



UNIVERSITY of HAWAII®
WEST O'AHU

Hawai'i Graduation Initiative Retention Subcommittee Report May 30, 2014

I. Overview

The ad hoc retention subcommittee of the Hawai'i Graduation Initiative (HGI) Team was formed at the end of the Spring 2013 semester. The subcommittee's charge is to assist the HGI Team's retention efforts. Specifically, the retention subcommittee was asked to:

- a) investigate UHWO's overall student retention situation (including areas not specifically targeted through the state-wide HGI effort);
- b) identify specific areas of concern for our institution;
- c) establish retention reports for periodic review; and
- d) make recommendations for better tracking and improving of retention at UHWO in various student categories.

The subcommittee members appointed by the HGI Team are: Jim Cromwell, Director of Enrollment; Loke Kenolio, No'eau Center Director; Margy Ledward, Title III Project Director; Sherry Proper, Director of Strategic Initiatives; Stephanie Kamai, Assistant Specialist, Education.

The subcommittee met periodically over the summer and weekly throughout the 2013-2014 academic year. Below is the overall timeline and focus for each month of the Fall semester:

- **August:** Assess what data we have and what data we need; identify what we want to benchmark/track
- **September:** Continue compiling & assessing data
- **October:** Begin to establish dashboard and reports (benchmark & tracking). Identify potential initiatives and recommendations.
- **November:** Launch "leavers" survey, begin to draft report of findings and recommendations
- **December:** Finish draft report and submit to HGI Team; prepare for spring 2014 semester

- **January:** Review and revise draft report; launch fall leaver's survey.
- **February:** Begin preparation for current student survey.
- **March:** Develop and continue to revise survey.
- **April:** Launch Student Experience survey
- **May:** Update and submit retention report.

II. Current Retention Situation

Before we began to assess our current retention situation, the retention subcommittee reviewed our overall fall enrollments within the context of the UH system campuses over the past 6 years. The following table shows UH West O'ahu's 77% enrollment growth during this time, in comparison to the other UH institutions' declining enrollment or very modest growth.

**ENROLLMENT TABLE
HEADCOUNT ENROLLMENT, MULTI-YEAR**

**FALL
2009 - 2013**

	UH COMMUNITY COLLEGES											
	TOTAL	UH MANOA	UH HILO	UH WEST O'AHU	SUBTOTAL	HAWAII	HONOLULU	KAPI'OLANI	KAUA'I	LEEWARD	MAUI	WINDWARD
2009	57,945	20,435	3,974	1,333	32,203	3,275	4,567	9,102	1,345	7,484	4,114	2,316
2010	60,090	20,337	4,079	1,471	34,203	3,815	4,725	9,301	1,428	7,942	4,367	2,625
2011	60,330	20,429	4,139	1,662	34,100	3,917	4,600	9,023	1,433	7,895	4,527	2,705
2012	60,295	20,426	4,157	1,997	33,715	3,663	4,582	8,892	1,495	7,960	4,382	2,741
2013	58,941	20,006	4,043	2,361	32,531	3,406	4,368	8,376	1,530	7,976	4,076	2,799

Note: Counts include special students for all years.

In addition to the context of enrollments throughout the UH system, it is important to understand the profile of our student body when considering student attrition.

The Selected Student Characteristics report in the appendix show the following and other selected characters of UH West O'ahu students for Fall 2013 enrolled students:

- the average student age is 26.5 years old
- more than half (56%) of our students are enrolled part-time
- 26% of our students are Native Hawaiian or Part Hawaiian
- 16% of our students are first-time freshmen, while 24% are new transfer students

There are a number of UH West O'ahu IRO and UH System IRO reports available that the retention subcommittee was able to review. Some of these reports proved to be very helpful in understanding our overall retention situation, especially with regard to first-time freshmen retention. From these reports, the subcommittee determined the first-time freshmen retention rates for the past 5 years (see below). Detailed reports by gender, ethnicity, and program for these years are in the appendix.

