
Non-first year seminar

Cohorts that will *not* add up to "ALL Freshmen"

African American
American Indian or Alaska Native
Asian (beginning 2010)
Asian or Pacific Islander (before 2010)
Caucasian
Hispanic or Latino
Native Hawaiian
Native Hawaiian or Pacific Islander (beginning 2010)
Two or more races
- Part Native Hawaiian

Non-Resident Alien
Unknown race/ethnicity
Total race/ethnicity not Caucasian
Underrepresented races/ethnicities

Scholarship – Hawai'i ≥ 50%
Scholarship – Hawai'i < 50%
Scholarship – Mainland < 50%

Pell Grant recipient

High School Rank < 50%

High School GPA < 2.5
High School GPA > 3.75

SAT Scores < 430 Math
SAT Scores < 430 Verbal/Critical Reading

1st year HPU GPA < 2.0

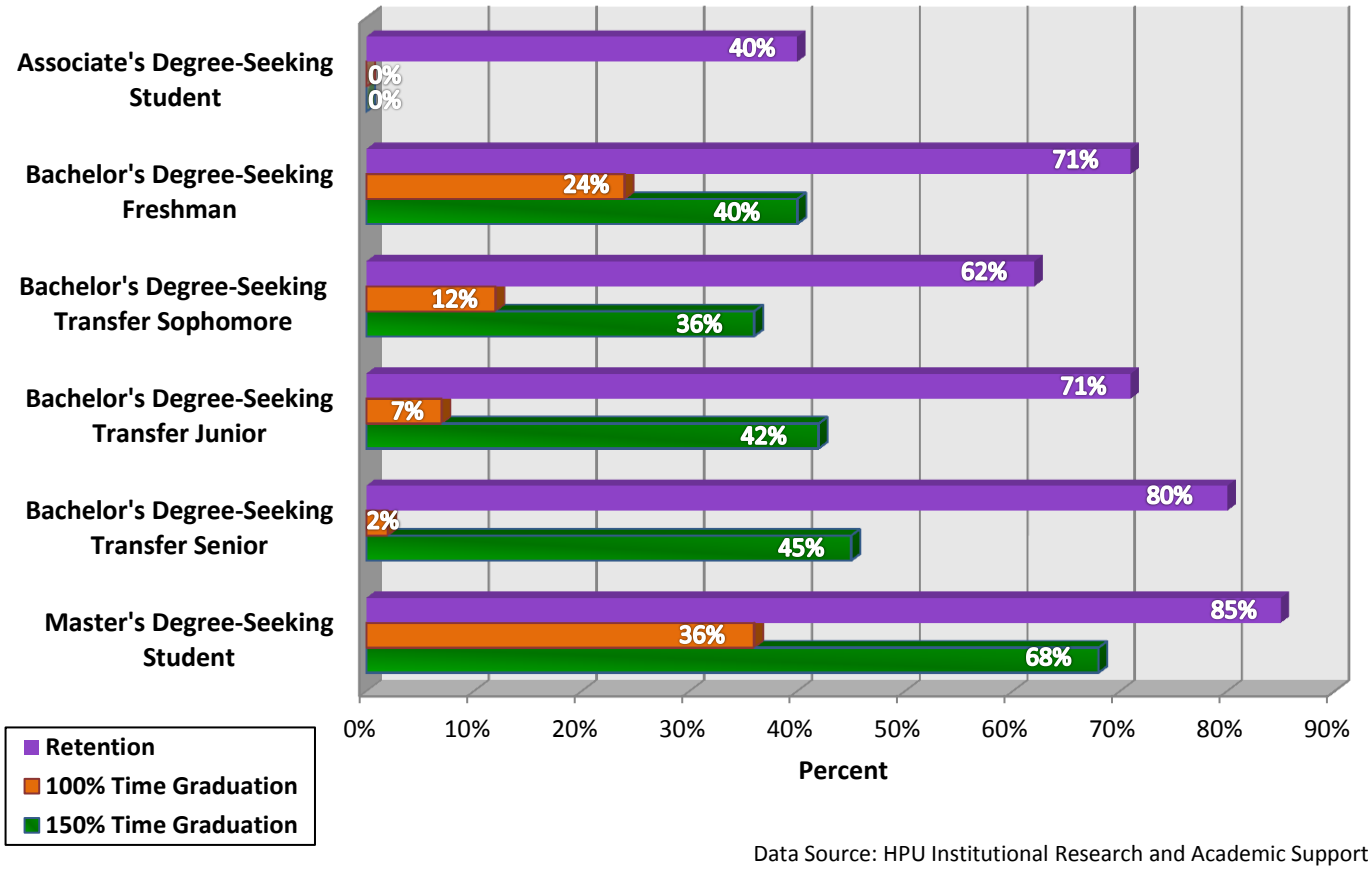
1st year < 30 credits @ HPU

HLC housing

Since federal student data reporting standards for universities, such as the Student Right-to-Know and Campus Security Act,[11] focus on traditional full-time, first-time bachelor's degree-seeking students (freshman), retention and graduation rates of full-time bachelor's degree-seeking transfer students and full-time, first-time master's and associate's degree-seeking students are sometimes overlooked. Ironically, in the 2010-2011 academic year, HPU enrolled collectively a higher number of full-time bachelor's degree-seeking transfer students (459), full-time, first-time master's (327) and associate's (13) degree-seeking students, than traditional full-time, first-time bachelor's degree-seeking students (660). In addition, HPU provides rolling admissions which allows students to enroll in the fall, spring, and summer terms. Therefore, it is important to examine student data throughout the academic year in addition to the fall only term. For example, HPU's enrollment for fall 2010 was 8,339 students but for the entire 2010-11 academic year was 10,331 students.

Figure 6: HPU's 3-year Average 2nd Year Retention & Graduation Rates for Full-time Associate's, Bachelor's & Master's Degree-Seeking Students

(2010-11 Academic Year Data: Retention of students of academic years 2008-09, 2009-10, 2010-11 & the number of students by original cohort years completing within 100% or 150% of the normal program completion time)



Data Source: HPU Institutional Research and Academic Support

[11] Title I, Section 103, of the Student Right-to-Know and Campus Security Act (P.L. 101-542), requires institutions eligible for Title IV funding to calculate completion or graduation rates of certificate- or degree-seeking, full-time students entering that institution, and to disclose these rates to all students and prospective students. (http://nces.ed.gov/Ipeds/glossary/index.asp?id=625)

The above chart (figure 6) highlights HPU's 3-year average retention and graduation rates of full-time, first-time associate's, bachelor's, and master's degree-seeking students, as well as full-time bachelor's degree-seeking transfer students including: transfer sophomores (transferred in with 24-30 credits), transfer juniors (transferred in with 31-60 credits), and transfer seniors (transferred in with 61-94 credits). Retention rates were based on the 3-year average second year retention of students by original cohorts in the academic years 2008-09, 2009-10, and 2010-11. Graduation rates were based on the 3-year average of the number of students by original cohort years completing within 100% or 150% of the normal program completion time (by degree categories and student class standing for transfer students). The three most recent cohort years available to calculate the 150% graduation rate were utilized for the 100% graduation rate. For example, the cohort years to calculate the 3-year average for full-time, first-time bachelor's degree-seeking students were academic years 2004-05, 2005-06, and 2006-7, with 4-year graduation measured in 2008-09, 2009-20, and 2010-11, and 6-year graduation in 2009-10, 2010-11, and 2011-12. The 100% and 150% graduation time intervals assessed in the chart above were 2 and 3 years for full-time, first-time associate's and master's degree-seeking students. For full-time bachelor's degree-seeking students were 4 and 6 years for freshman, 3 and 5 years for transfer sophomores, 2 and 4 years for transfer juniors, and 1 and 3 years for transfer seniors. [See tables S-5 to S-10 (pages 75-80) in the appendix for a comprehensive student head count by academic year to examine progression rates of full-time associate's, bachelor's, and master's degree-seeking students.]

Comparing previously discussed 2010 fall only retention and graduation rates of full-time, first time bachelor's degree-seeking students with the above 3-year average academic year retention rate (2008-2011) showed only a slight variance of one or two percentage points. The retention rate decreased from 73% (fall 2010 only) to 71% (3-year average 2008-2011), the 4-year graduation rate increased from 22% (fall 2010 only) to 24% (3-year average 2008-2011), and the 6-year graduation rate increased from 39% (fall 2010 only) to 40% (3-year average 2008-2011).

Examining the 3-year average retention and graduation rates of the transfer sophomore students, students who transferred in with 24-30 credits, had a much lower retention rate (62%) compared to the freshman, though the retention rate for transfer juniors (71%) and seniors (80%) was similar to the freshman rate (71%). HPU did not enroll a large number of students who transferred in as sophomores (average 55/year), yet the low retention was still a loss to the university. It is significant to underscore that transfer students can transfer up to 94 credits, however their overall 100% time-to-degree rates was very low (2-12%); even the 150% time graduation rates (36-45%) were similar to those reported for freshman (40%). One possible reason that may explain both the low number and slow rate in which transfer students complete their degree program is that HPU's general education core curriculum requires a large number of courses (51-57 credits). This coupled with the numerous courses required for one's major and the necessary 124 credits for a bachelor's degree may create barriers for students to progress quickly through their degree program.

Notably, full-time master's degree-seeking students had a high retention rate (85%), and within 3 years 68% of the original cohort graduated with their master's degree. There are very few full-time associate's degree-seeking students, which are only enrolled through Military Campus Programs. A 3-year average of 5 students enrolled had a retention rate of 40%, and an on-time 100% time and 150% time graduation rate of 0%.

Figure 7: HPU's 3-year Average 2nd Year Retention, Degree Progression & Graduation Rates of Part-time (< 12 credits/term) Bachelor's Degree-Seeking Students

(2010-11 Academic Year Data: Retention of students of cohort academic years 2008-09, 2009-10, 2010-11 & Degree Progression and Graduation rate of cohort academic years 2001-02, 2002-03, 2003-04)

2nd Year Retention	Total Graduated in 6 years	Remain Enrolled 7th Year	Total Graduated in 7 years	Remain Enrolled 8th Year	Total Graduated in 8 years	Remain Enrolled 9th Year
38%	10%	4%	11%	3%	**11%**	3%

Data Source: HPU Institutional Research and Academic Support

Figure 8: HPU's 3-year Average 2nd Year Retention, Degree Progression & Graduation Rates of Part-time (< 9 credits/term) Master's Degree-Seeking Students

(2010-11 Academic Year Data: Retention of students of cohort academic years 2008-09, 2009-10, 2010-11 & Degree Progression and Graduation rate of cohort academic years 2005-06, 2006-07, 2007-08)

2nd Year Retention	Total Graduated in 3 years	Remain Enrolled 4th Year	Total Graduated in 4 years	Remain Enrolled 5th Year
63%	25%	22%	**34%**	11%

Data Source: HPU Institutional Research and Academic Support

It is challenging to assess part-time students due to divergent course loads and stop-outs, which contribute to a longer overall time-to-degree. The figures 7 & 8 above provide HPU's 3-year averages for retention, degree progression, and graduation rates of part-time bachelor's (less than 12 credits/term) and master's (less than 9 credits/term) degree-seeking students. Retention rates were based on the 3-year average second year retention of students by original cohorts in the academic years 2008-09, 2009-10, and 2010-11. Graduation rates allowed for 200% time to degree completion to compare to the average full-time student (8 years for a bachelor's and 4 years for a master's degree). Therefore, the graduation rate was based on the 3-year average for part-time bachelor's degree-seeking in cohort academic years 2001-02, 2002-03, and 2003-04, and for part-time master's degree-seeking students in cohort academic years 2005-06, 2006-07, and 2007-08.

The retention rate for part-time bachelor's degree-seeking students for the fall 2010 only cohort was 48%; however the 3-year average for the 2008-2011 academic years was 38%. The 3-year average 8-year graduation rate for part-time bachelor's degree-seeking students was 11%. This is less than half the 24% average for 4-year colleges in the U.S. (Complete College America, 2011). The 3-year average retention rate for the part-time master's degree-seeking students was 63%, and the 4-year graduation rate was 34%. Interestingly, 22% of part-time bachelor's degree-seeking students and 37% of part-time master's became full-time students. [See tables S-11 and S-12 (pages 81 & 82) in the appendix for a comprehensive student head count by academic year to examine progression rates for part-time bachelor's & master's degree-seeking students].

Recommended Student Success Initiatives

1. Decrease time to graduate by reducing the credits required for a bachelor's degree from 124 to 120, as is the standard for most universities.

Graduation Requirements & Enrollment

Seventy-five percent of today's students are juggling some combination of families, jobs, and school while commuting to class (Complete College America, 2011). This not only increases time to degree completion but also decrease ability to focus on academics and take advantage of support services. To compensate, many colleges are redesigning their programs by rethinking course prerequisites, course sequencing, cohort matriculation, and building customized pathways for students (HCM Strategist, 2011). For example, Montclair State University (MSU) has rigorously reviewed its program offerings and limiting the number of credits to ensure that students can complete degree programs within four years. The school also encourages students to take core academic requirements within the first two years and works to ensure that students are not closed out of courses required for degree completion. "The key question is: What is the progression for students through a program and do you have courses available as they progress and as they need them?" said MSU President Susan Cole (HCM Strategist, 2011).

The number one strategy to reduce time to degree is to control credit creep by limiting program length to 120 credits (Johnson, 2011). Several states have implemented credit length caps: Florida, Georgia, Ohio, Texas, and Wisconsin (Minnesota State Colleges and Universities, 2011). In 2008, the California State University system required that no bachelor's degree program can exceed 120 semester hours without making an evidence-based case for doing so. Three-fourths of California State University programs now require no more than 120 credits, and nearly 85% decreased their total credit requirements. In 1995, Florida required a similar 120-credit limit on all bachelor's degree programs, and reduced general education requirements at all state institutions to 36 credits (Johnson, 2011). As an outcome, the University of Florida's average degree requirements dropped by 6 credits but resulted in 400 additional four-year degrees with the same level of enrollment.

HPU is accredited by the Western Association of Schools and Colleges, the Council on Social Work Education, and the National League for Nursing Accrediting Commission. None of these accrediting institutions require more than 120 credits for a bachelor's degree. In addition, potential future HPU accreditation institutions, such as the Commission on Collegiate Nursing Education and the Association to Advance Collegiate Schools of Business, also do not require more than 120 credits for a bachelor's degree. Instead, the accrediting institutions' standards focus on universities demonstrating that students meet the learning goals for their respective degree programs evidenced by degree completions rates, pass rates of qualifying exams, and employment rates within a specified time following degree completion.

Considering that hundreds of HPU students do not graduate on time each year (175-234 of first-time, full-time bachelor's degree-seeking students alone), it is imperative to make systemic changes to remove any barriers contributing to the current graduation back up. The surest path to more college completions is the shortest one (Complete College America, 2011).

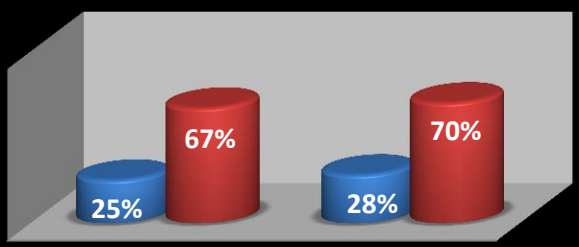
2. Increase retention of new academically underprepared and high achieving undergraduates by: a) revising "remedial" writing and math course placement standards; b) providing credit for all "remedial" courses; and c) allowing high achieving students to place out through SAT or ACT scores.

The results of the 2010 Higher Education Research Institute (HERI) faculty survey taken by HPU faculty (with a high 50% response rate of 126 faculty members) stated, "HPU faculty reportedly felt that most students were not well prepared academically and lack the basic skills for college level work, as compared to the comparative group faculty." This is not unfounded or unique to HPU. The average college student is less prepared for college-level work now than in decades past, leading to an increased necessity for remediation (NCES, 2011d). Nationally, 50% of students seeking an associate degree and 21% of students seeking a bachelor's degree required remediation (Complete College America, 2011). In addition, remedial bachelor's degree-seeking students are less likely to graduate in 6 years (35% for remedial students compared to 57% for all students). Consensus is emerging that effective, systematic efforts to promote student retention begin with different approaches to remedial education (HCM Strategist, 2011).

Remedial courses, usually in mathematics (math), English, or writing, provide instruction to improve basic knowledge and skills within a subject and to develop studying and social habits related to academic success at the college level. Though remedial courses are below 1000-level courses in which students do not receive college credit and prerequisite courses are 1000-level courses required before introductory math, English, or writing courses, the term "remedial" is used to encompass both. At HPU this would include: MATH 980: Essentials of Algebra; MATH 990: Elementary Algebra; MATH 1101: Fundamentals of College Math (for credit remedial course for MCP students); MATH 1105: Intermediate Algebra; and WRI 1050: English Fundamentals.

At HPU, based on a 3-year average for academic years 2008-2011 of first-time bachelor's degree-seeking students 38% required remediation in math (67% if prerequisite MATH 1105 is included) and 25% required remediation in writing.[12] The 3-year average remediation rate was higher for bachelor's degree-seeking transfer students, in which 48% required remediation in math (70% if prerequisite MATH 1105 is included) and 28% required remediation in writing. On a good note, the percent of first-time bachelor's degree-seeking students requiring remediation is trending downward and in academic year 2010-2011, 31% required remediation in math (67% if prerequisite

Figure 9:
3-year Average for Bachelor's Degree-Seeking Students Entering HPU Requiring Remedial Coursework
(Academic Years: 2008-09, 2009-10, 2010-11)



Data Source: HPU Institutional Research and Academic Support

[12] HPU students are not required to enroll their first term or first year in remedial, prerequisite, or introductory math and writing courses. Therefore, SAT and ACT test scores, which are currently used for placement in math and writing course, are a better measure to determine the percent of incoming students that "require remediation."

MATH 1105 is included) and 16% required remediation in writing. However, the results are not similar for bachelor's degree-seeking transfer students. In academic year 2010-2011, 45% required remediation in math (67% if prerequisite MATH 1105 is included) and 31% required remediation in writing.

High enrollment in remediation courses is one thing, but actually passing the courses is yet another. The 3-year average failing rate (students received a D, F, NC, W or I) in remedial courses for academic years 2008-2011 was: 34% for MATH 990, 16% for MATH 980 (pre-requisite to MATH 990), 25% for MATH 1101, 22% for MATH 1105, and 25% for WRI 1050. *Approximately 1 in 4 students are not passing their remedial math or writing courses at HPU*. As a result of not achieving a C- or above to be able to continue on to math and writing courses required for degree completion and graduation, students may drop out or continue to re-take the courses, paying the tuition costs and not receiving any college credit for courses below the 1000-level. Overall, examining the math and writing grades for all HPU students is also concerning. In fall 2010, 22% of students in all math and 22% of students in all writing courses did not achieve a C- or above (Math: D:5%, F:10%, I:2%, W:5% & Writing: D:5%, F:12%, I:1%, W:4%). The following spring 2011, 23% of students in all math courses did not achieve a C- or above, and 25% of students in all writing courses did not achieve a C- or above (Math: D:6%, F:11%, I:2%, W:4% & Writing: D:5%, F:13%, I:4%, W:4%). These failure rates are significantly higher compared to all undergraduate courses in which students did not achieve a C- or above (fall 2010: 14% and spring 2011: 15%). *Approximately 1 in 4 students are not passing their math or writing courses at HPU.*

Nationally there is a huge push to transform remediation by starting as many students as possible in college-level course via adding extra class time and tutoring support through co-requisites, and have students earn credits that count toward their degrees (Complete College America, 2011; Pang, 2010). In addition, placement tests are high stakes and students are not fully aware the consequences of a low score is a substantial detour into non-credit coursework that costs them time, tuition, and financial aid (Venezia, Bracco, & Nodine, 2010). Thus providing students with practice tests and pretest guidance and (as many universities have done through their websites) as well as allowing students time to brush up before taking exams can save students valuable time toward degree completion and thousands of dollars taking non-credit courses.

