Hawai‘i Graduation Initiative
Campus Completion Scorecards

Dr. Pearl Imada Iboshi, Director
University of Hawai‘i System
Institutional Research and Analysis Office
Office of the Executive Vice President/Provost

Scorecard Context

- UH has well-established system/campus strategic outcomes and performance measures through 2015
  - Total degrees and certificates earned: Total, STEM and Native Hawaiians
  - Going rates of public and private high schools
  - Disbursement of Pell
- Campuses are meeting their goals, yet graduation rates have not improved
Scorecard Goal

Facilitate data-driven change by helping campuses:

- Become more familiar with their own data
- Use data to understand what’s happening at their campuses, i.e., identify barriers and ways to improve completion
- Initiate strategies based on data-driven decision making

Strategy for Scorecard Development

- Identify progress measures such as Time and Credits to Degree, and leading indicators that impact completion
- Do analysis to show that metrics selected affect completion
- Keep the data simple and easily accessible through an “at a glance” sheet
- Get campus buy-in to metrics used
- Establish a baseline for future performance
### Fall first-time, full-time freshmen with 6+ credits at entry

<table>
<thead>
<tr>
<th>Credits at Entry</th>
<th>Fall 07 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of cohort</td>
</tr>
<tr>
<td>0</td>
<td>1,178</td>
</tr>
<tr>
<td>0 &lt; x &lt; 6</td>
<td>275</td>
</tr>
<tr>
<td>6+ Credits at Entry</td>
<td>278</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,731</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate in 4 Years</th>
<th>Grad*</th>
<th>Grad Rate(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>170</td>
<td>14.4</td>
</tr>
<tr>
<td>0 &lt; x &lt; 6</td>
<td>51</td>
<td>18.5</td>
</tr>
<tr>
<td>6+ Credits at Entry</td>
<td>96</td>
<td><strong>34.5</strong></td>
</tr>
<tr>
<td>TOTAL</td>
<td>317</td>
<td>18.3</td>
</tr>
</tbody>
</table>

### Metrics Used

- Graduation rates and retention rates
- Measures known to affect completion for first-time students:
  - 6 or more credits at entry
  - Taking math and English in first year
  - Taking 30 or more credits in first year
  - Declaring major by start of second year
- Measures showing on going-progress and measures of time and credits to degree for all students
  - Distance learning and summer credits to total credits
  - % of students taking 15 credits
  - % students with more than 120 credits
Scorecard Value and Buy-In

- Met with and received approval from all campus Chancellors and Vice Chancellors
- Armed campuses with knowledge on key data points in preparation for HGI Summit II (CCA academy) Oct. 2012
Next Steps: Establish Routines to Promote Data-Driven Change

- Plan an annual roll out, beginning Winter 2013 with measures updated to AY2011-2012
- Establish new targets on completion and consider targets for progress metrics for inclusion in Scorecard version 2.0
- Schedule regular discussions on systemwide student and academic affairs committees on progress and completion issues
- Continue to offer campuses system support
- Highlight campus successes on HGI website