Introduction to UHWO Data and Reports

Today’s Objectives

1. Demonstrate the Office of Institutional Effectiveness (OIE) website as a comprehensive source of information about the campus.

2. Demonstrate “STAR” as a tool for faculty and decision support.
   a) STAR Advisor
   b) STAR Academic Logic

3. Explore comparative data about our campus with particular focus on distance education.

John Stanley
Associate Director, OIE
UHWO PD Day Presentation 8/17/2016

Slides available at: http://www.uhwo.hawaii.edu/academics/oie/research-and-presentations/
The “OIE” Website

Bookmark this website: http://uhwo.hawaii.edu/academics/oie/

The “Factbook”
“Quick Facts”

Research/
Presentations

Information/Service
Request Form

Office of Institutional Effectiveness

The mission of the Office of Institutional Effectiveness is to support UH West O‘ahu’s pursuit of academic distinction in teaching, scholarship, and service in a student-centered environment by providing leadership for assessment, institutional research, planning, and accreditation activities to academic and administrative units. Guided by a dedication to a culture of systematic self-reflection, evidence-based decision-making, and improvement, the Office of Institutional Effectiveness ensures that academic, administrative, and support units engage in assessment practices that accurately and comprehensively reflect their primary functions.

OUR GOALS INCLUDE:
Example: Humanities had 129 majors in Fall 2015 as of UH’s official “Census” Count. The Factbook will tell us more about these majors and their concentrations.

Enrollment growth was flat between 2014 and 2015, but we’re experiencing an increase for 2016.

439 bachelors degrees were awarded in FY 2015. A big jump from prior years. Final count for FY 2016 = 474

The Factbook will tell us how many the number of degrees awarded by Division/Concentration.
The “Factbook”

The “Table of Contents” links you to the relevant reports about the Institution and/or your Division.
The “Factbook”

Example 1: Enrollment

How many majors does your Division have by concentration?

To answer, click on “Enrollment”
Example 1: Enrollment

Factbook will expand the enrollment section.

Click on “Headcount Enrollment by Primary Major and Educational Level”
The “Factbook” report opens up in a new tab. Data are organized by Division. Click on “Humanities” to drill down to the concentration-level.

Example 1: Enrollment

![Enrollment Table]

<table>
<thead>
<tr>
<th>UNDERGRADUATE</th>
<th>GRADUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td></td>
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<tr>
<td>SUB TOTAL</td>
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<tr>
<td>FRESH</td>
<td>POST BACC</td>
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<td>SOPH</td>
<td>POST BACC</td>
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<td>POST BACC</td>
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Footnotes:
1. Effective Fall 2014, STEM counts were revised due to the addition of selected codes from the 04, 09, 10, 13, 25, and 29 CIP categories. These codes are found on the Department of Homeland Security’s list of STEM programs and have been added to UH’s STEM list. STEM counts from terms prior to Fall 2014 also reflect this updated definition. In Fall 2013, the CIP code for Honolulu Community College’s APTR (Applied Trades) major was changed from 15.0609 (STEM) to 48.0001 (non-STEM). In order to be consistent with the current coding for this major, this code was used to be excluded when obtaining aggregate CC STEM counts for terms prior to Fall 2013.
Occasionally there are interesting data points in these reports.
How many bachelors degrees did your Division award by concentration?

To answer, click on “Degrees and Certificates Awarded”
The “Factbook”

Example 2: Degrees Awarded

(From Factbook) click on Degrees section, then “Historical Table of Degrees and Certificates Awarded by College”
The “Factbook”

Example 2: Degrees Awarded

... then the report pops up in a new tab.

In this example, Humanities awarded 17 Bachelor's degrees in FY 2015.
Example 3: Student Semester Hours Taught

How many student semester hours did your Division teach?

To answer, click on “Curriculum/Courses”
Example 3: Student Semester Hours Taught

Click on “Course Registration Dynamic Reports”

(Course Registration Dynamic Reports include listings of credit classes with student registrations. Reported by semester, division, subject, class section, and instructor. Data for primary/secondary concurrent and cross-listed classes are typically combined in the primary class. Used for official reporting purposes such as program reviews and accreditation.)
Example 3: Student Semester Hours Taught

Login with UH ID
The "Factbook"

Example 3: Student Semester Hours Taught

Previously Available Datasets
- Fall 2008 Daily Headcounts [pdf]
- Summer 2008 Daily Headcounts [pdf]
- Spring 2008 Daily Headcounts [pdf]
- Fall 2006 Daily Headcounts [pdf]

Headcounts & FTE Quickcounts by Campus
Fall 2008 Census: [pdf], [excel]

This is reports lists SH Taught, # of Registrations, and SSH by Division and Subject.

The "Classes Offered – Adjusted" report gives more detailed info on the classes (i.e., instructor names).
Example 3: Student Semester Hours Taught

Courses Offered - Adjusted for Concurrent and Cross-listed Classes

Select Semester(s):
- Fall 2015
- Summer 2015
- Spring 2015
- Fall 2014
- Summer 2014

Set “Semester” and “Campus.”

