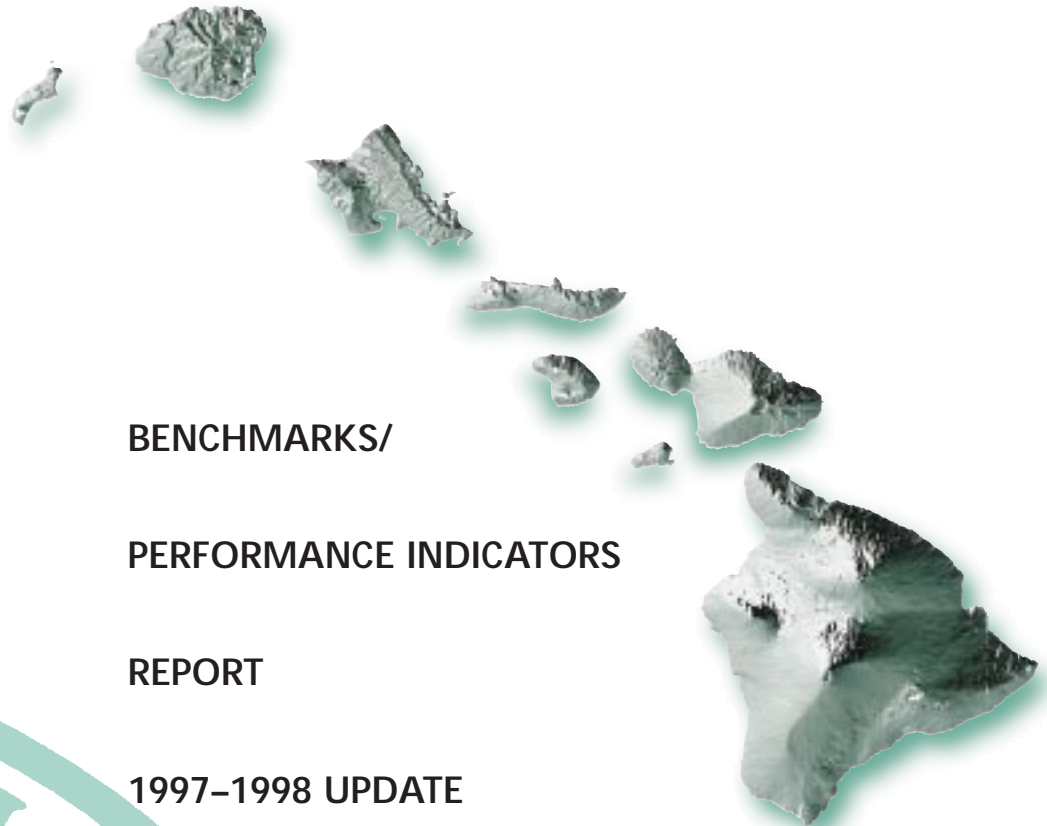


UNIVERSITY OF HAWAI'I



BENCHMARKS/

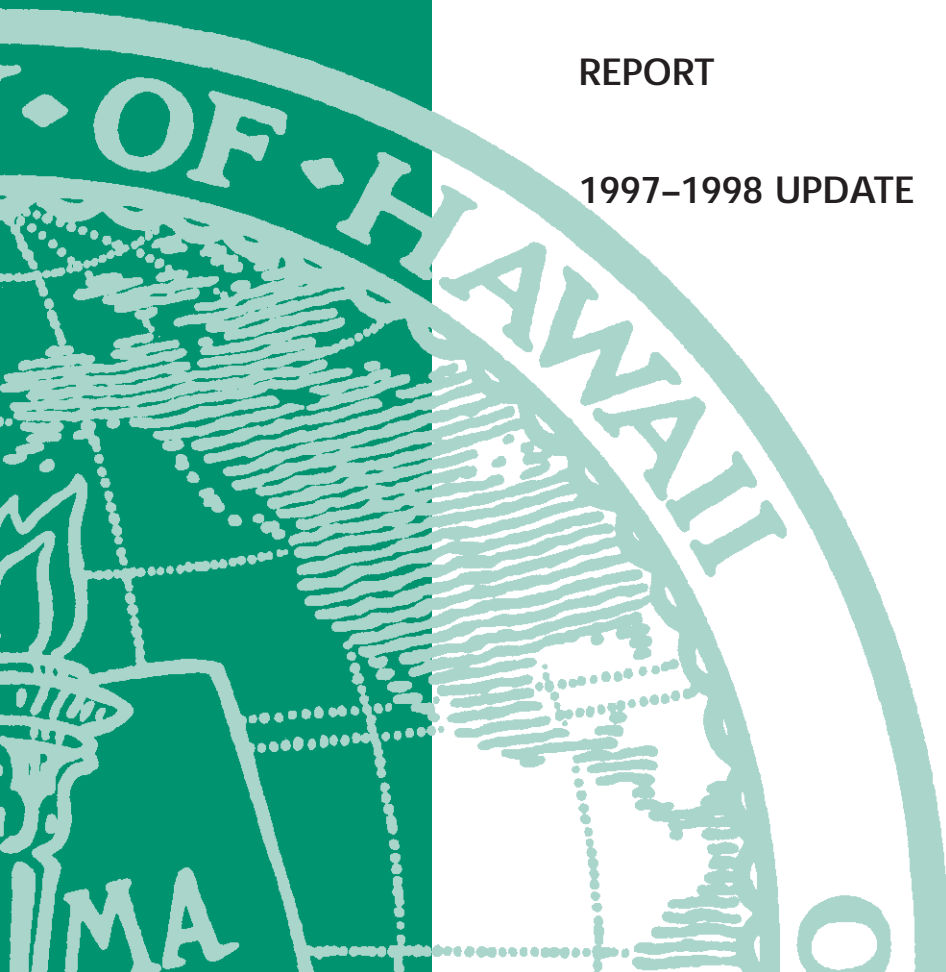
PERFORMANCE INDICATORS

REPORT

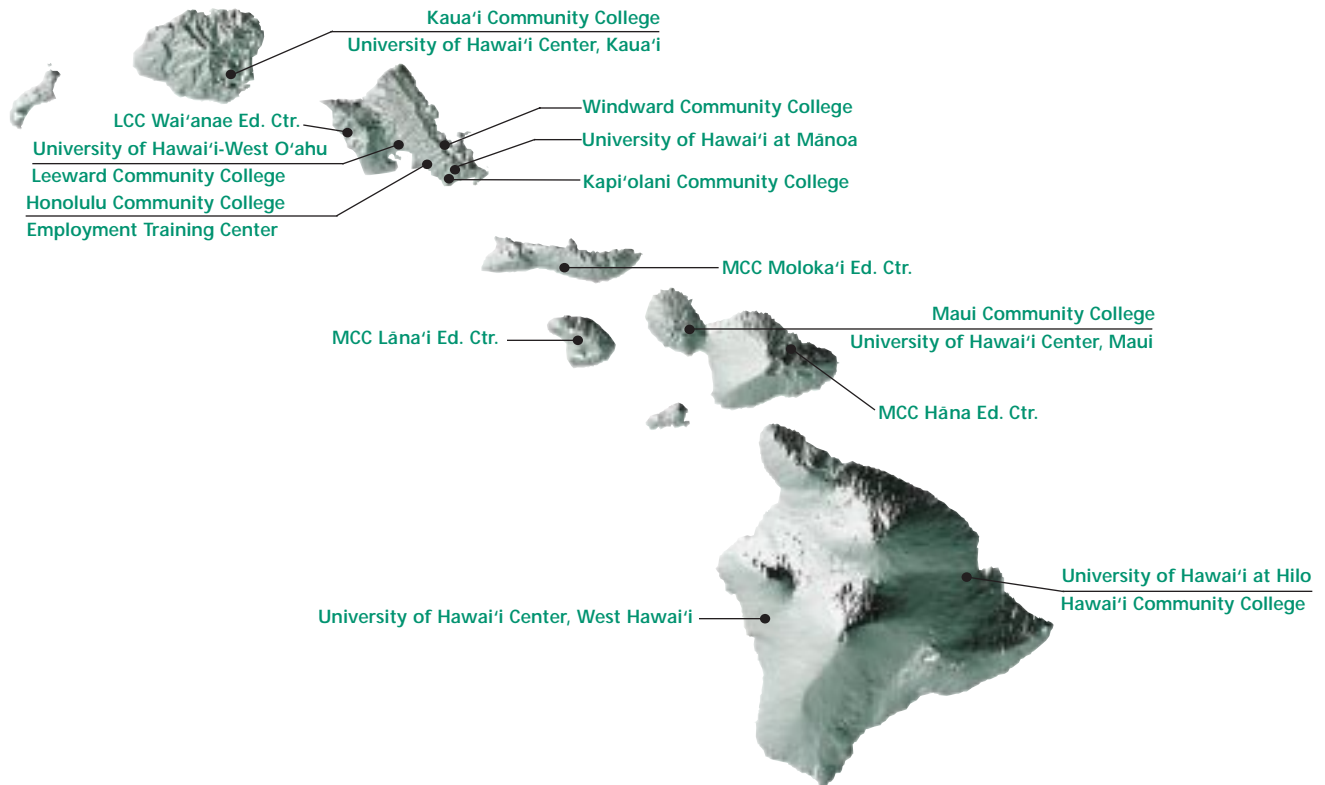
1997-1998 UPDATE

System Academic Affairs Council
and the
Office of the Vice President for
Planning and Policy
University of Hawai'i

