

Hawai'i

Alliance of States

Big goals

Hawai'i is raising its expectations, and is engaging in a comprehensive plan to raise college graduation rates.

In Fall 2009, the governor, superintendent of education and University of Hawai'i president committed to the ambitious goal of having 55 percent of Hawai'i's working-age population hold either a two- or four-year college degree by 2025, affirming the state's P-20 Council goal for increasing educational capital. Achieving the "55 percent goal" depends upon the success of both UH and Hawai'i's independent colleges. State leaders are motivated by the understanding that Hawai'i needs to expand the educational capital of its residents and expand the state's economy and workforce to provide them well-paying jobs.

For more information on Hawai'i's leadership in improving college completion, see:

<http://www.hawaii.edu/ovppp/uhplan/>

"Hawai'i Graduation Initiative," announced by the University of Hawai'i System President in February 2010, aims to increase the number of degrees granted by UH by 25 percent over the next five years. As the state's single public higher education system encompassing both community colleges and four year colleges, UH is committed to addressing the state's needs.

To gauge progress toward these goals, the university system has developed a set of strategic outcomes and performance measures which include increasing the percentage of high school graduates who enter the university by 3 percent a year, and increasing the number of degrees and certificates awarded by 3 percent to 6 percent annually. Although the plan's strategies will benefit all students, state officials are particularly committed to the educational success of underserved populations particularly Native Hawaiians.

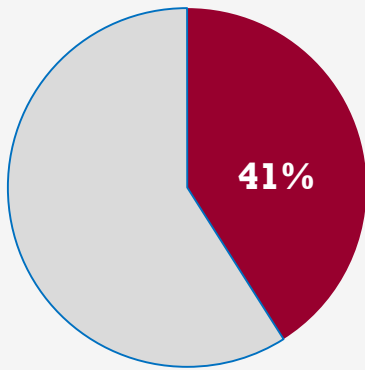
Leadership for success

To meet its goals, UH System participates in national initiatives which strengthen its plan. These national networks include the NASH/Education Trust Access to Success Initiative to close the gap in college going and completion rates for underserved student groups, particularly Native Hawaiians, Pacific Islanders and Filipinos. Also UH's seven community colleges participate in the Achieving the Dream initiative to improve completion rates with a focus on Native Hawaiians. Hawai'i also participates in the American Diploma Project network in order to improve the pipeline by preparing high school students to graduate career and college ready.

This work has contributed to an ongoing conversation in the state about the importance of strengthening the educational pipeline and increased the focus of the conversation about college completion, the economic contribution of higher education institutions, and businesses' needs for a global competitive workforce. Hawai'i's approach is unique because the state is a statewide K-12 school district, has one public higher education system, and has a P-20 Council as a forum for engaging public and private education entities at all levels and other stakeholders. With coordinated efforts of early learning, K-12 education, public and private higher education, and workforce development to strengthen the educational pipeline, Hawai'i is well-positioned to implement comprehensive reform.

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By the end of this decade, more than 60% of jobs will require college education.¹



