

APPENDIX B
UHCC Strategic Outcomes and Performance Measures,
2008-2015

August 28, 2009 (revision)



UNIVERSITY of HAWAI'I*
COMMUNITY
COLLEGES

Office of the Vice President for Community Colleges

**GOAL A: Educational Effectiveness and Student Success
(UH System Strategic Plan 2002-2010)**

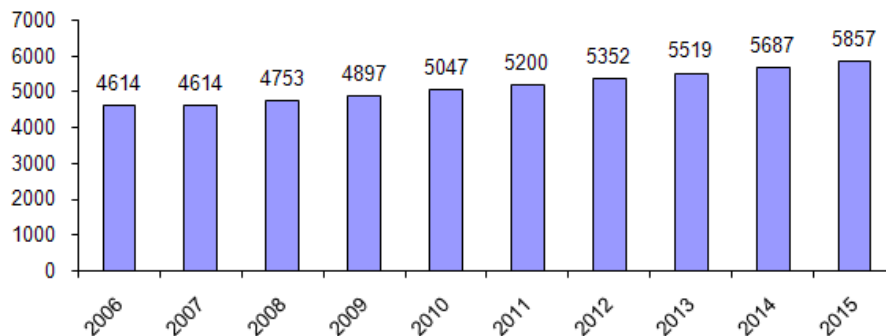
**GOAL A: Promote Learning & Teaching for Student Success
(UHCC System Strategic Plan 2002-2010)**

A. Native Hawaiian Educational Attainment - Position the University of Hawai'i as one of the world's foremost indigenous-serving universities by supporting the access and success of Native Hawaiians:

Performance Measures

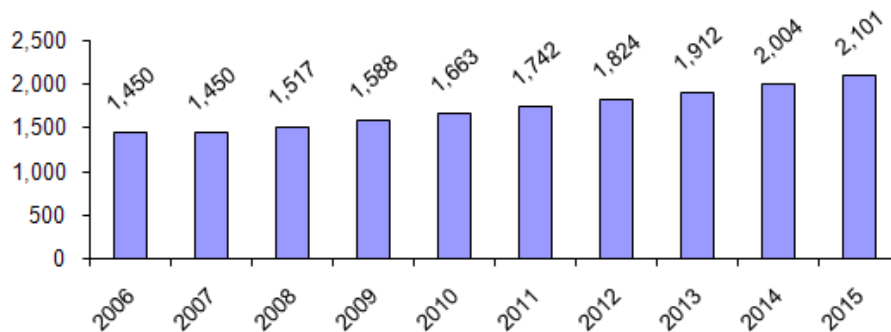
A1. Increase Native Hawaiian enrollment by 3% per year (5,847 students by 2015) particularly in regions that are underserved.

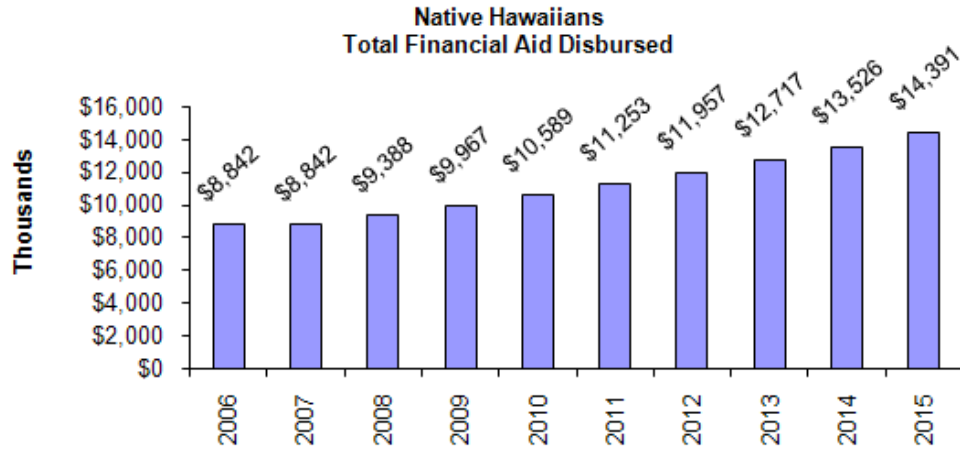
Increase Native Hawaiian Enrollment



A2. Promote low-income Native Hawaiian student success and graduation by increasing: the overall financial aid participation rate by 1-13% per year to 2,101 students, the total amount of financial aid disbursed to \$14,391,428, and the number of aid recipients making satisfactory financial aid progress by 2015.

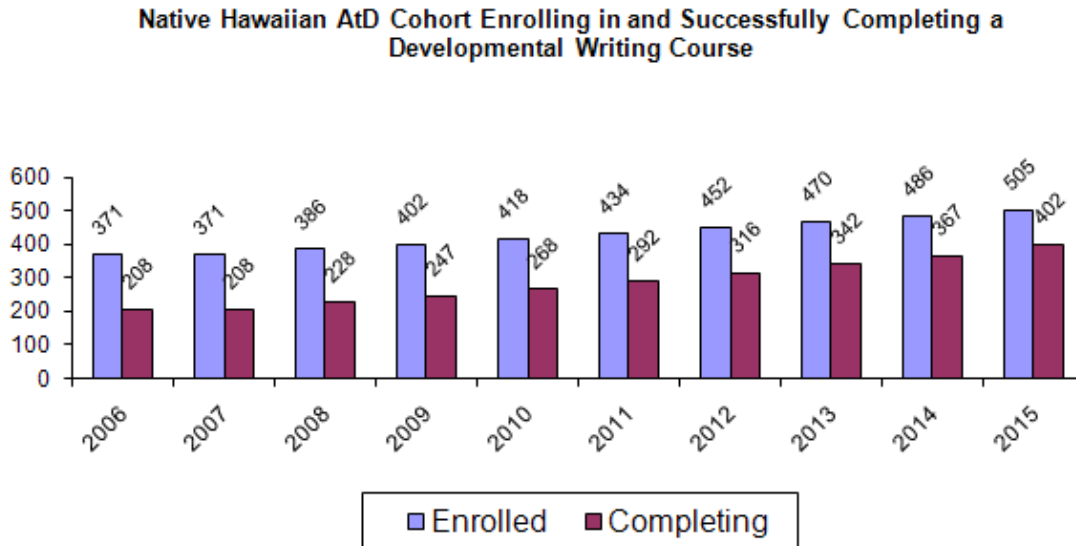
Native Hawaiian Financial Aid Recipients



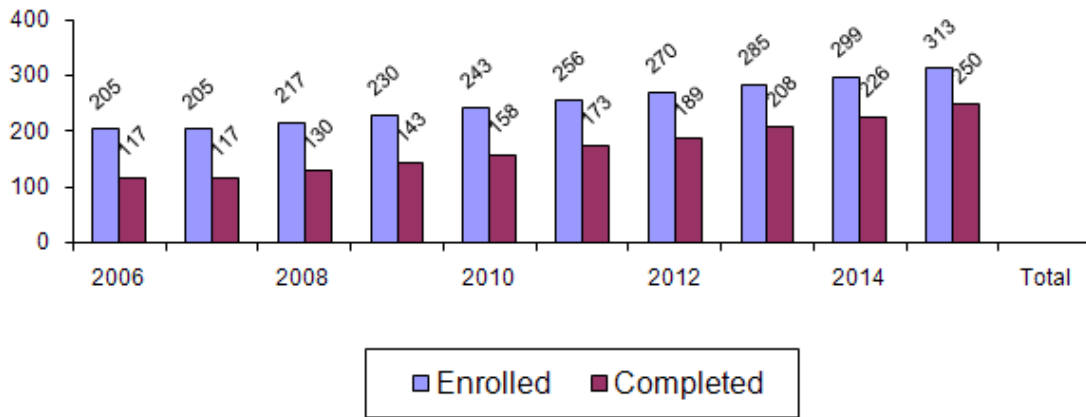


A3. Increase the number and percent of Native Hawaiian students enrolled in developmental intervention who successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree applicable instruction.

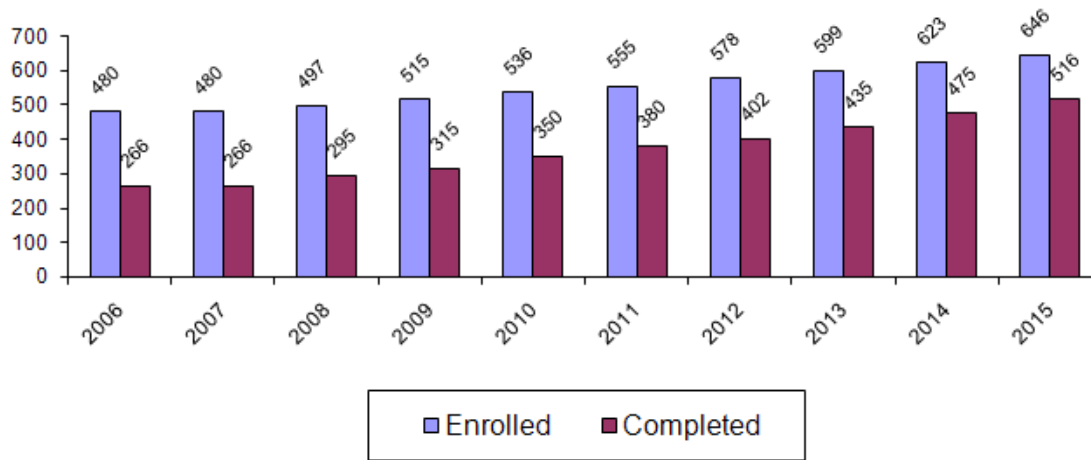
The following are measures of AtD Cohort students who enroll in any developmental course and successfully complete at least one developmental course within the first academic year.



