“55% of Hawai‘i’s working age adults to have a 2- or 4-year college degree by the year 2025.”

Source: NCHEMS & U.S. Census Bureau, American Community Survey, 1-year estimates, 2006 to 2012
To educate this number of additional students at our current cost/FTE, we would need to:

- increase state appropriations by more than $352m

or

- increase tuition revenues by 50–80%
Improve student success
Complete College America
Strategies Promoting Completion

Reduce time and accelerate success

Transform remediation
Restructure delivery
Shift to performance funding
Step 1: Analyze the Data
1. Finding Out What Matters

- First-time, full-time freshman with 6 or more credits at entry
- Freshman completing at least 30 credits hours within 1st academic year
- Students completing college level English and math within 1st academic year
- Freshmen with a declared major by start of second year
# Freshmen Completing 30+ Credits within First Academic Year, UH Mānoa

<table>
<thead>
<tr>
<th>Cumulative Credits 1st AY</th>
<th>Fall 07 Cohort</th>
<th>% of cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 12 credits</td>
<td>114</td>
<td>6.4</td>
</tr>
<tr>
<td>12 ≤ x &lt; 24 credits</td>
<td>351</td>
<td>19.7</td>
</tr>
<tr>
<td>24 ≤ x &lt; 30 credits</td>
<td>691</td>
<td>38.8</td>
</tr>
<tr>
<td>30+ credits</td>
<td>624</td>
<td>35.1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,780</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate in 4 Years</th>
<th>Graduates</th>
<th>Grad Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 24 credits</td>
<td>6</td>
<td>1.3%</td>
</tr>
<tr>
<td>24+ credits</td>
<td>311</td>
<td>23.7%</td>
</tr>
<tr>
<td>30+ credits</td>
<td>201</td>
<td>32.2%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>317</td>
<td>17.8%</td>
</tr>
</tbody>
</table>
2. Assessing the Current Situation

Our initial analysis of the data showed:

- at all of our campuses (even at our 2-years) the majority of first time freshmen took 12 to 14 credits

- the percentage of freshmen completing 30 credits or more in their freshman year ranged from 14%–37% at the 4-years and averaged 7% at our 2-years
Credits Attempted

UH Mānoa First-Time Freshmen, Fall 2009 to 2011

- <12 credits (1.9%)
- 12–14 credits (61.0%)
- ≥15 credits (37.1%)
UH Community Colleges
First-Time Freshmen Fall 2009 to 2011

Credits Attempted

- <12 credits (39.1%)
- 12–14 credits (53.6%)
- ≥15 credits (7.3%)
Analyzed first-time freshmen taking <15 credits and ≥15 credits per semester by:

- Academic preparation
- Academic success
- Demographics

We needed to examine the prevailing notion that the success of those who took 15 credits was due to higher level of preparation.
Created an academic preparation score of 1 to 4 (with 4 being the highest) using:

4-years
  - SAT Composite Score
  - ACT Composite Score
  - High School GPA
  - High School Rank Ratio
  - Early Admit
  - Credits in Summer

2-years
  - Compass Test Scores
Measures used:

- 1st semester grade point average
- 1st semester GPA “B” or better
- Credit completion ratio ≥ 80%
- Course withdrawals ≥ 20%
- Persistence
Students who took 15 or more credits tended to be more prepared and to have better academic success.

More importantly, at all but the lowest levels of academic preparation, students who took 15 or more credits generally had more academic success.

This held for Pell and URM students as well.
Academic Success by Preparation Score and Number of Credits Taken, 4-Year Campuses

First-time Freshmen, Fall Semester 2009–11

% GPA Initial Semester ≥ “B”

Academic Preparation Score

Number of students taking <15 credits=4,777
Number of students taking ≥15 credits=2,698
Academic Success by Preparation Score and Number of Credits Taken, Community Colleges
First-time Freshmen, Fall Semester 2009–11

% GPA Initial Semester ≥ “B”

Number of students taking <15 credits=17,960
Number of students taking ≥15 credits=16,629
Step 2: Establish Campaign Objectives and Rationale
And 15 to Finish™ was born.
Changing the culture to full-time = 15 credits, not 12

Promoting on-time graduation (2 and 4 years)
Key message:

› Enroll in 15 credits per semester to graduate on-time

› Complete 30 credits in a year
Rationale

- Increase the likelihood of graduation
- Less opportunity cost (get a job/earn income sooner)
- Lower cost for students (pay less tuition)
- Lower cost in support services
- Lower cost to state and taxpayers
Key audiences:

External
- Students, parents, and the general public

Internal
- Advisors, campus administrators, and faculty
Communications Strategy

- Developed a branding theme for consistency in communications
- Created key messages by audience group
- Developed a media strategy—paid and earned
- Developed collateral material, website
- Enlisted partners to help spread the word
Step 3: Internal Audiences & Complementary Strategies
Engaging Internal Audiences

- Encouraged buy-in of advisors and other internal stakeholders through presentations of data analysis
- Developed informational handouts
- Incorporated 15 to Finish message at new student orientations
Complementary Campus Strategies

- Reduced credit requirements to 120
- Developed academic maps
- Created block and cohort scheduling
- Promoted English and math in first year
- Adjusted summer tuition
- Created financial incentives for freshmen
- Improved course scheduling and availability
Step 4: Results
Systemwide Credits Attempted
Classified Undergraduates

- 12−14 Credits
  - 2009: 19,098
  - 2010: 19,975
  - 2011: 19,780
  - 2012: 19,009
  - 2013: 18,329

- 1−11 Credits
  - 2009: 14,186
  - 2010: 15,190
  - 2011: 16,011
  - 2012: 15,956
  - 2013: 15,071

- ≥15 Credits
  - 2009: 9,038
  - 2010: 9,244
  - 2011: 9,326
  - 2012: 10,699
  - 2013: 11,252

+14.7% +5.2%
% ≥15 Credits Attempted
Fall First-Time Freshmen

UH Mānoa

Fall Semester

2009: 39.1%
2010: 33.7%
2011: 38.3%
2012: 55.5%
2013: 61.3%
% ≥15 Credits Attempted
Fall First-Time Freshmen

UH Community Colleges

<table>
<thead>
<tr>
<th>Year</th>
<th>% Credits Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>7.8%</td>
</tr>
<tr>
<td>2010</td>
<td>7.6%</td>
</tr>
<tr>
<td>2011</td>
<td>6.8%</td>
</tr>
<tr>
<td>2012</td>
<td>11.4%</td>
</tr>
<tr>
<td>2013</td>
<td>12.9%</td>
</tr>
</tbody>
</table>
Retention of Freshmen
(Fall 2012 to Fall 2013)

Note: Retention at home campus only in fall 2013 by credits taken in fall 2012.
Academic Success by Preparation Score and Number of Credits Taken, 4-Year Campuses

First-time Freshmen, Fall 2012

% GPA Initial Semester ≥ “B”

Number of students taking <15 credits=1,292
Number of students taking ≥15 credits=1,429
Academic Success by Preparation Score and Number of Credits Taken, Community Colleges

First-time Freshmen, Fall 2012

% GPA Initial Semester ≥ “B”

Academic Preparation Score

Number of students taking <15 credits=5,030
Number of students taking ≥15 credits=647
Survey of UH Freshmen Enrolled in 12–14 Credits, Fall 2013

Top 4 reasons for not taking 15 or more credits

‣ Personal schedule prevents them from enrolling in more credits (26%)
‣ 15 credits is too heavy of a load (22%)
‣ The courses I wanted were not offered at a day/time that fit my schedule (11%)
‣ The courses I wanted were closed/filled (10%)

Based on fall 2013 freshmen responses; n=482
Lessons Learned

Things we did well:

- Leveraged data to build campaign, enhanced key messages
- Utilized public relations professionals to create, roll out media plan
- Targeted parents and students using public announcements and media partnerships
- Included video/brochures at new student orientations
Lessons Learned

Things we need to address:

‣ Continue to engage advisors and other internal audiences
‣ Continue to raise awareness of faculty
‣ Maintain focus and a sense of urgency
Next Steps:

Institutionalize “15” as the New Norm

‣ Revise definition of class standing
‣ Modify scholarship requirements
‣ Continue to establish partnerships, e.g., bookstore promotion
‣ Implement 2- and 4-year academic academic maps