One example is Austin Peay University, a public four-year institution in Tennessee, which admits 90% of the students who apply. For years, roughly half of all Austin Peay students placed in remediation, with typically dismal results. In 2007, the university took the bold step of entirely eliminating remediation. Instead of a placement test, underprepared students were given a diagnostic test and enrolled in college-level courses, with the requirement that they spend two hours in a learning laboratory each week, where they received individual tutoring and personalized computer-based instruction tailored to the results of the diagnostic test. The results were impressive. Before the switch, only 53% of students passed developmental math, and only 30% completed a for-credit math class within two years. After the elimination of remediation, the percentage of underprepared students completing college-level math more than doubled, to 67%. English results were also significant – the percentage of students passing college English increased from 54% to 76%. Austin Peay saved on the classroom space they had been devoting to

remediation, and students ended up saving on tuition because they were not paying for remedial courses (Headden, 2011).

At four-year institutions, high school academic preparation, as measured by admission test scores, high school grades, and academic rigor, was the most important factor associated with college completion, though remedial courses were only significantly related to degree attainment at the least selective four-year colleges (Attewell, Heil, & Reisel, 2010). Therefore, it may be a better use of resources for HPU and students' time and money to slightly increase its admission standards to assure HPU is accepting students who can accomplish the academic rigor required for degree completion, and revise its current academic remediation practices to better support student success.

Update Standards for Writing Course Placement:

Currently, minimum admission requirements for the University of Hawai'i, Mānoa are a 2.8 GPA and 510 SAT (or 22 ACT) scores in all subject areas. The University of Hawai'i, Hilo requires a 480 SAT critical reading score for their college-level English courses, otherwise students are placed in remedial writing courses. The California State University system requires 500 SAT critical reading and 550 SAT math scores to be placed in the college-level courses. In comparison HPU requires a 550 SAT math (or 24 ACT math) score to be placed in the standard college-level math courses, and surprisingly for writing, requires only a 430 SAT critical reading (or 18 ACT English) score to be placed in standard college-level writing courses. Though it is normal for universities to provide a 50-point allowance between math and critical reading SAT scores that favors students with low critical reading scores, having a 120-point difference is concerning. Especially given how close in range the current national, state, and HPU admission averages for SAT scores are for math and critical reading, as well as student data results of course failing rates for remedial writing and all writing courses at HPU.

Table 5: U.S., Hawai'i, & HPU Average SAT Scores
(2011 and 2010 cohort data of graduating high school students & 2010 and 2009 cohort data of first-time, full-time students at HPU)

	Math	Critical Reading	Writing
2011 SAT Bench Mark	500	500	500
2011 National Average	514	497	489
2010 National Average	515	500	491
2011 Hawai'i State Average	500	479	469
2010 Hawai'i State Average	505	483	470
2010 HPU Average	**503**	**492**	**482**
2009 HPU Average	**505**	**498**	**489**

Data Sources: College Board State Profile Report: Hawai'i (2010b & 2011a); College Board Total Group Report: College Bound Seniors (2010c & 2011b); Wyatt, Kobin, Wiley, Camera & Proestler (2011); HPU Institutional Research and Academic Support

The 2011 College Board research on SAT benchmarks for college readiness (Wyatt, Kobin, Wiley, Camera & Proestler, 2011) reported that a 500 SAT math, critical reading, and writing scores indicates a 65% likelihood of students achieving a B average or higher during the first year of college. The recent SAT score averages among graduating high school students in the U.S, Hawai‘i and first-time, full-time students newly enrolled at HPU are very similar (see table 5 above). Between SAT math and critical reading scores, there is only a 17-point difference among students nationally, a 22-point difference among Hawai‘i students, and an 11-point difference among HPU students. It is important to desegregate the data average to examine additional student demographic cofactors that may impact utilizing a point difference. Examining the cofactors for: 25th and 75th percentiles, ethnicity, gender, another language other than English as a first language, family income below $20,000, no high school diploma for parental education, lower three-fifths in high school rank, high school GPA below a C, public high school, and students requesting non-standard test conditions due to learning challenges, only resulted in a maximum 31-point difference between math and critical reading scores for both national and Hawai‘i students (College Board, 2010a; College Board, 2010b; College Board, 2011b; College Board, 2011c). Thus, HPU’s 120-point gap seems excessive compared to current state and national averages. In addition, utilizing a low placement SAT critical reading score for writing classes at HPU has not produced favorable results. The 3-year average course failing rate (students received a D, F, W or I) in remedial writing courses for academic years 2008-2011 was 25%, and among HPU students in all writing courses 22% did not achieve a C- or above in fall 2010, and 25% in spring 2011.

Since average SAT critical writing scores are very close in range to SAT math scores, and students have a high failure rate among both remedial and all other writing courses at HPU, the low placement 430 SAT critical reading score (compared to the 550 SAT math score) may not be preparing students for both academics at HPU and beyond. A recommendation is to slightly increase the placement SAT critical reading score to 480, which is equal to the University of Hawai‘i, Hilo and still 20 points lower than the California State University system. In academic year 2010-2011, 16% (102) first-time, full-time students scored below a 430 SAT critical reading score, and 23% (147) students scored above 430 SAT critical reading and below 480. Though this recommendation will add one course for many students, with 1 out of 4 students at HPU not passing writing courses, it may be more important to properly place students in courses they can master and succeed in to better achieve overall student success.

Require 1-Credit Lab for All Remedial Courses:

National mathematics associations in the U.S. have found that roughly 30% to 40% of graduating high school seniors planning to attend college are not ready for college level mathematics courses (Wyatt, Kobin, Wiley, Camera & Proestler, 2011). At HPU, the 3-year average failing rate (students received a D, F, NC, W or I) in remedial math courses for academic years 2008-2011 was: 34% for MATH 990, 16% for MATH 980 (pre-requisite to MATH 990), 25% for MATH 1101, and 22% for MATH 1105. Many students are required to take the 1-credit MATH 981 lab though it is not required for MATH 991, MATH 1101 or MATH 1105. In addition, there is no lab course for WRI 1050, yet the HPU 3-year average failure rate (students received a D, F, W or I) for academic years 2008-2011 was 25%. Supplementary tutoring and co-requisite courses have shown to increase student success in remedial courses resulting in higher grades, lower course withdrawal rates, higher GPAs, and higher rates of persistence and graduation (Complete College

America, 2011; Pang, 2010; Rutschow & Schneider, 2011). Considering the high failure rate of remedial courses at HPU, it is recommended that all students who enroll in a remedial math or remedial writing course also enroll in the 1-credit lab co-requisite course.

Require Remedial Courses First Semester:

Effective remedial interventions are highly structured, typically as a sequence of courses taken in order. Often remedial students procrastinate in taking the first course in the sequence, fail the first course, neglect to take the next course in the sequence even if they do pass, fail to enroll in gateway courses for which they manage to qualify, and do not succeed in the gateway courses in which they enroll (Bailey, Jeong, Cho, 2010). The sooner incoming students complete college-level placement tests and take required college math and writing courses, the more likely they are to retain what they have learned previously and succeed. Thus, it is recommended that students who have remedial needs take remedial courses their first term and progress through their remedial course sequence continuously until they exit, with the goal of completing all writing and math remediation in the first year. For example, students who fail a remedial course must retake it in the next possible term. Registration stops may help enforce this policy.

Provide Credit for All Remedial Courses:

Developmental education is certainly costly for students in paying for non-credit and for-credit prerequisite courses and delaying their progress through college. Many students are discouraged when they find out that they are not eligible for college-level courses. This may explain why many students do not complete their sequences of developmental courses, and a sizeable proportion of those referred never even enroll (Bailey, Jeong, Cho, 2010).

HPU offers one remedial writing course (WRI 1050), and four remedial math courses (MATH 980, MATH 990, MATH 1101, and MATH 1105). There is a disparity in the math placement between the MCP campus students and the DC/HLC students. MCP students with the same SAT math scores as DC/HLC students take the MATH 1101 course for credit, while the DC/HLC students take the MATH 990 course for no-credit. Furthermore, it may be helpful to have two levels of remedial math courses, though three seems excessive. How realistic is it for a student to take and pass 3 remedial and prerequisite math courses before even beginning their standard required math course for general education? Research has shown that as the number of required developmental courses increases, so do the odds that the student will drop out (Bailey et al., 2010; Gabriel, 2008; Kuh, Kinzie, Buckley, Bridges & Hayek, 2011). More than 25% of 4-year college students who have to take three or more remedial courses leave college after the first year (Jenkins & Cho, 2011; Kuh, Kinzie, Buckley, Bridges, & Hayek, 2006). Additionally, MATH 980 only had a 3-year average enrollment of 26 students, and as HPU's admission standards have increased, the student enrollment declined to only 15 students last year (35 students in academic year 2008-09, 29 in 2009-10, and 15 in 2010-11). Accelerating students' progress through developmental education while providing supplemental instruction (such as a co-requisite lab course) has shown to increase student academic success, reduce dropout rates, and significantly increase graduation rates (Bowles, McCoy & Bates, 2008; Rutschow & Schneider, 2011). One solution to removing the stigma associated with remedial and prerequisite courses and equalize standards for all students is to provide college credit for all remedial or prerequisite courses (including the 1-credit lab courses). Therefore, it is recommended to combine the MATH 980 and

990 courses as a 1000-level for-credit course, as has been done for MATH 1101 and WRI 1050; and each remedial math, writing, and co-requisite lab course, would be offered for college credit. By accepting undergraduate degree-seeking students to HPU, we are saying that we believe each student has the skills and experience to complete a bachelor's degree (or associate degree). Currently at HPU, 1 in 4 students for writing and 2 in 3 students for math are underprepared for college-level coursework due to their academic backgrounds, and as a result, are placed in remedial and prerequisite courses. The goal of these courses is to help students succeed, not create additional financial and time to degree barriers by not providing them college credit for their time and work, especially since they are being charged tuition.

Allow High Achieving Students to Place Out of Introductory Math and Writing Courses:

Today many universities and colleges are using SAT and ACT scores to allow students to place out of introductory math and writing courses, and even provide college credit as they would Advance Placement (AP) subject exams. Examples of such schools include: West Texas A&M University, University of California (UC) at Berkeley, the University of North Carolina at Chapel Hill, Tarleton State University, Augusta State University, and Wichita State University. At West Texas A&M University,[13] students with an SAT critical reading score of 620 (ACT score 28) receive 3 credits for ENGL 1301: Introduction to Academic Writing and Argumentation. Students with an SAT math score of 560 (ACT score 24) receive 3 credits for MATH 1314: College Algebra. A letter grade of "S" is assigned and the grades do not factor into grade point averages. At UC Berkeley, students with an SAT math score of 600 (ACT score 28) satisfy the university's Quantitative Reasoning requirement, which is designed to ensure that students graduate with a basic understanding and competency in math, statistics, or computer science. Though the required SAT or ACT scores differ among schools and not all schools provide course credit, allowing high achieving students to place out of introductory courses benefits both the student and the school.

HPU's 3-year average retention rate for academic cohort years 2008-10 of high achieving first-time, full-time bachelor's degree-seeking students (high school GPA 3.75 and above) was 79%. Though this was 11 percentage points above the 3-year average for all first-time, full-time bachelor's degree-seeking students (68%), a large percentage of these students receive financial package incentives to attend and stay at HPU. Many high achieving students prefer to be academically challenged, and providing this option in the critical first year of HPU may assist with increasing retention. It's recommended to offer students who achieve a 630 or above on the SAT math or critical reading (or 28 or above ACT math or English) score the option of placing out of the first introductory math and writing courses. This option would be offered to a small number of high achieving students. The 3-year average of the fall 2007, 2008, and 2009 cohorts yielded an average of 40 students per fall for math and writing based on SAT and ACT scores (only the top 9% of HPU students for math and top 8% for writing). The 2010-11 academic year cohort yielded similar results of 52 students for writing and 62 students for math. Students would *not* receive course credit, but may appreciate having the option to replace their introductory math and/or writing courses with electives or higher-level courses as they progress with their degree and fulfill the total number of credits required for graduation.

[13] For more information see West Texas A&M University website: www.wtamu.edu/admissions/credit-by-examination.aspx and for the University of California, Berkeley website: http://ls-advise.berkeley.edu/requirement/qr.html

Table 6 & 7 below outline the current and proposed writing and math placement recommendations.

Table 6: HPU Writing Placement Courses by SAT and ACT Exam Scores

Current				*Proposed*			
SAT Critical Reading Score	**SAT Critical Reading + Writing Score**	**ACT English Score**	**Writing Courses**	**SAT Critical Reading Score**	**SAT Critical Reading + Writing Score**	**ACT English Score**	**Writing Courses**
510+	1020+	21+	WRI 1150 WRI 1100 JOUR 1100	**630+**	**1250+**	**28+**	**Option to place out of WRI 1100 and take WRI 1200**
				550+	**1090+**	**24+**	WRI 1150
430-500	860-1010	18-20	WRI 1100 JOUR 1100	**480**-540	**980-1080**	21-23	WRI 1100 JOUR 1100
< 430	<860	< 18	WRI 1050	< **480**	< **970**	< 21	WRI 1050 + **1051L**

Remedial/pre-requisite Courses for Introductory Writing Courses:
WRI 1050: English Fundamentals (prerequisite for Communication Skills A courses below)
WRI 1050: English Fundamentals Lab

Introductory/Gen Ed Requirement Writing Courses (complete one of the following):
JOUR 1100: Writing for the Media
WRI 1100: Writing and Analyzing Arguments
WRI 1150: Literature and Argument

Summary of Writing Course Placement Changes:

- The placement for WRI 1100 or JOUR 1100 would be slightly increased 50 points from a 430 to 480 SAT critical reading score to meet current best practice standards and improve pass rates and overall student success.
- A new course, WRI 1051, would be created to be the co-requisite 1-credit lab course required for students enrolled in WRI 1050.
- WRI 1050 and WRI 1051 would have a maximum enrollment size of 15 students to provide more individualized attention and increase pass rates.
- ACT and SAT math scores would be properly aligned to reflect the current ACT-SAT score concordance tables from the College Board website (i.e., ACT score 21 = SAT score 480). This was also verified by analyzing HPU student ACT-SAT scores of fall 2008, 2009 & 2010 cohorts.
- If a student achieved a SAT critical reading score of 630 or above (or ACT English score of 28 or above) the student would have the option to place out of WRI 1100 and take the next course in the sequence, WRI 1200, to complete their degree requirements.
- WRI 1150 would also be offered in the spring term.

Table 7: HPU Math Placement Courses by SAT and ACT Exam Scores					
Current			***Proposed***		
SAT Math Score	**ACT Math Score**	**Math Courses**	**SAT Math Score**	**ACT Math Score**	**Math Courses**
550+	24+	MATH 1115 MATH 1130 MATH 1150	**630+**	**28+**	**Option to place out and continue on with requirements for major**
			550+	24+	**MATH 1110** MATH 1115 MATH 1130 MATH 1150 **CSCI 2611**
470-540	21-23	MATH 1105	**480**-540	21-23	MATH 1105 + **1106L**
430-460	17-20	MATH 990 + 991L (no credit) MATH 1101 (for credit)	< **480**	**< 21**	**MATH 1100 + 1102L (for credit)** MATH 1101**+ 1102L** (for credit)
< 430	< 17	MATH 980 + 981L			

Remedial/pre-requisite Courses for Introductory Math Courses:
MATH 980: Essentials of Algebra (prerequisite for MATH 990)
MATH 981: Essential of Algebra Lab

MATH 990: Elementary Algebra (prerequisite for MATH 1105) – for credit now identified as *MATH 1100*
MATH 991: Elementary Algebra Lab – for credit now identified as *MATH 1102*
MATH 1101: Fundamentals of College Math (prerequisite for MATH 1105)

MATH 1105: Intermediate Algebra (prerequisite for most Research & Epistemology B courses)
MATH 1106: Intermediate Algebra Lab

Introductory/Gen Ed Requirement Math Courses (complete one of the following):
MATH 1110: Introduction to Mathematical Logic
MATH 1115: Survey of Mathematics
MATH 1130: Pre-Calculus I
MATH 1150: Pre-Calculus I and II Accelerated
CSCI 2611: A Gentle Introduction to Computer Programming

Summary of Math Course Placement Changes:

- MATH 990 and 991 would be offered for degree credit similar to MCP's MATH 1101. To accomplish this MATH 990 and 991 course numbers (not course title) will be renumbered MATH 1100 and 1102, and course numbers MATH 980 and 981 would no longer be advertised.
- Students enrolled in MATH 1100 or MATH1101 would also enroll in the corresponding 1-credit co-requisite lab course MATH 1102.
- Students enrolled in MATH 1105 would also enroll in the corresponding 1-credit co-requisite lab course MATH 1106 (which is already offered at HPU).
- MATH 1100, 1101, 1102, 1105, 1106 would have a maximum enrollment size of 15 students to provide more individualized attention and increase pass rates.

- ACT and SAT math scores would be properly aligned to reflect the current ACT-SAT score concordance tables from the College Board website (i.e., ACT score 21 = SAT score 480). This was also verified by analyzing HPU student ACT-SAT scores of fall 2008, 2009 & 2010 cohorts.
- If a student achieved a SAT math score of 630 or above (or ACT math score of 28 or above) the student would have the option to place out of the introductory/general education math course requirement and continue on with requirements in their major, such are the next math course in the sequence or may be done if no other math course is required for their major.
- Add introductory courses MATH 1110 and CSCI 2611 as an option for students who achieve a SAT math score of 550 or above (or ACT math score of 24 or above). These courses satisfy the general education requirements as part of the Research & Epistemology B courses section (Numeracy and Quantitative Reasoning), and are similar to the other introductory math courses listed (MATH 1115, MATH 1130, & MATH 1150) which have MATH 1105 as a prerequisite.

3. Eliminate confusion among students and faculty, and improve retention, degree progression, and graduation rates by simplifying and reducing general education requirements from 51-57 credits to 33 credits.

