Enrollment Management & Predictive Analytics
1. Provide latest enrollment and retention figures, disaggregated by target populations.

2. Describe UHWO’s predictive analytics strategy for increasing student enrollment and retention.

Slides available at: http://www.uhwo.hawaii.edu/academics/oie/research-and-presentations/
### Enrollment by the Numbers

**Point in time comparison with previous year.**

2017 changes in registration dates affecting figures.

Numbers could level off by September.

UH Manoa utilizing aggressive recruitment strategies.

### Enrollment Figures

<table>
<thead>
<tr>
<th>Institution</th>
<th>Fall 2017</th>
<th>%C</th>
<th>Fall 2016</th>
<th>%C</th>
<th>Fall 2015</th>
<th>%C</th>
<th>Fall 2014</th>
<th>%C</th>
<th>Fall 2013</th>
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<td>Mānoa*</td>
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<td>15,760</td>
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* Fall 2017 registration for all new students began on May 22, compared to August 10 for Fall 2016. Therefore, the comparable data between Fall 2017 and Fall 2016 show an increase that is due to the earlier registration for Fall 2017.

**Source:** www.hawaii.edu/iro
- Rapid 33% growth, 2012 to 2014 with new campus.

- Since then, modest growth among transfers; freshmen consistently between 250-300 students.

- Total growth dependent on new and continuing students, minus graduating students.

- Real-time enrollment figures currently tracking < 3,000.
Student Populations of Interest

Native/Part Hawaiians

2014: 719  
2015: 724  
2016: 826  
2017: 850  
2018: 875

Pell Eligible

2014: 848  
2015: 897  
2016: 902  
2017: 915  
2018: 930

Receiving Financial Aid

62%

Online

- All online: 32%
- Some but not all online: 40%
- No online: 28%

Distance Education

292
Retention rates, although steadily improving, show persistent achievement gaps among Native/Part Hawaiian students.

Due to small population of cohorts (N=25, 41, & 29 respectively), caution should be used when interpreting 150% graduation rates.
Interactive Monitoring of Student Success

Student Success

The University of Hawai‘i – West O‘ahu is committed to creating and fostering a campus environment that embraces diversity, values students as important members of our campus community, and respects and appreciates the diverse perspectives, lifestyles, cultures, and ethnicities of all students. UH West O‘ahu believes that student success is enhanced by a vibrant campus life experience that inspires students to engage in their campus community and in the greater community, thereby developing their skills as global citizens.

Whether it is the self-directed, independent thinker who takes distance education courses online or the engaged, articulate student who helps teach other students, the “typical” UH West O‘ahu student and his or her classmates are diverse with wide-ranging interests.

Total Enrollment – Fall 2016: 2939

Degrees Awards – AV 2016: 474

UH West O‘ahu has moved into a new phase of growth with the transition to a full four-year university in 2007. The expanded capacity allows UH West O‘ahu to serve both regional and statewide educational needs. A four-year, indigenous-serving institution, UH West O‘ahu provides an intellectually challenging higher education experience in a supportive setting, offering more than 30 academic concentrations in six degree programs designed for career success.

The programs of the University are designed to be responsive to the needs of our students. UH West O‘ahu faculty are engaged in three basic types of activities: teaching, research, and service. The University’s curriculum offerings are founded on the principle that career training, the humanities, and social sciences are complementary.

Class of 2016 – Student Diversity

Available at: http://www.uhwo.hawaii.edu/academics/oie/
## Performance Funding 2016-17

<table>
<thead>
<tr>
<th>Measure</th>
<th>Baseline</th>
<th>Goal</th>
<th>Actual</th>
<th>%</th>
<th>Weight</th>
<th>Amount</th>
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<td>399</td>
<td>474</td>
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<td>30</td>
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<td>88</td>
<td>116</td>
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<td>15</td>
<td>$97,641</td>
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<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>0</td>
<td>NA</td>
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<tr>
<td>Degrees and Certificates - Pell Recipients</td>
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<td>215</td>
<td>263</td>
<td>200%</td>
<td>10</td>
<td>$65,094</td>
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<tr>
<td>Graduation Rate 150%</td>
<td>25</td>
<td>29.8</td>
<td>13.8</td>
<td>0%</td>
<td>30</td>
<td>$0</td>
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<td>Transfers in from UHCC F15/Spr16</td>
<td>639</td>
<td>652</td>
<td>700</td>
<td>200%</td>
<td>15</td>
<td>$97,641</td>
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<tr>
<td>Total Allocation</td>
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<td></td>
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<td>$455,658</td>
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Source: UH System
# First-Time Student Tracking