June 1998



The University of Hawai'i System



THE UNIVERSITY OF HAWAI'I BOARD OF REGENTS 1997-1998

David B. Ramos, *Chair*

Donna A. Tanoue, *Vice Chair*

Donald C. W. Kim, *Vice Chair*

Joseph F. Blanco

John A. Hoag

Bert A. Kobayashi

Clyde T. Kodani

Ah Quon McElrath

Lee A. Ohigashi

Wayne K. Panoke

Stanley H. Roehrig

Nainoa Thompson

Lily K. Yao

David Iha, Daniel Ishii

Secretary of the Board

Kenneth P. Mortimer,

*President, University of Hawai'i and
Chancellor, University of Hawai'i at Manoa*

Acknowledgements

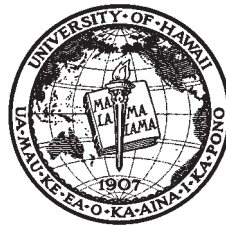
This report was prepared by the Office of the Vice President for Planning and Policy. **Dennis Taga** took lead responsibility for document preparation; he was assisted by **Suzanne Yamashita** and staff of the Office of the Vice President for Planning and Policy. Numerous individuals from the campuses of the UH system provided data and assistance. **Michael Tamaru**, Office of University Relations, assisted with design and production.

The University of Hawai'i System Academic Affairs Council (SAAC) provided overall direction for this project. The 1997–98 Council members are:

Thomas T. Bopp, UH Mānoa
Bill Chen, UH Hilo
Joanne E. Clark, UH West O'ahu
Frank Perkins, UH Mānoa
Michael T. Rota, UH Community Colleges
Colleen O. Sathre, UH System, Planning and Policy, SAAC Chair
Staff: **Judith Kappenberg**, Planning and Policy Office

We extend our appreciation to all contributors and advisers.

Colleen O. Sathre
Vice President for Planning and Policy



Share the Pride
www.hawaii.edu

Message from the President

The *University of Hawai'i Benchmarks/Performance Indicators Report, 1997–1998 Update*, demonstrates the University's continued commitment to public accountability. Board of Regents policy requires regular and systematic assessment of programs, services, campuses, and the University system as a whole. Evidence about the institution's effectiveness in meeting its mission, goals, and objectives can be used to improve programs and services; its publication and broad dissemination honors our mission of serving the residents of Hawai'i.

This *Benchmarks/Performance Indicators Report* update is timely because it coincides with the beginning of a new University-State relationship. On June 16, 1998, members of the 1998 Hawai'i Legislature and UH Regents joined the University community to celebrate as Governor Benjamin J. Cayetano signed the UH autonomy bill (H.B. 2560) into law as Act 115. The new law affords the University a substantial degree of flexibility in managing its resources. It improves our ability to achieve our multiple mission: teaching, research, and community service.

Since the earliest universities were established, there has been a tension between institutional control and public accountability. Both are essential in preserving the integrity that allows higher education to serve society. Act 115 will enable the University to be more entrepreneurial, to forge new relationships that benefit the University, and to be more flexible in its fiscal and administrative affairs. Such increased control does not lessen the University's responsibility to the public. As a land-, sea-, and space-grant institution, the University recognizes public/community service as a fundamental obligation and a top priority. The University seeks to be held accountable for performance and results produced. Hawai'i's people deserve to have their University judged by the quality and success of its students and graduates, by its first-rate research, and by the volume and relevance of its public service. With adequate support,



the University can play a major role in Hawai'i's long-term economic development.

Without excessive regulations and external controls, the University will be held accountable through such mechanisms as the legislative process and oversight, external and internal audits, and accreditation and program reviews. Additionally, Act 161 of the 1996 Legislative Session required the adoption and use of benchmarks for developing budget and tuition schedules, reviewing programs, and framing progress reports. The benchmarks/performance indicators the Board of Regents adopted in September 1996—subject to

modifications as warranted—shape the biennial *Benchmarks/Performance Indicators Report*, linking the University's goals with evidence of specific achievements. Each report clearly states the University's strategic goals, identifies relevant performance indicators and benchmarks, and details progress relative to these goals. This UH *Benchmarks/Performance Indicators Report* corresponds to the goals developed—with broad community input—for the *UH Strategic Plan, 1997–2007*. Performance indicators reveal progress over time, at intervals, and against standards/practices used elsewhere.

The University will continue to seek better ways to measure and demonstrate the effectiveness of its programs and services, not only to satisfy accountability concerns, but also to inform improvement efforts. Act 115 reflects the public's trust in this University. The University will prove worthy of that trust. It will manage its affairs to increase the strength and reputation of a world-class institution accountable to the public it serves.

A handwritten signature in black ink that reads "Kenneth P. Mortimer". The signature is written in a cursive, slightly slanted style.

Kenneth P. Mortimer
*President, University of Hawai'i and
Chancellor, University of Hawai'i at Mānoa*

Contents

1	President’s Message
3	Contents
5	Goal I: Providing Access to Quality Educational Experiences and Service to the State
5	Access
7	Graduation Rates
8	Examination Performance
10	Satisfaction
12	Access to Faculty
13	Research and Training
13	Library
13	Program Review
14	Computing and Information Technology
14	Workforce Development
16	Economic Impact
17	Accreditation
18	Goal II: Implementing Differentiated Campus Missions and Functioning as a System
18	Campus Mission
19	Transfer and Articulation
21	Goal III: Continuing to Champion Diversity and Respect for Differences
21	Diversity
23	Goal IV: Strengthening the University as the Premier Resource in Hawaiian, Asian, and Pacific Affairs, and Advancing Its International Leadership Role
23	International Education
25	Special Emphases
26	Goal V: Acquiring and Managing Resources with Accountability and Responsiveness
26	Funding
27	Stewardship and Management
29	Private Giving
30	Esteem

Goal I

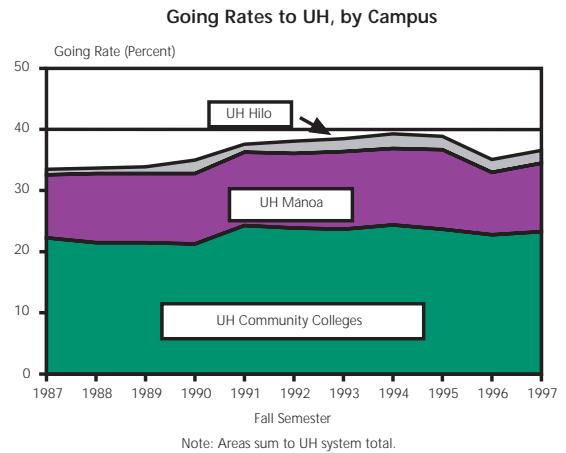
Providing Access to Quality Educational Experiences and Service to the State

The University of Hawai'i system provides the people of Hawai'i access to quality postsecondary education. Sustaining and enriching educational experiences, advancing excellence in undergraduate education, and integrating scholarship across the undergraduate, graduate, and research components are fundamental University goals. These goals are inseparable from the goal of supporting the economic development of the state. The University of Hawai'i is the state's most important "high-tech industry." The education and training of a highly skilled workforce, the provision of specialized expertise and service, and the continued development of world-class research programs fuel the economic engine that powers Hawai'i's economy.

Access

What is the status of access to the University of Hawai'i for recent Hawai'i high school graduates?

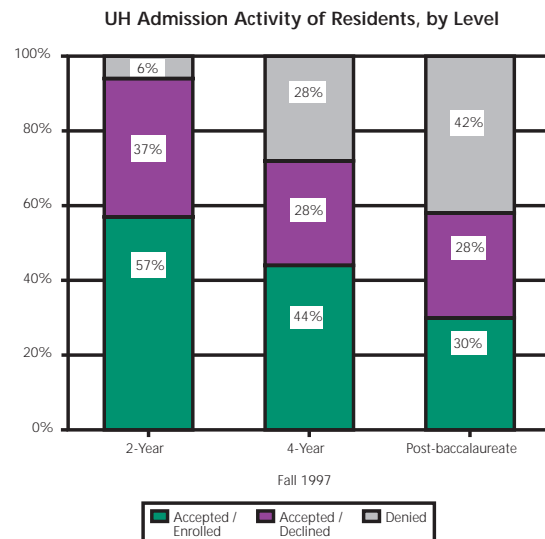
The going rate of Hawai'i high school graduates into University of Hawai'i campuses increased in fall 1997 from 35.2% to 36.6%.