One of the biggest barriers facing students attempting to graduate with a bachelor's degree within 4 years is the problematic mixture of excessive credits required for graduation, major, and general education. When the major and general education requirements nearly equal a 4-year program it creates a graduation delay for the student (Christensen & Eyring, 2011). There is mounting evidence that a more prescribed path through a narrower and more coherent range of curricular options leads to better retention, since advising is more straightforward, scheduling is easier to predict, and students are less likely to get lost in the process (Jones & Wellman, 2009). An educationally effective undergraduate curriculum is also the most cost-effective curriculum for students and the institution.

In order to increase student retention and decrease time to degree, universities are streamlining their once complicated and inordinate credit requirements for general education. One example is American University, which has an 89% student retention rate and 71% of students graduate in 4 years (more than 3 times HPU's 23% 4-year graduation rate) (NCES, 2011b). American University's general education program[14]consists of 150 courses arranged into five curricular areas. Students take only 10 courses (31 credits), though this is in addition to the university's writing and math requirements (which would bring the total to 37 credits). Another example is Gonzaga University, which has a student retention rate of 92% and 68% of students graduate in 4 years (NCES, 2011b). Gonzaga University's core curriculum[15] is grouped into five basic areas and requires students to only take 11 courses (31 credits). An example of a school accredited by the Western Association of Schools and Colleges (WASC) is Mills College located in California. Mills College has a student retention rate of 77% (NCES, 2011b) and a general education program[16] that consists of 10 courses. The 10 courses include: 2 writing, 1 math, 1 information literacy/information technology skills (an online course taken pass/no pass for no credit), and an additional 6 courses in various discipline areas.

Most regional and national college and university accreditation agencies provide guidelines regarding general education programs in the range of 30 credits.[17] Though some schools, such as Amherst College[18] and Brown University,[19] have no official general education program and require only one writing seminar, credits for a major, and total credits for graduation (both schools have 98% retention rates and 89% and 86% 4-year graduation rates, respectively).

[14] For more information see American University's website: www.american.edu/provost/gened/index.cfm
[15] For more information see Gonzaga University's website: www.gonzaga.edu/academics/undergraduate/General-Degree-Requirements-and-Procedures/Core.asp
[16] For more information see Mills College's website: http://www.mills.edu/academics/undergraduate/catalog/general_education.php
[17] For a list of regional and national accreditation agencies: http://www2.ed.gov/admins/finaid/accred/accreditation_pg6.html
[18] For more information see Amherst College's website: www.amherst.edu/academiclife/
[19] For more information see Brown University's website: http://brown.edu/Administration/Dean_of_the_College/degree/degree_reqs.php

Currently at HPU, the structure of the general education program requires students to take 17-19 courses (51-57 credits).[20] This includes three components:

1. The General Education Common Core (15 courses; 45 credits)
    - 15 courses are selected to satisfy requirements in 15 different categories, 3 in each of the 5 themes.

2. The Cross-Theme Requirements (0-2 courses; 0-6 credits) – students may be able to satisfy this requirement with courses from the General Education Common Core above
    - Digital Literacy Cross-Theme Requirement
    - Art, Aesthetics and Creativity Cross-Theme Requirement

3. The Upper-Division General Education Requirements (2 courses; 6 credits)
    - Research and Writing
    - Citizenship (a Global Citizenship Course or a Service-Learning course)

The goals of HPU's General Education Program are to provide students with a liberal arts foundation as a preparation for in-depth study in a major field and for life-long learning as members of our global society, and the breadth of knowledge and essential skills that they will need to participate as informed, responsible citizens in the world today. The program is organized around five themes: Communication Skills, Global Systems, Research & Epistemology, Values and Choices, and World Cultures. The two tables that follow visually outline the current and proposed recommendations that simplify the requirements and also meet the goals of the program. Below is a summary list of the proposed changes.

<u>Summary of General Education Program Changes:</u>

- The General Education would be titled "Foundation & Distribution Requirements" to better reflect its function and purpose for student comprehension.
- The total requirements would be met by completing 11 unique courses (33 credits), instead of the 17-19 courses (51-57 credits).
- The proposed core curriculum would consist of 3 parts:
    I. First-Year Core (5 courses)
    II. Citizenship (1 course)
    III. 5 Themes Diversification (5 courses)
- The First-Year Core would now focus students in their first year at HPU to complete the required courses in Writing and Critical Thinking, Mathematics, Digital Literacy, and Global Learning First-Year Seminar.
- A Global Learning First-Year Seminar (FYS) would become a requirement to further assist with student engagement in the students' critical first year at HPU, help create additional learning communities for first-year cohorts, and provide "college success" guidance. Though the FYS have had mixed results at HPU (the average retention rate for cohort years 2008, 2009, 2010 is 69% for FYS vs. 68% for non-FYS), cohort year 2010 showed a 13% increase in retention of mainland students (68% FYS vs. 55% non-FYS).

[20] For more information see HPU's website: www.hpu.edu/GeneralEducation/index.html

- The Cross-Theme requirement of Digital Literacy would be moved to the First-Year Core, since it's vital that students are proficient in the beginning of their studies to be able to excel.
- The Cross-Theme requirement of Art, Aesthetic and Creativity would not be compulsory though all courses would be offered in the 5 Themes Diversification, as is similar for other academic areas.
- The Upper-Divisional requirement of Citizenship (a course in Global Citizenship or Service Learning) would remain and be highlighted in its own section to distinguish it from the First-Year Core.
- The Upper-Divisional requirement of Research and Writing would not be mandatory for all students though individual majors may continue to require it.
- The 5 Theme Diversification would still honor each theme and offer all the same courses (except for those moved to the First-Year Core), though instead of requiring 15 courses students would select a total of 5 courses among the 5 themes.

Table 8: Current General Education Program Requirements
51-57 credits (17-19 unique courses)[1]

1. **The General Education Common Core** (GECC) (15 courses; 45 credits)[1]
   - 15 courses in each of the 15 different categories below
2. **The Cross-Theme Requirements** (0-2 courses; 0-6 credits) – may be able to satisfy with GECC courses
   - Digital Literacy Cross-Theme Requirement
   - Art, Aesthetics and Creativity Cross-Theme Requirement
3. **The Upper-Division General Education Requirements** (2 courses; 6 credits)
   - Research and Writing
   - Citizenship (a Global Citizenship Course or a Service-Learning course)

	Communication Skills	**Global Systems**	**Research & Epistemology**	**Values and Choices**	**World Cultures**
	Writing and Critical Thinking	**Natural Systems**	**Writing, Research and Info Literacy**	**Ethical Inquiry**	**Cultures, Themes and Movements**
A	JOUR 1100 WRI 1100 WRI 1150	BIOL 1000 BIOL 2052 CHEM 1000 GEOG 1000 GEOL 1000 MARS 1000 PHYS 1000	COM 1400 WRI 1200	AMST 1776 CLST 1000 ENG 2201* ENG 2203 ENVS 1030 HUM 3000 NUR 2000 PHIL 2500 PSCI 2000 SWRK 2000	ARTH 2000* ARTH 2100* ARTH 2200* ENG 2101* GEOG 1500 HIST 2001 JADM 2000 MATH 2007 REL 1000
	Communication Contexts	**Globalization**	**Numeracy and Quantitative Reasoning**	**Social Choice**	**Engaging with Difference**
B	COM 1000 COM 1200 COM 2500 ED 2300 HIST 1717 NUR 2940, 2960 & 2961 Lower division modern language classes	ECON 1010 GEOG 2000 HIST 2002 MARS 1500 MULT 2060	CSCI 2611 MATH 1110 MATH 1115 MATH 1130 MATH 1140 MATH 1150 MATH 2214 MATH 2215 PHIL 2090	BIOL 1300 ECON 1000 ECON 2010 ED 2000 ENG 2202 ENG 2204 ENG 2301* HIST 2111 HUM 1000 JADM 1000 PSCI 2500 SOC 2000 THEA 1000*	AL 1000 ANTH 2000 COM 2300 HIST 2402 HUM 1270 MUS 2101* REL 2001 SOC 1000 STSS 2601
	Other Communication Skills Courses	**Other Global Systems Courses**	**Research and Epistemology in the Disciplines**	**Other Values and Choices Courses**	**Other World Cultures Courses**
C	CLST 2600 COM 1500 COM 2000 COM 2600 COM 2640 CSCI 1011 (DL) LAT 1100 MULT 1100 THEA 1400*	BIOL 1200 BIOL 1500 BIOL 2010 BIOL 2030 CHEM 2050 CSCI 1041 (DL) ENVS 3000 HIST 2630 INTR 1000 PHYS 1020 SOC 2600	ENG 1500 HIST 2900 MATH 1123 PHIL 3731 PHYS 2030 PHYS 2050 PSY 1000 SOC 2100	ECON 2015 ENG 2000* HIST 2112 HIST 2301 NSCI 2000 NSCI 2100 PHIL 1000 PSCI 1400	AL 2000 ARTS 1000* ARTS 2150* BIOL 2170 ENG 2510* ENG 2520* GEOG 2500* HIST 2113 HIST 2401 MUS 1000* REL 2151 THEA 2320*

Key: * = Art, Aesthetics and Creativity Course; DL = Digital Literacy Course

[1] Nursing Majors are required to take: NUR 2940 (2 credits), NUR 2960 (1 credit) & NUR 2961 (1 credit) = 4 credits

Table 9: Illustrative Example of Foundation & Distribution Requirements

33 credits (11 unique courses)*

NOTE: This is an illustrative example that is not endorsed.
The development of the requirements will be a faculty driven process.

I. First-Year Core (15 credits) – 5 courses

1. **Writing & Critical Thinking** (6 credits) – 2 courses in sequence beginning first term
   First Term: WRI 1100, JOUR 1100, or WRI 1150
   Second Term: WRI 1200 or COM 1400
2. **Numeracy and Quantitative Reasoning** (3 credits) – 1 course beginning first term
   First Term: MATH 1110, MATH 1115, MATH 1130, MATH 1150, or CSCI 2611
3. **Digital Literacy** (3 credits) – one course first or second term – CSCI 1011 or CSCI 1041
4. **Global Learning First-Year Seminar** (3 credits) – 1 course first or second term (FY section only) – AL 1000, ANTH 2000, BIOL 1000, BIOL 1500, COM 1000, CSCI 1041, HUM 1000, PHIL 1000, PSCI 1400 or 2000, PSY 1000, REL 1000, or WRI 1100

II. Citizenship (3 credits) – 1 course (from either category)

Global Citizenship: ANTH 3000, ANTH 3230, COM 3300, ENVS 3000, INTR 3901, HIST 3000, HIST 3414, HIST 3650, HUM 4500, INTR 3901, PHIL 3651, PHIL 4500, PSCI 3100, PSY 3235, REL 3500, SOC 3380, or SOC 3650

Service Learning: ANTH 3600, CSCI 4911, CSCI 4921, ED 3500, HIST 3558, MATH 4920, NSCI 3000, NUR 4961, SOC 4910, or WRI 3510

III. 5 Themes Diversification (15 credits)* – 5 courses (1 course from each of the 5 categories)

Communication Skills	Global Systems	Research & Epistemology	Values & Choices	World Cultures
CLST 2600 COM 1000 COM 1200 COM 1500 COM 2000 COM 2500 COM 2600 COM 2640 ED 2300 HIST 1717 LAT 1100 MULT 1100 NUR 2940, 2960 & 2961* THEA 1400 Lower division modern language classes	BIOL 1000 BIOL 1200 BIOL 1500 BIOL 2010 BIOL 2030 BIOL 2052 CHEM 1000 CHEM 2050 ECON 1010 ENVS 3000 GEOG 1000 GEOG 2000 GEOL 1000 HIST 2002 HIST 2630 INTR 1000 MARS 1000 MARS 1500 MULT 2060 PHYS 1000 PHYS 1020 SOC 2600	ADPR 3700 ANTH 3000 ANTH 3200 BIOL 3080 & 3081* CHEM 4910 COM 3400 COM 3420 COM 3500 ED 3200 ENG 1500 GEOG 3720 HIST 2900 HIST 3900 HUM 3900 MATH 1123 MATH 1140 MATH 2214 MATH 2215 MGMT 3550 NSCI 3000 NUR 4700 & 4960* PHIL 2090 PHIL 3731 PHYS 2030 PHYS 2050 PSY 1000 SOC 2100 SOC 3100 SWRK 3300	AMST 1776 BIOL 1300 CLST 1000 ECON 1000 ECON 2010 ECON 2015 ED 2000 ENG 2000 ENG 2201 ENG 2202 ENG 2203 ENG 2204 ENG 2301 ENVS 1030 HIST 2111 HIST 2112 HIST 2301 HUM 1000 HUM 3000 JADM 1000 NSCI 2000 NSCI 2100 PHIL 1000 PHIL 2500 PSCI 1400 PSCI 2000 PSCI 2500 SOC 2000 SWRK 2000 THEA 1000	AL 1000 AL 2000 ANTH 2000 ARTH 2000 ARTH 2100 ARTH 2200 ARTS 1000 ARTS 2150 BIOL 2170 COM 2300 ENG 2101 ENG 2510 ENG 2520 GEOG 1500 GEOG 2500 HIST 2001 HIST 2113 HIST 2401 HIST 2402 HUM 1270 JADM 2000 MATH 2007 MUS 1000 MUS 2101 REL 2001 REL 2151 SOC 1000 STSS 2601 THEA 2320

* Nursing Majors are required to take for part III: NUR 2940 (2 credits), NUR 2960 (1 credit) & NUR 2961 (1 credit) = 4 credits
NUR 4700 & 4960 (3 credits each) = 6 credits
General Biology & Marine Biology Majors are required to take for part III: BIOL 3080 (3 credits) & BIOL 3801 (1 credit) = 4 credits

4. Ameliorate undergraduate student graduation "back-up" by requiring a minimum of 15 credits of unrestricted electives in all majors (which also meets university and field-specific national accreditation standards).

HPU offers an extensive array of majors. Though a few require as many as 99 credits (or 81 credits after removing any overlap with general education requirements), while others only require 51 credits (or 39 credits removing any overlap). Since all courses are not offered every term, adding high credit major requirements to the high credit general education requirements (51-57 credits), creates unnecessary institutional obstacles for students to be able to graduate within a 4 year time period. This does not take into consideration the additional 3-13 credits of remedial or prerequisite writing (25% in academic year 2010-2011) or math courses (67% in academic year 2010-2011) of HPU students are also required to take to complete their bachelor's degree. It is no surprise that hundreds of HPU students each year do not complete their bachelor's degree on time. This is easily illustrated by just focusing on HPU's full-time, first-time bachelor's degree-seeking students in which approximately 1 in 5 students did not graduate in 4 years though remained enrolled years later (18-23% of the original fall 2003 (21%), fall 2004 (23%), and fall 2005 (18%) cohorts totaling 175-234 students per year). From a student perspective, it may also be frustrating to not select even a handful of unrestricted elective courses when paying $135,000 for a bachelor's degree (includes 4 years of tuition, board, and fees).

Universities are recognizing their own structural barriers to timely graduation and making systemic changes to reduce the "creeping major" problem (Christensen & Eyring, 2011). They are scaling back majors to one-third to one-half of the total credits required for graduation, and reducing core curriculum or general education requirements, thus allowing graduation in less time, as measured both by credit hour and the calendar. This credit allotment also creates more flexibility in the degree program for students to engage in internships, faculty-student research, summer research opportunities, study abroad programs, nationally competitive scholarships, service projects, various off-campus transformative experiences such as participation in conferences, and special projects. Most of these activities are high-impact practices that increase rates of retention and student engagement (Harper & Quaye, 2009; Kuh, 2008; NSSE, 2010).

In addition, today's employers see a positive benefit in educational activities that foster active learning and research skills (Hart Research Associates, 2010). When asked about educational practices that would prepare college students for success: 84% expected students to complete a significant project that demonstrates their depth of knowledge in their major and their acquisition of analytical, problem-solving, and communication skills; 81% expected students to complete an internship or community-based field project to connect classroom learning with real-world experiences; and 81% expected students to have the ability to conduct research and develop evidence-based analysis.

Comparing high-impact practices and employer expectations to HPU student academic activities indicates a very low participation rate. In the 2009 NSSE, HPU students reported that by senior year only 34% participated in a practicum, internship, field experience, cooperative (co-op) program, or clinical assignment (compared to 50% of NSSE respondents from all schools); 10% worked on a research project with a faculty member (compared to 19% of all respondents); and 9% participated in study abroad (compared to 14% for all respondents) (NSSE, 2010). Nationally, seniors who

participated a in a learning community or service-learning for first-year students, a practicum or internship, research with a faculty member, study abroad, service-learning, or senior culminating experience, reported higher levels of deep learning and academic and personal development (NSSE, 2010).

The NSSE 2010 report supported the HPU's student data highlighted in the Strategic Planning Task Force on Student Experience Report (2011). Though HPU offers a study abroad program with more than 50 international exchange universities, only an average of 74 students participate per year (296 students participated from spring 2008 through fall 2011). In 2011, of those eligible to study abroad through HPU sponsored programs (full-time students not counting Nursing majors), 122 studied abroad, which is 4%. Participation among HPU students in internships, co-op programs, and practicums was also low; with 161 students participating in 2009-10 (not including summer/winter) and 192 students in 2010-11 (practicums arranged within colleges were not included). In addition, 40-50 students a year participated in the TIM Shadowing Program. Lack of internship participation is very concerning since graduates with internship experience were considerably more likely to receive a job offer, have a job in hand by the time they graduated, and receive a higher starting salary offer than their peers with no internship experience (National Association of Colleges and Employers (NACE), 2011a). On average, organizations offered 67% of their interns full-time positions (NACE, 2011b).

Currently approximately half of HPU's majors do not allow students 15 unrestricted electives. If Recommendation 1 (bachelor's degree reduced to120 credits) and Recommendation 2 (general education program reduced to 33-36 credits) were implemented, allowing students 15 unrestricted credits within their 4-year degree program would affect only 13 majors.[21] This is assuming that all the major requirements would remain the same. Though if requirements for a major included courses simply to satisfy the high number of general education courses needed, eliminating just 1-2 credits would reduce the number of majors affected to only 8, and a reduction in 6 credits (2 courses) would only impact 5 majors (Computer Information Systems, Environmental Science, Mathematics: Pure Math Concentration, Oceanography, and Nursing). The comprehensive bachelor's degree majors table 10 that follows details both the current and proposed total credits required for general education, each major (including overlap credits with general education), unrestricted electives, and graduation.

Many top ranked[22] U.S schools do not require high credit numbers for a major and are highly effective, internationally renowned, and meet national and field specific accreditation standards. For example, The University of Pennsylvania's Wharton School of Business, ranked No. 2 in Management & International Business, No. 6 in Information Systems, and No. 1 overall in undergraduate education, requires only 37 courses for graduation, and 5 courses are unrestricted electives (and two courses must be outside the school of business).[23] New York University's Stern School of Business, ranked No. 2 in International Business (tied with Wharton) and No. 6 overall for undergraduate business education,

[21] As of fall 2011 most of the impacted majors enrolled fewer than 50 students each. These majors include: Computer Information Systems (194 students enrolled), International Business (161), Management (241), International Studies (47), Biochemistry (43), Biology: Health and Human Sciences Concentration (23), Environmental Science (27), Marine Biology (154), Mathematics: Applied Mathematics Concentration (21), Mathematics: Mathematics Education Concentration (23), Mathematics: Pure Math Concentration (7), Oceanography (10), and Nursing (763).