Freshmen Cohort	Number	Returned	% Retained
2008	72	36	50.0%
2009	74	34	45.9%
2010	75	42	56.0%
2011	122	81	66.4%
2012	300	181	60.3%

To determine how UH West O'ahu compares nationally regarding student retention, we reviewed the following data from the National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), based on November 2012 data. Our current first-time, first-year freshmen retention rate is 60.3% (fall 2012 freshmen cohort returning in fall 2013). With an admissions acceptance rate of 81.3% (see table below), our institution is below the national average of 77.3% retention of first-time first-year students for public institutions of similar selectivity.

	Percent of first-time undergraduates retained				
	2006 to 2007	2007 to 2008	2008 to 2009	2009 to 2010	2010 to 2011
All institutions	71.0	71.3	71.7	71.8	71.7
Public institutions	70.4	70.6	70.5	70.5	70.2
Nonprofit institutions	79.2	78.7	79.4	79.7	79.8
For-profit institutions	55.3	58.8	61.6	62.9	63.1

	Percent of first-time undergraduates retained				
	2006 to 2007	2007 to 2008	2008 to 2009	2009 to 2010	2010 to 2011
4-year institutions	76.5	76.6	77.8	78.7	78.9
Public institutions	78.0	78.2	78.6	79.5	79.3
Open admissions	61.9	63.7	65.0	62.7	61.6
90 percent or more accepted	71.6	70.7	68.7	72.6	72.6
75.0 to 89.9 percent accepted	76.0	75.8	77.1	76.9	77.3
50.0 to 74.9 percent accepted	80.6	81.2	80.9	81.2	80.9
25.0 to 49.9 percent accepted	86.2	83.6	84.9	85.4	85.0
Less than 25.0 percent accepted	91.3	92.7	94.9	95.3	95.0
Information not available	66.0	75.8	69.0	72.3	81.0

The following transfer student data was obtained from the UH West O'ahu IR office. It shows one-year retention information for UH West O'ahu transfer students, based on program, race/ethnicity, and gender, for the past five years. As expected, average one-year retention of transfer students is higher than first-time, first year freshmen in almost every category.

<u>Gender</u>	Avg. 1-Yr Retention Rate	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Female	1.6%	73.8%	72.1%	74.3%	67.2%	65.3%
Male	2.3%	77.1%	73.9%	78.7%	79.7%	66.3%

<u>Program</u>	Avg. 1-Yr Retention Rate	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Applied Science	78.3%	100%	85.7%	40.0%	87.5%	56.8%
Business Administration	72.0%	72.0%	72.8%	80.0%	72.0%	66.0%
Education	62.6%	62.5%	47.5%	63.3%	69.0%	70.0%
Humanities	73.7%	92.9%	57.1%	76.9%	70.6%	63.2%
Public Administration	83.6%	83.3%	95.0%	87.9%	84.4%	82.5%
Social Sciences	69.2%	76.8%	72.2%	69.2%	61.5%	59.0%

General	20.0%	—	33.3%	—	16.7%	10.0%
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<u>Race/Ethnicity</u>	<u>Avg. 1-Yr Retention Rate</u>	<u>Fall 2008</u>	<u>Fall 2009</u>	<u>Fall 2010</u>	<u>Fall 2011</u>	<u>Fall 2012</u>
African American/Black	82.5%	75.0%	42.9%	83.3%	80.0%	80.0%
American Indian or Alaskan Native	54.2%	—	100.0%	100.0%	66.7%	0.0%
Asian or Pacific Islander	72.1%	78.4%	71.3%	73.7%	72.9%	69.2%
Hispanic	62.6%	37.5%	57.1%	83.3%	75.0%	61.7%
White/Caucasian	73.8%	73.3%	80.7%	75.9%	66.2%	61.1%
Mixed Race (2 or more)	69.4%	67.9%	71.9%	82.8%	69.4%	62.0%

Recommendation: The subcommittee recommends that specific retention reports such as these be reviewed by the HGI team in spring semester annually to monitor how UH West O‘ahu is doing regarding both first-time freshmen and transfer student retention.