What are the chances of a Hawai'i resident being admitted to the University of Hawai'i system?

Acceptance Rate:

- 2-year (94%)
- 4-year (72%)
- Post-baccalaureate (58%)



I. Access to Quality and Service to the State

What is the status of off-campus access to UH credit programs?

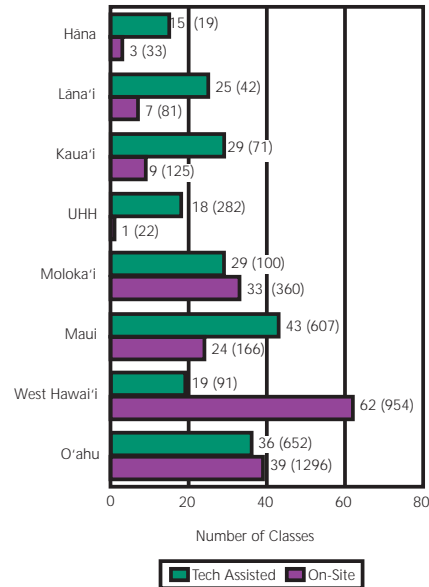
In fall 1997, the University of Hawai'i delivered over 280 distance education courses that accounted for over 4,900 student registrations in a variety of disciplines, including 29 graduate, bachelor, and associate programs.

Receive Sites by County/Region		
HONOLULU	HAWAI'I	MAUI
Honolulu CC	Hawai'i CC	University Center, Maui
Kapi'olani CC	UH Hilo	Educational Centers, Hana, Lana'i, Moloka'i
Leeward CC	University Center, West Hawai'i	Public Schools
Windward CC	Correctional Facilities	Individual Homes
UH Mānoa	Public Schools	
UH West O'ahu	Individual Homes	
LCC Wai'anae		
Correctional Facilities		
Hospitals	KAUA'I	U.S. & FOREIGN
Military Bases	University Center, Kaua'i	Asia
Public Schools	Public Schools	Pacific Basin
Individual Homes	Individual Homes	U.S. Mainland

Credential Programs		
GRADUATE	BACHELOR'S	ASSOCIATE/CERTIFICATE
<ul style="list-style-type: none"> Educational Administration Educational Foundations Elementary or Secondary Education Counseling & Guidance Special Education Info & Computer Science Library & Info Science Nursing Social Work 	<ul style="list-style-type: none"> Business Administration Elementary/Special Education Elementary Education English Liberal Studies Professional Studies Sociology 	<ul style="list-style-type: none"> Accounting Administration of Justice Agricultural Careers Applied Trades Business Careers Early Childhood Education Fire & Environmental Emergency Response Food Service Hotel Operations Human Services Liberal Arts Office Administration & Technology Welding

As called for in the UH Strategic Plan, an extensive review of distance learning was completed in 1997–98. This review resulted in an updated Board of Regents policy and a revised Executive Policy, *University of Hawai'i Distance Learning Plans, Policies, and Procedures*, May 1998.

Distance Education Classes by Receive Sites, Fall 1997 (Student Registrations in Parentheses)



What is the status of remedial education at the University of Hawai'i?

The University of Hawai'i Community Colleges (UHCC) remain committed to the Open Door concept and to the provision of remedial education for students who are not prepared to pursue learning at the post-secondary level. It is recognized, however, that federal and state support for the provision of the most basic level of remediation—Adult Basic Education (ABE)—is provided to the Department of Education's (DOE) Adult Community Schools. The UHCC have stopped offering ABE-level remediation for credit and have focused on working collaboratively with the DOE Adult Community Schools to insure that adult basic education classes are available to all students in need of such instruction.

In fall 1997, six UHCC campuses offered adult basic education non-credit classes in English and mathematics resulting in 1,576 registrations.

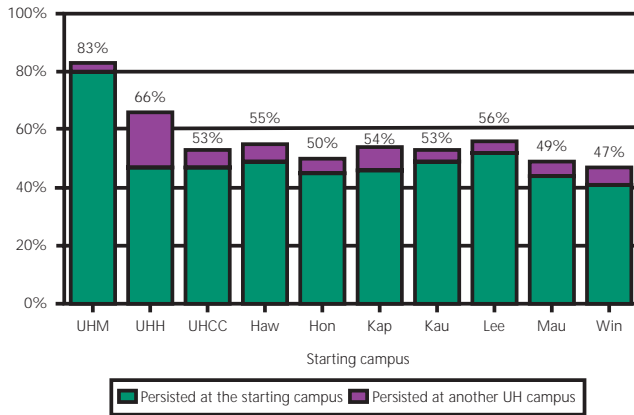
Graduation Rates

What are the UH persistence and graduation outcomes for entering students?

The average UH persistence rates for undergraduates one year after entry are:

- 83% for UH Mānoa
- 66% for UH Hilo
- 53% for UH Community Colleges

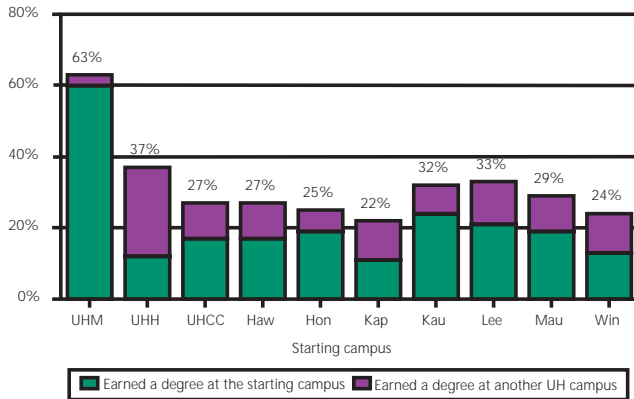
Average Persistence Rates
Fall 1987 to Fall 1995 Cohorts, One Year After Entry



The average UH undergraduate graduation rates six years after entry are:

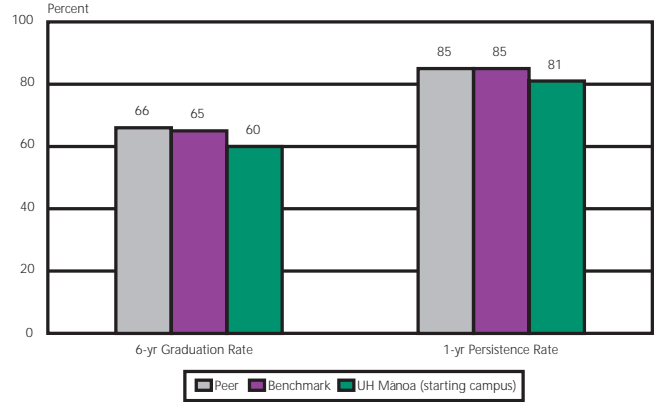
- 63% for UH Mānoa
- 37% for UH Hilo
- 27% for UH Community Colleges

Average Graduation Rates
Fall 1987 to Fall 1990 Cohorts, Six Years After Entry



UH Mānoa's average graduation and persistence rates for first-time students were slightly lower than the average rates for peer and benchmark groups as derived from a national study.

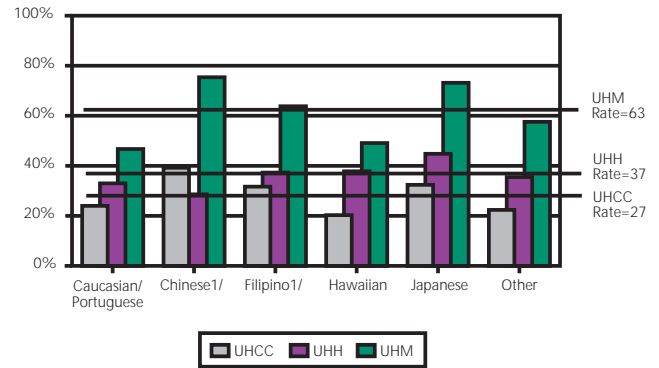
Average Graduation and Persistence Rates
UH Mānoa, Peer, and Benchmark Groups



Source: Consortium for Student Retention Data Exchange 1996-97 Survey
6-year graduation rate = F87-F90 cohorts, 1-year persistence rate = F87-F95 cohorts

In comparison to other ethnic groups, Chinese, Filipino, and Japanese students had higher overall campus graduation rates.

Average System-wide Graduation Rates, by Ethnicity
Fall 1987 to Fall 1990 Cohorts, Six Years After Entry



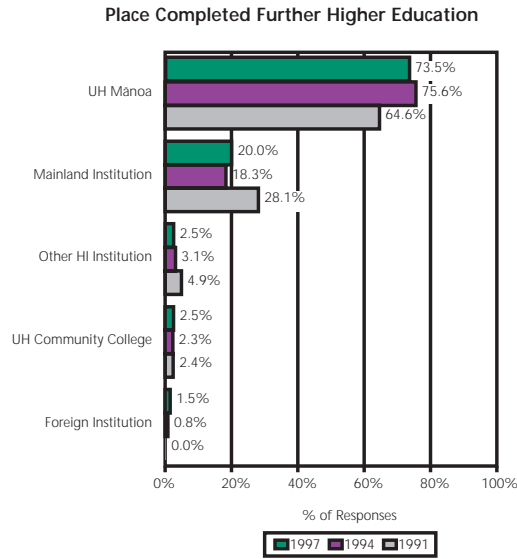
Note: 1/ At UHH, actual numbers are small, so rates may not be reliable.