[22] Ranked by the 2012 Best Colleges U.S. News & World Reports (http://www.usnews.com/education)

[23] For more information see the University of Pennsylvania's Wharton School of Business website: http://spike.wharton.upenn.edu/ugrprogram/advising/curriculum/overview.cfm

allows 44 unrestricted elective credits and 60% of the entering class spends at least one semester abroad.[24]

Though HPU's Oceanography major requires the highest number of credits to graduate, a minimum of 132 credits, only 10 students are enrolled in the major. The University of Washington's (UW) School of Oceanography is the oldest Oceanography undergraduate program in the nation, celebrating 57 years, and the only national program offering all degrees: B.A., B.S., M.S. and Ph.D. level studies. UW's School of Oceanography requires only 120 credits for graduation, including 7 credits for unrestricted electives.[25]

Many nursing schools offer only accelerated bachelor's degree programs, though some offer a traditional 4-year program. For example, the University of Michigan at Ann Arbor's School of Nursing, ranked No. 6 in Nursing and in 2011 placed No. 6 out of nursing schools nationwide for National Institutes of Health (NIH) research funding awarded.[26] Their BSN degree provides 7 credits for unrestricted electives and requires 128 total credits.[27] The Oregon Health and Science University (OHSU), ranked No. 7 in Nursing, requires a total of 120 credits, including 62 nursing credits, 35 non-nursing credits, and 23 unrestricted elective credits (students transfer in 30 credits and finish up the final 90 credits at OHSU's 3-year program).[28] The University of Illinois at Chicago, ranked No. 11 in Nursing, requires 120 credits total in which 2-5 credits are unrestricted electives.[29] In contrast, HPU's College of Nursing requires 131 credits to graduate with no unrestricted electives. Though it may be challenging to revise the degree program to include 15 unrestricted electives, reducing the total number of credits to 120 to graduate would favorably impact degree progression and completion rates.

There are a multitude of examples of premier universities with renowned programs throughout the U.S. that illustrate a collaborative institutional effort to keep the bachelor's degree requirements to 120 credits, and general education and major requirements low enough to meet learning outcomes and allow students to graduate in 4 years. It is important to remember that it is a choice. National and field specific accrediting institutions want great programs with students graduating on time, and in this case, more is not always better, especially if student success suffers. Providing 15 unrestricted electives delivers an important function for students to learn, develop skills, and challenge themselves with various academic endeavors to prepare for their careers, and encourages cross-disciplinary sharing of students within the university to break down silos.

[24] For more information see New York University's Stern School of Business website: http://www.stern.nyu.edu/programs-admissions/undergraduate/academics/business-program/curriculum-overview/graphic/index.htm

[25] Please note that UW's School of Oceanography uses quarter credits therefore 180 credits equals 120 semester credits. For more information see http://www.ocean.washington.edu/academics/undergraduates.html

[26] For more information see University of Michigan's School of Nursing website: http://www.nursing.umich.edu/about-our-school/news-portal/201201/2001 or NIH's website: http://www.nih.gov/

[27] For more information see University of Michigan's School of Nursing website: http://www.nursing.umich.edu/academic-programs/undergraduate-programs/traditional-bsn

[28] Please note that OHSU uses quarter credits therefore 180 credits equals 120 semester credits. For more information see website: http://www.ohsu.edu/xd/education/schools/school-of-nursing/programs/undergraduate/bs-degree/bs-program-study.cfm

[29] For more information see University of Illinois at Chicago's website: http://www.uic.edu/ucat/catalog/NU.shtml#d

Table 10: Bachelor's Degree Majors

Current				Majors	Proposed			
Gen Ed	**Major** (GE overlap credits)	**Unrestricted Electives**	**Total**		**Foundation & Distribution**	**Major** (F & D overlap credits)	**Unrestricted Electives**	**Total**
Business Administration								
51-57	84 (18)	1-7	124	Accounting	33	84 (12)	15	120
51-57	78 (18)	7-13	124	Business Economics	33	78 (12)	21	120
51-57	91 (18)	0 unrestricted electives Requires 124-130 credits		**Computer Information Systems**	33	91 (9)	**5**	120
51-57	74 (24)	23-29	124	Economics	33	74 (15)	28	120
51-57	81 (18)	4-10	124	Entrepreneurial Studies	33	81 (12)	18	120
51-57	78 (18)	7-13	124	Finance	33	78 (12)	21	120
51-57	84 (18)	1-7	124	General Business	33	84 (12)	15	120
51-57	69 (18)	16-22	124	Human Resource Development	33	69 (12)	30	120
51-57	81 (18)	4-10	124	Human Resource Management	33	81 (12)	18	120
51-57	86 (21)	2-8	124	**International Business**	33	86 (12)	**13**	120
51-57	81 (18)	4-10	124	**Management**	33	81 (12)	**13**	120
51-57	78 (18)	7-13	124	Marketing	33	78 (12)	21	120
51-57	81 (21)	7-13	124	Public Administration	33	81 (12)	18	120
51-57	81 (18)	4-10	124	Travel Industry Management	33	81 (12)	18	120
Humanities and Social Sciences								
51-57	83 (24)	8-14	124	Anthropology	33	83 (15)	19	120
51-57	51 (9)	25-31	124	Advertising and Public Relations: Strategic Communication: Strategic Creative Concentration	33	51 (9)	45	120
51-57	51 (12)	28-34	124	Advertising and Public Relations: Strategic Communication: Strategic Planning/Account Management Concentration	33	51 (9)	45	120
51-57	67 (24)	24-30	124	Asian Studies	33	67 (15)	35	120
51-57	62 (15)	26-32	124	Communication Studies	33	62 (9)	34	120
51-57	67 (24)	30-36	124	Diplomacy and Military Studies	33	67 (18)	38	120
51-57	71 (15)	11-17	124	Elementary Education	33	71 (12)	28	120
51-57	62 (15)	20-26	124	English	33	62 (12)	37	120
51-57	68 (27)	26-32	124	History	33	68 (18)	37	120
51-57	62 (24)	29-35	124	Humanities: Art History Concentration	33	62 (18)	46	120
51-57	62 (24)	29-35	124	Humanities: Classical Studies Concentration	33	62 (18)	46	120
51-57	62 (24)	29-35	124	Humanities: Philosophy Concentration	33	62 (18)	46	120
51-57	62 (24)	29-35	124	Humanities: Religious Studies Concentration	33	62 (18)	46	120
51-57	Min. 48(6)	31-37	124	Individualized Major[2]	33	Min. 48(3)	42	120
51-57	62 (9)	14-20	124	Integrated Multimedia	33	62 (6)	31	120
51-57	88 (27)	6-12	124	International Relations	33	88 (18)	17	120
51-57	91 (33)	9-15	124	**International Studies**	33	91 (18)	**14**	120

Bachelor's Degree Majors *continued*

Current				Majors *continued*	*Proposed*			
Gen Ed	**Major** (GE overlap credits)	**Unrestricted Electives**	**Total**		**Foundation & Distribution**	**Major** (F & D overlap credits)	**Unrestricted Electives**	**Total**
51-57	65 (18)	20-26	124	Journalism	33	65 (12)	34	120
51-57	59 (24)	33-38	124	Justice Administration	33	59 (15)	43	120
51-57	65 (18)	20-26	124	Multimedia Cinematic Production	33	65 (12)	34	120
51-57	59 (24)	32-38	124	Political Science	33	59 (15)	43	120
51-57	58 (12)	21-27	124	Psychology	33	58 (9)	38	120
51-57	65 (21)	23-29	124	Social Sciences	33	65 (18)	34	120
51-57	60 (15)	22-28	124	Social Work	33	60 (12)	39	120
51-57	59 (18)	26-32	124	Sociology	33	59 (18)	46	120
51-57	73 (24)	18-24	124	Teaching English to Speakers of Other Languages	33	73 (15)	29	120
Natural and Computational Sciences								
51-57	86 (18)	0-5 unrestricted electives Requires 119-125 credits		**Biochemistry**	33	86 (9)	**10**	120
51-57	76 (19)	10-16	124	Biology: General Biology Concentration	34	76 (10)	20	120
51-57	87 (19)	0-5 unrestricted electives Requires 119-125 credits		**Biology: Health and Human Sciences Concentration**	34	87 (10)	**9**	120
51-57	73 (15)	9-15	124	Chemistry	33	73 (9)	23	120
51-57	81 (12)	0-4 unrestricted electives Requires 120-126 credits		Computer Science	33	81 (9)	15	120
51-57	90 (19)	0-2 unrestricted electives Requires 122-128 credits		**Environmental Science**	33	90 (10)	**7**	120
51-57	78 (24)	13-19	124	Environmental Studies	33	78 (12)	21	120
51-57	86 (19)	0 unrestricted electives Requires 124-130 credits		**Marine Biology**	34	86 (10)	**10**	120
51-57	73 (18)	12-18	124	*Mathematics: 3-2 Engineering Concentration*[1]	33	73 (12)	26	120
51-57	88 (21)	1-6	124	**Mathematics: Applied Mathematics Concentration**	33	88 (15)	**14**	120
51-57	89 (21)	11-17	124	**Mathematics: Mathematics Education Concentration**	33	89 (15)	**13**	120
51-57	93 (18)	0 (Over by 2-8) Requires 126-132 credits		**Mathematics: Pure Math Concentration**	33	93 (12)	**6**	120
51-57	99 (18)	0 (Over by 8-14) Requires 132-138 credits		**Oceanography**	33	99 (9)	**0 (Over by 3)**	120
51-57	Varies based on transfer program		124	*Pre-Chiropractic*[1]	33	Varies based on transfer program		120
51-57	Varies based on transfer program		124	*Pre-Physical Therapy*[1]	33	Varies based on transfer program		120
Nursing and Health Sciences								
51-57	68 (27)	26-32	124	Health Science	33	68 (18)	37	120
51-57	131 (57)	0 (Over by 7) Requires 131 credits		**Nursing**	37	131 (34)	**0 (Over by 14)**	120

[1] Transfer Programs require three years of study at HPU during which the student completes between 90 and 105 term credits before transferring to another institution to pursue the desired degree. Upon completion of sufficient credits from the second institution to reach a total of 124 term credits, the student earns a baccalaureate degree from HPU.

[2] Individualized Major: Students may also choose to earn a BA degree with a specialized major outside of the established majors. Such students must consult with an academic advisor and have their respective program approved by the appropriate Dean.

Data Source: HPU Academic Catalog 2011-2013

5. Reduce time to degree completion, unnecessary credit accumulation, and improve 4-year graduation planning by: a) requiring courses in a major be offered once a year or establish and advertise alternative course selections under the program requirements (as is currently done by lower enrollment majors); and b) stating under program requirements on websites and academic catalogs which terms required courses are typically offered.

One of the best ways to reduce students' time to degree – and improve the odds of success – is to ensure that the courses they take are the ones they need to stay on track to finish their degrees, and make sure to offer those courses on schedule as well (Johnson, 2011). Many full-time students, sometimes to maintain financial aid, will enroll in "filler" courses if a required course is not offered. This increases their total credits, thus increasing their overall cost and time-to-degree. This is evident in the high number of students who accumulate unnecessary credits by graduation.

For HPU students who began as full-time, first-time bachelor's degree-seeking students, the 3-year average total credits accumulated at time of degree was 135 and the range was 124-186. Out of the 619 full-time, first-time students awarded a bachelor's degree, from May 2008 to December 2010, 53% of students graduated with over 130 credits (326) and 24% graduated with over 140 credits (151). Unfortunately, these percentage rates have been trending upward. For May and December 2010, of the 206 full-time, first-time bachelor's degree graduates, 58% accumulated more than 130 credits and 33% more than 140 credits (about 5 extra courses). In essence, one-third of the bachelor's degree graduates who began as full-time, first-time students extended their time-to-degree by at least one term and thus paid an additional $9,250-$12,450 in tuition depending on their major.

For students who began as transfer bachelor's degree-seeking students (part-time and full-time), the 3-year average total credits accumulated at time of degree was 159 and the range was 124-292. Out of the 1135 transfer students awarded a bachelor's degree, from May 2008 to December 2010, 85% of students graduated with over 130 credits (964) and 66% graduated with over 140 credits (754). Many transfer students transfer many additional credits that are not applied to their major or general education requirements, which may explain why their credit numbers are so high compared to full-time, first-time students. HPU transfers all credits at once in case the student changes majors. As a result of these extra credits that do not apply to degree completion, it is challenging to calculate a student's true academic standing, and may max out their financial aid eligibility which is federally capped at 180 attempted credits for a bachelor's degree.[30]

If a course is a requirement for a major than it is critical it is offered at least once a year, or provide students with alternative course selections under the program requirements. For example, many majors at HPU require students to take 2 or 3 courses out of a grouping of courses listed.

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[30] Credit hours from another institution that are accepted toward the student's educational program must count as both attempted and completed hours. For more information on regulation 668.34 Satisfactory Academic Progress, see the U.S. Department of Education's website: http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?type=simple;c=ecfr;cc=ecfr;idno=34;region=DIV1;q1=668;rgn=div5;sid=2b810c5a954b10741af6f1d8c292043f;view=text;node=34%3A3.1.3.1.34

This provides both the student and the department some flexibility. In addition, to assist with 4-year degree planning for students, it is imperative for students to know when a course is traditionally offered (such as in the fall, spring, summer and/or winter terms). Many universities provide this on their websites. For example, Elon University, ranked[31] as the No. 2 Regional University in the south, and No. 1 in Best Undergraduate Teaching and Up-in-Coming Schools, lists courses, course descriptions, and terms offered on their individual department websites and in their academic catalog.[32] Furthermore, if a course has not been taught at HPU in the last 4 years one suggestion is to "temporary" remove it from the academic catalog and department website. Advertising numerous courses that are not regularly offered frustrates students and may be viewed as deceptive advertising on the part of the university.

[31] Ranked by the 2012 Best Colleges U.S. News & World Reports (http://www.usnews.com/education)
[32] For more information see on Elon University's website http://www.elon.edu/e-web/academics/business/accounting/courses.xhtml *and* http://www.elon.edu/e-web/academics/catalog/default1112.xhtml

Tuition Options

6. Increase retention and academic progression for 3/4 enrollment students by offering a 3-3-3 tuition package that includes the fall, spring, and summer terms (27-33 credits which qualifies as full-time) for the same tuition as full-time enrollment in the fall and spring terms (24-32 credits), providing access to federal financial aid and scholarships for DC/HLC students.

Part-time students rarely graduate, and even when given twice as long to complete certificates and degrees, no more than a quarter ever make it to graduation day (Complete College America, 2011). At HPU the 3-year average 8-year graduation rate for part-time bachelor's degree-seeking students was only 11%. Attending college part-time or working full-time while in college are top risk-factors adversely effecting degree completion (Lee et al., 2011). Part-time attendance is most common among students with outside demands on their time or financial constraints, including married students, students with dependents, and students working full time. Many students report the need "to work full-time" (56%) and "family commitments" (53%) are major reasons they drop out of college, compared with 26% who said they would "not be able to afford college" (Johnson, Rochkind, Ott & Dupont, 2009). Furthermore, 8 in 10 students who did not complete college supported two proposals that they believe would make college graduation feasible: 1) making it possible for part-time students to be eligible for more financial aid (81 percent said this would help a lot); and 2) offering more courses in the evening and on weekends so that they could continue working while taking classes (78 percent said this would help a lot).

In the 2010-2011 academic year 335 HPU students were enrolled in 9-11 credits (or 3/4 enrollment status). Less than full-time enrollment greatly impacts students' time to degree, access to financial aid, and students are more likely to not progress each year or completely drop out. HPU's fall 2010 second year retention rate for part-time students was 48% (compared to 73% for full-time students). A major recruitment and retention incentive is to offer a 3/4 tuition package that would allow students to enroll in 9-11 credits/term (3 courses) in the fall, spring, and summer terms (27-33 credits which qualifies as full-time) for the same tuition as full-time enrollment in the fall and spring terms (24-32 credits) for DC/HLC students. This option would not provide a financial savings for students since the summer terms are discounted 50%, and may cost an additional $1,000-$4,000/year compared to the $18,500 tuition. Though, it would provide part-time students who shy away from traditional high credit 12-16 credits/term (4-5 courses) fall and spring full-time enrollment to participate since they would have access to financial aid, and may better balance their full-time status across three terms.

The monolithic "Joe College" first-time, full-time student who lives in a residence hall, takes summers off, and works 10-15 hours a week for pocket money has drastically changed. Today, 45% of students at 4-year schools work more than 20 hours a week, and 23% of all college students have dependent children (Johnson, Rochkind, Ott & Dupont, 2009). Many American colleges and universities were designed for and are administered precisely for "Joe College." From a macro viewpoint, higher education institutions and affiliated support mechanisms have not changed enough. It's time to move beyond long-standing policies that seem profoundly ill-suited for students who simply cannot afford to go to school full-time for several years, and instead design student success oriented policies and initiatives.

University Housing & Parking

7. Improve enrollment and retention of non-Oahu students by expanding university student housing from 200 (2% of students) to at least 1,350 (13%) to accommodate full-time degree-seeking first and second year undergraduates and all full-time degree-seeking graduate students that do not originate from Oahu.

More than two decades of research has shown that living on campus has long been associated with persistence, student success, and degree attainment (Chickering & Reisser, 1993; Inkelas & Soldner, 2011; Jones-White, Radcliffe, Huesman, & Kellogg, 2010; Kuh et al., 2006; Pascarella & Terenzini, 2005). More recently, living on campus during the first term significantly increased the odds of attainment of a bachelor's degree, regardless of which institution it was earned (Jones-White et al., 2010). This may be due to the impact of social integration into the university community or as a proxy to greater resources. Students who live on campus generally interact more with faculty and peers and are more satisfied with their undergraduate experience (Pascarella & Terenzini, 2005). They are more positive about the campus social and intellectual climates, and report greater personal growth and development. In fact, living on campus had the greatest total effect (the combination of direct and indirect effects) on learning outcomes of any institutional characteristic (Kuh et al., 2006).

Living-learning centers and residentially based freshman interest groups have even stronger effects on average than living on campus (Kuh, 2005). Learning communities, programs that enroll groups of students in a common set of courses usually organized around a theme and frequently linked with residence life experiences, continue to be adopted at all types of colleges and universities as approaches to enrich student learning and student success (Inkelas & Soldner, 2011). Some universities, such as Brown University, have also implemented a Faculty Advising Fellows Program (Brown University, 2008). The Fellows in Residence who live in university-owned houses open their home about 6 times per month with programs and events designed to increase the informal interaction between students and faculty on campus, to connect the residential experience to the academic experience, and to build community.