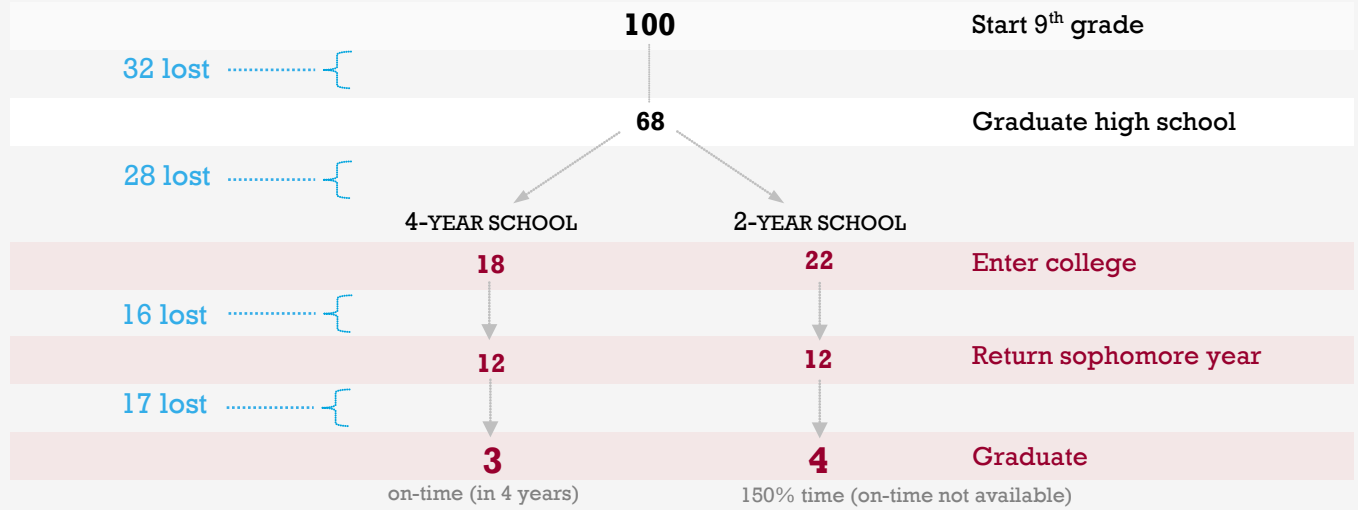
Today, 41% of Hawaii's adults aged 25-34 have a college degree.²

Job growth across the U.S., 2010-2020:

High-growth jobs	Required education
Dental hygienist	Associate degree
Computer software engineer	Bachelor's degree
HVAC/refrigeration mechanic	Certificate
Physical therapist assistant	Associate degree
Network systems analyst	Bachelor's degree
Licensed practical nurse	Certificate

Too many students get lost along the way, hindering Hawaii's economic growth.³

(This chart models how success rates at each stage impact overall educational attainment. It is not based on longitudinal data, but is an attempt—using a collection of available data—to illustrate the challenges states face.)



Note: Sum of the numbers entering 4-year and 2-year schools may not match combined total due to rounding.

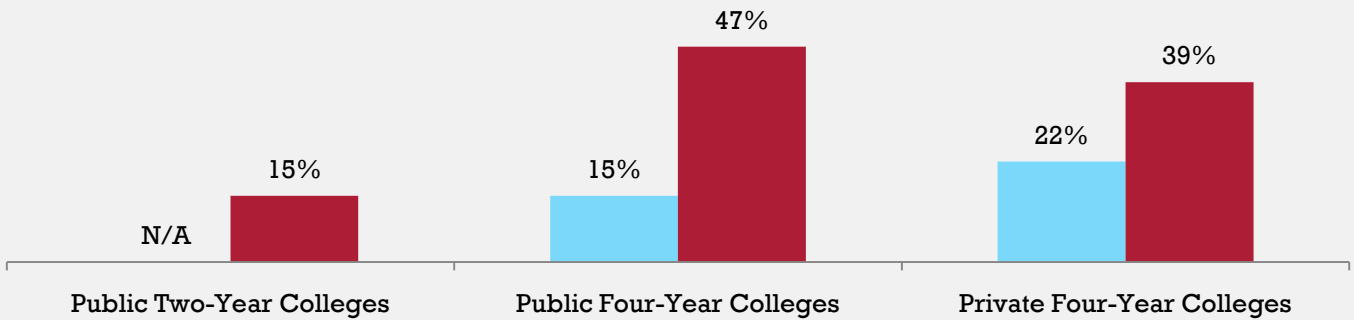
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Graduation Rates

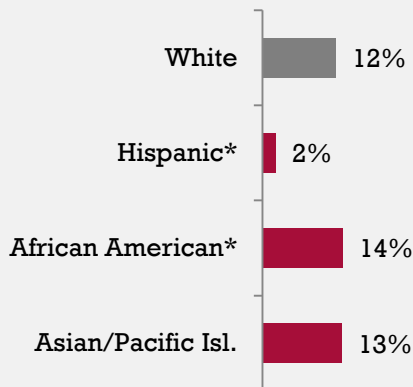
Hawai'i must raise completion rates overall and place extra focus on closing the college attainment gap for underrepresented students.⁴