Native Hawaiian AtD Cohort Enrolling in and Successfully Completing a Developmental Reading Course

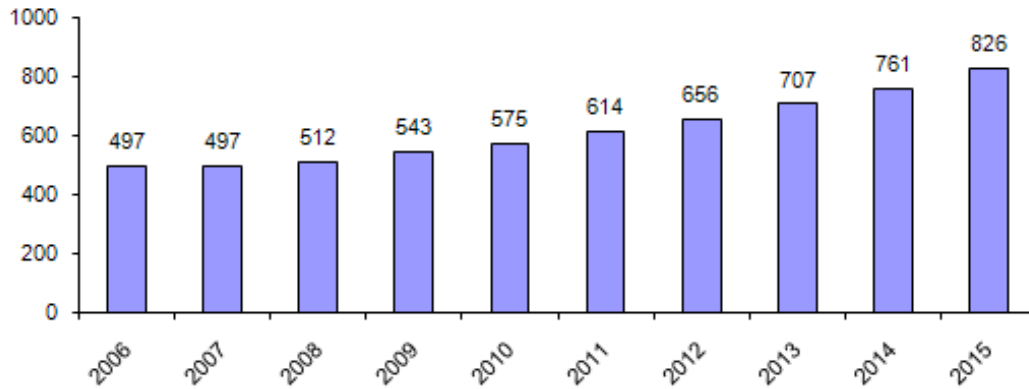


Native Hawaiian AtD Cohort Enrolling in and Successfully Completing a Developmental Math Course

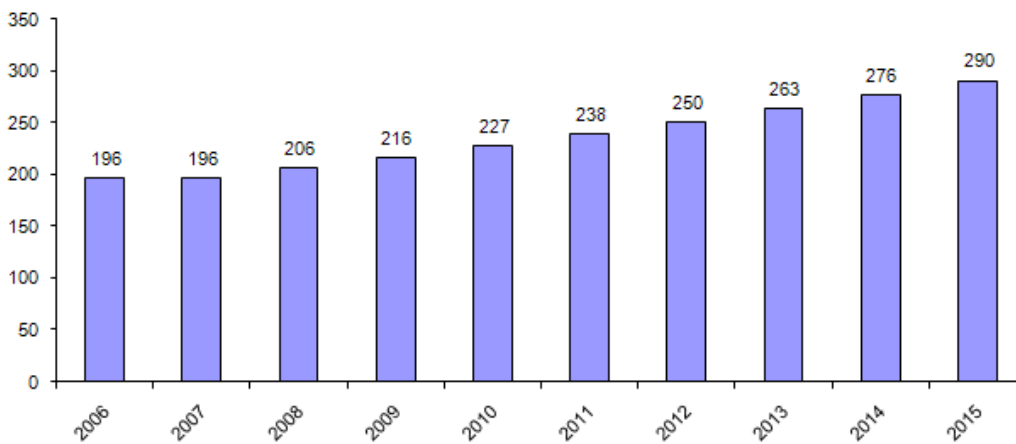


A4. Increase by 6-9% per year (826 students by 2015) the number of Native Hawaiian students who successfully progress and graduate, or transfer to baccalaureate institutions,

Native Hawaiian FY Degrees and Certificates Achievement Awarded

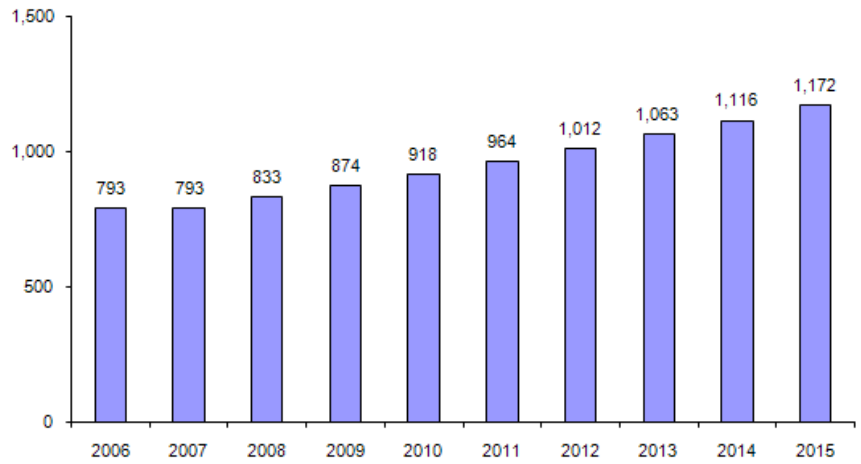


Native Hawaiian Transfers UH 4-yr

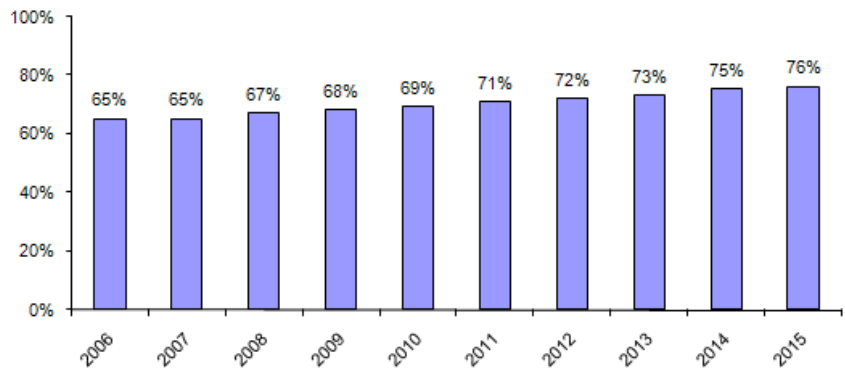


while maintaining the percent higher at the transfer institutor
Successful completion and tra

Native Hawaiiin AtD Cohort Persistence Fall to Spring

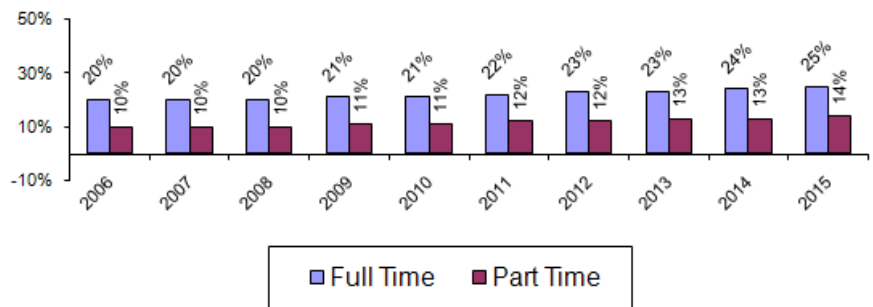


Native Hawaiiin AtD Cohort Persistence Fall to Spring



Additionally, in order to make academic year. Entering full i first year; Part time students st

AtD Cohort making progress in first year (20 credits FT 12 credits PT)

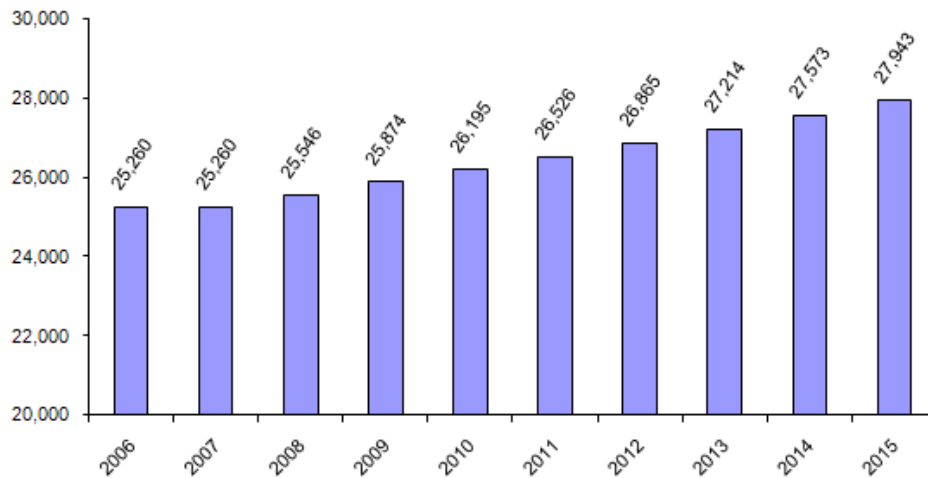


B. Hawaii's Educational Capital - Increase the educational capital of the state by increasing the participation and completion of students, particularly low- income students and those from underserved regions

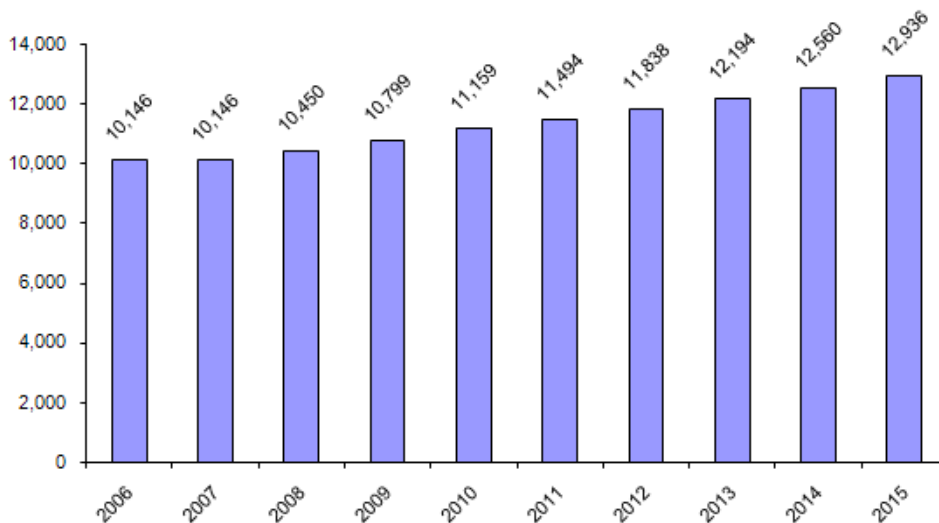
Performance Measures

B1. Increase enrollment to 27,943 students by 2015, particularly in regions and with groups who are underserved (as identified in the [UH Second Decade Project](#))

