



ACHIEVING THE DREAM GOALS AND KEY QUESTIONS FOR THE UNIVERSITY OF HAWAII COMMUNITY COLLEGES (UHCC)

Goal 1: Increase the numbers of students, especially Native Hawaiian, low-income, and other under-served students, who successfully complete Remedial/Developmental courses and move on to and succeed in degree/certificate applicable courses.

Key Questions

1. What data exist that show the numbers and percentages of students who successfully complete Remedial/Developmental courses and move on to and succeed in degree/certificate applicable courses?
2. What are the performance levels of students based on ethnicity, income, and gender?
3. What longitudinal, cohort tracking data exist?
4. What do students report about their experiences in Remedial/Developmental courses?
5. What services and/or special programs exist to help students successfully complete Remedial/Developmental courses and move on to and succeed in degree/certificate applicable courses?
6. Have these services been evaluated to determine their effectiveness?
7. What can the Colleges do to increase the number of students, especially Native Hawaiian, low-income and other under-served students, who successfully complete Remedial/Developmental courses and move on to and succeed in degree/certificate applicable courses?

Goal 2: Increase the numbers of students, especially Native Hawaiian, low-income, and other under-served students, who successfully complete “gatekeeper” courses, such as introductory math and English courses.

Key Questions

1. What data exist that show the numbers and percentages of students who successfully complete “gatekeeper” courses?
2. What are the performance levels of students based on ethnicity, income, and gender?
3. What longitudinal, cohort tracking data exist?
4. What do students report about their experiences in “gatekeeper” courses?
5. What services and/or special programs exist to help students successfully complete “gatekeeper” courses?
6. Have these services been evaluated to determine their effectiveness?
7. What can the Colleges do to increase the number of students, especially Native Hawaiian, low-income, and other underserved students, who successfully complete “gatekeeper” courses

Goal 3: Increase the numbers of students, especially Native Hawaiian, low-income, and other under-served students, who complete all courses they take, earning a grade of C or higher.

Key Questions

1. What data exist that show the numbers and percentages of students who complete all courses they take, earning a grade of C or better?
2. What are the performance levels of students based on ethnicity, income, and gender?
3. What longitudinal, cohort tracking data exist?
4. What do students report about why they were unsuccessful in a course?
5. What services and/or special programs exist to help students complete all of their courses?
6. Have these services been evaluated to determine their effectiveness?
7. What can the Colleges do to increase the number of students, especially Native Hawaiian, low-income, and other under-served students, who complete all of the courses they take, earning a grade of C or higher?

Goal 4: Increase the numbers of students, especially Native Hawaiian, low-income, and other under-served students, who re-enroll in the Colleges from one semester to the next?

Key Questions

1. What data exist that show the numbers and percentages of students who are retained from one semester to the next?

2. What are the re-enrollment rates of students based on ethnicity, income, and gender?
3. What longitudinal, cohort tracking data exist?
4. What do students report about why they don't re-enroll in the Colleges?
5. What services and/or special programs exist to help students persist from one semester to the next?
6. Have these services been evaluated to determine their effectiveness?
7. What can the Colleges do to increase the number of students, especially Native Hawaiian, low-income, and other under-served students, who re-enroll in the Colleges?

Goal 5: Increase the numbers of students, especially Native Hawaiian, low-income, and other under-served students, who earn certificates and/or degrees.

Key Questions

1. What data exist that show the numbers and percentages of students who earn a certificate and/or degree?
2. What are the achievement levels of students based on ethnicity, income, and gender?
3. What longitudinal, cohort tracking data exist?
4. What do students report about why they did not complete a certificate and/or degree?
5. What services and/or special programs exist to help students earn a certificate and/or degree?
6. Have these services been evaluated to determine their effectiveness?
7. What can the Colleges do to increase the number of students, especially Native Hawaiian, low-income, and other underserved students, who earn certificates and/or degrees?