I. Access to Quality and Service to the State

What is the status of post-baccalaureate enrollment at UH Mānoa of UH undergraduates?

Five years after graduation, significant numbers (39%) of UH Mānoa alumni are continuing and/or have completed further higher education, and approximately three-fourths of those completing advanced studies did so at UH Mānoa.

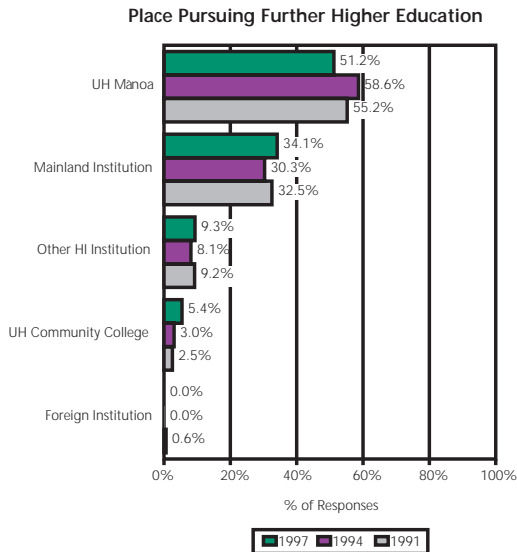
1997 UHM ALUMNI OUTCOMES SURVEY



Note: UHM alumni are surveyed five years after graduation.

After five years, 25% of UH Mānoa alumni are still pursuing higher education and more than half of these are studying at UH Mānoa. Between 1994 and 1997 there has been a slight decline in the share pursuing advanced studies at UHM and a slight increase in those doing so on the mainland.

1997 UHM ALUMNI OUTCOMES SURVEY

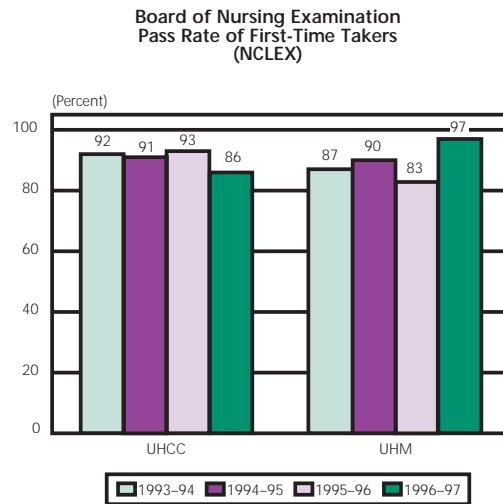


Note: UHM alumni are surveyed five years after graduation.

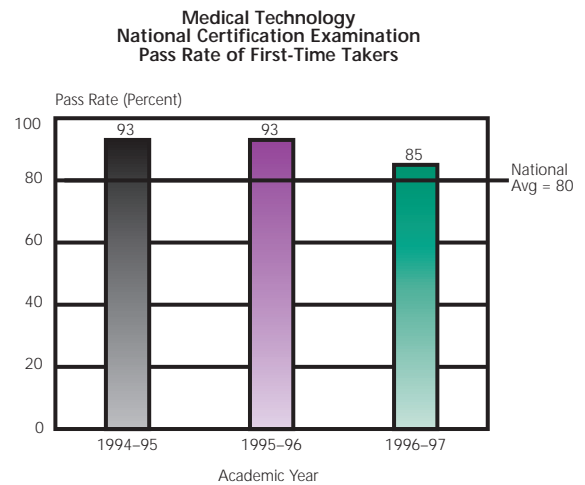
Examination Performance

What share of eligible students pass external exams in their field of study?

Of the 128 UH Community College Nursing Program graduates who took the licensing examination administered by the National Council for Licensing Examinations (NCLEX) in 1996–97, 86% passed on their first attempt. For UHM and UHH graduates, 97% achieved a passing score on their first attempt.



Eighty-five percent of UHM Medical Technology students pass the national certification examination on their first attempt, and scores are consistently above the national average.

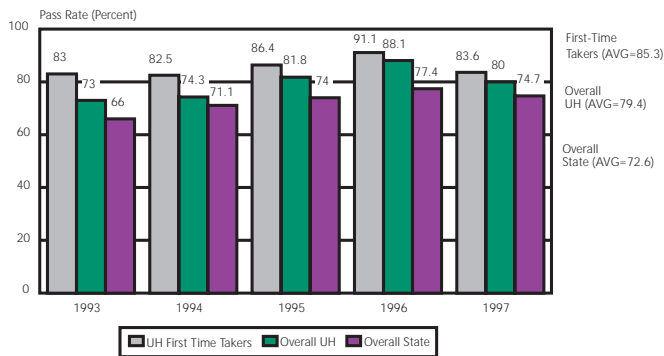


On average, UHM College of Education graduates score higher than the national mean in almost every assessment area on the Praxis teacher certification exam and exceed Department of Education qualifying scores in all areas except mathematics.

Praxis Teacher Certification Examinations (October 1, 1996 – September 1997)				
Assessment Area	Median Score		DOE Min. Qual. Score	UH Pass Rate
	UH	National		
PRINCIPLES OF LEARNING & TEACHING K-6 7-12	176 179	175 177	163 157	93% 98%
ELEMENTARY Curric, Instruction & Assessment Pedagogy	183 159	179 159	164 135	92% 98%
ENGLISH Language, Literature & Composition Pedagogy	175 155	177 150	164 150	84% 58%
MATHEMATICS Content Knowledge Pedagogy	140 140	137 135	147 140	40% 45%
SOCIAL STUDIES Content Knowledge Pedagogy	164 179	168 175	154 144	69% 97%
PHYSICAL EDUCATION Movement Forms (Analysis/Design)	154	153	151	100%
BIOLOGY Content Knowledge Pedagogy	175 164	167 156	161 139	94% 100%
SPECIAL EDUCATION Knowledge-based Core Principles Teaching Stud w/ Behavior Disorders/Emotional Disturbances	162 159	162 164	136 141	94% 98%
PHYSICAL SCIENCE Content Knowledge	179	165	151	92%
SCHOOL GUIDANCE & COUNSELING	680	670	580	100%

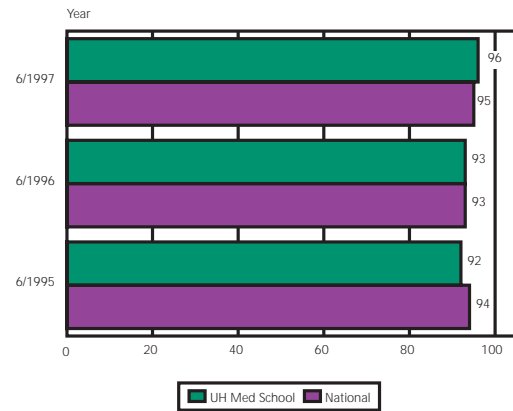
On average, 85% of UHM Law School graduates pass the Hawai'i state bar exam on their first attempt, and overall pass rates are consistently above the state average.

Hawai'i State Bar Exam Pass Rates

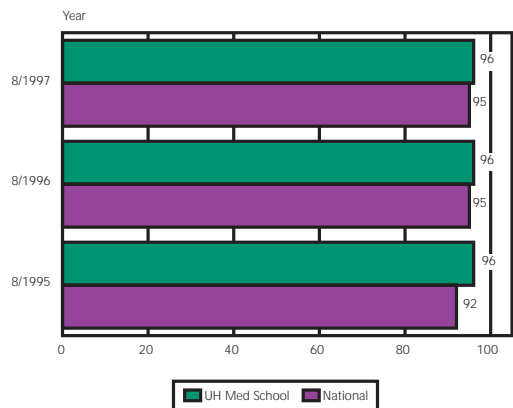


More than 95% of students at the John A. Burns School of Medicine pass Step 2 of the United States Medical Licensing Exam (USMLE) and at a consistently higher rate than the national average. On the last administration of Step 1 of the three-step process, 96% of students passed, the highest percentage ever over the past five years, and above the national passing percentage for U.S. medical students taking the exam for the first time.