Native Hawaiian Students:

In the summer of 2013, through Kealaikahiki, a pilot program was conducted to reach out to the spring 2013 Native Hawaiian students who had not registered for fall 2013 classes. Below are the results of that pilot program:

Number of Native Hawaiian students who attended UH West O‘ahu in Spring 2013, but did not register for Fall 2013 classes:	106
Of the 106 student, the number of suspended & dismissed students:	19
Remaining students to be contacted:	87
Number of students reached via telephone conversations:	27
Additional students who we were unable to be reached via telephone and completed electronic survey:	12
Number of students not able to be reached via telephone or electronic survey:	48
Number of contacted students who eventually registered for Fall 2013 semester:	20

Reasons given for not registering:

- | | |
|--------------|----|
| • Other | 15 |
| • Financial: | 9 |
| • Academic: | 6 |
| • Family: | 5 |
| • Job: | 4 |

Recommendation: The retention subcommittee recommends that this pilot program for Native Hawaiian students be repeated at the conclusion of Spring 2014 semester, so additional data may be obtained.

III. Peer and Benchmark Institutions

The terms “peer,” “benchmark” and “competitor” schools are commonly used to differentiate an institution’s comparative schools. Peer institutions are usually developed systematically by an outside entity such as the National Center for Higher Education Management Systems (NCHEMS), or by using a statistical or peer analysis tool (such as cluster analysis or the national Integrated Postsecondary Education Data System (IPEDS). Benchmark institutions are colleges and universities that an institution strives to be like (or that strive to be like it), and competitor schools are those schools with which the institution competes for students within a certain geographic area or student profile.

UH West O’ahu has never had a comparative group of institutions that contains all three categories. The existing peer institution group for the University of Hawai’i - West O’ahu was developed in January 2002 by the University of Hawai’i Office of Planning & Policy, University of Hawai’i Institutional Research Office, and University of Hawai’i - West O’ahu officials. The list represented UH West O’ahu’s peers before we became a four-year comprehensive university. Throughout the fall semester, the retention subcommittee worked with the UH System IR office to update our list of recommended peer institutions. This is the first step in having a comprehensive group of peer, benchmark and comparison institutions that are similar in role, scope, geographic location and/or mission to UH West O’ahu. Having such a broad-based comparison group will be very beneficial as it can be used to compare strategic indicators, such as data relating to admissions, enrollments, retention, finances, student fees, academic program offerings, student services, etc. The UH System IR office used a cluster analysis methodology to determine a list of potential peer institutions. Cluster analysis calculates the statistical distance based on the institutional variables (characteristics) being evaluated. The subcommittee also ran an updated peer

institution list based on the Carnegie Classification System. After initial screening, the subcommittee worked to narrow down the UH System IR office's list and then compared that list with the Carnegie Classification System list. We identified the following ten institutions for peer institution comparison. These peer institutions share commonalities in size, enrollment, and academic program offerings to UH West O'ahu.

- Glenville State College (Glenville WV)
- Lewis-Clark State College (Lewiston ID)
- Louisiana State University – Alexandria
- Nevada State College (Henderson NV)
- Pennsylvania State University – Scranton
- The University of Montana – Western (Dillon MT)
- University of Maine at Fort Kent
- University of Pittsburgh – Greensburg
- University of Science and Arts of Oklahoma (Chickasha OK)
- University of South Carolina – Beaufort

Retention information is available through the Integrated Postsecondary Education Data System (IPEDS) Data Center division of the National Center for Education Statistics (NCES) for these comparison institutions:

	Nevada State College	Glenville State College	Lewis-Clark State College	Penn State University - The University of Montana	Louisiana State University-Alexandria	University of Maine at Fort Kent
Retention rates for first-time students ¹ who began program in 2011						
Full-time	63%	65%	50%	77%	64%	
Part-time	29%	67%	40%	75%		
Graduation rates for full-time, first-time undergraduates who began program in 2006						
Percentage of entering students counted in calculating graduation rate	19%	16%	26%	59%	37%	
Bachelor's degree rate, 4-year	16%	12%	11%	36%	43%	
Bachelor's degree rate, 5-year	-	25%	22%	33%	16%	
Bachelor's degree rate, 6-year	3%	30%	26%	15%	2%	
Bachelor's degree rate, 4-year	11%	22%	15%	31%	27%	
Bachelor's degree rate, 5-year	16%	48%	42%	38%		
Bachelor's degree rate, 6-year						