UHCC Enrollments

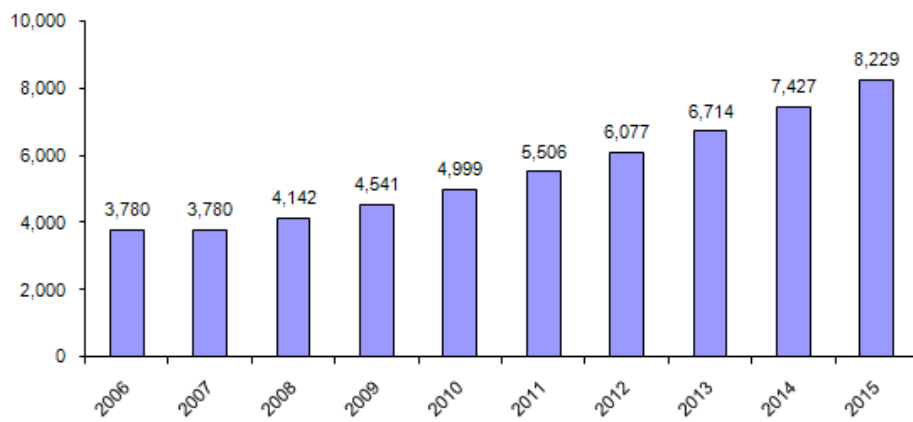


Enrollment from Underserved Regions

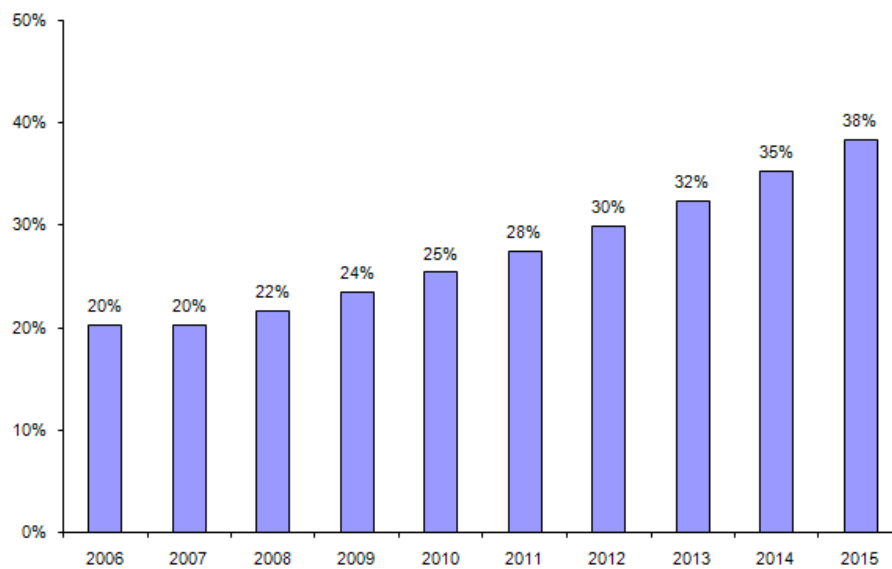


B2. Promote low-income student success and graduation by increasing the Pell Grant participation rate to 38% by 2015; the total annual amount of Pell Grant disbursed to \$17,829,873, and the number of aid recipients making financial aid satisfactory progress.

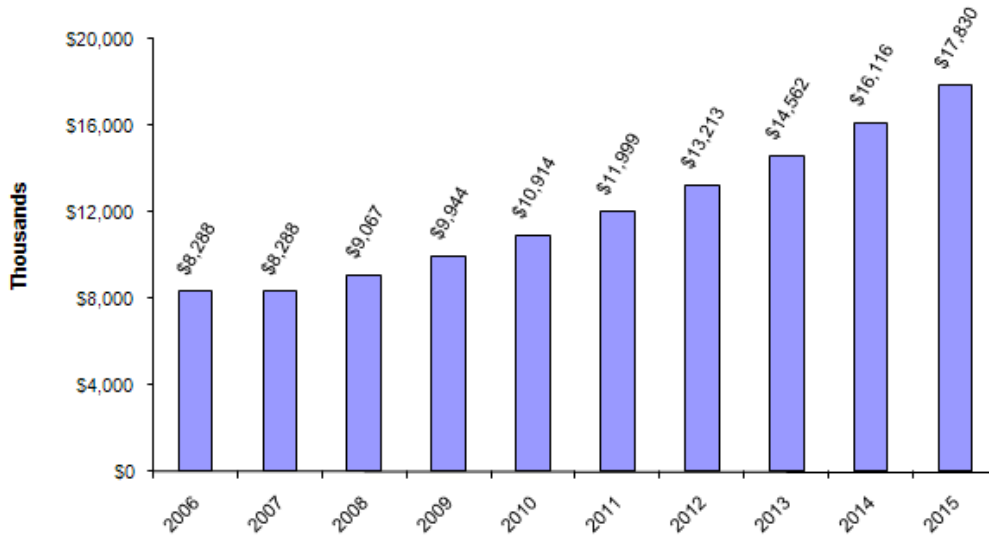
Pell Recipients



Pell Participation



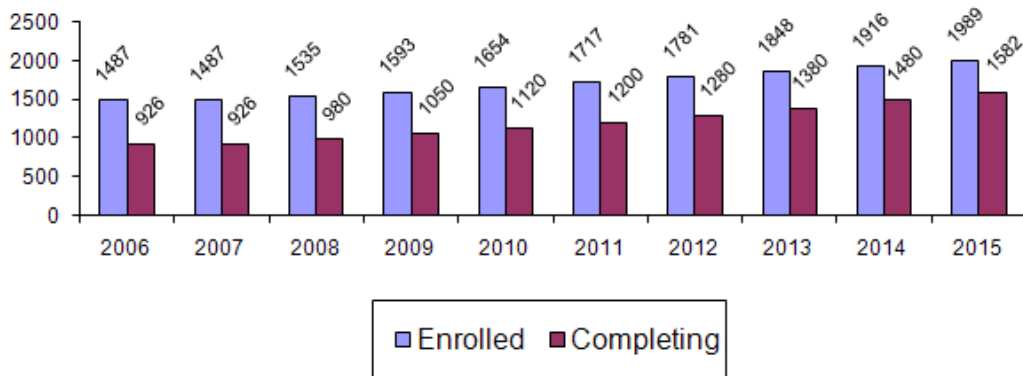
Pell Grant Awarded



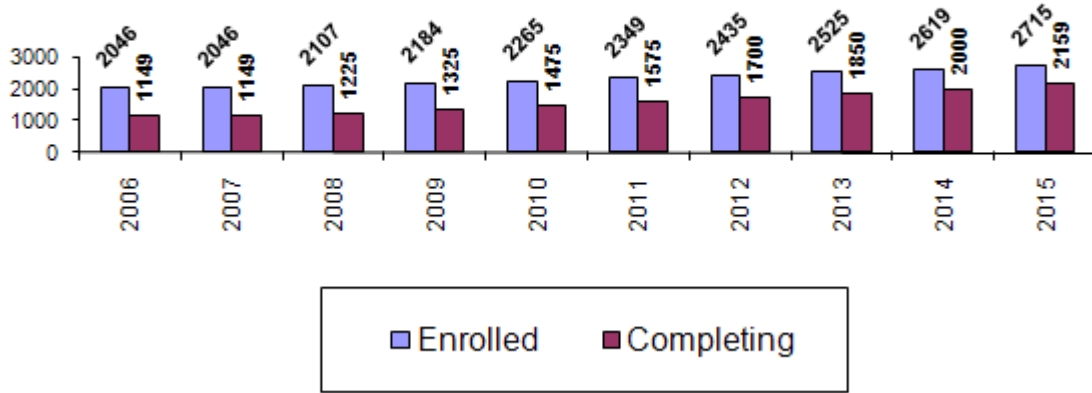
B3. Increase the number and percent of students enrolled in developmental intervention who successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree applicable instruction.

The following are measures of AtD Cohort students who enroll in any developmental course and successfully complete at least one developmental course within the first academic year.