USMLE Step 1 Passing Percentages

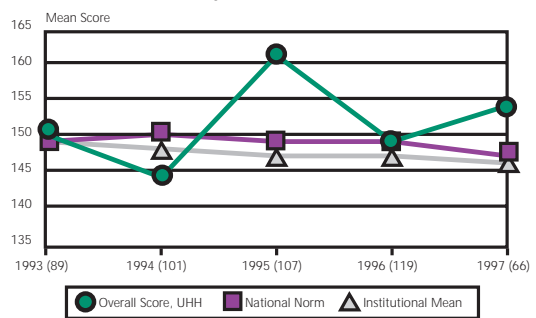


USMLE Step 2 Passing Percentages



At UHH, the Educational Testing Service (ETS) Major Field Achievement Test provides national comparisons and serves as a vehicle for program improvement. UHH Computer Science Department students usually perform at or above national norms.

UH Hilo ETS Major Field Achievement Test



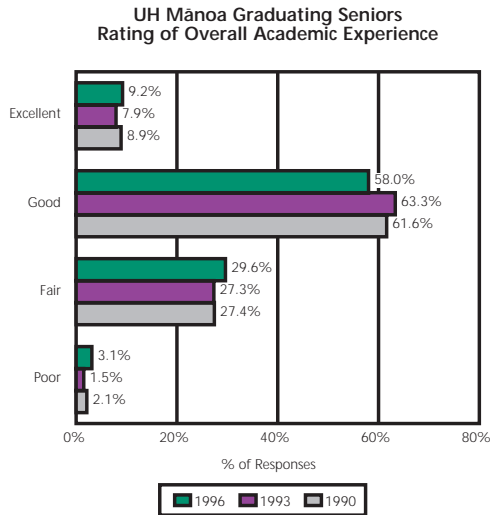
Note: Numbers in parentheses are the number of participating institutions making up the normative base.

Satisfaction

What do UH students think of their UH educational experience?

Over 67% of the UHM graduating seniors rated their overall undergraduate experience at Mānoa as being either *Good* or *Excellent*.

SPRING 1996 UHM GRADUATING SENIOR SURVEY

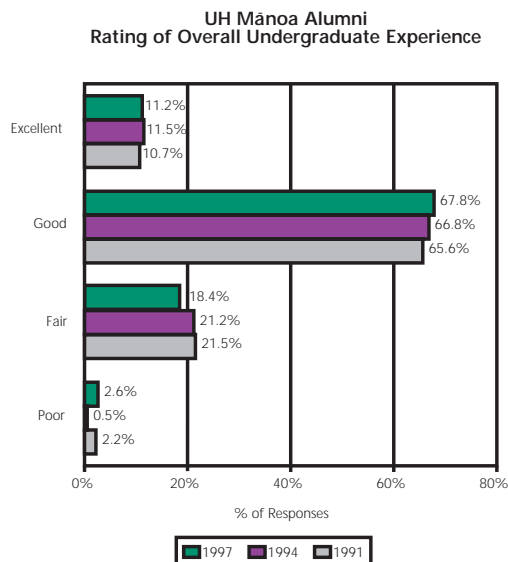


Over two-thirds (68%) of UHM classified undergraduates are satisfied with their experience at Mānoa and a similar percentage (67%) indicated that, if they could start over again, they would still choose UHM.

1996 UHM COLLEGE STUDENT EXPERIENCES QUESTIONNAIRE

Over three-fourths (79%) of UHM alumni rated their overall undergraduate experience either *Good* or *Excellent*.

1997 UHM ALUMNI OUTCOMES SURVEY



Over 93% of UHCC graduates and leavers are *Very Well Satisfied* or *Well Satisfied* with their UH Community College educational experience.

FALL 1996 UHCC SURVEY OF FORMER STUDENTS

98% of UH West O'ahu graduating seniors rate their educational experience as being either *Good* or *Excellent*.

1992, 1994, 1995, 1996 UHWO GRADUATING SENIOR SURVEYS

The foregoing UH satisfaction results can be compared with those from the NCHEMS Comprehensive Alumni Survey. This survey, used by about 40 four-year institutions, asks an overall satisfaction question and a quality-related question about preparation for future study. About 80–84% of respondents rate their experience as *Good* or *Excellent*.

NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS

How satisfied are UH students with their general education core requirements and experience?

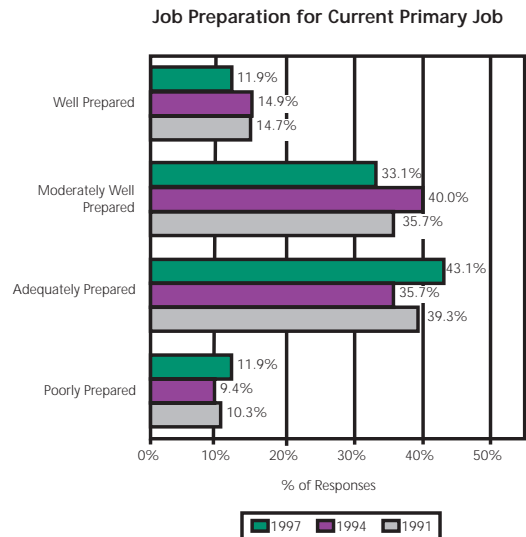
- | | |
|--|---|
| OVERALL MOST SATISFIED WITH: | OVERALL LEAST SATISFIED WITH: |
| <ul style="list-style-type: none"> • Quality of instruction • Knowledge gained • Variety of courses | <ul style="list-style-type: none"> • Availability of courses • Content of courses • Relevance of courses |

SPRING 1996, UHM, UHH, UHWO AND UHCC SURVEY OF GRADUATING STUDENTS

How satisfied are UH students with their preparation for employment?

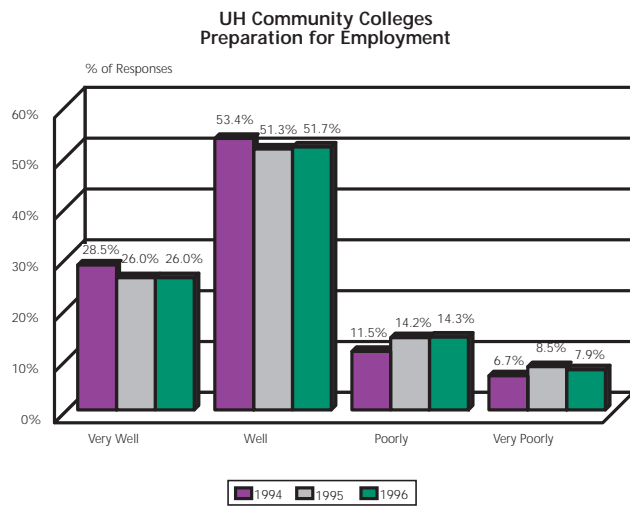
At UH Mānoa, over 88% of the alumni indicated that they were *Adequately* to *Well Prepared* for their current primary job.

1997 UHM ALUMNI OUTCOMES SURVEY



Almost 80% of UHCC graduates and leavers were *Very Well* or *Well Satisfied* with their preparation for employment.

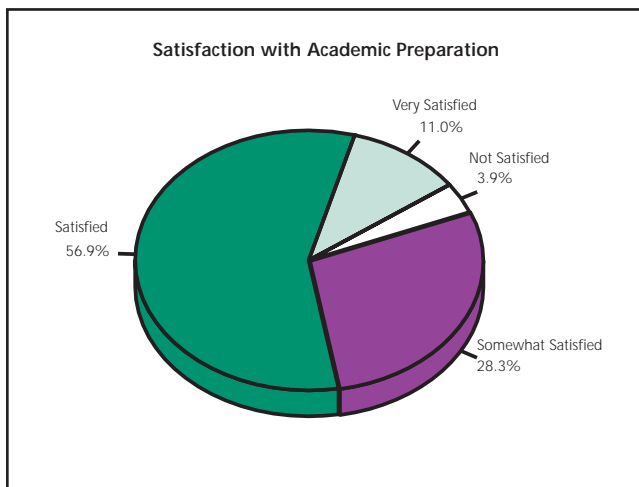
FALL 1996 UHCC SURVEY OF FORMER STUDENTS



How satisfied are UH students with the academic preparation they receive?

Over two-thirds (67.9%) of UHM baccalaureate alumni were *Satisfied* or *Very Satisfied* with their academic preparation, and only 3.9% were *Not Satisfied*. UHM Alumni Outcomes Survey findings for 1989, 1991, 1994 and 1997 were similar.

1997 UHM ALUMNI OUTCOMES SURVEY



What is the overall state of faculty awards, turnover, and morale at UH?

Numerous national and international awards are bestowed on UH faculty. Over the past two years, 60 faculty members received various UH awards for distinguished service, excellence in teaching, and excellence in research.

Faculty Awards, 1996-97

- Robert Clopton Award for Distinguished Community Service
- Willard Wilson Award for Distinguished University Services
- Frances Davis Award for Excellence in Undergraduate Teaching
- Presidential Citation for Meritorious Teaching
- Board of Regents Medal for Excellence in Research
- Board of Regents Medal for Excellence in Teaching
- Faculty Service to the Community Award
- Employment Training Center's Outstanding Employee of the Year
- Masaki & Momoe Kunimoto Award for Outstanding Contribution to Vocational Education
- John Fry Award for Outstanding Service in Staff Development
- State of Hawai'i Award for Vocational-Technical Excellence

UH faculty members received 342 travel grants to present their research results at major professional meetings. Through these awards, investigators are able to exchange ideas with professional colleagues at other institutions, stimulate additional research activity and support, and expose the broader professional community to the work being accomplished by them and the University of Hawai'i.