	University of Pittsburgh- Greensburg	University of Science and Arts of Oklahoma	University of South Carolina-Beaufort
Retention rates for first-time students¹ who began program in 2011			
Full-time	75%	60%	50%
Part-time	63%	25%	28%
¹ 4-year schools report retention for first-time bachelor degree-seeking students only.			
Graduation rates for full-time, first-time undergraduates who began program in	2006	2006	2006
Percentage of entering students counted in calculating graduation rate	73%	53%	57%
Overall graduation rate	48%	41%	23%
Transfer-out rate	-	30%	38%
Bachelor's degree rate, 4-year	27%	28%	15%
Bachelor's degree rate, 5-year	44%	38%	19%

In addition to the peer institutions, the subcommittee obtained the retention statistics for the following additional O'ahu institutions to see what their retention and graduation rates are for the same time period. Although we do not consider these institutions peers for comparison, due to the uniqueness of our island location, the retention and graduation rates of these schools might also be useful in understanding retention and graduation trends specific to Hawai'i.

- BYU Hawaii
- Chaminade University
- UH Manoa
- Hawai'i Pacific University

	Brigham Young University-Hawaii	Chaminade University of Honolulu	Hawaii Pacific University	University of Hawaii at Manoa
Retention rates for first-time students¹ who began program in 2011				
Full-time	61%	69%	69%	79%
Part-time	-	52%	39%	70%
¹ 4-year schools report retention for first-time bachelor degree-seeking students only.				
Graduation rates for full-time, first-time undergraduates who began program in	2006	2006	2006	2006
Percentage of entering students counted in calculating	58%	44%	34%	45%

graduation rate

Overall graduation rate	48%	36%	40%	56%
Bachelor's degree rate, 4-year	25%	20%	20%	17%
Bachelor's degree rate, 5-year	37%	31%	33%	45%
Bachelor's degree rate, 6-year	48%	36%	40%	56%

Recommendation: The retention subcommittee recommends that UH West O'ahu incorporate some of the indicated list of peer institutions into our official comparison group of schools, when the comprehensive group is compiled.

Comparing aspirant and competitor institutions' key performance indicators, which may be higher than UH West O'ahu's but which might be reached within a given time frame, would also be beneficial to UH West O'ahu in the future. Therefore, consistent with higher education best practices in strategic planning and data analysis, the retention subcommittee recommends that UH West O'ahu identifies a group of benchmark, or aspirant, and competitor institutions to add to the peer schools in conjunction with its next institutional strategic plan. Unlike selecting a peer institution group, this process involves a degree of subjectivity, and should include opportunities for campus involvement and feedback.

IV. New System-Generated Retention Report

After assessing what retention reports are currently available both institutionally and from the UH system IR office, the subcommittee worked with UH system IR office to create a draft annual retention report. The new report contains much information pertaining to freshmen cohort retention and graduation assessment. The report will be helpful in addressing some of the HGI metrics in more detail, but there are some issues/adjustments to the report we are working on with the system office:

- 1) the ability to disaggregate the data by in-state versus out-of-state;
- 2) clarifying retention in terms of percentages (most common measure of retention)
- 3) the addition of high school and grade point average, if possible.

A limitation to the report is that it only tracks freshmen cohorts. It does not address *transfer* student retention (the majority of our student population), so we are investigating what additional transfer student retention data/reports might be

available through the UH system office that might be of benefit to us, and what additional we might need to create in order to track transfer student retention in more detail.

Recommendation: The retention subcommittee recommends that the HGI team use the system generated retention reports on an annual basis to track the retention progress of UH West Oahu students.

V. Financial Aid Satisfactory Academic Progress Policy

Early in the fall semester, the retention subcommittee discussed our institutional financial aid satisfactory academic progress (SAP) policy, and the fact that some of our student attrition is due to the students losing federal student aid eligibility. The subcommittee discussed our financial aid SAP, as well as our current communication to students regarding failure to meet SAP. It was determined that we are not currently exercising all of the optional provisions allowed under the Higher Education Act as amended to best support students who are struggling academically.

According to the official regulatory language regarding SAP in the October 29, 2010 U.S. Department of Education Federal Register, the following are the relevant federal definitions:

Financial aid probation – A status a school assigns to a student who is failing to make satisfactory academic progress and who successfully appeals. Eligibility for aid may be reinstated for one payment period.