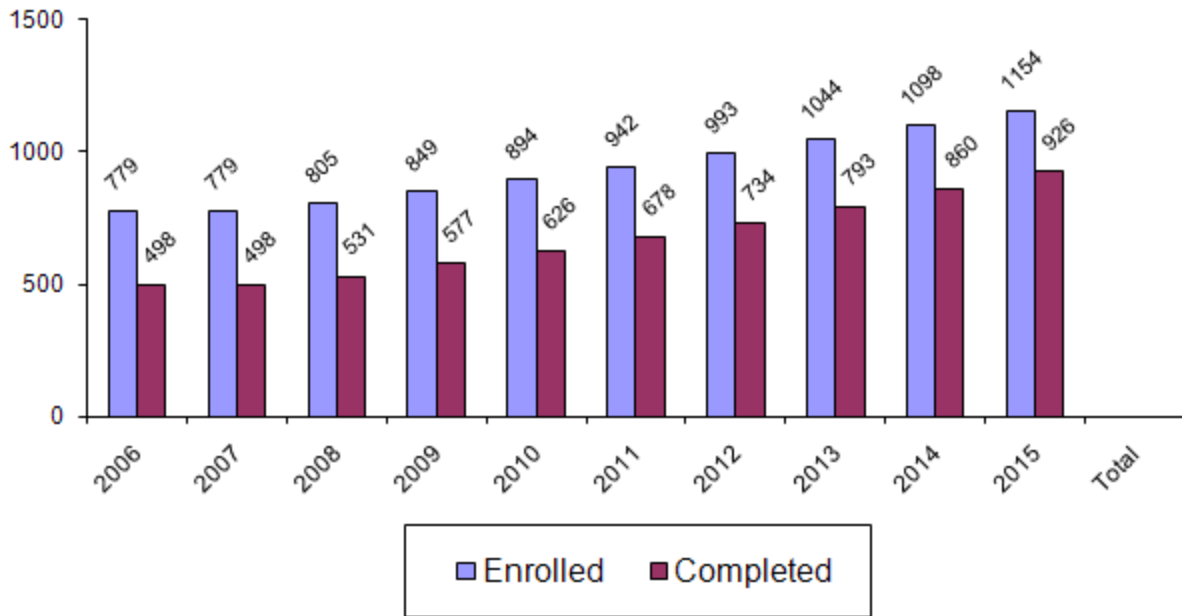
AtD Cohort Enrolling in and Successfully Completing a Developmental Writing Class



AtD Entering Cohort Enrolling in and Completing One Developmental Math Class



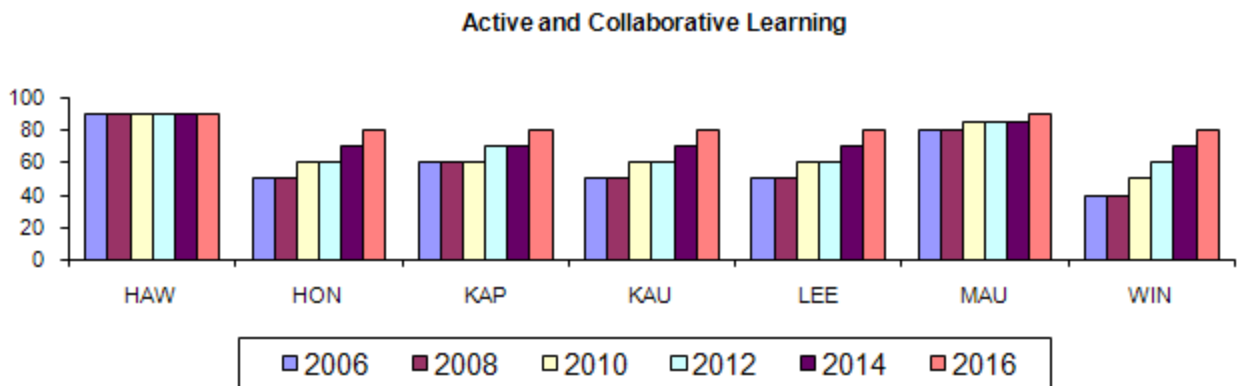
AtD Cohort Enrolling in and Successfully Completing a Developmental Reading Class



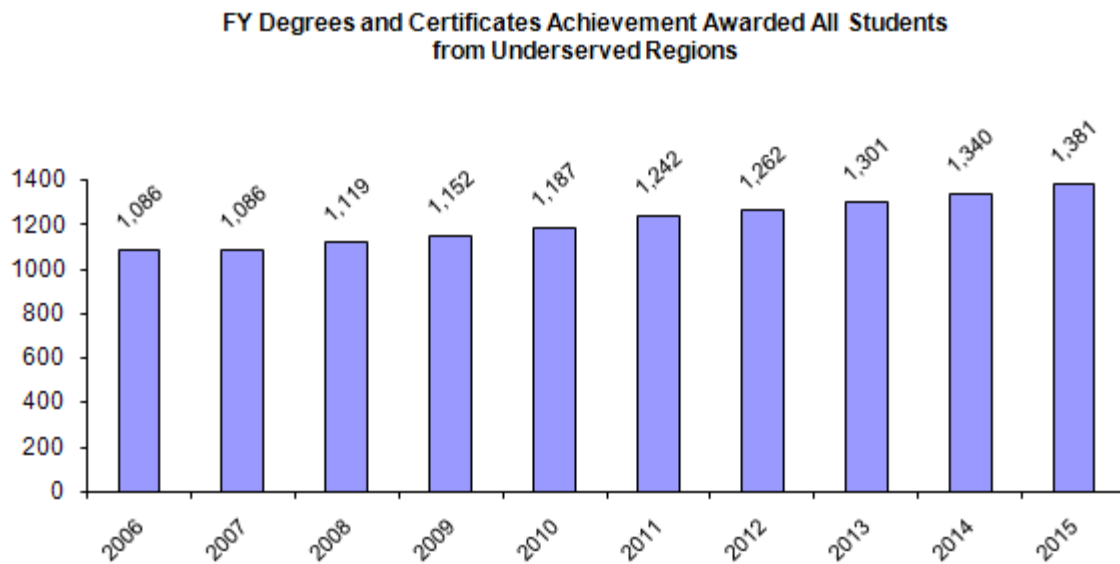
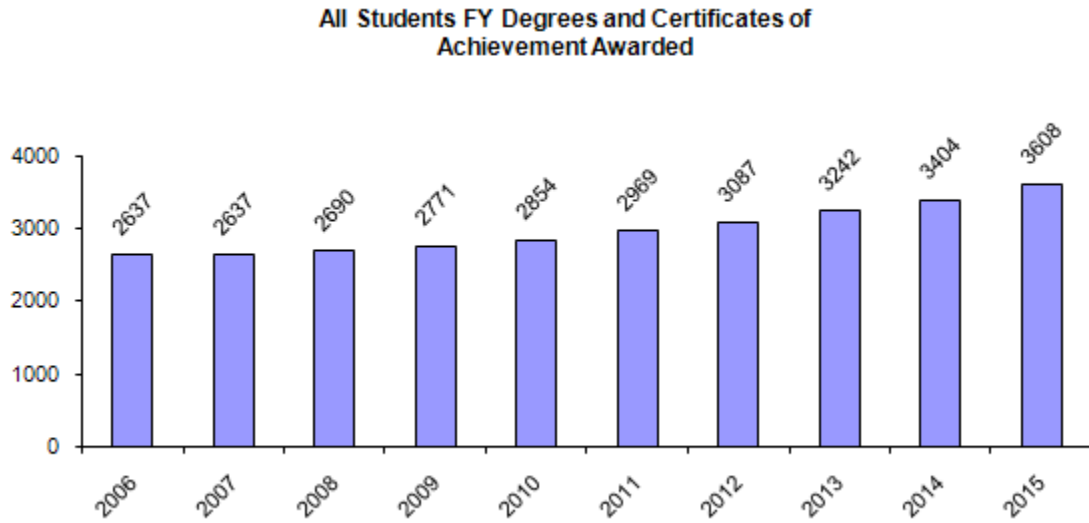
Increase CCSSE Active and Collaborative Learning Benchmark.

Research shows that the more actively engaged students are –with college faculty and staff, with other students, and with the subject matter they study – the more likely they are to learn and persist toward achieving their academic goals. Student engagement, therefore, is a valuable yardstick for assessing whether, and to what extent, an institution is employing educational practices likely to produce successful results.

(Note: Percentile scores represent the point at which the percentage of college benchmark scores fall relative to same size institutions).

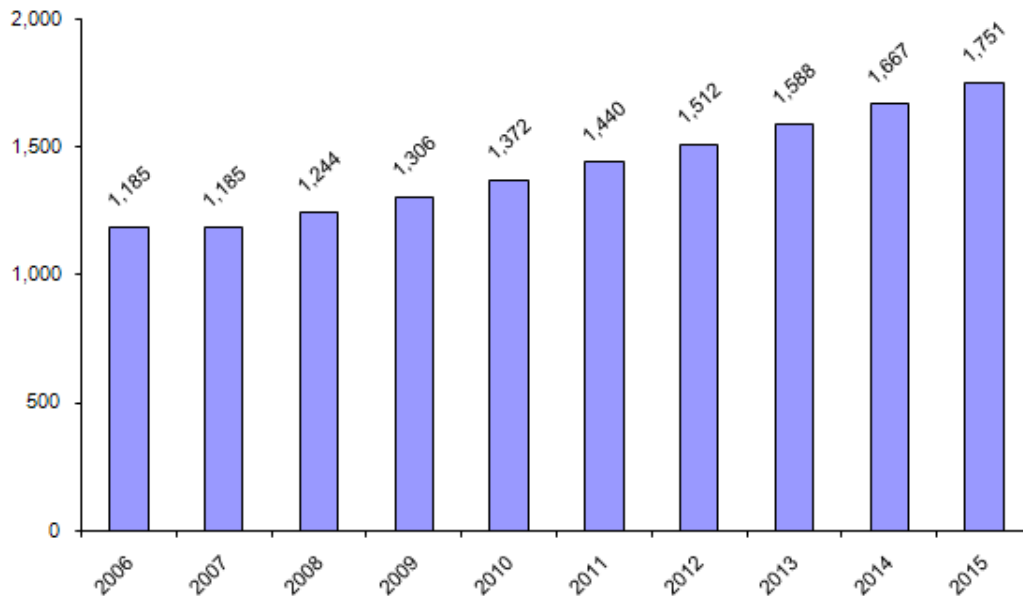


B4. Increase by 3% per year the number of students who successfully progress and graduate (3,608 degrees by 2015),