Campus
- UH West O'ahu

Course Level
- Any Course Level
- Only Distance Education Classes

Select Sort Type,
- By College, Department, and Course Offering

Click “View Data”

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Example 3: Student Semester Hours Taught

Humanities taught 27% (330) of the Campus's semester hours, had 22% (2,043) of all student registrations and 23% (6,210) of the student semester hours.
What is STAR?

STAR began as a homegrown degree audit system at UH Manoa in 2006 and was designed to help students navigate their degree plans and graduate on time.

Over the years, STAR expanded its functionality by offering business intelligence reports tailored to UH decision-making in a number of areas.

Recently, STAR was expanded to all UH campuses, but not all campuses fully utilize its capabilities.

Photos courtesy of STAR, UH
Over the years, STAR has evolved into several modules:

1. STAR for Advisors/Students
2. Academic Logic DB
3. Giving Tree
4. STAR Student Scholarships

Photos courtesy of STAR, UH
Bookmark this website: https://www.star.hawaii.edu

Every year of college is expensive. But on average, if you take 15 credits that count each semester, you'll have an associate degree in 2 years, or a bachelor's degree in 4.

Username
Password
Sign In

STAR “Modules” available down here

Advisor • Academic Logic DB • Giving Tree • Scholarships • Beta Advisor • Beta Executive Console
STAR Example #1: Academic Advising

Login here using UH ID
Enter Student’s UH ID here

Student’s name will appear here

STAR Example #1: Academic Advising
Objective #2: Demo STAR

STAR “Academic Logic DB” Example

Every year of college is expensive. But on average, if you take 15 credits that count each semester, you’ll have an associate degree in 2 years, or a bachelor’s degree in 4.

Username
Password
Sign In
STAR Example #2: Academic Logic DB

STAR Academic Logic DB is a business intelligence portal that can help your Division plan for enrollment, course scheduling.

Login here using UH ID.
We will cover these two tabs today.
 Bookmark this website: https://www.star.hawaii.edu

STAR “Academic Logic DB” Example

Exercise #1: Generate a list of your students

1. Click “Student Mgt” tab
2. Filter School/College = Humanities
3. Click “Student Report” (not “Run Report”)
Bookmark this website:  https://www.star.hawaii.edu

Exercise #1: Generate a list of your students

Click “Advanced Download” to get an excel file with detailed information on your students.

This is showing 129 majors in Humanities for Spring 2016.

Note: STAR numbers are “real-time” and may not tie exactly to the “census” numbers reported in OIE Factbook.
Exercise #2: Examine Course Capacity Pressure Points to assist with scheduling sections

1. Click “Dean/Chairs Mgt” tab
2. Select “Course Capacity Pressure Points” by Department
3. Select “Course Name”
4. Run “Course Pressure Points Report”
Bookmark this website: https://www.star.hawaii.edu

Let's click on "ENG 200" for an example.
**STAR "Academic Logic DB" Example**

Bookmark this website: [https://www.star.hawaii.edu](https://www.star.hawaii.edu)
Reminders

1. Go to the OIE website and look at the Factbook to find your number of majors, degrees awarded, and semester hours taught for your Division and Subjects. Use the screen shots provided in this handout to help.

2. Use STAR Advisor to run degree audits for your individual students/advisees.

3. Use STAR Academic Logic DB to download student lists, or to analyze course pressure points and wait-listing over time in order to (help) plan how many course sections to offer.

4. Other STAR reports that we recommend checking out: Student Success Report, Student Retention Report, Classroom Utilization Report.
Extra Time

1. How does UHWO compare to “similar” institutions nationally?

2. We are in a period of unprecedented enrollment growth. Can we absorb additional growth with limited classroom space?
Benchmarking Institutional Characteristics

# Public Four-Year Institutions in IPEDS.................................>700

Carnegie Classification:
Baccalaureate & Masters Colleges........................................>250

Institutional Category: Degree-granting,
primarily baccalaureate or above...........................................216

Institutional Size: 1,000 – 4,999..............................................111

Final = 111 Institutions
Total Undergraduate Enrollment (2014)

- UHWO = 2,661
- Mean = 2,645

Percent Part-Time Undergraduate Enrollment (2014)

- UHWO = 55%
- Mean = 25%

Note: UHWO reduced its part-time percentage to 47% in 2015
UHWO has a greater percentage of non-traditional students compared to the comparison group.
Percent New Freshmen Awarded Any Financial Aid (FY14)

Mean = 89.6

Percent of full-time first-time undergraduates awarded any financial aid (SFA1314)

Percent New Freshmen Awarded Any Institutional Grant Aid (FY14)

Mean = 49.3

Percent of full-time first-time undergraduates awarded institutional grant aid (SFA1314)

UHWO = 35%

UHWO = 61%
Admissions Acceptance Rate (2014)

Admission Yield Rate (2014)

Freshmen Retention Rate (2014)

UHWO = 61% (up to 67% in 2015)