Financial aid warning – A status a school assigns to a student who is failing to make satisfactory academic progress. The school reinstates eligibility for aid for one payment period and may do so without a student appeal. This status may only be used by schools that check SAP at the end of each payment period and only for students who were making SAP in the prior payment period.

Appeal – A process by which a student who is not meeting SAP standards petitions the school for reconsideration of his/her eligibility for Federal Student Aid funds.

Enrollment Services, in partnership with Advising, implemented a SAP policy change in our financial aid office that requires first-time freshmen and transfer students who do not meet UHWO's financial aid SAP standards to meet with an academic advisor to complete an appeal which includes an academic plan and

strategy to become a successful student. Once aid is released for the second semester, the student will have mid-term grade checks through GradesFirst, as well as have follow-up appointments with the Advisor.

Recommendation: The retention subcommittee recommends that the HGI team compare the attrition information of students not meeting our financial aid SAP standards before and after the policy change to see if there is an indication that this effort has helped with retention. We will need a few semesters of data since the policy change before this analysis can be done.

VI. CIRP Data

The committee reviewed freshmen data of the Fall 2012 cohort collected from the “Your First College Year (YFCY)” survey prepared by the Higher Education Research Institute’s Cooperative Institutional Research Program (CIRP) at UCLA.

Consisting of thirty-one questions, the YFCY survey provides “comprehensive institutional and comparative data for analyses of persistence, adjustment, and other first-year outcomes.” The YFCY results are also compared to another peer institution utilizing the survey, in this instance other 4-year public universities of similar size.¹ The subcommittee believed knowing what students think after their first year at UH West O’ahu, and how we compare to our CIRP group of institutions may help identify what students like about our institution, and what are some of the reasons they may choose to leave.

The highest satisfaction rate averages reported by freshmen were the campus facilities (87.2% compared to 81.8% of peer institutions). This was followed by lower average satisfaction rates towards student services, although almost the same as peer institutions (61.4% versus 61.5%). The lowest average satisfaction rates were regarding their overall academic experience at 72.2% compared to the peer institutions rate of 76.5%, and, when asked if in retrospect would they still have enrolled at UHWO, 70.1% said yes they would compared to peer institutions at 78.9%.

When asked about adjustment to college 70.7% answered in the range of ‘easy’ or ‘very easy,’ compared to peer institutions rate of 68.3%. In response to the use of existing campus services the average was at 65.5%, higher than the

¹ North Georgia College & State University (GA) and Sonoma State University (CA). HERI comparison groups are only those that have participated in their survey.

56.3% peer institution comparison. Those who reported interacting with faculty and staff averaged at 79.2% compared to the peer institutions rate of 82%.

Lastly, of significant concern was the higher number of freshmen who reported either submitting subpar papers for class or turning in papers late and of skipping class averaging at 61.3% compared to peer institutions at 55.1%. Termed by HERI as 'academic disengagement,' further research needs to be done to determine whether this is the result of poor time management, low motivation, too many additional commitments, or some other reason. Beginning on the next page is an analysis of the CIRP survey data according to the weight of each question.

UNIVERSITY OF HAWAII – WEST OAHU

2013 Your First College Year

SATISFACTION WITH FIRST COLLEGE YEAR EXPERIENCE

Percentage of students reporting they Are "Satisfied" or "Very Satisfied" with	Percentage
Academic experience (average %)	72.2
Your overall academic experience	73.3
General education and core curriculum courses	71.1
Campus facilities (average %)	87.2
Library facilities	95.6
Classroom facilities	89.8
Computer facilities/labs	86.7
Laboratory facilities and equipment	76.7
Student services (average %)	61.4
Orientation for new students	75.6
First-year programs (e.g., first-year seminar, learning community)	63.3
Financial aid office	58.9
Academic advising	56.2
Financial aid package	52.8

ADJUSTMENT TO COLLEGE

Percentage of students who said "Somewhat easy" or "Very easy" with	Percentage
Academic adjustment (average %)	70.7
Understand what your professors expect of you academically	83.3
Develop effective study skills	72.2
Adjust to the academic demands of college	70.0
Manage your time effectively	57.3