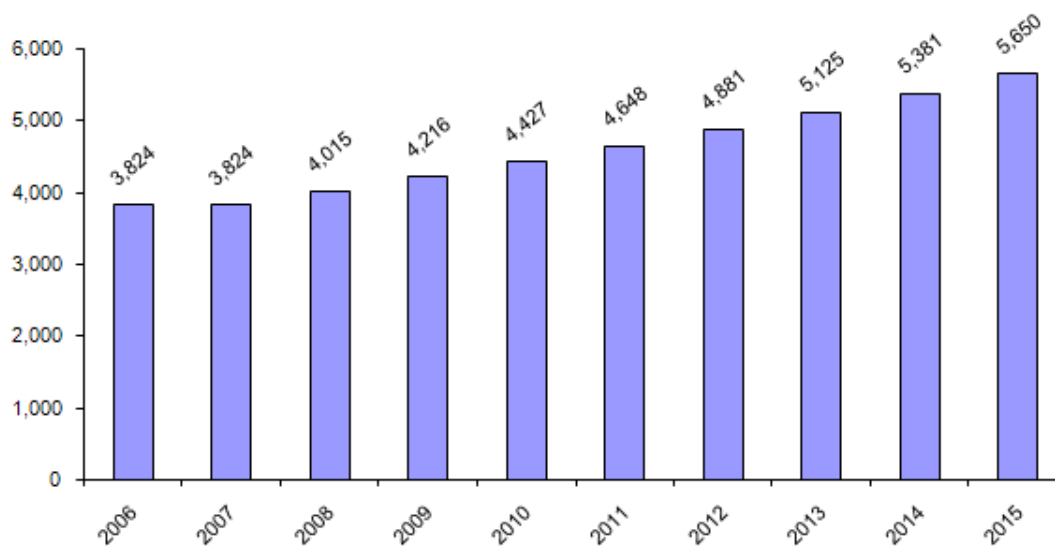
or transfer to baccalaureate institutions, while maintaining the percentage (77% 2006) of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution

Transfers UH 4-yr

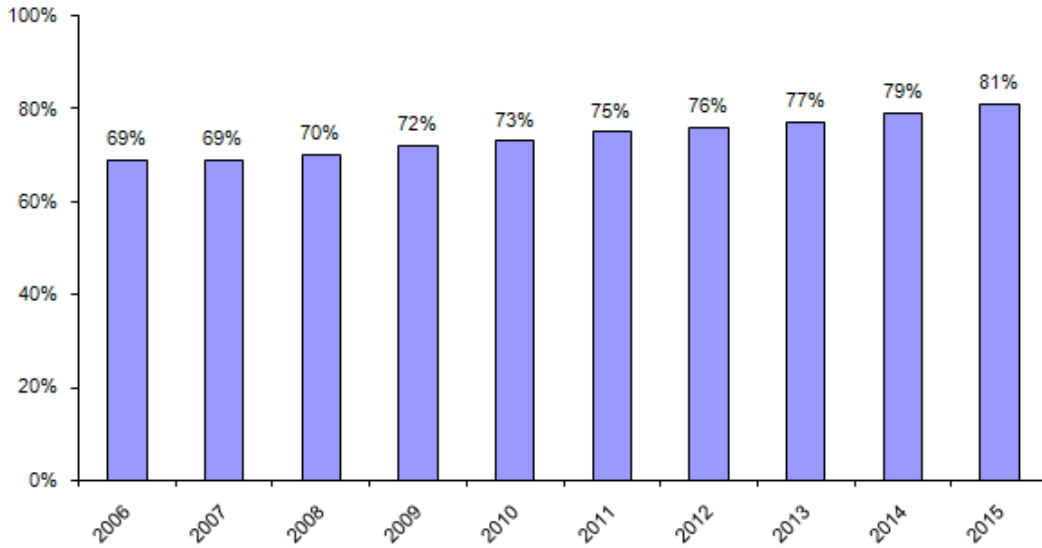


Successful completion and transfer requires that students persist from one term to the next.

AtD Cohort Persistence Fall to Spring

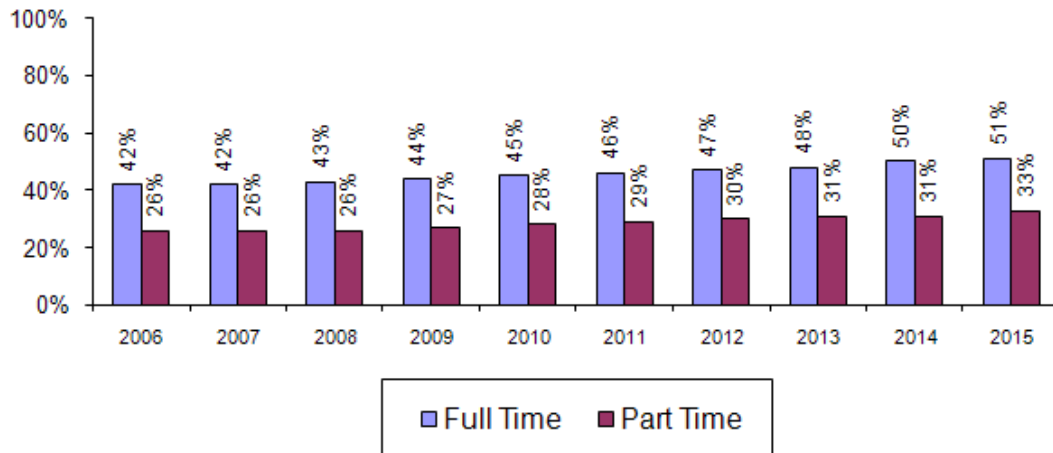


AtD Cohort Persistence Fall to Spring



In order to make progress towards graduation, students need to make progress in each academic year. Entering full time students should successfully complete at least 20 credits within the first year; Part time students should complete at least 12.

**AtD Cohort making progress in first year
(20 credits FT 12 credits PT)**



GOAL B: A Learning, Research, and Service Network
(UH Strategic Plan 2002-2010)

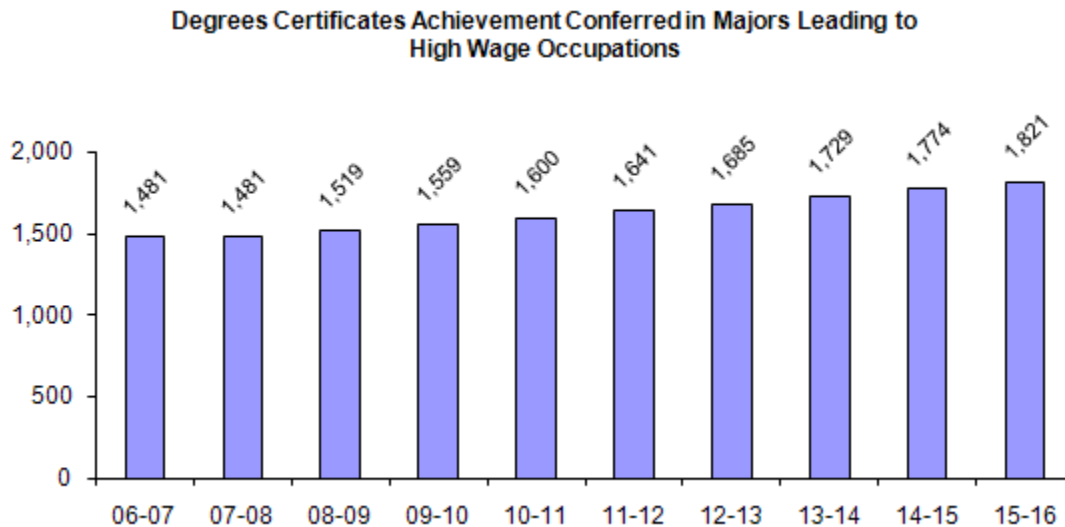
GOAL B: Functions as a Seamless State System
(UHCC Strategic Plan 2002-2010)

STRATEGIC OUTCOME: Globally Competitive Workforce (UH/UHCC Strategic Outcomes and Performance Measures, 2008-2015):

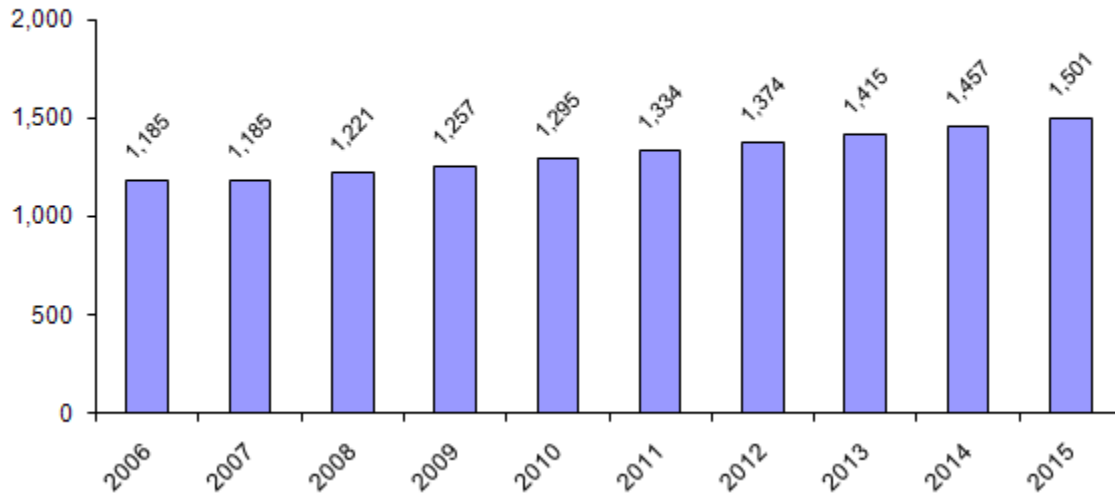
Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.

Performance Measures

B1. Increase by 3% per year the number of degrees awarded, and/or transfers to UH baccalaureate programs that lead to occupations where there is a demonstrated state of Hawai'i shortage of qualified workers, or where the average annual wage is at or above the U.S. average (2006=\$38,651).