Graduation Rates by Institution Type

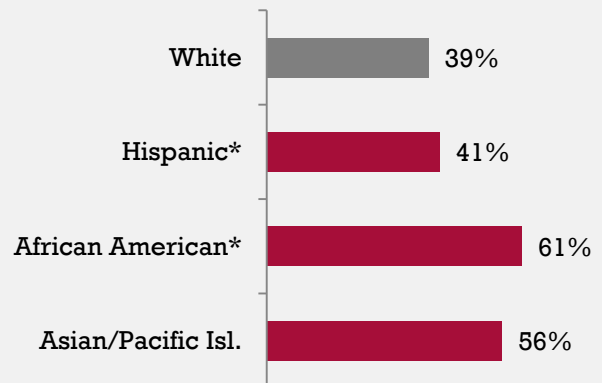
■ On-Time ■ 150%time



Graduation Rates by Race/Ethnicity: Public 2-Year Colleges (150% time)



Graduation Rates by Race/Ethnicity: Public & Private 4-Year Colleges (150% time)

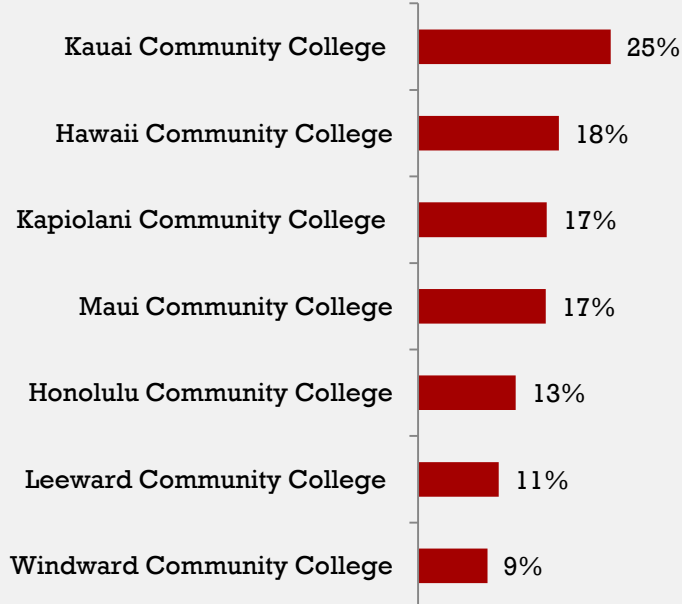


* less than 3% of entering cohort

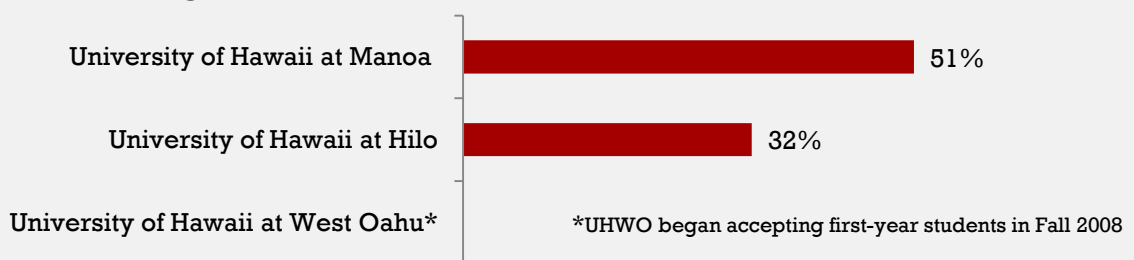
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Graduation Rates by Campus

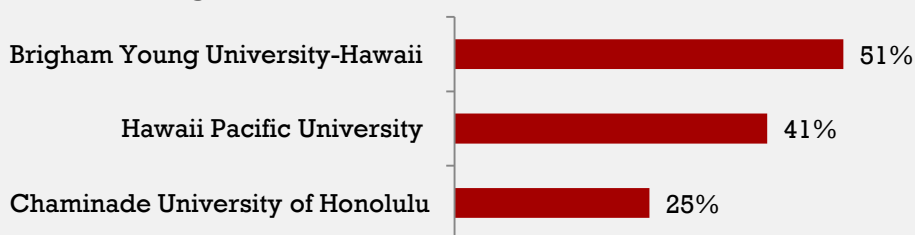
Public Two-Year Colleges (150% time)