ACADEMIC EXPERIENCE

Percentage of students reporting that they	Percentage
Interacted with faculty and staff (average %)	79.2
Faculty during office hours	91.2
Academic advisors/counselors	75.0
Faculty outside of class or office hours	71.4
Used existing services (average %)	65.5
Academic advising	71.1
Study skills advising	66.7
Financial aid advising	62.2
Writing center	61.8
"Occasionally" or "Frequently"	
Experienced academic disengagement (average %)	61.3
Turned in course assignments that did not reflect your best work	72.4
Turned in course assignment(s) late	58.6
Skipped class	52.9

CO-CURRICULAR EXPERIENCE

Percentage of students who said "Very important" or "Essential"	Percentage
Leadership (average %)	58.9

Becoming an authority in my field	77.3
Developing a meaningful philosophy of life	55.7
Helping to promote racial understanding	55.7
Becoming a community leader	47.1

Recommendation: The retention subcommittee recommends that UH West O‘ahu’s Institutional Research Office conduct additional data analysis of the CIRP data available to us. This includes a comparison of this set of data with the CIRP Freshman Survey to obtain a “before” and “after” first-year assessment of what new students think about UH West O‘ahu. Additional research may also include comparison with national CIRP and peer CIRP institutions, as well as additional longitudinal analyses.

VII. **Leavers’ Survey**

The subcommittee obtained Mānoa’s student exit survey that was used this past academic year. Using it as a model, the retention subcommittee developed an electronic version of our own Leavers Survey (see appendix).

The survey link was sent to 388 students who were enrolled with UH West Oahu in the 2012-2013 academic year who did not enroll in fall 2013. (Those with over 100 credits earned were excluded). Three reminder emails were sent over a 4 week period to encourage survey completion. Due to financial constraints, completion incentives were not offered to students. Only 10 students responded, and all indicated their intent on re-enrolling with UH West Oahu in the near future.

In January of 2014, the survey link was sent to 270 students who did not graduate the previous fall and who did not register in the subsequent spring semester. Three reminder emails were sent with only 7 students responding.

Asking students why they left, after they left, is a bit of a challenge when they have already physically separated from the institution. The poor return is disappointing, but it is interesting to note the majority who responded also indicated their intent to return at a future date. A question worth exploring is how to solicit feedback from those students who not only physically separated from the institution, but also from those who’ve also emotionally separated from the institution, and therefore may have decreased interest in assisting with our efforts. Although we currently do not have specific data on the reasons students

leave the institution, there is significant research on retention, attrition and transfer at the national level we can refer to while we collect our campus retention and attrition data.

One longitudinal study conducted by Alexander McCormick studied the transfer behavior of students and found that students will transfer from 4 year institutions if they are having academic challenges or if they are dissatisfied with the institution. For those students dissatisfied with the original institution, McCormick states that dissatisfaction is positively related to intellectual growth, teacher ability, institutional prestige, and social life. "Transfer is found to be more common among students who identified three or fewer attributes as satisfactory (of whom 40 percent transferred) than among students who were satisfied with more than three attributes." (McCormick, A, and Carroll, D. "Transfer behavior among beginning postsecondary students, 1989-94" National Center For Education Statistics ; Washington, DC: U.S. Dept. of Education, Office of Educational Research and Improvement, 1997)

Recommendation: Based on the extremely low response rate from surveying students who have already left the institution, the committee recommends exploring data collection of currently enrolled students to assess levels of satisfaction and engagement before any students leave the institution. If "leaver's" surveys are conducted in the future, they should be administered in a different manner to ensure a higher response rate.

VIII. COMPASS Placement Testing

The retention subcommittee reviewed the UH West O`ahu placement testing policies. Currently, the COMPASS placement test is administered on-campus, to place students into the appropriate English and math course levels. Students may only take the COMPASS test prior to taking a math or English class; once they have taken a class, they cannot re-take the COMPASS for higher placement.

Walk-in testing is available at UH West O`ahu during the summer in the Lab Building, E140 and is available in the No`eau Center through the year. Individual placement testing can be scheduled by calling 689-2752. Effective Fall 2011, students may take the COMPASS test (math or writing) up to two times each, free of charge. After that, a \$25.00 fee is assessed for each additional test.