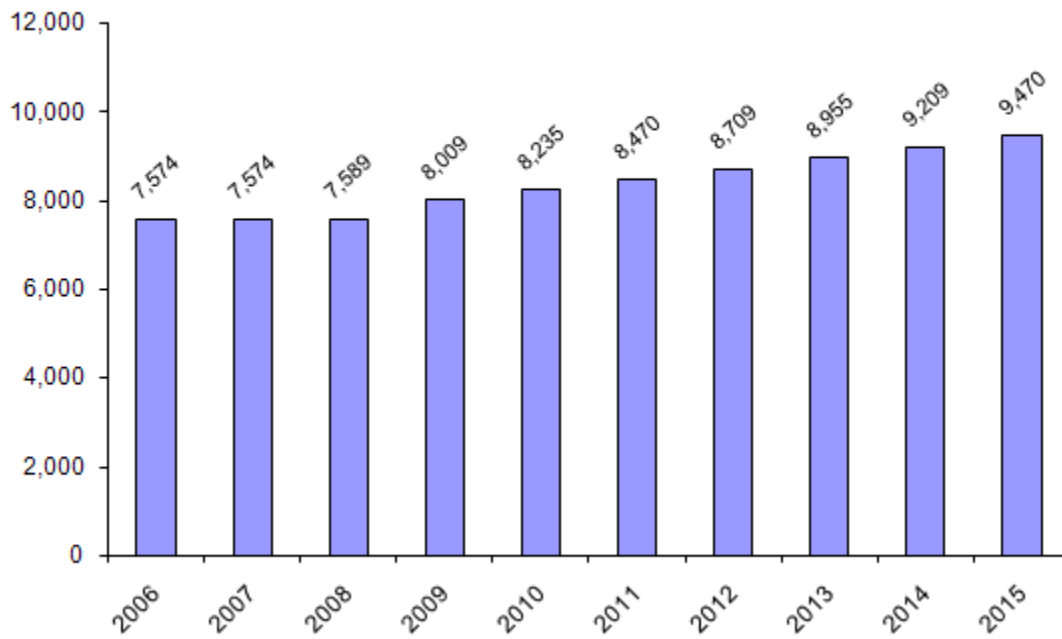


Transfers to UH 4-yr programs leading to high wage occupations



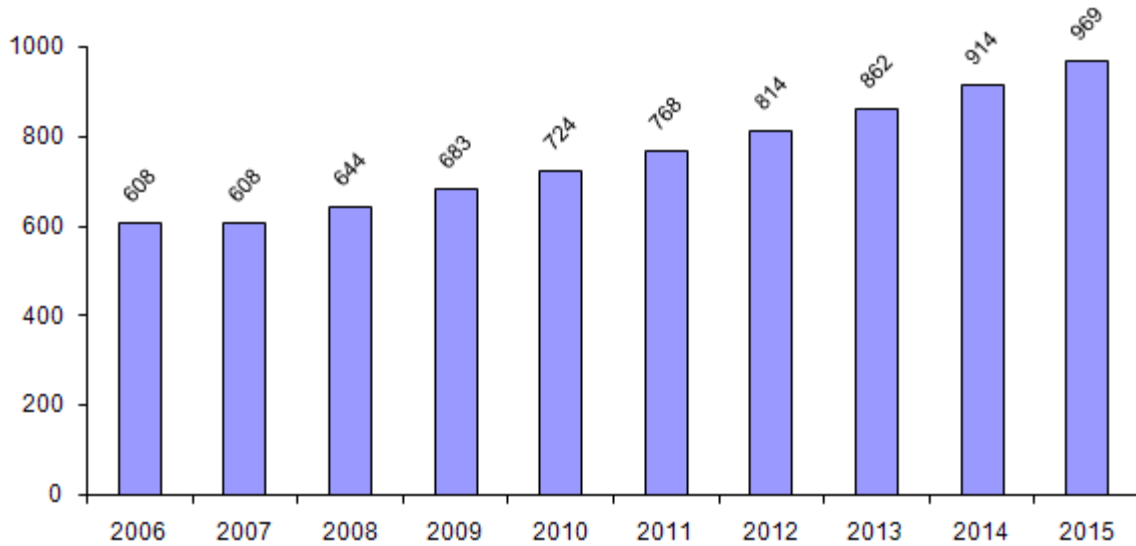
B2. Contribute to meeting the State's incumbent worker education goal by increasing enrollment of 25-49 years old in credit programs by 3% per year.

Enrollment 25-49 year olds



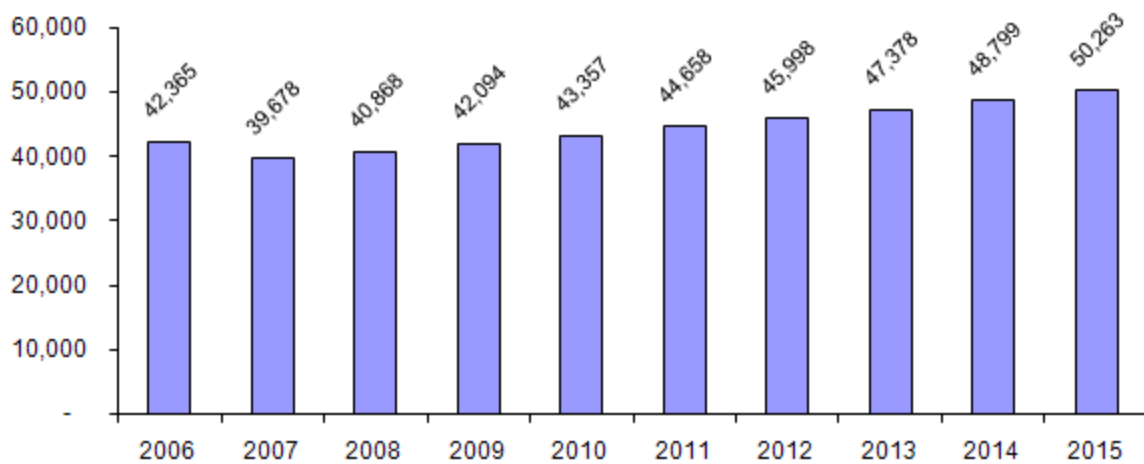
B3. Increase by 6% per year degrees/certificates achievement awarded in Science Technology, Engineering, and Math (STEM) fields.

Degrees & Certificates Achievement Leading to Occupations in STEM

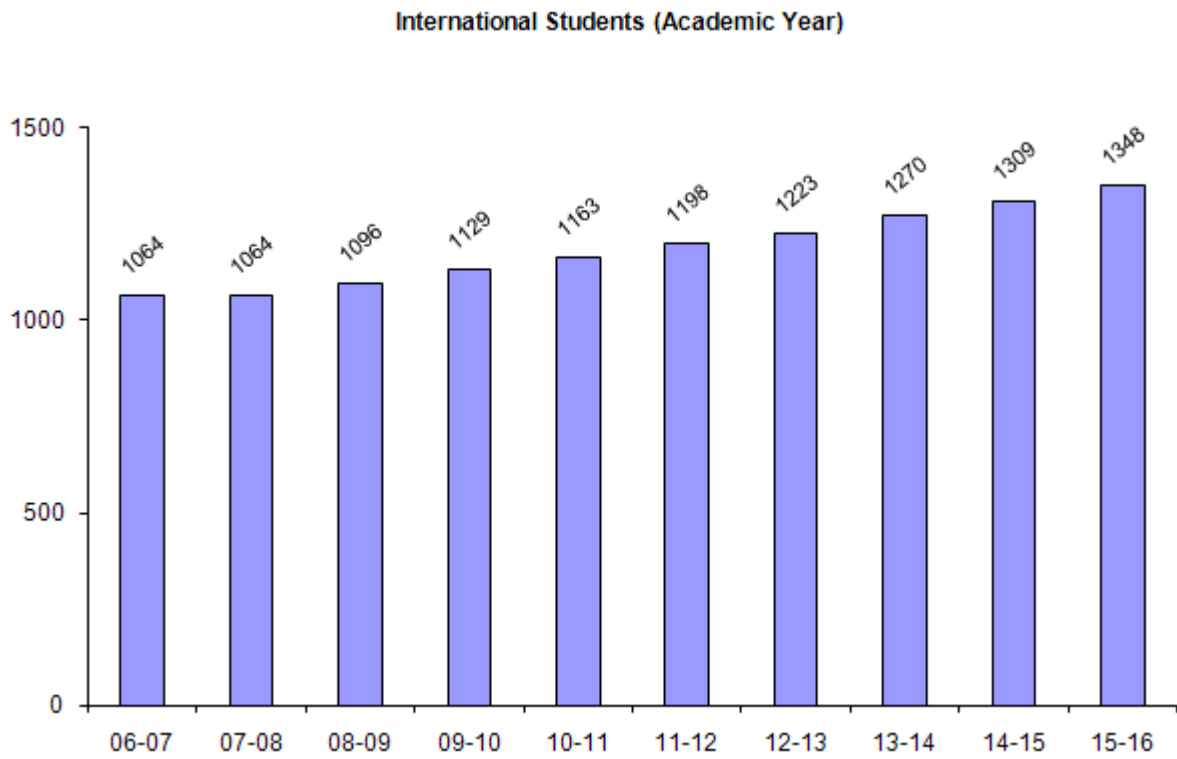


B4. Increase by 3% per year the number of individuals enrolled in non-credit certificates programs that lead to occupations where there is a demonstrated state of Hawai'i shortage of qualified workers, and where the average wage is at or above the U.S. average. (\$38,651 YR2006).

**Non Credit Registrations
AY (Fall, Spring, Summer)**



B5. Increase International student enrollment by 3% per year.



