The Hawai‘i Graduation Initiative: The Critical Role of Advisors

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Office of the Executive Vice President for Academic Affairs/Provost

Advising Kuleana Across the UH System
Honolulu Community College
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Framing the Context
College Attainment by Age Group, U.S. and Leading OECD Countries, 2009

College Attainment by Age Group, Hawai‘i and Leading OECD Countries, 2009

National & Hawai‘i Goals

• “By 2020, America will once again have the highest proportion of college graduates in the world”
  –President Obama

• “55% of Hawai‘i’s working age adults to have a 2- or 4-year degree by 2025.”
  –Hawai‘i P-20

• “Significantly increase the number of students who complete college with a 2- or 4-year degree or certificate with labor market value and close achievement gaps for underrepresented populations.”
  –CCA Alliance of States
The Hawai‘i Graduation Initiative

“Increase graduates by 25% by 2015”

—UH President Greenwood

State of the UH System (Address at Hawai‘i State Legislature. 2/3/10)
## Strategic Outcomes and Performance Measures, 2008–2015

<table>
<thead>
<tr>
<th>Measure</th>
<th>2015 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees &amp; Certificates of Achievement Earned</td>
<td>10,507</td>
</tr>
<tr>
<td>Degree Attainment of Native Hawaiians</td>
<td>1,439</td>
</tr>
<tr>
<td>Disbursement of Pell Grants</td>
<td>$30.6m</td>
</tr>
<tr>
<td>Going Rates</td>
<td>42.6%</td>
</tr>
<tr>
<td>Degrees in STEM Fields</td>
<td>2,190</td>
</tr>
<tr>
<td>Output in Work Shortage Areas</td>
<td>1,221</td>
</tr>
</tbody>
</table>
Annual Dashboard

SERVING THE STATE OF HAWAI‘I

University of Hawai‘i System
Performance Measures, 2010
Based on Strategic Outcomes intended to Meet the Needs of the State

Increase UH Degrees & Certificates of Achievement Earned
2010 Goal = 8,312 / Actual = 8,291

Increase Degree Attainment of Native Hawaiians at UH
2010 Goal = 989 / Actual = 1,192

Increase UH Disbursement of Pell Grants
2010 Goal = 5,168 / Actual = 14,111

Increase Going Rates of Public & Private High Schools to UH Campuses
2010 Goal = 36.8% / Actual = 38.1%

Increase UH Degrees in STEM Fields
2010 Goal = 1,724 / Actual = 1,728

Increase Total UH Output in Work Shortage Areas
# Graduates
Advisors are Key
Prepare
Participate
Persist
Perform
→ Prepare  → Participate  →

- Improve college readiness
- Promote college awareness
- Offer early credit opportunities
- Increase targeted groups
- Increase transfers
- Improve access to credit-bearing courses
→ → Persist → → Perform

- Improve remediation
- Reduce time-to-degree
- Improve program availability
- Incentivize students/campuses
- Increase job relevant degrees & certificates
- Increase work readiness
- Encourage innovation
Prepare → Participate → Persist → Perform
Middle to HS >>>>> High School & College >>>>> Beyond College

UH System HGI Supports:

<table>
<thead>
<tr>
<th>Students, Parents, K-12, Higher Education, Communities, Stakeholders, Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase focus on goals &amp; outcomes</td>
</tr>
<tr>
<td>Strengthen data infrastructure</td>
</tr>
<tr>
<td>Review of policy levers</td>
</tr>
<tr>
<td>Communication strategy</td>
</tr>
</tbody>
</table>
The Critical Role of Advisors
SUCCESS INDICATORS

• **Milestones** – measurable educational achievements that students reach along the path to degree completion.

• **Success indicators** – measurable academic patterns that students follow that predict likelihood that students will reach milestones and ultimately earn a degree.
### MILESTONES
- Retention
- Complete need remediation
- Transition to college-level coursework
- Earn one year of college-level credits
- Complete general education (GE)
- Complete a community college transfer curriculum
- Transfer from community college to university
  - Without completing curriculum
  - After completing curriculum
- Complete certificate or degree

### SUCCESS INDICATORS
**Remediation**
- Begin coursework

**Gateway Courses:**
- Complete college-level math/English in the first year or two
- Complete a college success course

**Credit Accumulation and Related Academic Behaviors:**
- High rate of course completion
- Complete 20–30 credits in first year
- Earn summer credits
- Enroll full time
- Enroll continuously, without stopouts
- On-time registration for courses
- Maintain adequate academic performance
FOUR YEAR CAMPUSES (UHM & UHH)

- Cohort of first-time freshman Fall 2003 through Summer 2009
  - Baccalaureate degree seeking
  - Attempted at least 6 credits in first year of study
- Success defined as baccalaureate degree within 6 years

<table>
<thead>
<tr>
<th>Campus</th>
<th>Total</th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Mānoa</td>
<td>1,809</td>
<td>1,775</td>
<td>34</td>
</tr>
<tr>
<td>UH Hilo</td>
<td>430</td>
<td>425</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>2,239</td>
<td>2,220</td>
<td>39</td>
</tr>
</tbody>
</table>
### SUCCESS RATES AT FOUR YEAR CAMPUSES