At HPU, only 200 students are able to live on campus, which is only 2% of the total student population. Most new students, especially students from the mainland and international students, expect university housing to be available once they are accepted. Due to HPU remote geographic location, expensive housing options, and research that underscores that on campus living-learning environments increase retention and persistence toward graduation, it is critical to expand housing options for students. If the university were to provide housing for full-time degree-seeking first and second year undergraduates (912 enrolled in fall 2010) and all full-time degree-seeking graduate students (440 enrolled in fall 2010) that do not originate from Oahu, it would only need to expand housing to accommodate 1350 students. Many HPU students within these categories may also opt out since they are older students, married, or prefer to live off campus, thus providing the university with additional spaces for undergraduates who are juniors and seniors and part-time students.

8. Facilitate access to campus locations and address the most prevalent commuter student complaint by: a) providing a U-Pass to all students as part of tuition; b) increasing student car parking options and creating additional moped, motorcycle and bicycle parking spaces at the DC; and c) providing more flexible student-friendly evening and term rates at the HLC.

The U-Pass, Oahu's "The Bus" university bus pass program, provides a reduced rate bus pass sticker for students. At HPU, all students with a valid HPU identification card may purchase the bus pass for $127 per term (last term the cost to HPU students was $152). In the 2010-2011 academic year HPU's bookstore sold 4,287 U-Passes and the numbers are trending upward (fall 2010: 2,059 to fall 2011: 2,122, spring 2010: 1,706 to spring 2011: 1,750, & summer 2010: 400 to summer 2011: 478). Though HPU students pay $127 per term, the UH Mānoa students only pay $20 per term.[33] They require all students to purchase a U-Pass through a mandatory transportation fee, and their enrollment size is 20,337 (13,912 undergraduate and 6,425 graduate students), which is more than three times that of HPU's DC HLC students (6,252 in academic year 2010-2011). This has been in effect since 2009 when the UH Board of Regents approved an agreement between the UH Mānoa and the City and County of Honolulu to provide a bus pass for $20 per semester for unlimited use by students on all bus routes.

A recommendation is to work with City and County of Honolulu to provide a similar flat rate for HPU students, though not charge students an additional transportation fee. Instead, as tuition costs increase it may be advantageous to include the U-Pass fee in the total tuition cost (similar to other services such as "free" tutoring). In addition, students also pay $120 for fall new student orientation (or $50 for spring; $35 for graduate students) and $50 for technology per term. Increasing the academic year tuition by $120 would cover these fees, including the U-Pass. In addition, since most of the fees above are charged only to full-time undergraduate students, included them in the tuition costs regardless of credit load would reduce the $120 amount significantly (in the 2010-2011 academic year 4,012 full-time and 1,089 part-time DC and HLC undergraduate students were enrolled). As with HPU's undergraduates, HPU's graduate student tuition could be slightly increased to include the cost of the U-Pass for each student (in the 2010-2011 academic year 1,151 DC and HLC students were enrolled). Considering 98% of HPU students commute and parking is very limited and/or expensive at both HLC and DC, proving students with a "free" bus pass would help alleviate one of the most prevalent student complaints about access to campus.

Parking at the DC is all non-university owned and is very expensive, ranging from $10-21/day, $3-10 for evenings after 5pm, and monthly rates of $100-$168. Ideally, it would be extremely helpful for students to negotiate a reduced student rate among the multiple parking garages in the area to $5/day and $100/month, as well as update each term HPU's website to include an area map with all the parking options (including bicycle racks) and costs.

Many students bike or commute by moped or motorcycle. There is limited free moped/motorcycle parking at the DC, and parking fees at near-by garages range from $2-12/day. The two free HPU moped/motorcycle parking areas, which are shared with bicycles, accommodate about 45-55 mopeds/motorcycles and are consistently overflowing. They are located on Chaplain Lane

[33] For more information see the UH Mānoa's website: http://www.Hawai'i.edu/campuscenter/services/buspasses.html

(between Bethel Street and the Fort Street Mall) and on South Beretania Street (at the Fort Street Mall). There are 9 metered car parking spaces on both sides of Bethel Street between Chaplain Lane and Pauahi Street. The city charges 25 cents/10 minutes/parking space between the hours of 7am-3:30pm Monday-Friday and 7am-6pm on Saturday on one side of the street, and 7am-6pm Monday-Saturday on the other side of the street. That total revenue is $797.25/week for all 9 spaces, or $41,457/year. These 9 parking spaces could fit an additional 55-60 mopeds/motorcycles. One recommendation is to negotiate with the city to convert the space to free HPU student moped/motorcycle parking for a similar or lower flat annual rate. In addition, if the current moped/motorcycle parking racks on Chaplain Lane could be moved over 2 feet into the street, standing bike racks could be installed on the other side of the mopeds/motorcycles racks. This would provide space for about 40 standing bicycles, and free up space between the mopeds/motorcycles. HPU students could receive a free moped/motorcycle sticker each term through the bookstore, and the spaces would continue to be monitored by HPU security.

Figure 10: Current and Proposed Moped/Motor Cycle Parking

Approximately 1,100 parking decals were sold to students in the 2010-2011 academic year to park at the HLC.[34] Students pay $230 per term (university staff park for free). In the fall and spring term about 500 students parked at HLC and in the summer term the number decreased to 100 students. Out of the 200 students who live at HLC only about 20 purchased a parking decal (12 in fall 2010, 20 in spring 2011, none in summer 2011). The parking fees for daily parking are $5.75/day ($3.50 for motorcycles) and there is no evening flat rate. A recommendation to make parking at HLC more affordable for students is to reduce the $230/term rate to $200/term, the daily rate to $5/day (free for motorcycles as is the same for DC), and add a $3 evening rate for after 3pm. If a student commutes by car to HLC 3 days/week for classes the cost would be $258.75/term. Lowering the term rate to $200 provides a financial incentive for students to purchase the parking decal, and reduces financial barriers for students to access the campus days they do not have classes to encourage them to work or socialize with other students, meet with faculty, study on campus, or use the library.

[34] The HLC bookstore sold approximately 1,100 parking decals in 2010-2011: Fall 2010 (503); spring 2011 (data was not available though estimated to be similar to fall); summer 201 (115); and fall 2011 (495).

Student Academic Services

9. Create a more effective university academic advising structure by: a) combining the under & over 25 year old DC/HCL undergraduates under the Academic Advising Center (which has already been accomplished with nursing and science majors); b) creating a new advising website; c) expanding academic advising responsibilities to include implementation of early alert and mid-term deficiency interventions; and d) reducing the student-advisor ratio from 408:1 to 200:1.

The quality of academic advising is the single most powerful predictor of satisfaction with the campus environment for students at 4-year schools (NSSE, 2005). Curriculum realignment, aggressive academic counseling, and attention to course scheduling can all help increase student success at reduced cost, both to the student and to the institution (DeBate, 2010; Wellman, 2010). These facts have motivated universities to implement changes eager to retain students and reduce time to degree. For example, Seattle University implemented an advising initiative a few years ago and improved its student retention rate to 89%, and 74% of students graduate in 4 years (more than 3 times HPU's 23% 4-year graduation rate) (NCES, 2011b). Seattle University increased staff and resources and set a ratio of 150 advisees per 1 professional advisor.[35]

The number of full-time academic advisors available to students can have a large impact on the overall success of academic advising (DeBate, 2010). A frequently-mentioned benchmark related to academic advising is "advisor load," a term referring to the number of students assigned to a given advisor. The National Academic Advising Association[36] (NACADA) is the professional organization of college and university academic advisors. Its recommends advising loads at universities have "sufficient personnel to meet student needs without unreasonable delay." National Surveys on Academic Advising conducted by American College Testing, reported the average advising load at four-year private colleges was 153:1 for full-time advisors and 38:1 for faculty advisors (Habley, 2004). In contrast, HPU has more than twice the student-advisor ratio of 408:1. This was calculated using DC/HLC 2010-2011 academic year [37] undergraduate student enrollment size (5,101) divided by 12.5 academic advisors (5.5 DC and 6 HLC under the Academic Advising Center, plus 1 DC under the Center for Graduate and Adult Services). In addition, it is recommended that advisors that work with special populations, freshman, undeclared majors, students admitted on provisional status should have a lower ratio so they have more time to work with students and implement interventions (Gordon, Habley, Grites, & Associates, 2008; Wellman, 2010).

In the 2009 NSSE, HPU students reported that 28% evaluated the quality of academic advising as excellent (compared to 33% of NSSE respondents from all schools), and 53% as good (compared to 46% for all respondents) (NSSE, 2010). The mission of the HPU Academic Advising Centers is to promote student learning and development by assisting students to self-assess, develop a purposeful education plan, and achieve personal and educational goals. They assist students with

[35] For more information see Seattle University's website: http://www.seattleu.edu/sas/advising/inner.aspx?id=27644
[36] For more information see the NACADA website: http://www.nacada.ksu.edu/
[37] The 2010-2011 academic year student individual count (5,101) was cited instead of the 2010 fall only (4,672) since HPU enrolls students in the fall, spring, and summer and each academic advisor works with individual students proactively before students even arrive at HPU and throughout their degree progression.

creating an academic plan and track progress toward graduation; understand academic program requirements; select, declare, or change a major and/or minor; interpret academic policies and procedures; facilitate academic and personal success workshops; and provide basic counseling in support of academic and personal goals.

Combine All DC/HCL Undergraduates Under Academic Advising Center:

Currently at HPU, the majority of undergraduate advising for DC/HLC falls under the Academic Advising Center, and the Center for Graduate and Adult Services works with undergraduate students who are in the College of Business or the College of Humanities and Social Sciences who are 25 years of age or older. In academic year 2010-2011, 50% (5,177) of HPU students were over the age of 25, and 45% (2,336) of those were DC/HLC students. Being a student older than 24 is no longer a small unique population at HPU. Though older students have different needs than younger students, it may be helpful to train all academic advisors to work with older students since it is so prevalent at HPU. In addition, to limit student confusion have all undergraduate students access one advising center.

Create a New Advising Website:

It is imperative to update the Academic Advising Center website to provide a welcoming virtual space for students. This includes having all academic planning tools and fill-in forms available for download; listing all academic advisors photos, bios, phone, email and Skype contact information; providing guidelines for how students can prepare for meetings with advisors and expectations; and perhaps a short introduction video that reduces academic anxiety and motivates students to proactively work with advisors to achieve academic success.

Expand Academic Advising Responsibilities:

HPU has two early alert programs to help identify students early in the term who are at risk of failing courses in order to provide interventions to improve academic success. Both programs are a collaboration among college deans, department chairs, individual faculty members, the Registrar's Office, and the Academic Advising Center, as well as the specific students identified. The "Early Alert Initiative" is implemented 4 weeks into the term for students achieving less than a C- in specific prerequisite and introductory math and writing courses,[38] and the "Mid-Term Deficiency Initiative" is implemented 7 weeks into the term for students achieving less than a C- in all courses. After the faculty member is notified by the Registrar's Office and enters the early

[38] The "Early Alert Initiative" courses include: COM 1000, WRI 1050, 1100, 1101, 1150, 1200; MATH 980, 981, 990, 991, 1105, 1106, 1115, 1123, and 1130

alert or mid-term grades (as well as last attend date for students who have been absent more than three consecutive class periods), the Academic Advising Center sends an e-mail to students that are achieving less than a C-. The e-mail informs the student they are not doing satisfactory work in the named course and recommends they contact their course instructor, the Center for Academic Success, and the Academic Advising Center for assistance.

If academic interventions are to be effective, there must be follow-through on the part of the university beyond simple student notification. It is crucial to be proactive and engage struggling students in order to work with them to address any academic issues and receive tailored resources and support. Therefore, immediately after the e-mail is sent, it is recommended that each student's advisor proactively contact these students, and set up an appointment to discuss the student's academic status and current challenges, and work with the students to design and implement 1-on-1 interventions that serve to enhance student learning and academic success. It is important to note that there are hundreds of students identified through these initiatives each term, yet the following numbers are only a small portion of the true student count since many faculty are delinquent and do not report the student data. The "Early Alert Initiative" identified 151 students in fall 2010 and 73 students in spring 2011. The "Mid-Term Deficiency Initiative" identified 854 students in fall 2010 and 751 students in spring 2011. Consequently, it is critical that advisors have adequate time to work with each student that is academically struggling before they fail their courses, to improve student success and fulfill the purpose of both of these initiatives.

Reduce the Student-Advisor Ratio from 408:1 to 200:1

One of the most positive and significant effects on student retention and degree progression is requiring students to meet with an academic advisor every semester which is proactively initiated and sustained by the institution (Ziskin, Holler, & Kim, 2009). Research has shown that students in advising programs focused on student-specific interventions were 24% more likely to return to campus after the first year than those in the general freshman orientation programs (Bai & Pan, 2009), yet a primary weakness is insufficient staff to handle advising loads (Schwartz, 2011). The average advisor load at four-year private colleges is 153:1, though a good start is to reduce the current HPU 408:1 advisor load to 200:1. This would mean increasing the current 12.5 DC/HLC advisors by 13 staff members.

For many students at HPU, their academic advisor is a critical lifeline, especially for first-year and struggling students. These students are also the most likely to drop out or transfer out of HPU. Simply put, it is far more cost effective to retain a current student than to recruit a new one. Private colleges and universities with large student enrollments spent $1,781 per new student to bring in new undergraduates in 2010-2011, with a ratio of one FTE staff member in recruitment and admissions for every 41 new students (Noel Levitz, 2011a). In contrast, retention initiatives are estimated to be 3-5 times more cost-effective than recruitment efforts, i.e., 3-5 already enrolled students can be retained at the college for the same cost incurred to recruit one new student to the college (Noel, Levitz, & Saluri, 1985: Gordon et al., 2008). At institutions with a self-contained advising structure, the performance, reputation, and support of the academic advising center should be paramount to an institution's mission, as is its responsibility to meet the educational needs of the students they have admitted (DeBate, 2010).

Proactive Reminders and Follow-Up by Deans and Department Chairs to Delinquent Faculty

Students failing courses led to decreased student retention and increased time to degree, as well as lowers overall student confidence and moral in academic success. It is has significant financial cost to both the student and the university. Many students are not identified for early interventions and do not receive university resources and support because faculty members do not report which students in their courses are underachieving. The key weakness in most early alert systems is they are professor dependent (Schwartz, 2011). Many faculty members (especially new faculty) may not fully understand the importance of the early alert and mid-term grade deficiency reporting initiatives, their critical role in beginning the intervention process, or may believe that students will "get in trouble" or face academic consequences if identified. Therefore, it is recommended that college deans and department chairs inform, proactively remind, and follow-up with delinquent faculty to achieve a 100% participation rate (as is done with submission of course syllabi). Since all faculty members are responsible for mid-term grade reporting, it may be helpful to place the due date for mid-term grades on all academic calendars. Additionally, the student data is electronically submitted through pipeline and if there are no students to report faculty are to individual e-mail the Dean of Academic Advising and Student Achievement. It may be more efficient to identify delinquent faculty by providing an electronic option on the grading page, such as a button on top for "no students are currently receiving below a C-," as well as "submission complete" response page with a time and date stamp.

10. Implement a more comprehensive early alert intervention program by expanding the "Early Alert Initiative" (which identifies students that are academically underperforming 4 weeks into the term) for prerequisite and introductory writing and math courses to include introductory digital literacy courses (CSCI 1011 and 1041), JOUR 1100, COM 1400, CSCI 2611, and first-year seminars.

Early warning systems are especially important for students who start college with risk factors, or who appear to be struggling academically. Midterm progress reports, course embedded assessments, and early alert systems that incorporate a network of individuals, including faculty, mentors, academic support units, and peer support groups, are most effective at helping students address these early adjustment difficulties (Kuh et al., 2006). Student retention, progression to degree, and graduation are fostered when at-risk students are identified early and intervention strategies are employed (Schwartz, 2011; Ziskin et al., 2009).

HPU's "Early Alert Initiative" (discussed previously) is implemented 4 weeks into the term for students achieving less than a C- in specific prerequisite and introductory math and writing courses. It is designed to improve the academic success of "at-risk" students, and is implemented for prerequisite and introductory writing and math courses, and an introductory communications course (COM 1000, WRI 1050, 1100, 1101, 1150, 1200; MATH 980, 981, 990, 991, 1105, 1106, 1115, 1123, and 1130). It is recommended that this initiative be expanded and updated to include additional courses most often required of first year students under the same categories within the general education program: JOUR 1100 under "Writing & Critical Thinking," COM 1400 under "Writing, Research and Info Literacy," and CSCI 2611 under "Numeracy & Quantitative Reasoning." In addition, first year students also enroll in digital literacy courses (CSCI 1011 and 1041), and the Global Learning First Year Seminars (FY sections: AL 1000, ANTH 2000, BIOL 1000, BIOL 1500, CSCI 1041, HUM 1000, PHIL 1000, PSCI 1400 or 2000, PSY 1000, and REL 1000). Since students may post-pone their introductory writing and math courses for a term or a year, it's prudent that the most enrolled first year courses be included to address any gaps and better identify all first year students that may be struggling and in need of support early in their academic progression at HPU. The primary strength of any early alert system to effectively impact student retention and academic success is the ability to make timely referrals for students who have demonstrated academic needs (Schwartz, 2011).

11. Address the needs of students that are academically underperforming by piloting a one-credit student mentorship program for all degree-seeking students admitted on provisional status and students receiving less than a 2.0 GPA in fall, spring, or summer term.

Of the 43% of students who start college and fail to complete their bachelor's degree within 150% time, about one-quarter are dismissed for poor academic performance (Knapp, Kelly-Reid, & Ginder, 2011; Kuh et al., 2006). Complete College America (2011) reports:

- Even when provided twice the amount of time to complete a bachelor's degree (8 years), only 61% of full-time and 24% of part-time students enrolled in 4-year schools graduate.
- Seventy-five percent of today's students are juggling some combination of families, jobs, and school while commuting to class; and only a quarter go full-time, attend residential colleges, and have most of their bills paid by their parents.
- Nationally 21% of students seeking a bachelor's degree required remediation. In addition, remedial bachelor's degree-seeking students are less likely to graduate in 6 years (35% for remedial students compared to 57% for all students).

At HPU, 83 students in fall 2010, 25 students in spring 2011, and 8 students in summer 2011 were enrolled on "provisional status." Provisional status may be offered to applicants who do not meet the minimum academic requirements but who otherwise meet admission criteria and standards. In fall 2010, 308 students and in spring 2011, 206 students were placed on academic probation. Continuing HPU students who have attempted more than 12 term credits must maintain a minimum GPA to avoid academic probation status (a minimum of a 1.6 GPA is required for 12-30 credits attempted; 1.8 GPA for 31-60 credits; and 2.0 GPA for over 60 credits). Part-time students are evaluated after 15 credits. While on academic probation a student can only register for a maximum of 12 credits per term (9 credits for MCP students), and must schedule periodic meetings with an academic advisor who will work with the student and monitor their progress. A student on academic probation for the second consecutive term, or after completion of 12 credits subsequent to being placed on probation for the first time, may be suspended from the University.