## Graduation and Retention Rate Summary

### UH West O`ahu First-Time, Full-Time Students

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Count</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
<th>4yr</th>
<th>5yr</th>
<th>6yr</th>
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<tbody>
<tr>
<td>Fall 2007</td>
<td>16</td>
<td>68.8</td>
<td>50</td>
<td>56.3</td>
<td>37.5</td>
<td>12.5</td>
<td>6.3</td>
<td>0</td>
<td>0</td>
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<td>60</td>
<td>52</td>
<td>48</td>
<td>44</td>
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<td>8</td>
<td>4</td>
<td>8</td>
<td>8</td>
<td>32</td>
<td>40</td>
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<tr>
<td>Fall 2009</td>
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<td>56.1</td>
<td>39</td>
<td>31.7</td>
<td>24.4</td>
<td>7.3</td>
<td>7.3</td>
<td>4.9</td>
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<td>9.8</td>
<td>24.4</td>
<td>29.3</td>
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<td>29</td>
<td>37.9</td>
<td>34.5</td>
<td>27.6</td>
<td>17.2</td>
<td>10.3</td>
<td>6.9</td>
<td></td>
<td></td>
<td>0</td>
<td>10.3</td>
<td>13.8</td>
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<td>52.8</td>
<td>30.6</td>
<td>11.1</td>
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<td></td>
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<td>16.7</td>
<td>33.3</td>
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<td>Fall 2012</td>
<td>161</td>
<td>67.7</td>
<td>45.3</td>
<td>40.4</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>9.9</td>
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<tr>
<td>Fall 2013</td>
<td>214</td>
<td>61.2</td>
<td>38.3</td>
<td></td>
<td></td>
<td></td>
<td>34.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Fall 2014</td>
<td>196</td>
<td>66.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>51</td>
<td></td>
<td></td>
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<tr>
<td>Fall 2015</td>
<td>239</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Fall 2016</td>
<td>266</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2nd year retention good relative to peers

3rd, 4th, 5th year persistence concerning; affecting graduation rates.
1. Statistical Model (End-of-semester)

- Dec. Ed Goals
- Fall GPA
- Unmet Need
- Total Offer Amount
- Credit Completion %
- Undeclared Major

Strongest

R² = .400

Weakest

First Year Retention/Attrition

2. Ed. Goals Survey

What is your immediate educational goal at this campus?

- Earn B.A.
- Transfer-Out
- Non-Degree Seeking
- No Response

62%

23%

10%

5%

3. Leavers Survey

Reasons For Not Re-Enrolling

- Ineligible: 16.5%
- Choose not to pursue education at this time: 16.5%
- Taking time off, will return later: 24.8%
- Attending elsewhere: 42.2%

Reasons Why Students Transferred to Other UH Campus

- I couldn't get the classes I needed: 19.0%
- Classes were not offered at the times of day I wanted: 28.6%
- Classes were not offered in the semester I wanted: 31.0%
- Classes were not offered in the format I wanted: 16.7%
- My major not offered at UHWO: 16.7%
- Transportation: 7.1%
- Finances: 19.0%
- Experienced academic difficulty: 14.3%
- Didn't feel challenged academically: 9.5%
- Ineligible: 4.8%

R² = .400

Triangulating Student Departure Factors
# Enrollment Targets*

<table>
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<tr>
<th>Priority</th>
<th>Measure</th>
<th>2016</th>
<th>Past 3-Year Avg. Growth</th>
<th>5 Year Target</th>
<th>Change</th>
<th>5-Year % Change</th>
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<tbody>
<tr>
<td>1</td>
<td>Total Enrollment</td>
<td>2939</td>
<td>10.5%</td>
<td>4625</td>
<td>1686</td>
<td>52%</td>
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<td>2</td>
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<td>12</td>
<td>6</td>
<td>100%</td>
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<td>3</td>
<td>Freshmen Retention</td>
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<td>41%</td>
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<td>100.5%</td>
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<td>5</td>
<td>Freshmen Entering Class</td>
<td>292</td>
<td>9.8%</td>
<td>380</td>
<td>88</td>
<td>30%</td>
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<td>6</td>
<td>Transfer Entering Class</td>
<td>599</td>
<td>2.7%</td>
<td>680</td>
<td>81</td>
<td>13%</td>
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*Official targets per 2017 UH System Enrollment Management Initiative
What is Predictive Analytics?