1996-97 ANNUAL REPORT ON THE RESEARCH & TRAINING REVOLVING FUND

In the last three years, the faculty turnover rate due to resignations has been about 105 or 3%. Seeking greater opportunities for advancement, better pay, and lower cost of living/housing are the most common reasons given for leaving the UH.

EXIT QUESTIONNAIRE, UH OFFICE OF HUMAN RESOURCES, JULY 1996-JUNE 1997

UH Faculty Resignations Processed (Excludes Grad Assistants and Lecturers)		
FY 94-95	FY 95-96	FY 96-97
107	96	113

RESIGNATIONS OF UH EMPLOYEES, JULY 1994-JUNE 1997, OFFICE OF HUMAN RESOURCES

I. Access to Quality and Service to the State

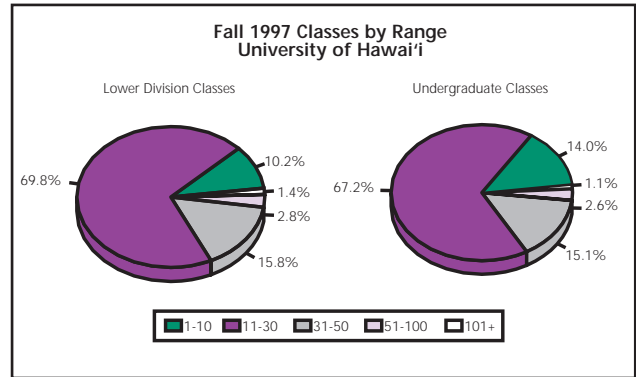
Based on the most recent data available, the Manoa faculty reported no significant change relative to their morale.

SPRING 1994 SURVEY OF UH MĀNOA FACULTY MORALE

Overall Change in Faculty Morale			
1987	1990	1992	1994
4.7	4.6	4.3	4.3

1.0 = declined morale
5.5 = midpoint or unchanged morale
10.0 = improved morale

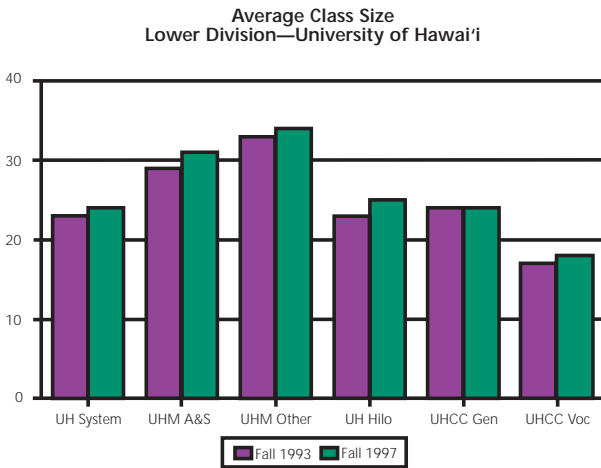
Approximately 80% of all UH undergraduate and lower division classes enroll 30 or fewer students.



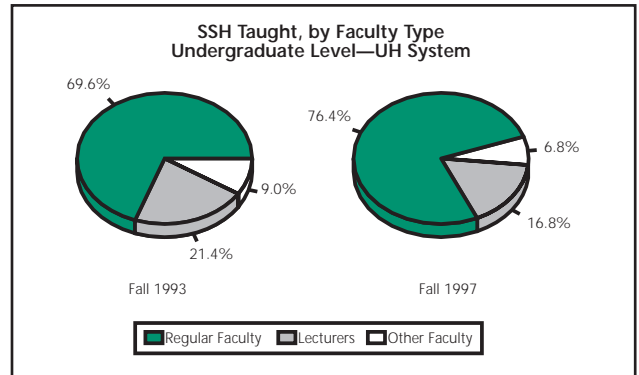
Access to Faculty

What is the usual UH undergraduate student experience in terms of class size and faculty type?

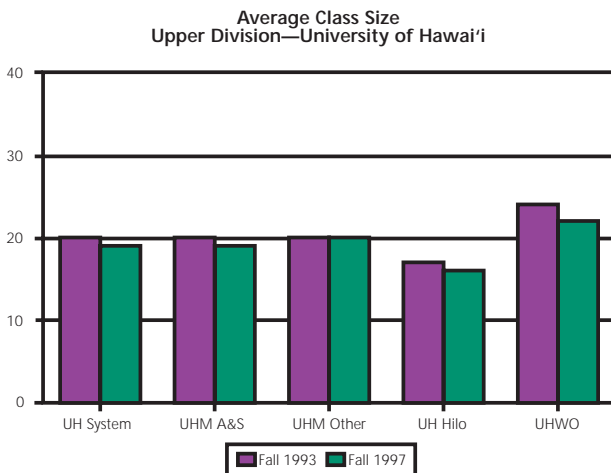
Lower division average class size has increased since fall 1993.



At the undergraduate level, over three-fourths of student semester hours are taught by regular faculty.



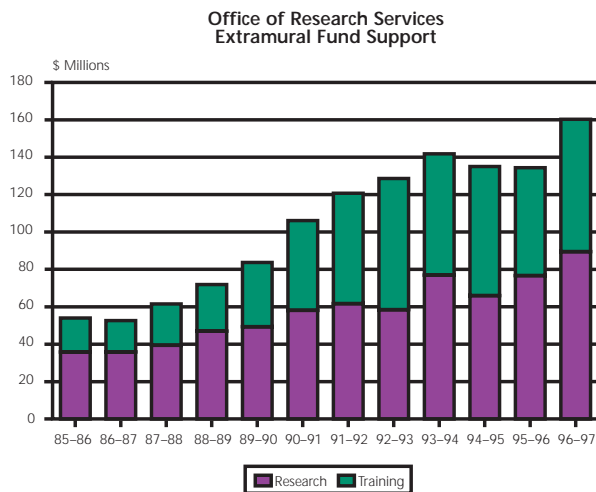
Upper division average class size has decreased slightly since fall 1993.



Research and Training

How have UH research and training activities fared in recent years?

UH contracts and grants from external sources reached record levels in FY 1996–97. Project awards totaled 1,255 with funding at \$160.8 million.



Of the 342 UH faculty members granted support to travel to professional meetings to present the results of their research, 209 received extramural funding for research and training projects totaling \$54.9 million.

1996-97 ANNUAL REPORT ON THE RESEARCH & TRAINING REVOLVING FUND

Among the top 50 universities, the UH Astronomy program ranks 5th in the nation in competitive federal grants from the National Science Foundation (NSF). UH is among the top five nationally in Ocean Sciences and 4th in Earth Sciences. In FY 97, UH ranked 28th nationally in NSF funding in atmospheric sciences.

FY 97 NSF Funding Levels
UH Ranking Among Top 50 Institutions

Program	National Ranking		Value	
	FY 96	FY 97	FY 96	FY 97
Ocean Sciences	3	5	\$6.0 million	\$9.2 million
Astronomy	7	5	\$1.5 million	\$1.4 million
Earth Sciences	11	4	\$1.5 million	\$2.5 million

Among all groups (federal, industry, small business and university), the UH ranks 7th nationally in NSF funding in Earth Sciences and 6th in Ocean Sciences, as well as 6th in Astronomy.

Library

How does UH's major library compare on a national basis?

Among the 108 university libraries that are members of the Association of Research Libraries (ARL), UH ranks 77th.

1996-97 ARL MEMBERSHIP INDEX

Given the 1995–98 budget cuts and the loss of positions, the Library is not expected to return to the higher rankings attained in 1993–95.

University of Hawai'i at Mānoa Library Rankings
Out of the 108 ARL Member Libraries

Variables	UHM Ranking			
	(93-94)	(94-95)	(95-96)	(96-97)
Overall ARL Criteria Index	48	47	78	77
Book/Journal Expenditures	58	96	106	107
Volumes Added (Gross)	54	53	102	91
Volumes in the Library	44	44	45	48
Current Serials	23	24	36	39
Professional & Support Staff (FTE)	69/Professional 83/Support	69/Professional 82/Support	93 (Combined)	91 (Combined)
Total Library Expenditures	63	66	87	92

1993-94 TO 1996-97 ARL STATISTICS

Program Review

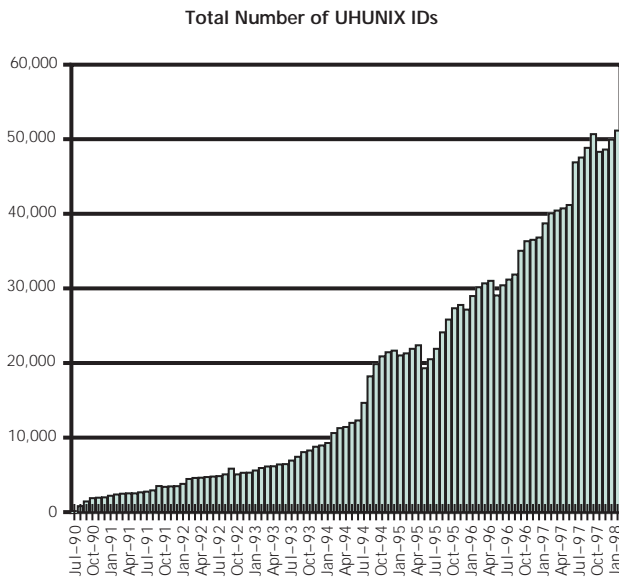
What is the status of program review?

