Over the past years, the University of Hawai‘i Community Colleges exceeded its goals of the number of students who obtained a degree or certificate. In 2013, the goal was 3,240; the actual number awarded was 4,106. In 2014 the goal was 3,405; the actual number awarded was 5,171. For its target population of Native Hawaiians, the goal was 709 in 2013 and the actual awarded was 972. In 2014, the goal was 746 and the actual awarded was 1,021. Using the 2014 actual numbers of degrees and CA awarded as the baseline, UHCC goal is a 5% compounded growth over the next six years. There is a great sense of optimism at both the system and the seven colleges as AtD goals and efforts will continue to be embedded in their strategic outcomes and measures.

UHCC will continue to provide $6.5m in performance funding to the colleges based on degree & transfer attainment of selected, targeted goals. The metrics and associated weights for performance funding include: degrees & certificates of achievement awarded, 35%; degrees & certificates of achievement awarded to Native Hawaiians, 10%; degrees & certificates of achievement awarded in STEM, 10%; degrees & certificates of achievement awarded Pell recipients, 10%; and, annual transfers to UH and non-UH 4-Year Programs, 35%.

The Office of the Vice President for Community Colleges created a Student Success Committee that meets bimonthly and provides a regular forum to identify issues arising in the implementation of the Strategic Plan, policy questions that need to be addressed, possible changes in practice, and to inform the Strategic Planning Council or the Council of Chancellors on major issues needing attention. The Student Success Committee began discussions on improving readiness through reducing time in developmental education. Its first task and goal is to get 80% of students testing at one level below college ready to complete their college level English and/or math course within one semester; and, 70% of students testing at two or more levels below college ready to complete their college level English or math course within one year. The Student Success Committee will also be tasked with soliciting, developing, implementing, and monitoring $1.4m in innovation funds this coming year.

Additionally, the Student Success Committee will assume the responsibilities of addressing the AtD’s goals and principles as embedded in UHCC’s Strategic Plan. This provides for great input and action from those at the decision and policy making levels. A similar process occurred at the college level as colleges convened and strengthened their own student success committees. These committees engage a broader range of faculty, staff, counselors, administrators, IR and IT staff.

From 2010 to 2013, UHCC was able to increase the percentage of cohort students who successfully completed a developmental education course within one year. Some colleges had greater increase than others and some had a decrease, but the overall system numbers rose. The percentage of those in reading increased from 66% to 69% and for writing, from 65% to 68%. Math had the largest increase from 57% in 2010 to 64% in 2013. Data on developmental math by ethnicity and college is presented with this report.
UHCC is optimistic that the strategies used in the 15 to Finish campaign will help to increase the retention, persistence and degree obtainment rates. Students enrolled in 15 credits or more showed measureable success in higher GPA’s and persistence than those enrolled in under 15 credits. UHCC is on mission to get students to see 15 credits a semester as the norm instead of 12 credits. More information on 15 to Finish is provided below and can be found at http://www.hawaii.edu/hawaiigradinitiative/15-to-finish/.