Research on peer mentorship programs have reported significant positive impact on student persistence and/or grade point average of undergraduate students (Crisp & Cruz, 2009), including poor academic performers (Leidenfrost, Strassnig, Schabmann, Spiel & Carbon, 2011). HPU students who enter on provisional status are at higher risk of not returning or graduating. For example, at HPU the number of first-time, full-time bachelor's degree-seeking students enrolled with a high school GPA below 2.5 has steadily decreased each fall with 36 students enrolled in the fall 2006 to only 14 students enrolled last fall in 2011. Evaluating the retention rates for cohort years 2003 to 2009, only half (51%) returned the following fall, and only 41% remained at HPU for 2 years. Furthermore, within 6 years only 23% graduated of the 2003, 2004, and 2005 cohorts. Moreover, examining the results of poor academic performance of continuing students previously placed on academic probation, 93 students were dismissed in spring 2010 and 23 students in summer 2011. Therefore, it is recommended to address the needs of academically struggling students by piloting a one-credit student mentorship program for students admitted on provisional status and students receiving less than a 2.0 GPA in fall, spring, or summer term. A 2.0 GPA is preferable to the lower 1.6 or 1.8 GPA minimum required for students achieving less than 60 credits, since the program is to be a preventive measure to assist students who are close to

being placed on academic probation. Since a large number of students do not achieve a 2.0 GPA it may be best to pilot the program with a small group of students and mentors before expanding to the larger "at-risk" student population identified (2010-2011 academic year: 116 students admitted on provisional status & 427 students achieved below a 2.0 GPA at HPU).

The mentor would apply for the role, have a high GPA, be enrolled at HPU for at least a year, have excellent communication and motivation skills, and be trained. Both the mentor and mentee would meet each week for an entire term, and receive an optional 1-credit for the program. The mentee may be restricted to 12 credits/term due to provisional or academic probation status, and the mentor may be enrolled in 16 credits for the term and thus incur additional tuition cost ($617/credit) for the additional credit. Therefore, as an incentive it may be beneficial to allow the mentee (if on credit restriction) to enroll in 13 credits for this program, and provide the additional credit at no extra cost to the mentor and mentee (if enrolled in 16 credits). The mentorship program would provide a mechanism for building student self-efficacy and skills development which has shown to impact retention (Hsieh, Sullivan, & Guerra, 2007), and address dimensions leading to student dissatisfaction, such as institutional alienation (e.g. feeling uncared for) and dissatisfaction with guidance and access to information (Willcoxson, Cotter & Joy, 2011).

Standing Committee, Dashboards, and Funding Strategies

12. Systemically address student success by: a) appointing a standing committee of administrator, faculty, staff, and student leaders charged to develop a university action plan; b) addressing, implementing, and evaluating student success initiatives; c) providing an annual university progress report; and d) convening an annual summit.

Universities that reported an increase in graduate rates also reported that they had a retention committee which was empowered to make decisions affecting multiple areas of the institution (Noel-Levitz , 2011b). Among four-year private institutions in 2011, 60% reported having a current written retention plan to guide efforts, 75% had a specific position with the primary responsibility for leading and coordinating retention activities and for getting retention results, and 80% had a retention committee that led and coordinated retention activities. Though there is a comprehensive body of research literature, numerous publications on best practices, and frequent national and regional conferences that dissemination information, no blue print exists that can reproduce one institution's student success accomplishments in another setting. HPU, as it should be, is a very special and distinctive university, in part due to its location, students, employees, and values system. A unique combination of external and internal factors work together to crystallize and support an institution-wide focus on student success, and in the absence of a universal blueprint, there are many roads that lead to improving student success at each institution (Kuh et al., 2006).

In order to strategically and systemically address on-going student success, it is recommended to establish an on-going committee of administrator, faculty, staff, and student leaders that are able to effectively discuss, evaluate, and have the authority to make institutional changes and enhance programs and services for students. The committee would be charged to:

1. create a dashboard for the university, colleges, and individual programs and majors
2. develop an university action plan with recommendations, responsibility, timeline, and performance measures
3. address, implement, and evaluate student success initiatives at the university level and work with deans at the college level
4. provide an annual university progress report
5. convene an annual summit

13. Facilitate proactive and in-time responses to student success gaps by providing Academic Affairs and Enrollment Management administrators and leadership staff with a dashboard of key performance indicators and benchmarks updated each term for the university, colleges, and programs.

Universities – as manifested by the activities they measure and reward – largely determine what they get (Christensen & Eyring, 2011). It is critical to create mechanisms, "red flags" that allow people to communicate problems instantly and without repercussions, and in a way that cannot be ignored (Collins, 2001). The culture of data-driven decision-making is essential to setting goals, measuring success, and analyzing the results of specific initiatives intended to increase student success and adjust those that are not performing, to allow for more efficient and effective leveraging of limited resources (Lumina Foundation for Education, 2011).

Improving methods of data sharing and translation avoids paralyzing and frustrating institutional leaders and other college stakeholders (Jenkins, 2009). Rather than simply reporting data and expecting recipients to use it, researchers must bridge the gap by supplying interpretation and recommending strategies suggested by the data. Dashboards and benchmarking tools can provide a comprehensive overview for the university, its colleges, and individual programs for easy analysis and comparisons, and facilitate proactive and in-time responses to student success gaps. Collegemeasures.org[39] is a helpful data tool for key performance measures that allows institutions to search and compare, by individual institution, state, and national data, various indicators for student success, college efficiency, college productivity, and employment outcomes. Universities often create their own dashboards of key performance indicators and benchmarks, though it is imperative that they are timely and allow for proactive interventions.

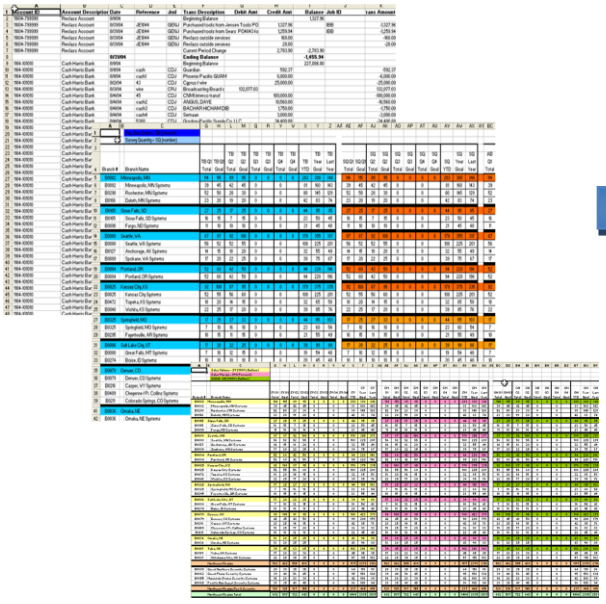
One example is Carroll University (CU), a private four-year school in Wisconsin ranked[40] No. 7 among universities in the Midwest offering master's programs, and ranked No. 1 for its "Strong Commitment to Undergraduate Teaching." CU implemented a new retention model using its database to identify and "cut off problems before there were no good options left."[41] CU employed a probability analysis to identify and weigh 35 factors for every freshman. Those 35 factors were sifted to ten for the final model which includes: High school record; out-of-pocket dollars paid by family; midterm grades; term grades; accessed late fees; total hours per week student is employed; open holds on student accounts; student alert form; freshman seminar survey, and English 170 survey. The software runs the retention model each night against every

[39] For more information see College Measures website: http://collegemeasures.org/4-year_colleges/home.aspx
[40] Ranked by the 2012 Best Colleges U.S. News & World Reports (http://www.usnews.com/education)
[41] For more information about student retention see Carroll University's website: https://my.carrollu.edu/ICS/Admissions/Office_of_Student_Success.jnz

student. Based on the day's results each student is tagged: very concerned, concerned, or no concern. The Director of Student Success reviews and highlights any status changes the next day. Appropriate intervention occurs quickly and as often as desirable. CU's freshmen-to-sophomore persistence quickly increased more than two percentage points after implementation, and the retention of 25 more freshmen represented a revenue of at least $300,000 a year. In fact, in 2007 CU's retention rate was 72% and by 2009 had increased to 77% (NCES, 2011b), and now CU is aiming for an 80% retention rate.

Table 11, on the next page, highlights numerous key institutional and student data measures that lead to assessing student success (items highlighted in red are not collected by HPU, and only items in blue are proactive measures for in-time student interventions). Figure 11, on pages 65 & 66, is an example of a university dashboard of student success performance indicators and benchmarks that would be aligned to HPU's new strategic planning goals for the university and colleges. Dashboards present critical management information (indicators) and summarize performance expectations and measures of success in a succinct, easily understood, visually appealing format. They inform users of the current state of affairs, provide information to evaluate performance, and help decision makers move an institution forward using up-to-date internal institutional data, external benchmark data, provide the ability to drive down into the raw data, and are linked to strategic initiatives (Muntena, Sabau, Bologa, Surcel, & Florea, 2010). In order to facilitate proactive and in-time responses to student success gaps, it is recommended that Academic Affairs and Enrollment Management administrators and leadership staff be provided with a dashboard of key performance indicators and benchmarks updated each term for the university, colleges, and programs.

Current: **Reports**



Future: **Dashboards**

Dashboards differ from reporting tools in that they provide visual, at-a-glance insight into organizational performance.

Table 11: Institutional and Student Success Data Measures

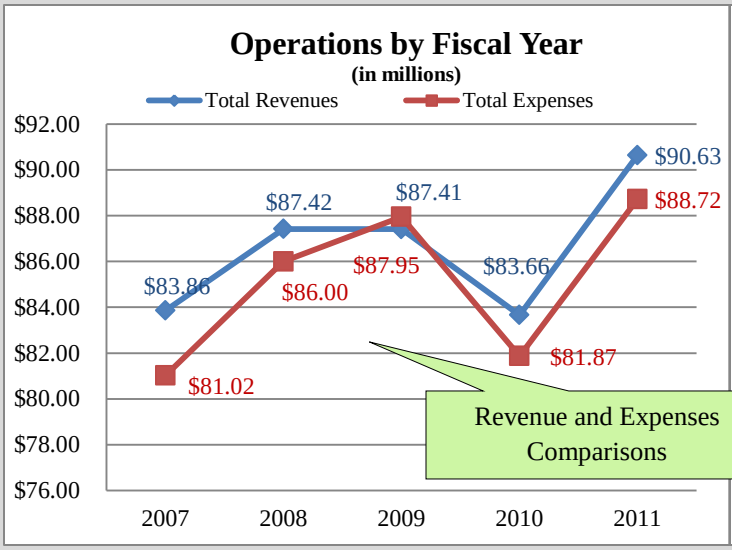
Admissions	Progression	Graduation	Post-Graduation
• Tuition & fees (list & net price) • Housing cost • Number of students applied, accepted (admissions rate), and admitted (yield) (each term by university total, degree, full-time/part-time status, first-time/transfer, degree-seeking students, study abroad, exchange, international bridge) • Number & % late admission to university • Number & % admitted on provisional status • Number & % student demographics (age, gender, origin, residency, U.S. students ethnicity, international students' ethnicity, first generation college student) • Number & % applicants submitting test scores • Test scores (25th & 75th percentile, average, median) • High school GPA and/or college GPA (by quarter %) • Number & % submitted high school rank • High school rank (top 10% and quarter %) • Number & % students with transfer credits by credit range • Number & % students require remediation in math and writing • Average amount, number, & % Pell grant recipients (by university total, degree, full-time/part-time status, first-time/transfer) • Average amount, number, & % of institutional aid (excluding loans for need-based, merit-based, and athletic or activity-based (by university total, degree, full-time/part-time status, first-time/transfer) • Average amount of out-of-pocket dollars paid by student/family aid (by university total, degree, full-time/part-time status, first-time/transfer) • University annual budget (separated by instruction, student services, academic support, operations & maintenance, and institutional support) • University endowment value • Endowment/FTE student • Number employees • Number faculty (full-time and part-time) • Total number of students & FTE by term and academic year • Student to faculty ratio • Average class size (by university and degree) • % online, hybrid, and in-person course delivery • Number & % students living on campus	• Cost of Attrition: Number first-time, full-time students x attrition rate x education and related cost per student FTE • Term-to-term and academic year-to-year retention rate, number, %, and 3 & 5 year trend (by student demographics, test scores, high school and/or GPA, high school rank, HPU GPA, college, degree, program, class level, full-time/part-time status, and first-time/transfer, , provisional status, academic probation, students below term and cumulative 2.0 GPA (3.0 for grad programs), early alert initiative, mid-term deficiency initiative, remedial math and English courses, first year seminars) • Transfer rates vs. dropout rates • Class availability (most overenrolled and requested) • Major declaration (progression of undeclared vs. declared) • Number & % accessed late fees • Number & % open holds on student accounts • Number & % late registration for term • Average credit load completed (by class-level, term, university, college, and program) • Number & % students each term early alert • Number & % students each term mid-term deficiency • Number courses offered and completion rates (C- and above/no D, F, W, I grades) (by term, year, program) • Number & % students each term on academic probation • Number & % students each term below 2.0 GPA (3.0 for grad programs) • Number & % students each term in remedial math and English courses, grades, credit accumulation, and course completion • Success in subsequent coursework (math, writing, science) • Total hours per week student employed on-campus and off-campus • Total hours per week student responsible caring for dependents (children, family) • Yearly student satisfaction and campus climate tracked and issues addressed (regarding academics, student services, facilities, campus life, and co-curricular activities) • Number and % pass rate of licensing examinations	• Cost per student (FTE): total education and related costs/total full-time-equivalent students • Cost per degree: total education and related costs/number degrees awarded • Number & % degrees and certificates awarded by term and year • 100% and 150% time academic year-to-year graduation rate, number, %, and 3 & 5 year trend (by student demographics, test scores, high school and/or college GPA, high school rank, HPU GPA, college, degree, program, entered on provisional status, academic probation, early alert initiative, mid-term deficiency initiative, remedial math and English courses, & compared to proportion of student body (i.e., ethnicity) • Time to degree (by university, college, and program) • Total credits at graduation attained at HPU vs. transferred in • Academic value added: Knowledge and skills students acquired; habits of citizenship and engagement; and self-perceived personal growth, community involvement, and moral development • Student educational goals achieved	• Graduate school enrollment • Employment (6 months & 12 months post-graduation) • Median starting salary and perks • Student loan default rate • Ratio of student loan payments to earnings (median starting pay) per recent graduates = average annual student loan payments per recent graduates divided by median starting pay • Links identified to post-grad employment (i.e., school faculty/staff network or activity) • Graduate school or employment relevant to their degree or certificate program • Yearly employer assessment and satisfaction with students' knowledge, qualities, and skills • Yearly alumni assessment and satisfaction

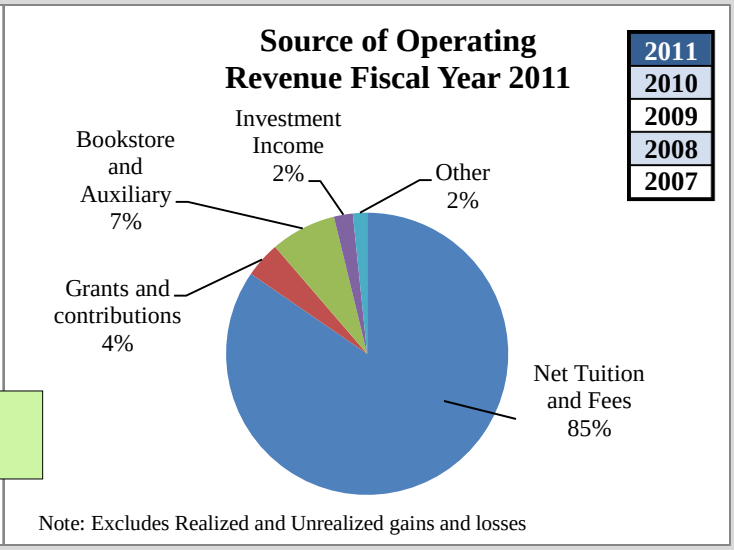
Note: items highlighted in **red** are not collected by HPU, and only items in **blue** are proactive measures for in-time student interventions.

The glossary of terms and methodology were developed by the Delta Cost Project (for more information see: www.deltacostproject.org)

- **Cost per Student:** Total spending on direct educational costs divided by the total full-time-equivalent students.
- **Cost per Degree:** A measure of spending on direct educational costs per degree (in contrast to cost per student enrolled); education and related expenses (for all students) are divided by all degrees awarded in the same year.
- **Cost of Attrition:** The amount of money spent to fund the education of first-time, full-time students who don't return for a second year. This is calculated by multiplying the total size of a cohort of first-time, full-time students by the Attrition Rate, to find the number of students who have dropped out, and then multiplying that by education and related costs per student.