During 1997–98, the Board of Regents approved seven new academic programs, moved one program from provisional to established status, and terminated eight academic programs. The administration authorized seven certificate credentials. Fourteen academic programs underwent name and/or structure changes, two were stopped out, and 105 others underwent routine review.

Computing & Information Technology

How has access to technology increased at UH?

More IDs have been created on the general purpose computing systems, which allow access to computer applications and Internet services.



There has been an increase in the total number of microcomputers available for student use in both general purpose and departmental labs.

Total Number of Microcomputers for Student Use				
	Total #	# of Macs	# of PCs	# of Other Devices
December 1994	771	242	382	147
November 1996	941	252	555	134
November 1997	983	275	562	146

1994, 1996, 1997 ITS SURVEY, UHCC NEWSLETTER

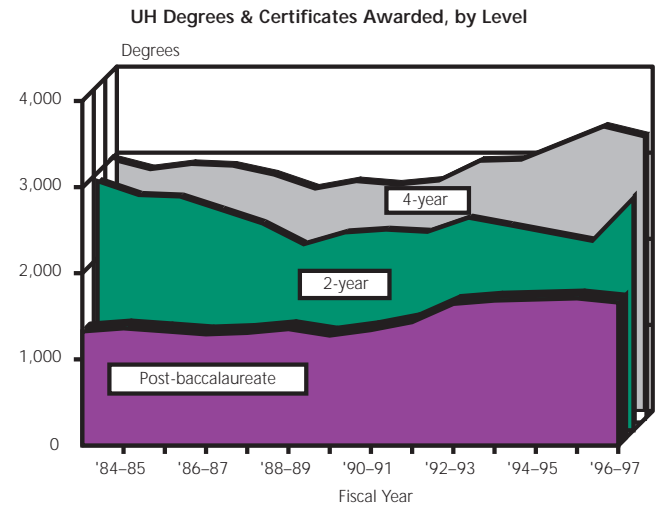
75% of all UHM classified undergraduate students have a personal computer available for use at home.

1996 UHM COLLEGE STUDENT EXPERIENCES QUESTIONNAIRE

Workforce Development

What is the volume of credentials awarded annually by UH?

On average, 7,422 degrees are awarded annually by UH.



What is the University's response to jobs in demand in Hawai'i?

The UH recently established an Associate of Science degree and Certificate of Achievement in Travel and Tourism with classes designed to present contemporary trends and topics vital to the success and growth of the State's leading industry and economic engine. Travel/tourism/hospitality is one of the two largest occupational areas (along with health services) and will contribute approximately 71% of the growth posted by the top 40 fastest growing occupations.

1997 REPORT TO THE GOVERNOR ON EMPLOYMENT AND TOURISM TRAINING
EMPLOYMENT OUTLOOK FOR INDUSTRIES AND OCCUPATIONS (1997-2005),
DEPARTMENT OF LABOR

In response to the need for special education teachers, an additional 50 to 75 students per year from the University of Hawai'i at Mānoa will be eligible for an initial teaching license in special education, with approximately 25 completing programs by December 1999.

UH Mānoa will offer the first doctoral nursing program in the Pacific to meet the projected shortage and demand for doctorally prepared nurses—especially teachers for nursing education programs.

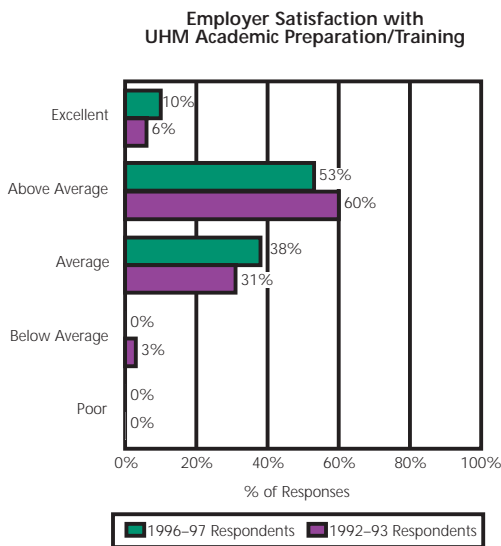
A new commercial aviation program at Honolulu Community College was established in response to the growth of Pacific and Asian airlines and the need to replace pilots who are approaching mandatory retirement age in record numbers.

A new Cosmetician Training program was established at Honolulu Community College to meet a growing demand for certified cosmeticians at luxury hotels and salons.

How satisfied are employers with UH graduates?

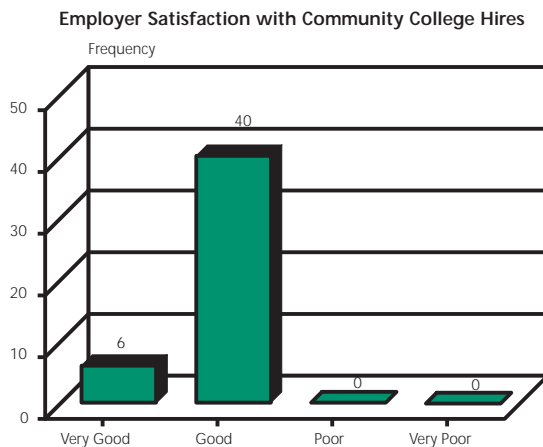
Sixty-three percent of the employers (local and mainland) who conducted student and alumni interviews at Mānoa to fill current or future employment needs rated the academic preparation and training of UHM students as *Above Average* or *Excellent*.

1996-97 SURVEY OF EMPLOYER RECRUITMENT ACTIVITY, CAREER PLACEMENT SERVICES



Almost 95% of the firms contacted had employees who had benefited from skills training provided by the UH Community Colleges. Employers rated their overall satisfaction as *Good* or *Very Good*. High ratings were given for their technical knowledge, adaptability, motivation, and work quality.

1997 SURVEY OF EMPLOYER PERCEPTIONS OF GRADUATES FROM HAWAII BUSINESS EDUCATION AND OFFICE SKILLS PROGRAMS OFFICE OF THE STATE DIRECTOR FOR VOCATIONAL EDUCATION

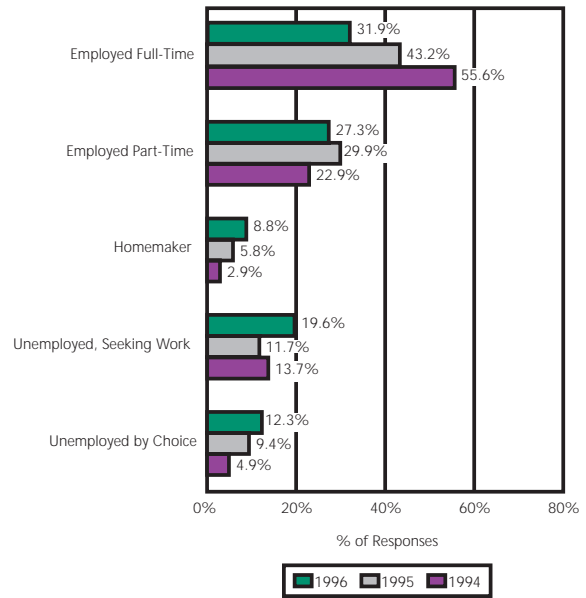


What is the likelihood of a UH Community College vocational student getting a job in Hawai'i?

Most UH Community College vocational education graduates are likely to get jobs in Hawai'i. Three-fourths of those seeking employment were employed at least part-time.

FALL 1996 UHCC SURVEY OF FORMER STUDENTS

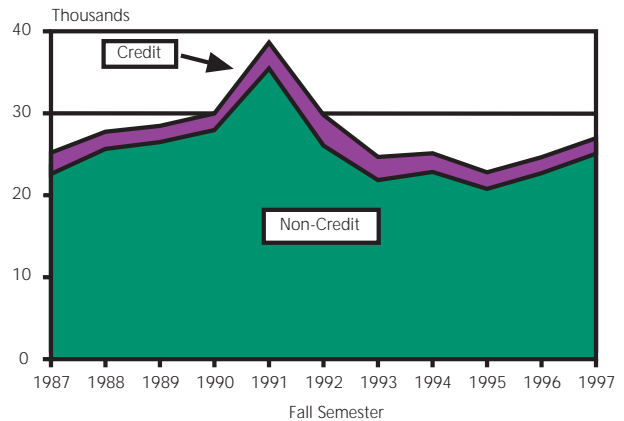
Employment of Voc Ed Graduates



What are the opportunities for continuing education and non-credit instruction across the UH system?