**GOAL C: A Model Local, Regional, and Global University
(UH System Strategic Plan 2002-2010)**

**GOAL C: A Model Local, Regional, and Global University
(UH System Strategic Plan 2002-2010)**

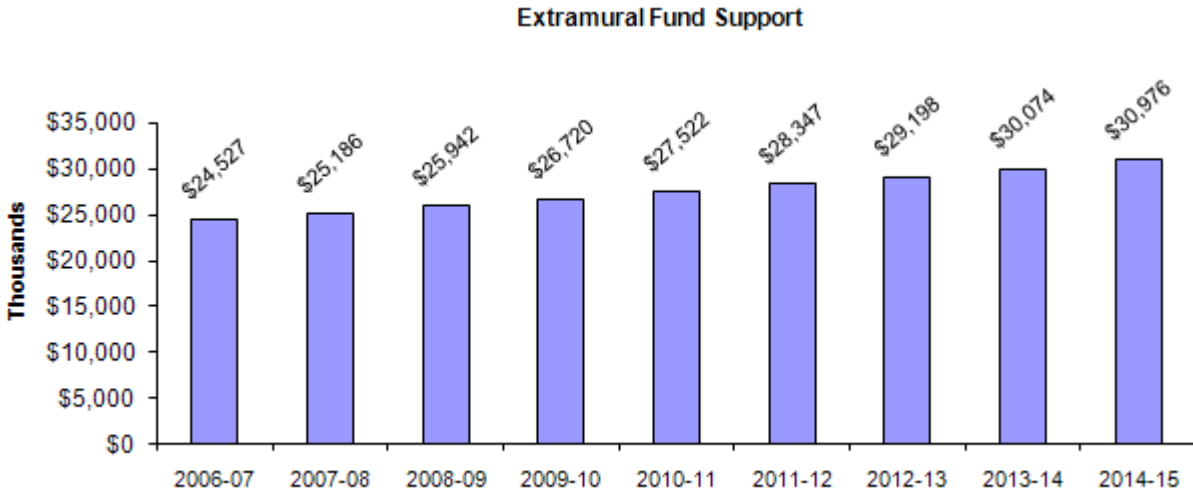
**GOAL C: Promote Workforce and Economic Development
(UHCC System Strategic Plan 2002-2010)**

STRATEGIC OUTCOME: Economic Contribution (UH/UHCC Strategic Outcomes and Performance Measures, 2008-2015):

Contribute to the state's economy and provide a solid return on its investment in higher education through research and training.

Performance Measure

C1. Increase by 3% per year the level of extramural fund support expended (E&E).



**GOAL D: Investment in Faculty, Staff, Students, and Their Environment
(UH System Strategic Plan 2002-2010)**

**GOAL D: Develop our Human Resources: Recruitment/ Retention/Renewal
(UHCC System Strategic Plan 2002-2010)**

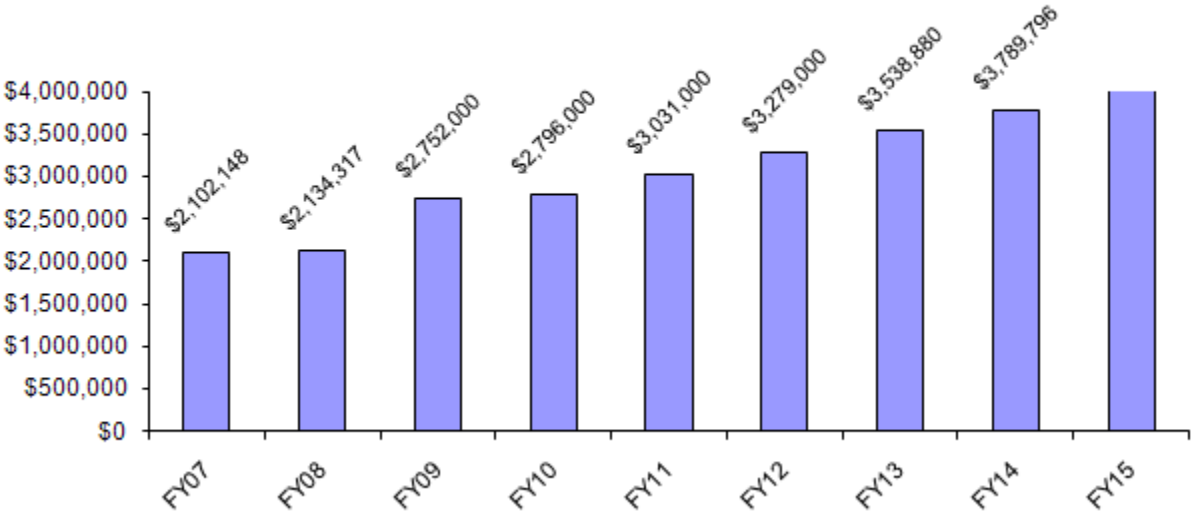
STRATEGIC OUTCOME: Hawai'i's Educational Capital/Resources and Stewardship (UH/UHCC Strategic Outcomes and Performance Measures, 2008-2015):

Recognize and invest in human resources as the key to success and provide them with an inspiring work environment.

Performance Measures

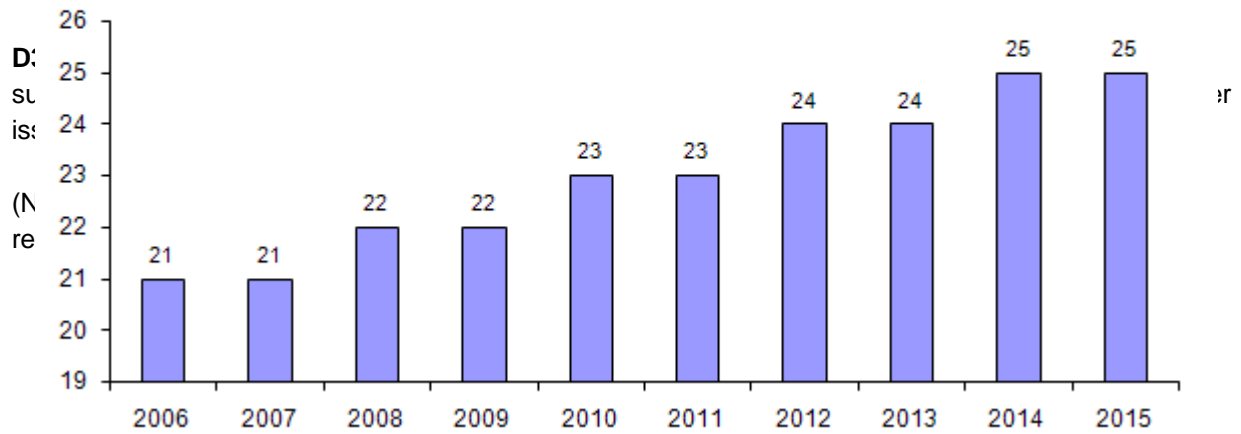
D1. Recruit, renew, and retain a qualified, effective, and diverse faculty, staff, and leadership *.

* UH Foundation funding (e.g. Wo Leadership funds, the Tsunoda development CCI/ DI) funds, Hale Aina
Investment in Professional Development

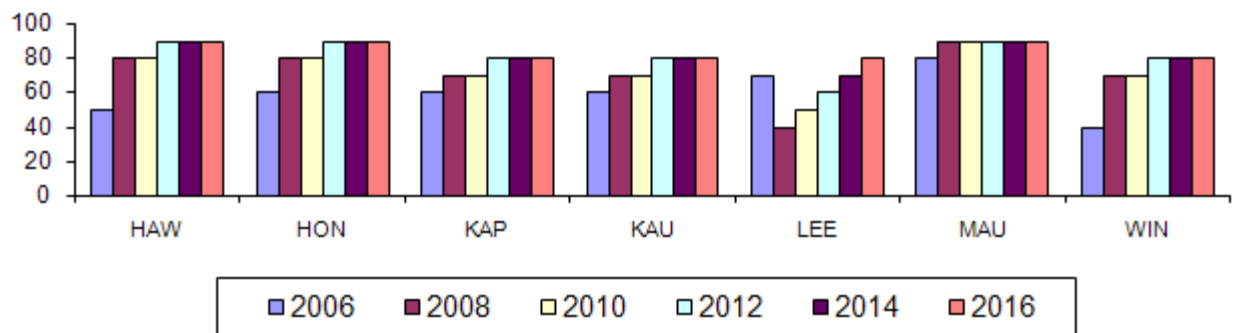


D2. Increase the number and diversity of programs offered to or in underserved regions by increasing the number and types of programs by at least one program every two years that can be completed through distance learning technologies.