Figure 11: HPU Student Success Dashboard





	University Overview	Target		Peer	National	Undergraduate Studies Colleges				Graduate Studies Colleges			
						BUS	HSS	NCS	NHS	BUS	HSS	NCS	NHS
Tuition List Price													
Tuition Net Price													
Enrollment													
2nd Year Retention Rate													
Cost of Attrition													
Cost per Student FTE													
Cost per Degree													
National Exam Pass Rates													
# Degrees Awarded													
# Certificates Awarded													
Average Time to Degree													
100% Graduation Rate													
150% Graduation Rate													
Post-Graduation: 6-Month Employment Rate													
12-Month Employment Rate													
Median Starting Salary													
Graduate School Enrollment													
Average Student Debt													
Student Loan Default Rate													
Student Loan Payment to Earnings Ratio													
									2011	2010	2009	2008	2007

Detailed cross comparisons by credit load and college at a click of a button

Quick easy to read dashboard markers if target goals are met

Peer and National external benchmark comparisons

Individual College Comparison Data

Comprehensive Cost Data Analysis for Attrition, Cost per Student FTE, and Cost per Degree

Post-Graduation Comparison Data for Employment, Graduate School Admissions, Salary, and Student Loan Debt

5-year history available at a click of a button

HPU Student Success Dashboard *Continued*

Undergraduate Studies	Student Count	%	Trend	Target		Peer	National	3-year Cohort Analysis
Enrollment: First-time, FT								
Enrollment: Transfer, FT								
Enrollment: First-time, PT								
Enrollment: Transfer, PT								
Retention: First-time, FT								
Retention: Transfer, FT								
Retention: First-time, PT								
Retention: Transfer, PT								
100% Graduation Rate (4 years): First-time, FT								
100% Graduation Rate: Transfer, FT								
100% Graduation Rate: First-time, PT								
100% Graduation Rate: Transfer, PT								
150% Graduation Rate (6 years): First-time, FT								
150% Graduation Rate: Transfer, FT								
150% Graduation Rate: First-time, PT								
150% Graduation Rate: Transfer, PT								
Graduate Studies								
Enrollment: First-time, FT								
Enrollment: Transfer, FT								
Enrollment: First-time, PT								
Enrollment: Transfer, PT								
Retention: First-time, FT								
Retention: Transfer, FT								
Retention: First-time, PT								
Retention: Transfer, PT								
100% Graduation Rate (2 years): First-time, FT								
100% Graduation Rate: Transfer, FT								
100% Graduation Rate: First-time, PT								
100% Graduation Rate: Transfer, PT								
150% Graduation Rate (3 years): First-time, FT								
150% Graduation Rate: Transfer, FT								
150% Graduation Rate: First-time, PT								
150% Graduation Rate: Transfer, PT								
Note: FT = Full-time; PT= Part-time					2011	2010	2009	2008	2007

Increase or decrease trend is highlighted

Quick easy to read dashboard markers if target goals are met

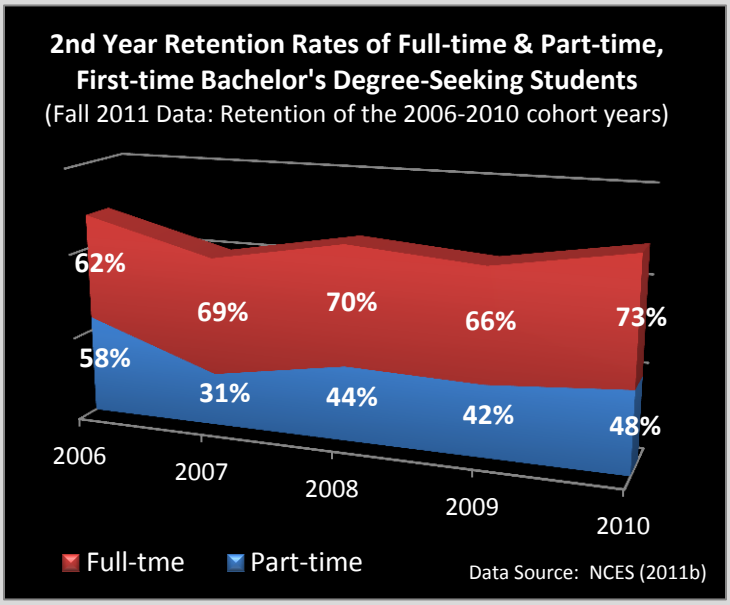
Peer and National external benchmark comparisons

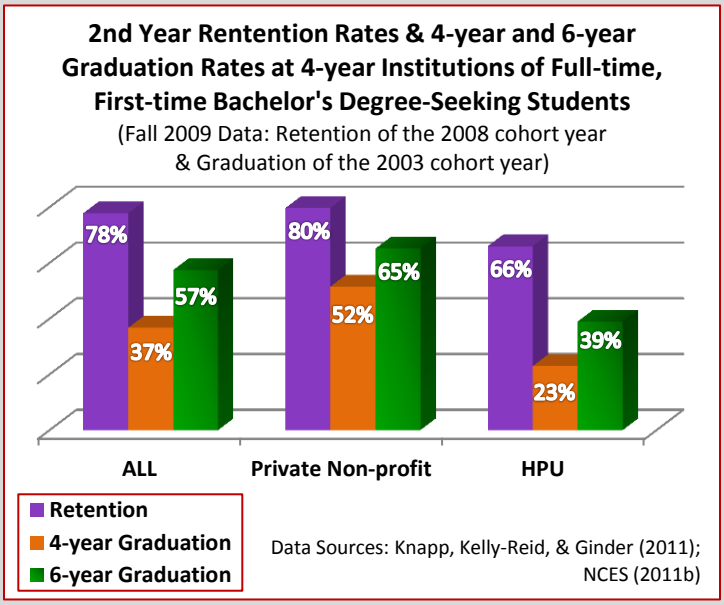
Enrollment, Retention, and Graduation data for First-time and Transfer students who are enrolled Full-time or Part-time

Data analysis on Graduate Studies

Additional data reports with 3-year cohort analysis at a click of a button

5-year history available at a click of a button





14. Provide innovative student success initiatives by funding, implementing, and evaluating programs focused on Hawaiian and 'at-risk' students (underrepresented ethnicities, academically underprepared, low high school rank, undeclared major, first generation college student, low-income, Pell grant recipient) through federal and state government funding, corporate organizations, and private foundations.

Because funding is key to providing on-going innovative, strategically focused student success initiatives, it is recommended that current federal and state government funding, corporate organizations, and private foundations be investigated to apply for grants and receive funding to implement and evaluate programs focused on Hawaiian and 'at-risk' students. Local universities, such as Chaminade University, have already been designated as a Title III Native Hawaiian Serving Institution by the U.S. Department of Education due to the University's Native Hawaiian enrollment. Since 2003, several grants awarded under Title III provisions have helped to fulfill the University's educational commitments.[42] In fall 2010, Chaminade University had 73 Hawaiian students enrolled out of 1,139 (0.6%), compared to HPU's student population in academic year 2010-2011: 685 Part Native Hawaiian (7%) and 302 Native Hawaiian and Pacific Islander (3%). Last year the Lumina Foundation advertised a Request for Proposals (RFP) offering up to 5 grants in the $150,000 to $200,000 range to organizations that wanted to infuse or upgrade their existing student support and financial aid services through the integration of technology.[43] Additional funding mechanisms that have supported university student success initiatives include:

- Office of Hawaiian Affairs
- Kamehameha Schools
- U.S. Department of Education
- Walmart
- Costco
- Bill & Melinda Gates Foundation
- Carnegie Corporation of New York
- Ford Foundation
- William and Flora Hewlett Foundation
- W.K. Kellogg Foundation
- Lumina Foundation for Education
- Lloyd G. Balfour Foundation
- Irene E. & George A. Davis Foundation
- The Heinz Endowments
- Knowledge Works Foundation
- The Kresge Foundation
- Nellie Mae Education Foundation
- Winthrop Rockefeller Foundation

[42] For more information see Chaminade University's website: http://www.chaminade.edu/native_Hawai'ian/titleiii-1.php

[43] For more information see the Lumina Foundation's grants website: http://www.luminafoundation.org/grants.html & previous RFP: http://www.luminafoundation.org/advantage/document/grants/nextgen/NextGen-RFP.pdf

Appendices
&
Supplementary Tables

Appendix A:
List of Hawai‘i Pacific University Internal Reports

This report utilized the following list of internal university reports in addition to specific student and institutional data collected by the Office of Institutional Research and Academic Support.

- Academic Program Review (by semester)
- Common Data Set (Annual)
- Demographics Report (Annual)
- Graduation Survey (Annual)
- Post-Graduate Survey (6 months post-graduation, Annual)
- 2010 Report of National Survey of Student Engagement (NSSE) (freshman & seniors only)
- 2010 Higher Education Research Institute (HERI) (Faculty)
- 2011 Strategic Planning Task Force on Financial Health Report
- 2011 Strategic Planning Task Force on Student Experience Report
- 2011 All Task Forces Meeting Data Presentation (November & December)
- 2011 Hawai‘i Pacific University External Environmental Scan by Kaludis Consulting
- 2011 Tuition Elasticity Study Presentation by Stamats
- Spring 2011 Hawai‘i Pacific University Course Evaluation Qualitative Results (last question)
- 2010-2011 Career Services Center Annual Report

Appendix B:
List of Supplementary Tables

Table S-1:

Institutions That Received the Most SAT Program Score Reports from Your Students

Of the 8,077 students from your state who took the SAT and/or an SAT Subject Test, 5,216 designated that their score reports be sent to institutions. Students may designate more than one institution to receive scores. This list includes only the 45 institutions that received the most score reports. A total of 1,126 institutions received score reports from your students.

Institution	State	Type	Number of Students	Percent of Score Senders*
UNIVERSITY OF HAWAI'I AT MĀNOA	HI	Public	3,103	59.5
HAWAI'I PACIFIC UNIVERSITY	HI	Private	780	15.0
UNIVERSITY OF HAWAI'I AT HILO	HI	Public	751	14.4
UNIVERSITY OF PORTLAND	OR	Private	582	11.2
UNIVERSITY OF WASHINGTON	WA	Public	575	11.0
UNIVERSITY OF OREGON	OR	Public	550	10.5
OREGON STATE UNIVERSITY	OR	Public	489	9.4
UNIVERSITY OF SOUTHERN CALIFORNIA	CA	Private	486	9.3
CHAMINADE UNIVERSITY OF HONOLULU	HI	Private	472	9.0
NCAA ELIGIBILITY CENTER	IN	Public	435	8.3
PACIFIC UNIVERSITY	OR	Private	393	7.5
UNIVERSITY OF THE PACIFIC	CA	Private	380	7.3
UNIVERSITY OF SAN FRANCISCO	CA	Private	342	6.6
SANTA CLARA UNIVERSITY	CA	Private	341	6.5
STANFORD UNIVERSITY	CA	Private	337	6.5
SEATTLE UNIVERSITY	WA	Private	318	6.1
WASHINGTON STATE UNIVERSITY	WA	Public	315	6.0
UNIVERSITY OF NEVADA LAS VEGAS	NV	Public	312	6.0
NORTHERN ARIZONA UNIVERSITY	AZ	Public	293	5.6
LOYOLA MARYMOUNT UNIVERSITY	CA	Private	287	5.5
UNIVERSITY OF CALIFORNIA LOS ANGELES	CA	Public	285	5.5
PORTLAND STATE UNIVERSITY	OR	Public	268	5.1
UNIVERSITY OF SAN DIEGO	CA	Private	227	4.4
UNIVERSITY OF CALIFORNIA BERKELEY	CA	Public	213	4.1
CREIGHTON UNIVERSITY	NE	Private	201	3.9
UNIVERSITY OF COLORADO BOULDER	CO	Public	191	3.7
BOSTON UNIVERSITY	MA	Private	190	3.6
UNIVERSITY OF PUGET SOUND	WA	Private	186	3.6
NEW YORK UNIVERSITY	NY	Private	183	3.5
UNIVERSITY HAWAI'I WEST OAHU	HI	Public	172	3.3
WILLAMETTE UNIVERSITY	OR	Private	165	3.2
CHAPMAN UNIVERSITY	CA	Private	155	3.0
JOHNS HOPKINS UNIVERSITY CENTER FOR TALE	MD	Private	150	2.9
UNIVERSITY OF CALIFORNIA IRVINE	CA	Public	145	2.8
SAN DIEGO STATE UNIVERSITY	CA	Public	141	2.7
UNIVERSITY OF CALIFORNIA SAN DIEGO	CA	Public	139	2.7
COLORADO STATE UNIVERSITY FT COLLINS	CO	Public	136	2.6
LEEWARD COMMUNITY COLLEGE	HI	Public	136	2.6
GONZAGA UNIVERSITY	WA	Private	134	2.6
HARVARD UNDERGRADUATE ADMISSIONS	MA	Private	126	2.4
SOUTHERN OREGON UNIVERSITY	OR	Public	121	2.3
LINFIELD COLLEGE	OR	Private	119	2.3
BROWN UNIVERSITY	RI	Private	118	2.3
CORNELL UNIVERSITY	NY	Private	117	2.2
WESTERN OREGON UNIVERSITY	OR	Public	116	2.2

* Of the students who designated that their SAT and/or SAT Subject Test score reports be sent to institutions, the 'Percent of Score Senders' indicates the percent of those students who had their scores sent to each institution listed.

Data Source: College Board, 2011a

Table S-2:

IN-STATE COLLEGES RECEIVING THE GREATEST NUMBER OF AP SCORES FOR STUDENTS FROM THE STATE OF HAWAI'I

COLLEGE CODE	COLLEGE NAME	TOTAL STUDENTS	TOTAL SCORES
4867	UNIV HAWAI'I AT MĀNOA	832	1,313
4352	HAWAI'I PACIFIC UNIVERSITY	103	155
4869	UNIV HAWAI'I AT HILO	80	110
4105	CHAMINADE UNIV HONOLULU	63	85
1801	HAWAI'I COMMUNITY COLLEGE	46	63
4106	BRIGHAM YOUNG UNIVERSITY-HI	28	34
4377	KAPIOLANI CMTY COLLEGE	22	26
1042	U HAWAI'I W OAHU COLL	5	6
4976	WINDWARD CMTY COLLEGE	5	6
4350	HONOLULU CMTY COLLEGE	4	5
2588	HAWAI'I TOKAI INTL CO	3	4
4410	LEEWARD CMTY COLLEGE	3	3
4378	KAUAI CMTY COLLEGE	2	2
4510	MAUI CMTY COLLEGE	2	2

OUT-OF-STATE COLLEGES RECEIVING THE GREATEST NUMBER OF AP SCORES FOR STUDENTS FROM THE STATE OF HAWAI'I

COLLEGE CODE	COLLEGE NAME	TOTAL STUDENTS	TOTAL SCORES
4854	UNIV WASHINGTON	67	139
6121	CREIGHTON UNIVERSITY	64	128
4852	UNIV SOUTHERN CALIFORNIA	53	139
4695	SEATTLE UNIV REGISTRAR	51	91
4019	BRIGHAM YOUNG UNIV UT	47	78
4705	WASHINGTON STATE UNIVERSITY	43	69
4847	UNIV PORTLAND	41	77
4601	PACIFIC UNIVERSITY	41	74
4586	OREGON STATE UNIVERSITY	41	62
4846	UNIVERSITY OF OREGON	40	61
4704	STANFORD UNIVERSITY	36	81
3087	BOSTON UNIVERSITY	32	66
4851	SANTA CLARA UNIVERSITY	30	65
4954	WILLAMETTE UNIVERSITY	26	44
4850	UNIV SAN FRANCISCO	25	45
4047	CHAPMAN UNIVERSITY	25	44
4006	NORTHRN ARIZONA UNIVERSITY	24	34
4403	LOYOLA MARYMOUNT UNIVERSITY	22	40
4844	UNIV NEVADA RENO	22	30
4841	UNIV OF COLORADO AT BOULDER	21	35
4694	SEATTLE PACIFIC UNIVERSITY	19	25
2562	NEW YORK UNIVERSITY	17	44
4067	UNIVERSITY OF PUGET SOUND	17	33
4859	UNIVERSITY CALIFORNIA IRVINE	16	32
4833	UNIV CALIF BERKELEY	15	35
0965	UNIV BRITISH COLUMBIA	14	29
4830	UNITED STATES AIR FORCE ACAD	14	24
4075	COLORADO STATE UNIVERSITY	14	23
5815	UNIVERSITY OF MIAMI	14	23
4861	UNIV NEVADA LAS VEGAS	14	15
4837	UNIV CALIF LOS ANGELES	13	28
4065	UNIVERSITY OF THE PACIFIC	13	25

Note: There were 375 colleges designated to receive 13 or fewer AP Student score reports.

Data Source: College Board, 2011b

Table S-3:

3-Year Average of First-time, Fulltime Freshman Second Year Retention Rates by College and Residency (Fall 2008 to Fall 2010 Cohorts)

		Fall 2008			Fall 2009			Fall 2010					
College	Residency	Starting Cohort	Returned 2nd Fall	Retention %	Starting Cohort	Returned 2nd Fall	Retention %	Starting Cohort	Returned 2nd Fall	Retention %	Sum of all Cohorts	Sum of Returnees	Retention %
BUS	Hawai‘i	30	18	60%	35	30	86%	34	26	76%	99	74	75%
	Mainland	36	18	50%	44	30	68%	52	32	62%	132	80	61%
	Pacific				2	2	100%				2	2	100%
	International	15	6	40%	19	14	74%	18	10	56%	52	30	58%
BUS Total		81	42	**52%**	100	76	**76%**	104	68	**65%**	285	186	**65%**
HSS	Hawai‘i	54	37	69%	42	34	81%	66	43	65%	162	114	70%
	Mainland	74	40	54%	71	40	56%	74	40	54%	219	120	55%
	Pacific							1	1	100%	1	1	100%
	International	9	8	89%	8	6	75%	7	5	71%	24	19	79%
HSS Total		137	85	**62%**	121	80	**66%**	148	89	**60%**	406	254	**63%**
NCS	Hawai‘i	59	39	66%	59	53	90%	62	47	76%	180	139	77%
	Mainland	95	64	67%	108	68	63%	103	68	66%	306	200	65%
	Pacific	2	2	100%	2	2	100%				4	4	100%
	International	10	7	70%	3	2	67%	9	3	33%	22	12	55%
NCS Total		166	112	**67%**	172	125	**73%**	174	118	**68%**	512	355	**69%**
NHS	Hawai‘i	109	83	76%	98	87	89%	72	63	88%	279	233	84%
	Mainland	31	22	71%	32	21	66%	24	16	67%	87	59	68%
	Pacific	2	1	50%	1	1	100%				3	2	67%
	International	1		0%	1		0%	3	3	100%	5	3	60%
NHS Total		143	106	**74%**	132	109	**83%**	99	82	**83%**	374	297	**79%**
UN	Hawai‘i	22	17	77%	29	21	72%	38	25	66%	89	63	71%
	Mainland	18	11	61%	43	25	58%	32	15	47%	93	51	55%
	Pacific							1	1	100%	1	1	100%
	International	2	1	50%	1		0%	3	1	33%	6	2	33%
UN Total		42	29	**69%**	73	46	**63%**	74	42	**57%**	189	117	**62%**
Overall	Hawai‘i	274	194	71%	263	225	86%	272	204	75%	809	623	77%
	Mainland	254	155	61%	298	184	62%	285	171	60%	837	510	61%
	Pacific	4	3	75%	5	5	100%	2	2	100%	11	10	91%
	International	37	22	59%	32	22	69%	40	22	55%	109	66	61%
Overall Total		569	374	**66%**	598	436	**73%**	599	399	**67%**	1766	1209	**68%**

Data Source: HPU Institutional Research and Academic Support

Table S-4:

3-Year Average of First-time, Fulltime Freshman
4-Year Graduation Rates
by College and Residency (Fall 2004 to Fall 2006 Cohorts)

		Cohort 2004 Graduation 2008			Cohort 2005 Graduation 2009			Cohort 2006 Graduation 2010			Sum of all Cohorts	Sum of Graduates	Graduation %
College	Residency	Starting Cohort	Graduated	Graduation %	Starting Cohort	Graduated	Graduation %	Starting Cohort	Graduated	Graduation %			
BUS	Hawai‘i	46	14	30%	50	16	32%	48	12	25%	144	42	29%
	Mainland	78	17	22%	58	13	22%	77	21	27%	213	51	24%
	Pacific	1	0	0%	4	2	50%	8	1	13%	13	3	23%
	International	41	18	44%	37	12	32%	32	11	34%	110	41	37%
BUS Total		166	49	30%	149	43	29%	165	45	27%	480	137	**29%**
HSS	Hawai‘i	73	25	34%	79	29	37%	73	22	30%	225	76	34%
	Mainland	129	33	26%	126	37	29%	126	24	19%	381	94	25%
	Pacific	4	1	25%	2	1	50%	2	0	0%	8	2	25%
	International	28	7	25%	26	9	35%	25	8	32%	79	24	30%
HSS Total		234	66	28%	233	76	33%	226	54	24%	693	196	**28%**
NCS	Hawai‘i	28	1	4%	22	6	27%	33	5	15%	83	12	14%
	Mainland	88	17	19%	90	21	23%	77	15	19%	255	53	21%
	Pacific	3	1	33%	6	1	17%	8	1	13%	17	3	18%
	International	10	1	10%	10	1	10%	14	3	21%	34	5	15%
NCS Total		129	20	16%	128	29	23%	132	24	18%	389	73	**19%**
NHS	Hawai‘i	60	9	15%	80	6	8%	76	1	1%	216	16	7%
	Mainland	26	1	4%	14	0	0%	20	1	5%	60	2	3%
	Pacific	1	0	0%	2	0	0%	2	2	100%	5	2	40%
	International	4	0	0%	4	0	0%	2	1	50%	10	1	10%
NHS Total		91	10	11%	100	6	6%	100	5	5%	291	21	**7%**
UN	Hawai‘i	7	0	0%	3	0	0%	6	0	0%	16	0	0%
	Mainland	27	0	0%	19	0	0%	13	0	0%	59	0	0%
	Pacific	0	0	0%	0	0	0%	1	0	0%	1	0	0%
	International	2	0	0%	3	0	0%	2	0	0%	7	0	0%
UN Total		36	0	0%	25	0	0%	22	0	0%	83	0	**0%**
Overall	Hawai‘i	214	49	23%	234	57	24%	236	40	17%	684	146	21%
	Mainland	348	68	20%	307	71	23%	313	61	19%	968	200	21%
	Pacific	9	2	22%	14	4	29%	21	4	19%	44	10	23%
	International	85	26	31%	80	22	28%	75	23	31%	240	71	30%
Overall Total		656	145	**22%**	635	154	**24%**	645	128	**20%**	1936	427	**22%**

Data Source: HPU Institutional Research and Academic Support

Table S-5:

Full-time, First-time Associate's Degree-Seeking Students by Academic Year*

Academic Year*	MCP Non-Duplicated Head Count	Enrolled 2nd Year		Graduated in 2 years		Graduated in 3 years			Graduated in 4 years		
		#	%	#	%	#	%	3-yr Total %	#	%	4-yr Total %
2001/02	12	5	42%	4	33%	0	0%	33%	0	0%	33%
2002/03	8	1	13%	2	25%	0	0%	25%	0	0%	25%
2003/04	7	5	71%	1	14%	0	0%	14%	0	0%	14%
2004/05	3	0	0%	0	0%	0	0%	0%	0	0%	0%
2005/06	1	0	0%	0	0%	0	0%	0%	0	0%	0%
2006/07	2	0	0%	0	0%	0	0%	0%	0	0%	0%
2007/08	4	3	75%	0	0%	0	0%	0%	0	0%	0%
2008/09	1	0	0%	0	0%	0	0%	0%			
2009/10	2	1	50%	1	50%						
2010/11	13	5	38%								
3-year Average	5	2	**40%**	0	**0%**	0	0%	**0%**	0	0%	0%
3-year Average Graduation Rate of cohort academic years 2006/07, 2007/08 & 2008/09				0	**0%**	0	0%	**0%**			

Note: HPU associate's degree programs require 60 credits.