Public Four-Year Colleges (150% time)



Private Four-Year Colleges (150% time)



Reported by institutions to NCES Integrated Postsecondary Education Data System (IPEDS). Graduation rates for two-year colleges are for first-time, full-time students completing certificate or degree within 150% of normal program time. Graduation rates for four-year institutions are for first-time, full-time students completing a bachelor's or equivalent degree within six years. Source: U.S. Department of Education, IPEDS 2007-08 Graduation Rate File; gr2008 Early Release Data File Downloaded 11-05-09; aggregated by NCHEMS.

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A Note about Graduation Rates

The graduation rates presented here are based on data reported by institutions to the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). These rates reflect the percentage of first-time, full-time students who complete within 150% of normal program time. (Graduation rates for part-time students are typically much lower.) These data do not capture the graduation rates of transfer students—including those who begin at colleges with some credits already accumulated—or part-time students. Many states have or are developing longitudinal data systems that would be able to measure the graduation rates of all students, including part-time and transfer students.

The IPEDS data are presented here because they are the only nationally available and comparable graduation rates. Complete College America believes that states should make the improvement of data systems to more accurately measure completion rates—and the annual public reporting of those rates—a top priority.

ENDNOTES

¹ Carnevale, T., Georgetown University Center on Education and the Workforce, 2009. High-growth fields based on national projections of total new and replacement jobs. <http://cew.georgetown.edu/research/jobs/79012.html>

² "College degree" means an associate degree, bachelor's degree, or higher. National Center for Higher Education Management Systems (NCHEMS), 2008 (from U.S. Census Bureau, 2008 American Community Survey Public Use Microdata Sample File.) <http://www.higheredinfo.org/>

³ **The pipeline is a model for illustrative purposes and is not based on longitudinal data.** Pipeline data aggregated by NCHEMS: reflects high school graduation rates, college-going rates, college retention rates, and college graduation rates (using the most recent data available for each metric). For the high school graduation rate, NCHEMS uses NCES Common Core Data and divides high school graduates into 9th graders four years earlier. Future revisions will incorporate the cohort-based HS graduation rates that conform to the definitions of the NGA Graduation Compact (for states where those data are available), which are more accurate than the current ratio. The pipeline represents the number of students who graduate from high school within four years, enter college the immediate following fall, return for their sophomore year the following year, and graduate from college. Two-year college graduation rates reflect credentials earned within 150% of expected program time, and include certificates awarded for programs of less than two years; two years but less than four years; and associate degrees. Four-year graduation rates reflect **on-time completers** of bachelor's or equivalent degrees (**within four years**). The data do not account for transfers across institutions. <http://www.higheredinfo.org/dbrowser/index.php?measure=72>

⁴ Aggregated by NCHEMS from IPEDS 2007-08 Graduation Rate File; gr2008 Early Release Data File, downloaded 11-05-09. Graduation rates are reported by institutions to NCES based on adjusted cohort of first-time, full-time students. Two-year graduation rates include certificates completed within 150% of normal program time in addition to associate degrees completed within three years. IPEDS does not report two-year (or "on-time") completion rates for two-year colleges. Graduation rates by race aggregated by NCHEMS from IPEDS 2006-07 Graduation Rate File. Graduation rates for Asian/Pacific Islander and American Indian/Alaska Native students are included only if those populations represent greater than 5% of the adjusted cohort. Disaggregated graduation rates are excluded for populations with an adjusted revised cohort size of less than 30, even if that cohort represents greater than 5% of the total entering cohort. Note that 2008 overall graduation rates may be higher than rates reflected in the disaggregated data from 2007 based on differences in graduation rates between years. In each instance, "Private" refers to private not-for-profit institutions only. Graduation rates by campus are presented for Title IV, degree-granting institutions with an adjusted revised cohort greater than 30.