- Uses historical data to predict or forecast future behaviors, trends, or outcomes.
  (i.e. enrollment likelihood, retention, course success, degree completion/time-to-degree, etc.)
Predictive Analytics for the Enrollment “Pipeline”

Prospect Scoring
Outcome: Likelihood of accepting admissions offer

Retention Scoring
Outcome: Likelihood of fall-to-spring retention, fall-to-fall retention

Graduation Scoring
Outcome: Likelihood of graduation, estimated time-to-degree

Persistence Scoring
Outcome: Re-enrollment

Interest in UHWO
Apply to UHWO
Enroll in Course
Complete Course
Re-enroll
Graduate

UHWO currently implementing this practice.

UHWO not currently implementing this practice.
Predictive Analytics at UHWO

Two active initiatives at UHWO:

1. In-house development of custom prediction models by UHWO Institutional Research Office.

2. Starfish© early alert software administered by UHWO Student Affairs.
**How does predictive modeling work?**

1. Data collected from student information system.

2. Train and validate prediction model using standard statistical methods.

3. Prediction estimates calculated per student.

**New student at the beginning of their first semester:**
- First Generation
- High School GPA (2.89)
- Registered for 12 credits
- Lower socio-economic
- Undeclared major
- No freshmen exp. course
- No educational goals survey completed

*Probability of Drop-Out: 75%*

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**Example of calculating student dropout risk levels**

10110101

11010001

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**Retention**

- Residency
- HS GPA
- AP Credit
- SAT R
- SAT M
- Ed Goals
- FYE Class

**75%**
### Sample data for faculty and advisors

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<th>ID</th>
<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>EMAIL</th>
<th>CURRENT CREDITS</th>
<th>RESIDENT</th>
<th>AP/CLEP</th>
<th>HS GPA</th>
<th>WORK ON CAMP</th>
<th>1st YR EXP CLASS</th>
<th>% FIN NEED MET</th>
<th>STAR LOGINS</th>
<th>ADVISOR PREVIOUS CONTACT</th>
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<td>15</td>
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<td>5</td>
<td>Y</td>
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<td>14</td>
<td>HI</td>
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<td>63%</td>
<td>3</td>
<td>N</td>
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<td>12</td>
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<td>6</td>
<td>3.00</td>
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<th>ETHNICITY</th>
<th>COLLEGE</th>
<th>MAJOR</th>
<th>DEGREE</th>
<th>Ed Goal Specified</th>
<th>Relative Risk Value</th>
<th>Risk Level</th>
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<td>CH</td>
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<td>UNDEC</td>
<td>UNDEC</td>
<td>UNDEC</td>
<td>No</td>
<td>89.18</td>
<td>HIGH</td>
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Academic advising intervention example

John
- First Generation
- SAT Combined = 900
- H.S. GPA = 2.99
- 75% Unmet Financial Need
- Undeclared

- Dropout risk probability: 70%
- Risk group: 7 of 10 (moderate risk)

Intervention strategy:
- Proactive advising
- Meta major pathway mapping
- Revisit financial aid support
- Check for ill-advised registration choices

Jim
- SAT Combined = 1100
- H.S. GPA = 3.50
- Accounting Major
- 15 credits registration
- Educational Goals = “Earn B.A.”

- Dropout risk probability: 10%
- Risk group: 1 of 10 (low risk)

Intervention strategy:
- Monitor Starfish reporting
- Mid-semester check-in
- Re-assess dropout risk at end-of-semester
• 51 faculty/lecturers participated (32% of all faculty and lecturers).

• 87% of student referrals submitted were “kudos” (1,133 of 1,306).

• 100 students referred to academic advising (3.6% of Spring 2017 enrollment).

• 51 students referred for academic support.

Source: UHWO Student Affairs
Challenges to Establishing P.A. at UHWO

Affordability
- Infrastructure
- Technology
- People/Expertise
- Opportunity Costs

Data availability
- Student Information System
- Learning Management System
- Budget/ Human Resource Silos

Implementation of predictive data
- Senior-level coordination
- Culture change
- Wary of misuse of data
- Questions about data used to generate scores
- Students’ access to risk scores
Enrollment Management Work Group

• Judy Oliveira, Co-Chair
• Jeff Moniz, Co-Chair
• Jan Javinar
• Jim Cromwell
• Stefanie Wilson
• John Stanley
• John Murakami
• Bonnie Arakawa
• Garyn Tsuru
• Leila Shimokawa