* Academic Year = students may have enrolled in the fall, spring or summer term, instead of only fall enrollment.

Data Source: HPU Institutional Research and Academic Support

Table S-6:

Full-time, First-time Bachelor's Degree-Seeking Students by Academic Year*

Academic Year*	Non-Duplicated Head Count			Enrolled 2nd Year		Enrolled 3rd Year			Enrolled 4th Year			Graduated in 4 years		Graduated in 5 years		Graduated in 6 years		
	DC/ HLC	MCP	Total	#	%	#	%	Yr to Yr[1]	#	%	Yr to Yr[1]	#	%	#	%	#	%	6-yr Total %
2001/02	697	35	732	448	61%	334	46%	75%	275	38%	82%	145	20%	92	13%	27	4%	36%
2002/03	621	34	655	443	68%	331	51%	75%	289	44%	87%	150	23%	81	12%	24	4%	39%
2003/04	595	19	614	419	68%	337	55%	80%	273	44%	81%	147	24%	79	13%	27	4%	41%
2004/05	662	20	682	459	67%	362	53%	79%	311	46%	86%	152	22%	92	13%	29	4%	40%
2005/06	638	14	652	429	66%	336	52%	78%	288	44%	86%	160	25%	76	12%	26	4%	40%
2006/07	611	25	636	448	70%	347	55%	77%	290	46%	84%	127	20%	86	14%			
2007/08	581	24	605	425	70%	324	54%	76%	275	45%	85%	114	19%					
2008/09	561	15	576	394	68%	322	56%	82%	283	49%	88%							
2009/10	593	19	612	461	75%	372	61%	81%										
2010/11	633	27	660	452	68%													
3-year Average	596	20	616	436	**71%**	339	57%	79%	283	47%	85%	134	21%	85	13%	27	4%	40%
3-year Average Graduation Rate of cohort academic years 2003/04, 2004/05 & 2005/06												153	**24%**	85	13%	27	4%	**40%**

Note: HPU bachelor's degree programs require 124 credits.

* Academic Year = students may have enrolled in the fall, spring or summer term, instead of only fall enrollment.

[1] Yr-to-Yr = year-to-year retention (i.e., second year to third year instead of retention from first year to third year).

Data Source: HPU Institutional Research and Academic Support

Table S-7:

Full-time "Sophomore" Transfer (transferred in with 24 - 30 credits) Bachelor's Degree-Seeking Students by Academic Year*

Academic Year*	Non-Duplicated Head Count			Enrolled 2nd Year		Enrolled 3rd Year			Graduated in 3 years		Graduated in 4 years		Graduated in 5 years		
	DC/HLC	MCP	Total	#	%	#	%	Yr to Yr[1]	#	%	#	%	#	%	5-yr Total %
2001/02	54	9	63	43	68%	35	56%	81%	10	16%	16	25%	3	5%	46%
2002/03	41	8	49	29	59%	22	45%	76%	6	12%	12	24%	2	4%	41%
2003/04	47	12	59	32	54%	18	31%	56%	7	12%	4	7%	1	2%	20%
2004/05	45	11	56	34	61%	28	50%	82%	13	23%	6	11%	1	2%	36%
2005/06	57	15	72	46	64%	36	50%	78%	7	10%	12	17%	2	3%	29%
2006/07	32	19	51	37	73%	30	59%	81%	2	4%	10	20%	12	24%	47%
2007/08	34	8	42	26	62%	22	52%	85%	5	12%	3	7%			
2008/09	33	17	50	33	66%	27	54%	82%	10	20%					
2009/10	43	18	61	35	57%	27	44%	77%							
2010/11	34	20	54	35	65%										
3-year Average	37	18	55	34	**62%**	25	50%	81%	6	12%	8	15%	5	8%	36%
3-year Average Graduation Rate of cohort academic years 2004/05, 2005/06 & 2006/07									7	**12%**	9	16%	5	8%	**36%**

* Academic Year = students may have enrolled in the fall, spring or summer term, instead of only fall enrollment.
[1] Yr-to-Yr = year-to-year retention (i.e., second year to third year instead of retention from first year to third year).

Data Source: HPU Institutional Research and Academic Support

Table S-8:

Full-time "Junior" Transfer (transferred in with 31 - 60 credits) Bachelor's Degree-Seeking Students by Academic Year*

Academic Year*	Non-Duplicated Head Count			Enrolled 2nd Year		Graduated in 2 years		Graduated in 3 years		Graduated in 4 years		
	DC/HLC	MCP	Total	#	%	#	%	#	%	#	%	4-yr Total %
2001/02	211	40	251	194	77%	32	13%	69	27%	39	16%	56%
2002/03	222	40	262	191	73%	22	8%	75	29%	31	12%	49%
2003/04	216	46	262	180	69%	20	8%	75	29%	30	11%	48%
2004/05	195	43	238	175	74%	15	6%	63	26%	38	16%	49%
2005/06	201	77	278	193	69%	20	7%	57	21%	36	13%	41%
2006/07	142	58	200	145	73%	12	6%	49	25%	31	16%	46%
2007/08	182	61	243	174	72%	20	8%	43	18%	32	13%	39%
2008/09	135	64	199	157	79%	14	7%	37	19%			
2009/10	120	53	173	109	63%	13	8%					
2010/11	173	63	236	167	71%							
3-year Average	143	60	203	144	**71%**	16	**8%**	43	20%	33	14%	**42%**
3-year Average Graduation Rate of cohort academic years 2005/06, 2006/07 & 2007/08						17	**7%**	50	21%	33	14%	**42%**

* Academic Year = students may have enrolled in the fall, spring or summer term, instead of only fall enrollment.

Data Source: HPU Institutional Research and Academic Support

Table S-9:

Full-time "Senior" Transfer (transferred in with 61 - 94 credits) Bachelor's Degree-Seeking Students by Academic Year*

Academic Year*	Non-Duplicated Head Count			Graduated in 1 year		Enrolled 2nd Year		Graduated in 2 years		Graduated in 3 years		
	DC/HLC	MCP	Total	#	%	#	%	#	%	#	%	3-yr Total %
2001/02	117	32	149	6	4%	120	81%	51	34%	38	26%	64%
2002/03	140	47	187	1	1%	158	84%	67	36%	49	26%	63%
2003/04	142	35	177	4	2%	144	81%	49	28%	47	27%	56%
2004/05	173	41	214	5	2%	168	79%	53	25%	53	25%	52%
2005/06	164	72	236	6	3%	183	78%	48	20%	52	22%	45%
2006/07	161	52	213	4	2%	175	82%	33	15%	50	23%	43%
2007/08	124	38	162	6	4%	130	80%	39	24%	31	19%	47%
2008/09	130	45	175	2	1%	147	84%	38	22%	42	24%	47%
2009/10	100	55	155	1	1%	125	81%	39	25%			
2010/11	131	38	169	2	1%	125	74%					
3-year Average	120	46	166	2	**1%**	132	**80%**	39	24%	41	22%	**45%**
3-year Average Graduation Rate of cohort academic years 2006/07, 2007/08 & 2008/09				4	**2%**	151	**91%**	37	20%	41	22%	**45%**

* Academic Year = students may have enrolled in the fall, spring or summer term, instead of only fall enrollment.

Data Source: HPU Institutional Research and Academic Support

Table S-10:

Full-time, First-time Master's Degree-Seeking Students by Academic Year*

Academic Year*	Non-Duplicated Head Count			Enrolled 2nd Year		Graduated in 2 years		Graduated in 3 years			Graduated in 4 years		
	DC/HLC	MCP	Total	#	%	#	%	#	%	3-yr Total %	#	%	4-yr Total %
2001/02	337	0	337	258	77%	126	37%	72	21%	59%	15	4%	63%
2002/03	303	3	306	233	76%	137	45%	63	21%	65%	11	4%	69%
2003/04	299	2	301	235	78%	141	47%	64	21%	68%	0	0%	68%
2004/05	325	8	333	274	82%	138	41%	87	26%	68%	12	4%	71%
2005/06	304	4	308	266	86%	106	34%	103	33%	68%	15	5%	73%
2006/07	350	6	356	292	82%	120	34%	112	31%	65%	21	6%	71%
2007/08	261	6	267	221	83%	97	36%	89	33%	70%	12	4%	74%
2008/09	255	5	260	225	87%	105	40%	76	29%	70%			
2009/10	299	4	303	256	84%	122	40%						
2010/11	318	9	327	278	85%								
3-year Average	291	6	297	253	**85%**	108	**39%**	92	31%	**68%**	16	5%	73%
3-year Average Graduation Rate of cohort academic years 2006/07, 2007/08 & 2008/09						107	**36%**	92	31%	**68%**			

Note: HPU master's degree programs range between 34 - 60 credits, and are usually completed within 2 years.
* Academic Year = students may have enrolled in the fall, spring or summer term, instead of only fall enrollment.

Data Source: HPU Institutional Research and Academic Support

Table S-11:

Part-time Bachelor's Degree-Seeking Students by Academic Year*

Academic Year*	Non-Duplicated Head Count			Enrolled 2nd Year		Enrolled 3rd Year			Enrolled 4th Year			Enrolled 5th Year			Enrolled 6th Year			Graduated in 6 years	
	DC/ HLC	MCP	Total	#	%	#	%	Yr to Yr[1]	#	%	Yr to Yr[1]	#	%	Yr to Yr[1]	#	%	Yr to Yr[1]	#	%
2001/02	236	244	480	201	42%	106	22%	53%	66	14%	62%	39	8%	59%	26	5%	67%	34	7%
2002/03	176	127	303	125	41%	80	26%	64%	53	17%	66%	37	12%	70%	24	8%	65%	30	10%
2003/04	161	43	204	101	50%	68	33%	67%	48	24%	71%	37	18%	77%	21	10%	57%	36	18%
2004/05	179	23	202	63	31%	46	23%	73%	39	19%	85%	29	14%	74%	17	8%	59%	24	12%
2005/06	133	23	156	63	40%	40	26%	63%	27	17%	68%	23	15%	85%	11	7%	48%	14	9%
2006/07	142	103	245	92	38%	54	22%	59%	44	18%	81%	29	12%	66%	14	6%	48%		
2007/08	136	84	220	69	31%	45	20%	65%	28	13%	62%	26	12%	93%					
2008/09	123	31	154	56	36%	41	27%	73%	34	22%	83%								
2009/10	126	40	166	68	41%	40	24%	59%											
2010/11	132	50	182	65	36%														
3-year Average	127	40	167	63	**38%**	42	23%	65%	35	17%	78%	26	13%	79%	14	7%	53%	25	13%
3-year Average Graduation Rate of cohort academic years 2001/02, 2002/03 & 2003/04																		33	**10%**

Academic Year*	Non-Duplicated Head Count			Enrolled 7th Year			Graduated in 7 years			Enrolled 8th Year			Graduated in 8 years			Enrolled 9th Year			Original cohort Part-time student became Full-time student	
	DC/ HLC	MCP	Total	#	%	Yr to Yr[1]	#	%	7-yr Total %	#	%	Yr to Yr[1]	#	%	8-yr Total %	#	%	Yr to Yr[1]	#	%
2001/02	236	244	480	17	4%	50%	2	0%	8%	13	3%	76%	0	0%	8%	12	3%	92%	26	5%
2002/03	176	127	303	14	5%	47%	4	1%	11%	8	3%	57%	1	0%	12%	7	2%	88%	40	13%
2003/04	161	43	204	10	5%	28%	2	1%	19%	9	4%	90%	1	0%	19%	6	3%	67%	49	24%
2004/05	179	23	202	8	4%	33%	4	2%	14%	3	1%	38%							46	23%
2005/06	133	23	156	5	3%	36%													39	25%
2006/07	142	103	245																37	15%
2007/08	136	84	220																33	15%
2008/09	123	31	154																35	23%
2009/10	126	40	166																37	22%
2010/11	132	50	182																38	21%
3-year Average	127	40	167	8	4%	26%	3	1%	13%	7	3%	63%	1	0%	11%	8	3%	83%	37	22%
3-year Average Grad. Rate of cohort academic years 2001/02, 2002/03 & 2003/04				14	**4%**	42%	3	1%	**11%**	10	**3%**	73%	1	0%	**11%**	8	**3%**	83%	38	**12%**

Note: Part-time students included in the table above are enrolled in less than 12 credits in either the fall or spring semesters, and are not part of Special Status, Study Abroad, Exchange, or International Bridge programs.

* Academic Year = students may have enrolled in the fall, spring or summer term, instead of only fall enrollment.

[1] Yr-to-Yr = year-to-year retention (i.e., second year to third year instead of retention from freshman year to third year).

Data Source: HPU Institutional Research and Academic Support

Table S-12:

Part-time Master's Degree-Seeking Students by Academic Year*

Academic Year*	Non-Duplicated Head Count			Enrolled 2nd Year		Graduated in 2 years		Enrolled 3rd Year			Graduated in 3 years			Enrolled 4th Year			Graduated in 4 years		
	DC/ HLC	MCP	Total	#	%	#	%	#	%	Yr to Yr[1]	#	%	3-yr Total %	#	%	Yr to Yr[1]	#	%	4-yr Total %
2001/02	313	20	333	191	57%	9	3%	134	40%	70%	54	16%	19%	58	17%	43%	24	7%	26%
2002/03	234	21	255	149	58%	8	3%	114	45%	77%	44	17%	20%	52	20%	46%	23	9%	29%
2003/04	225	17	242	136	56%	6	2%	97	40%	71%	43	18%	20%	45	19%	46%	20	8%	29%
2004/05	235	61	296	174	59%	20	7%	108	36%	62%	47	16%	23%	53	18%	49%	16	5%	28%
2005/06	261	27	288	189	66%	7	2%	139	48%	74%	64	22%	25%	51	18%	37%	22	8%	32%
2006/07	255	27	282	177	63%	9	3%	140	50%	79%	55	20%	23%	78	28%	56%	35	12%	35%
2007/08	204	38	242	146	60%	5	2%	123	51%	84%	62	26%	28%	48	20%	39%	18	7%	35%
2008/09	209	29	238	151	63%	11	5%	118	50%	78%	59	25%	29%	38	16%	32%			
2009/10	198	79	277	181	65%	7	3%	148	53%	82%									
2010/11	201	80	281	172	61%														
3-year Average	203	63	265	168	**63%**	8	3%	130	51%	81%	59	23%	26%	55	21%	43%	25	9%	34%
3-year Average Graduation Rate of cohort academic years 2005/06, 2006/07 & 2007/08											60	22%	**25%**	59	**22%**	44%	25	9%	**34%**

Academic Year*	Non-Duplicated Head Count			Enrolled 5th Year			Graduated in 5 years			Enrolled 6th Year			Graduated in 6 years			Enrolled 7th Year			Original cohort Part-time student became Full-time student	
	DC/ HLC	MCP	Total	#	%	Yr to Yr[1]	#	%	5-yr Total %	#	%	Yr to Yr[1]	#	%	6-yr Total %	#	%	Yr to Yr[1]	#	%
2001/02	313	20	333	31	9%	53%	12	4%	30%	16	5%	52%	5	2%	31%	13	4%	81%	113	34%
2002/03	234	21	255	27	11%	52%	7	3%	32%	18	7%	67%	2	1%	33%	14	5%	78%	97	38%
2003/04	225	17	242	24	10%	53%	8	3%	32%	10	4%	42%	4	2%	33%	6	2%	60%	83	34%
2004/05	235	61	296	27	9%	51%	9	3%	31%	12	4%	44%	2	1%	32%	11	4%	92%	100	34%
2005/06	261	27	288	29	10%	57%	13	5%	37%	14	5%	48%	4	1%	38%	8	3%	57%	118	41%
2006/07	255	27	282	34	12%	44%	9	3%	38%	20	7%	59%							105	38%
2007/08	204	38	242	26	11%	54%													78	32%
2008/09	209	29	238																92	39%
2009/10	198	79	277																105	38%
2010/11	201	80	281																95	34%
3-year Average	203	63	265	30	**11%**	50%	10	4%	35%	15	5%	51%	3	1	35%	8	3%	69%	97	37%

Note: Part-time students included in the table above are enrolled in less than 9 credits in either the fall or spring semesters.
* Academic Year = students may have enrolled in the fall, spring or summer term, instead of only fall enrollment.
[1] Yr-to-Yr = year-to-year retention (i.e., second year to third year instead of retention from first year to third year).

Data Source: HPU Institutional Research and Academic Support

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