<table>
<thead>
<tr>
<th>Student Pop (Fall 03 Cohort)</th>
<th>Earned Bacc</th>
<th>Completed Math Remed in 1st Yr</th>
<th>≥80% Credit Completion in 1st Yr</th>
<th>≥24 Completed Credits in 1st Yr</th>
<th>Completed Coll Lvl Math Course w/in 1 Yr</th>
<th>Completed Coll Lvl English Course w/in 1 Yr</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cohort</td>
<td>Bach</td>
<td>Bach %</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>All Students</td>
<td>2,239</td>
<td>1,213</td>
<td>54.2%</td>
<td>14.3%</td>
<td>6.5%</td>
<td>65.5%</td>
</tr>
<tr>
<td>Minority</td>
<td>589</td>
<td>269</td>
<td>45.7%</td>
<td>0.0%</td>
<td>4.3%</td>
<td>58.1%</td>
</tr>
<tr>
<td>Non-Minority</td>
<td>1,650</td>
<td>944</td>
<td>57.2%</td>
<td>16.7%</td>
<td>8.7%</td>
<td>67.8%</td>
</tr>
<tr>
<td>Pell</td>
<td>477</td>
<td>222</td>
<td>46.5%</td>
<td>0.0%</td>
<td>7.1%</td>
<td>59.8%</td>
</tr>
<tr>
<td>Non-Pell</td>
<td>1,762</td>
<td>991</td>
<td>56.2%</td>
<td>20.0%</td>
<td>6.3%</td>
<td>66.9%</td>
</tr>
<tr>
<td>Full-Time</td>
<td>2,200</td>
<td>1,199</td>
<td>54.5%</td>
<td>16.7%</td>
<td>4.8%</td>
<td>65.5%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>39</td>
<td>14</td>
<td>35.9%</td>
<td>0.0%</td>
<td>25.0%</td>
<td>54.5%</td>
</tr>
<tr>
<td>Remediation</td>
<td>53</td>
<td>4</td>
<td>7.5%</td>
<td>14.3%</td>
<td>6.5%</td>
<td>10.5%</td>
</tr>
<tr>
<td>Non-Remediation</td>
<td>2,186</td>
<td>1,209</td>
<td>55.3%</td>
<td>NA</td>
<td>NA</td>
<td>66.1%</td>
</tr>
</tbody>
</table>
TWO YEAR CAMPUSES

• First time freshman at a UH Community College in Fall 2003 through Summer 2007
  • Associate degree seeking
  • Attempted at least 6 credits in first year of study

• Success defined as associate degree completion or transfer to a four–year campus within four years
### SUCCESS RATES AT TWO YEAR CAMPUSES

<table>
<thead>
<tr>
<th>Student Pop (Fall 03 Cohort)</th>
<th>All Students</th>
<th>Completed Math Remed in 1st Yr</th>
<th>≥80% Credit Completion in 1st Yr</th>
<th>≥20 Completed Credits in 1st Yr</th>
<th>Completed Coll Lvl Math Course w/in 2 Yrs</th>
<th>Completed Coll Lvl English Course w/in 2 Yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>3,776</td>
<td>1,098</td>
<td>29.1%</td>
<td>40.6%</td>
<td>49.8%</td>
<td>56.1%</td>
</tr>
<tr>
<td>All Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minority</td>
<td>1,748</td>
<td>442</td>
<td>25.3%</td>
<td>35.7%</td>
<td>45.1%</td>
<td>50.1%</td>
</tr>
<tr>
<td>Non-Minority</td>
<td>2,028</td>
<td>656</td>
<td>32.3%</td>
<td>45.3%</td>
<td>53.5%</td>
<td>61.1%</td>
</tr>
<tr>
<td>Pell</td>
<td>915</td>
<td>247</td>
<td>27.0%</td>
<td>38.5%</td>
<td>45.6%</td>
<td>49.9%</td>
</tr>
<tr>
<td>Non-Pell</td>
<td>2,861</td>
<td>851</td>
<td>29.7%</td>
<td>41.4%</td>
<td>51.3%</td>
<td>58.6%</td>
</tr>
<tr>
<td>Full-Time</td>
<td>2,500</td>
<td>856</td>
<td>34.2%</td>
<td>45.9%</td>
<td>56.9%</td>
<td>56.6%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>1,276</td>
<td>242</td>
<td>19.0%</td>
<td>26.8%</td>
<td>34.1%</td>
<td>52.1%</td>
</tr>
<tr>
<td>Remediation</td>
<td>2,648</td>
<td>689</td>
<td>26.0%</td>
<td>37.1%</td>
<td>45.6%</td>
<td>51.7%</td>
</tr>
<tr>
<td>Non-Remediation</td>
<td>175</td>
<td>94</td>
<td>53.7%</td>
<td></td>
<td>78.1%</td>
<td>24.1%</td>
</tr>
<tr>
<td>Need Unknown</td>
<td>953</td>
<td>315</td>
<td>33.1%</td>
<td>51.1%</td>
<td>54.0%</td>
<td>60.0%</td>
</tr>
</tbody>
</table>
What is your role as advisors in getting students to succeed and graduate?