Mean = 68.9

Mean = 40.0

Mean = 67.8
4-Year Graduation Rate (2014 IPEDS Reporting Year)

Preliminary results for Fall 2012 cohort (n=161) is 10%

Mean = 21.5

6-Year Graduation Rate (2014 IPEDS Reporting Year)

Most recent, final data is 29% (but based on cohort of 41 students)

Mean = 38.8
State Appropriations FY 14

State appropriations (F1314_F1A)

Mean = $16.2M

UHWO = $8.8M

Net Revenues from Tuition and Fees FY 14

Tuition and fees after deducting discounts and allowances (F1314_F1A)

Mean = $14.8M

UHWO = $7.6M

Mean = $14.8M
Percent Undergraduates Enrolled in ALL Distance Ed Courses (2014)

UHWO = 25%

Mean = 11.3

Percent Undergraduates NOT Enrolled In Any Distance Ed Courses (2014)

UHWO = 41%

Mean = 69.3
UHWO Distance Education Headcount Enrollment (2010 – 2015)

68% ; 71% for full-time degree-seeking

Source: UHWO OIE, ODS IRO BASE, IRO REGS CENSUS
Distance Education Student Semester Hours (SSH) Taken (2010 – 2015)

Sum Student Semester Hours (SSH) Taken & SSH Taken as DE

Source: UHWO OIE, ODS IRO REGS CENSUS
## Course Registration Summary, UH 4-Year Campus Comparison (Fall 2015)

<table>
<thead>
<tr>
<th>Campus</th>
<th>Count ALL Classes* (UG Level)</th>
<th>Count ALL Registrations (UG Level)</th>
<th>Student Registrations in Distance Ed - Completely Online</th>
<th>Sum ALL SSH Taught (UG Level)</th>
<th>Sum SSH in Distance Ed - Completely Online</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>Sum</td>
</tr>
<tr>
<td>HILO</td>
<td>783</td>
<td>52</td>
<td>14,554</td>
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<td>41,080</td>
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<td>MANOA</td>
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<td>177</td>
<td>64,664</td>
<td>2,680</td>
<td>185,018</td>
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<tr>
<td>WEST OAHU</td>
<td>438</td>
<td>165</td>
<td>9,224</td>
<td>4,055</td>
<td>27,283</td>
</tr>
</tbody>
</table>
|           | *Number of classes exclude directed reading and research, practicum, and senior project classes. Data restricted to undergraduate level classes.
In-Person Class Meeting Pattern Distribution
CL & LAB Buildings
(Fall 2015; N=233)

Source: UHWO OIE, ODS IRO SOCAD, IRO SCHED CENSUS
Number of Classrooms Used by Day and Time - CL & LAB Buildings (Fall 2015)

*Classroom counts are duplicated when a classroom is used twice in the same time slot. (Example: 2 sections of Eng 200 taught in D241 on MW during the 12 pm slot: 1 section offered 11-12:20 pm and a second section offered at 12:30-1:50)

Source: UHWO OIE, ODS IRO SOCAD, IRO SCHED CENSUS
Number of Classrooms Used by Day and Time - CL & LAB Buildings (Fall 2015)

Number of Classrooms in Use

*Classroom counts are duplicated when a classroom is used twice in the same time slot. (Example: 2 sections of Eng 200 taught in D241 on MW during the 12 pm slot: 1 section offered 11-12:20 pm and a second section offered at 12:30-1:50)

Source: UHWO OIE, ODS IRO SOCAD, IRO SCHED CENSUS
Heatmap: Fall 2015 Registration Count by Day, Time, and CL Room

Source: UHWO OIE, ODS IRO SOCAD, IRO SCHED CENSUS
Class Scheduling Best Practices

- Clear, transparent scheduling policy posted on website
- U of Denver example:
  - Classes meeting two days a week for three-hours on MW, TR, WF and TF. These sections should begin at 9:00, 1:00 and 5:00.
  - Classes meeting for two hours, two days a week on MW, TR, TF or WF. Classes meeting in this pattern must begin on even number hours, i.e. 8:00, 10:00, 12:00, 2:00 or 4:00.
  - Divisions must schedule courses evenly throughout the day. At least 10% of a department’s sections must begin before 10:00 a.m., and at least 10% must begin at 4:00 p.m. or later.
  - Approximately equal numbers of sections should be scheduled between 10 a.m. and 4 p.m. The number of sections meeting in two hour blocks on MW/WF should roughly equal the number offered on TR/TF.
  - Divisions that offer one day a week courses are expected to distribute their classes throughout the week.
“Given the distribution of available rooms across time and day, over 40 percent of all unused seats are available before 9 a.m. Monday through Friday and on Friday afternoon. The over 20,000 seats available during those times alone would be enough to accommodate the entire anticipated student growth by 2020...In short, the current capacity certainly exists to absorb the anticipated growth in student enrollment.”

This study featured in Chronicle of Higher Education: April 27, 2015
Mahalo

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Slides: http://www.uhwo.hawaii.edu/academics/oie/research-and-presentations/