UHCC Programs That Can Be Completed Through Distance Education



Support for Learners



GOAL E: Resources and Stewardship
(UH System Strategic Plan 2002-2010)

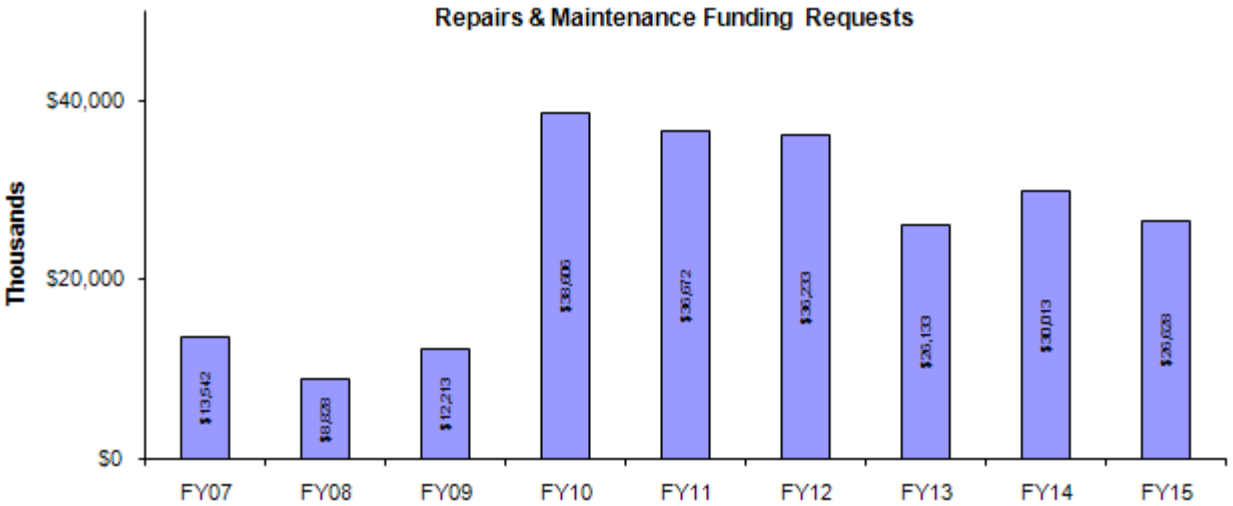
GOAL E: Develop Sustainable Infrastructure for Student Learning
(UHCC System Strategic Plan 2002-2010)

STRATEGIC OUTCOME: Resources and Stewardship (UH/UHCC Strategic Outcomes and Performance Measures, 2008-2015):

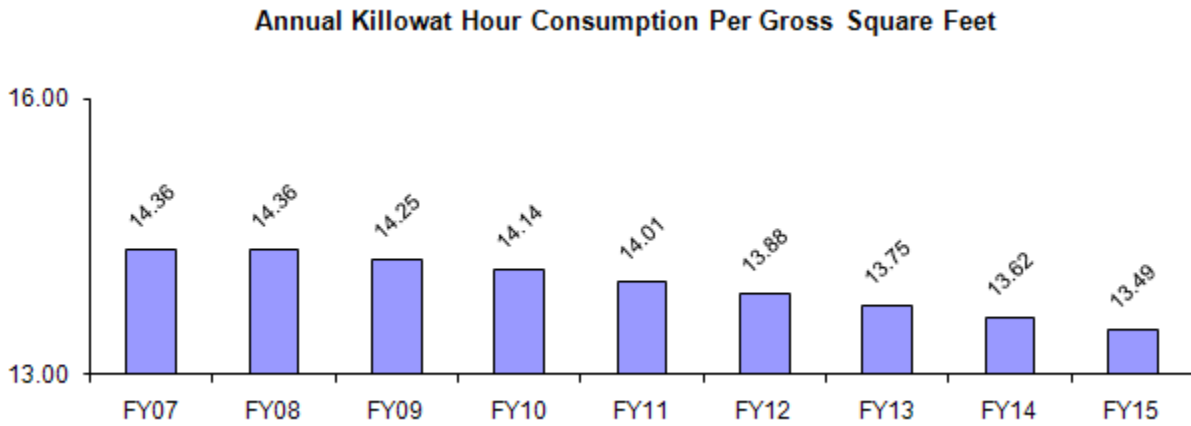
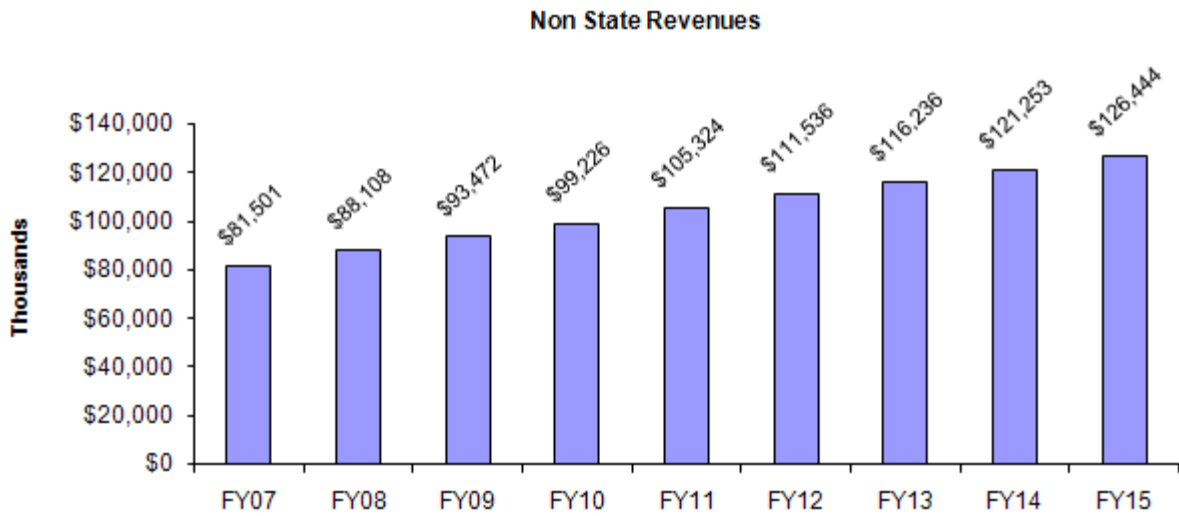
Acquire, allocate, and manage public and private revenue streams and exercise exemplary stewardship over all of the University’s resources, for a sustainable future.

Performance Measures

E1. Build and/or acquire appropriate facilities to deliver educational programs and services in underserved regions of the State, and identify repairs and maintenance requirements to properly maintain the facilities.

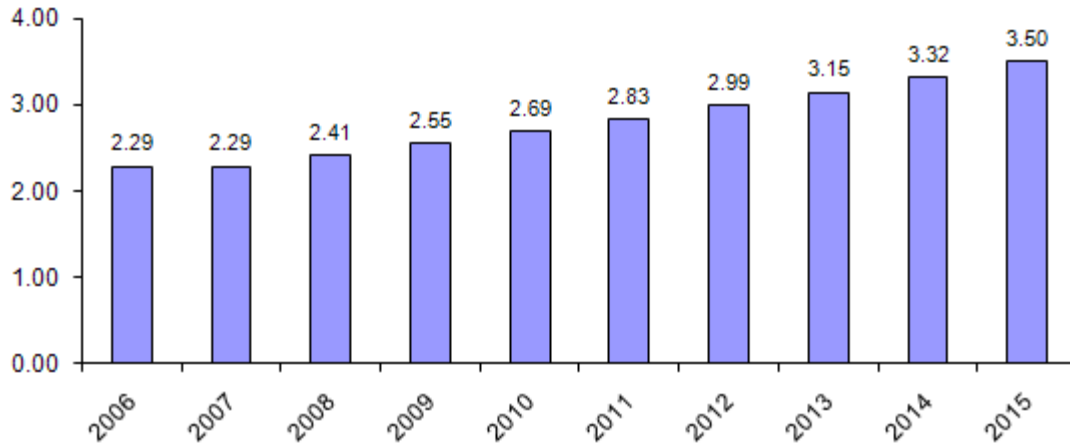


E2. Increase non-state revenue streams by 3-17% per year.

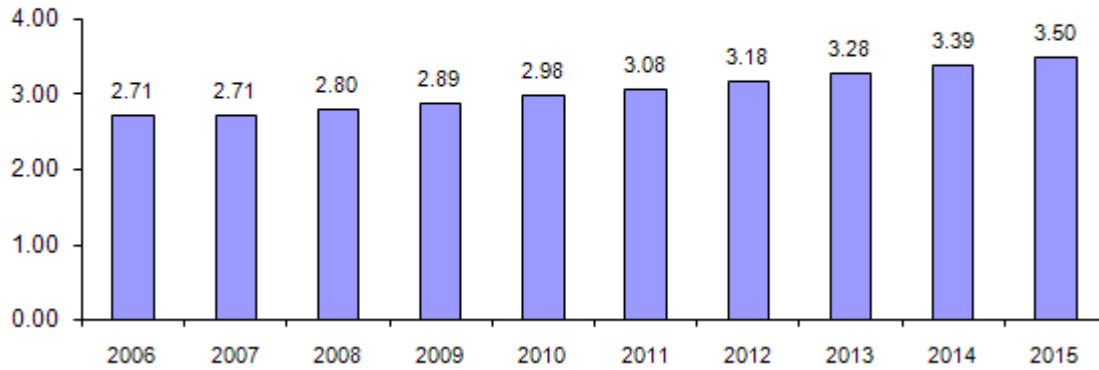


E4. Develop and sustain an institutional environment that promotes transparency, and a culture of evidence that links institutional assessment, planning, resource acquisition, and resource allocation.

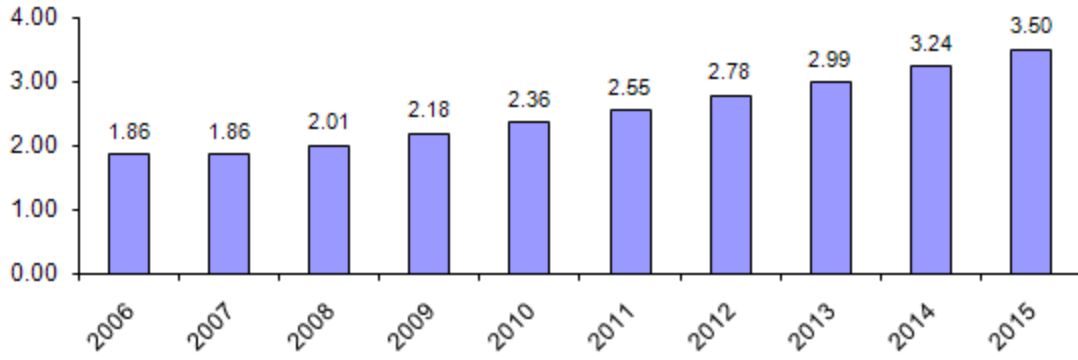
Culture of Evidence -- Sharing Information



Culture of Evidence -- Strategic Focus, Planning, and Resource Allocation



**Culture of Evidence --
Strengthen Student Information and Institutional Analysis**



University of Hawai'i Community Colleges