After taking the placement test, students receive their scores immediately. In the placement of students in the 2013-2014 academic year, a COMPASS Writing

Placement score of 74 or higher placed the student in ENG 100, Composition I. If the COMPASS Writing Placement score was 73 or lower, students were referred to contact an academic advisor to consider courses at the community college or taking the ENG 196 Basic Composition Skills. If the COMPASS math placement test score was 62 or higher, the student was placed in Math 103, College Algebra. If the score was 61 or lower, students were referred to contact an academic advisor to consider courses at the community college or taking the MATH 196A Developmental Math Pilot.

Effective fall 2014, ENG 196 is now ENG 100T (minimum COMPASS score of 40, and MATH 196A is Math 103M (minimum COMPASS Algebra score of 30). Students below these scores will meet with an academic advisor to consider taking courses at the community college.

The Writing and math placement exceptions before fall 2014 included: students who have a score of 510 or above on the Writing section of the SAT or a 22 or above on the English section of the ACT; or have completed ENG 22 with a grade of C or higher may place directly into ENG 100. Students who have a score of 700 or above on the Math sections of the SAT; or a 31 or above on the math section of the ACT may place directly into MATH 241 Calculus I; or have completed MATH course work within the UH system, and meets the prerequisite on any other MATH course.

Effective fall 2014, the Math department is recommending using the ACT math score of 22 for placement into Math 100, 103, or 111/115. In addition, the ACT math score of 27 or higher for Math 135, 29 or higher for Math 140, and 31 or higher for Math 241.

Students may retest or get information on COMPASS preparation by contacting the No'eau Center at 689-2750 or by email at uhwowc@hawaii.edu. A one week (seven calendar days) waiting period is required before a student may re-take the UH West O`ahu COMPASS test. Current COMPASS math test scores are valid for up to two years. Currently, there is no limit on the writing test score.

The COMPASS placement testing office is part of the No'eau Center. Currently, one full-time casual hire assists the Center director with the daily management of placement, test proctoring, and retesting services for the campus. Resources are needed for a designated testing lab and full-time staffing.

The retention subcommittee reviewed several documents pertaining to the correlation between the ACT, SAT and COMPASS tests (see appendix):

- *Correlation Between Various Placement Instruments for Reading, Language/Writing, Mathematics, Elementary Algebra*, Southern West Virginia Community & Technical College
- *8 Tables of ACT-COMPASS statistical data* (source: ACT)
- *COMPASS to ACT Concordance Tables* (source: ACT)
- *UH – West O‘ahu Fall 2013 Freshmen Students Description Information, and Correlation Coefficients for ACT, SAT & COMPASS Scores* (source: Sreang Huang)

Recommendation: There has been some research done by UHWO faculty in the past regarding this topic, so the retention subcommittee recommends that the appropriate personnel continue to conduct further research (including investigation regarding past research). Contingent upon further research supporting a testing policy change, the subcommittee recommends the following:

- Apply the \$25.00 fee after taking the first COMPASS math and English tests to be consistent with the UH system testing center policies.
- Update the current ACT placement exception for English to reflect the national recommendation score of 18 for placement into ENG 100.
- Update the current ACT placement exception for math. The following is a recommendation from the national ACT scores for math placement:

COURSE	UHWO College Algebra COMPASS score	ACT score
MATH 103	0-55	13-22
MATH 111	56-70	23-26
MATH 135	56-70	23-26
MATH 140	71-100	27-30

IX. GradesFirst Initiative

One of the significant strategies that the UHWO Hawaii Graduation Initiative and its Retention sub-committee plans to promote and fully utilize is the newly acquired GradesFirst web-based software program to address student retention and persistence as a means of increasing its student graduation rates.

GradesFirst is a student support tool aimed at improving student success by combining early alert academic progress reporting features that expedite and

connect faculty, staff and students with one another in providing co-curricular support services and resources towards academic success.

Through the facilitation provided by the U.S. Education Delivery Institute consultants, plans for the implementation and utilizing of the GradesFirst 'early alert' feature were created in October 2013. This alert feature involves faculty notifying advising electronically through GradesFirst at the first sign of a student being at risk of failing their course. Upon notification, advising can proactively intervene early enough to help the student remedy the situation. In addition, advisors will conduct a campaign soliciting student progress reports from faculty during crucial points early in the semester.

The committee noted and reviewed results of early intervention academic progress report campaigns that have been conducted during the past five years by the First Year Experience program. Without the use of GradesFirst software, a more labor intensive, time consuming method was practiced in identifying first-year, first-time freshmen students at risk of failing by the fourth week of the semester. The results of these efforts has been a success rate of 50-73% of those freshmen identified as failing being able to correct and compete the semester with a cumulative grade point average of 2.0 or higher.

The implementation of GradesFirst early alert will first be conducted as a small-scale pilot during the Spring 2014 semester. Twenty-two faculty volunteered to participate in this early alert pilot in order to assess and refine the process. All divisions are represented by 2-3 faculty volunteers. Following the Spring 2014 pilot, full scale utilization of the GradesFirst early alert feature is planned to begin in the Fall 2014.

Recommendation: The GradesFirst system has a lot of reporting capabilities and data analysis. The retention subcommittee recommends that the HGI team review student success and retention analytics after the pilot program, and again a full year of campus-wide implementation to identify ways in which this institutional initiative can be used on an on-going basis to help improve retention and persistence to degree.

X. Student Experience Survey

The subcommittee used the previous term's "Leaver's Survey" as the foundation for the survey of currently enrolled students. It was further refined using information from Noel-Levitz "Student Satisfaction Inventory" to obtain both the levels of importance as well as the degree of satisfaction. The survey covered the following areas:

- Academic Experience
- Student Support Experience
- Student Life Experience
- Levels of Importance
- Frequency of Contact

The survey link was sent to 1,890 currently enrolled students in the spring 2014 semester with two subsequent reminder emails over a two week period in April. (First time new freshmen were excluded since they were being asked to complete the CIRP survey at the same time period.) 227 students of those invited to participate responded.

The respondents were separated into lower class (57 freshmen and sophomores) and upper class (159 juniors and seniors) to explore any potential differences in satisfaction or levels of importance. 11 distance education students responded, but the number was too small to use as a separate population for study,

Although the 12% response rate may not be high enough to use the data to generalize to the larger population, there was interesting information obtained that may be useful in developing strategies to address retention and persistence issues in the future. Survey administration can be improved in the future to increase response rates and some questions should be adjusted to collect more specific information.

Both lower and upper level students reported the following statements as being somewhat or very important to them:

- Preparing for a future career (95.09%)
- Getting the highest grade possible (95.48%)
- Adequate parking (90.4%)
- Financial aid assistance (86.63%)

There appeared some difference between the two populations, most notably in areas of class preparation and participation, student amenities on campus, student interaction and student activities. Lower class students appear to be on campus more, use the facilities more frequently, and interact with other students outside of class more than upper level students. These areas should be explored in more detail in future studies.

Recommendation: The Student Experience Survey should be administered on an annual basis, with improvements and refinements made each year. In order to avoid repeated surveying of students, the committee recommends the survey be administered to all new freshmen and transfer students in the first year.

XI. The Value of a UH West O‘ahu Degree and Next Steps

Further research should also be conducted on the perceived image of UH West O‘ahu and the effects the perceived image has on college choice, enrollment and retention of students. There is already significant research^{2,3} in this area that indicates image and academic prestige play an important role in influencing a student’s decisions to attend an institution and also to persist to graduation at that institution.

Although college location and costs are factors in student choice and persistence, some students will travel farther, and pay more, for the added benefit of a degree from a more prestigious institution.

Considering our location in Kapolei, local residents have the choice to attend UH West O‘ahu, Leeward Community College, UH Manoa or other college options. It would be in our best interest to conduct an analysis of our image in context with the other educational opportunities available to our residents. This type of assessment will help identify our weaknesses to address, as well as our areas of strength to promote to the public.

² Alves, H and Raposo M., “The Influence of University Image on Student Behaviour” International Journal of Educational Management, 2010

³ Nguyen N and LeBlanc G., “Image and Reputation of Higher Education Institutions in Students’ Retention Decisions” The International Journal of Educational Management, 2001