The diversity and volume of UH continuing education offerings are considerable. Registrations in UH continuing education programs increased in fall 1997 to over 25,000.

Continuing Education Enrollment



Note: Some apparent decline may be due to more exact reporting requirements in recent years.

Economic Impact

What is the overall economic impact of the UH on the community?

The University of Hawai'i system has a very substantial and direct economic impact on the state of Hawai'i. This impact is evident in the detailed information provided throughout this benchmarks/performance indicators report. Highlights are summarized here. In FY 1996–1997 the University of Hawai'i:

- Enrolled more than 47,000 students in credit programs and 25,000 in non-credit offerings. The University of Hawai'i is the primary higher education opportunity for most Hawai'i residents;
- Employed more than 7,700 regular employees and more than 5,300 students who earned wages in excess of \$438.4 million;
- Spent over \$648.9 million in operating funds, including \$272 million in state general funds and \$113.1 million in federal funds;
- Spent more than \$15.7 million in capital expenditures. (The yearly average for the 1993–95 biennium was \$83.3 million; for the 1997–99 biennium the yearly average will be \$123.2 million.)

A conservative estimate is that \$1.5 to \$2.0 billion direct, indirect, and induced economic activity in Hawai'i results from University of Hawai'i operating, capital, and faculty, staff, and student expenditures. These multiplier benefits are similar to those of any economic or industrial activity.

The University of Hawai'i's direct contribution to Hawai'i's gross state product is roughly 2 to 3 percent. This is nearly twice the size of agriculture, equivalent to the business services sector, and only slightly smaller than the communications, manufacturing, and financial services sectors.

The most important economic impact of the University of Hawai'i is the development of human capital and a knowledge infrastructure. The integration of Hawai'i into the global academic, business, and technology communities is not possible without the University. UH produces a broad range of positive economic results and is key to repositioning Hawai'i's economy by:

- Fostering new businesses, assisting existing business, and creating long-term job growth.
- Promoting innovation and capitalizing on Hawai'i's unique natural and cultural endowments. As a premier research and development institution and the only research university in Hawai'i, UHM is a laboratory for the creation of new knowledge and a warehouse for additions to the pool of knowledge.

- Enhancing the work force through human capital formation. The higher incomes of individuals endowed with skills gained at UH Community Colleges and four-year UH institutions lead to higher incomes that benefit those who attend and those around them.
- Improving the quality of life through the performing arts, nurturing the renaissance of Hawaiian culture, and improving health services within the community.
- Extending public service through the provision of educational, training, and research services within Hawai'i and to buyers/funders from the mainland and Asian/Pacific region.
- Serving as a center for Hawaiian, Pacific, and Asian studies.
- Serving as a community institution for intercollegiate sports and athletics.
- Participating in the ongoing global revolution in telecommunications and microprocessing.

HALEAKALĀ OBSERVATORIES

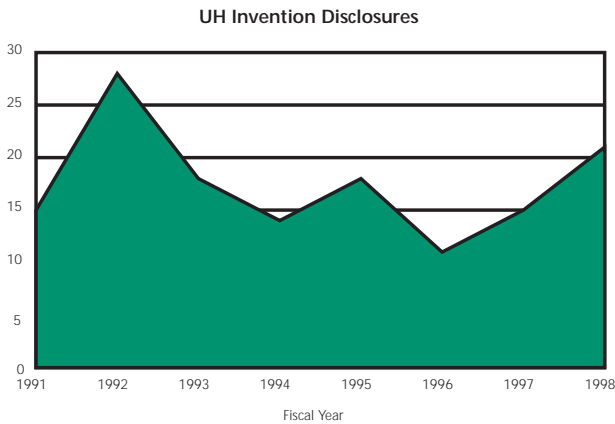
UH currently operates the Mees Solar Observatory and LURE Observatory, a satellite ranging facility, on Haleakalā. In addition, Rocketdyne Technical Services is contracted by the U.S. Air Force to carry out satellite ranging, surveillance, and other developmental activities on land leased from UH. The scope of this facility, which has an annual operating budget of approximately \$31 million and employs approximately 175 people within Maui County, far exceeds the UH operations, which have a total operating budget of \$1.4 million and employ 19 people within Maui County.

MAUNA KEA OBSERVATORIES

Currently nine telescopes, plus the Hawai'i Antenna of the Very Long-Baseline Array, are in full operation and three others are under construction. All telescopes are being built with funds from outside the State of Hawai'i. Typically at least one-third of the funds for construction and more than 80 percent of funds for operations are spent in Hawai'i, predominantly on the Big Island. By the year 2000, the telescope facilities on Mauna Kea will represent a total capital investment of \$600 million and their annual operations will provide employment for more than 350 people and infuse nearly \$50 million per year into the County of Hawai'i economy.

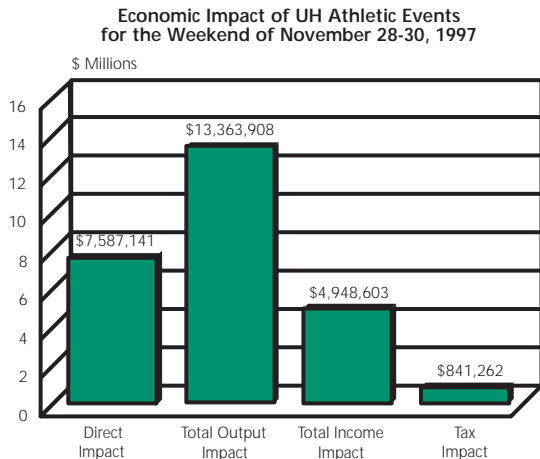
TECHNOLOGY TRANSFER

The Office of Technology Transfer and Economic Development serves as a gateway for access to the University's rich educational, scientific, and technical resources and facilitates technology transfer and economic development activities. The technology transfer process begins with the disclosure of discoveries and inventions by University researchers. The number of disclosures bears a direct relationship to the number of patents filed, licenses executed, and spin-off companies created, all of which may result in economic development. These disclosures have resulted in 198 patent applications filed by the University, 21 active license agreements or options for future licenses, and \$1.6 million gross licensing revenues (cumulative).



INTERCOLLEGIATE ATHLETICS

Through intercollegiate athletic events, UH has made significant and long-standing contributions to diversifying tourism and the economic base of the state. Athletic events pour millions of dollars into Hawai'i's economy, benefiting residents in the form of increased sales, income, tax revenue, and job opportunities.



Note: Events included UH-Notre Dame football game and United Airlines Tipoff Basketball Tournament.

Source: Economic Impact Analysis of UH Athletic Events, November 28-30, 1997

Accreditation

What is the status of accreditation at the University of Hawai'i and what does it mean?

All ten campuses of the University system are separately and regionally accredited by the Western Association of Schools and Colleges. Regional accreditation means that, as the result of an external review process, the University is judged to be fulfilling its stated purposes and can be expected to continue to do so. Students and the public can be assured that University of Hawai'i campuses have met standards of quality across the entire range of institutional activities.

In addition, nearly 50 University of Hawai'i academic programs hold separate professional accreditation. These programs have been subjected to rigorous external reviews that ensure high standards of professional practice. As a result the UH credentials conferred convey a special merit of quality within these specialized fields of study.

Among the 25 accredited professional programs at UHM are law, medicine, architecture, business, travel industry management, nursing, social work, engineering, journalism, chemistry, dental hygiene, dietetics, library and information studies, clinical psychology, microbiology, audiology, speech-language pathology, public health, education, medical technology, music, and urban and regional planning.

Twenty Community College programs hold separate accreditation, including nursing and a variety of food service programs at multiple campuses, aeronautics maintenance, automotive maintenance, cosmetology, fire science, motorcycle safety, legal assistant, medical assistant, medical lab technician, occupational therapy, physical therapy, radiologic technology, and respiratory care.

The nursing and education programs at UH Hilo are separately accredited.

Goal II

Implementing Differentiated Campus Missions and Functioning as a System

The University of Hawai'i system's guiding principle is to preserve diverse campus roles and missions while working together as one system. The system mission components of instruction, research, service, and extension are embodied in the liberal arts, vocational/technical, graduate, professional, research, community service, extension, and student life programs that span the campuses. It is the goal of the system to achieve broad access to excellent instruction, prominence in research, and outstanding service to the state by means of campus differentiation, collaboration, and priority-setting.

Campus Mission

How have UH campuses specialized in order to avoid duplication?

The mission statement adopted by the Board of Regents on November 15, 1996, and the *University of Hawai'i Strategic Plan, 1997–2007*, clarify campuses' roles and missions and are available separately.

FUNCTIONING AS A SYSTEM:

UH MĀNOA is a research university with selective admissions. It offers:

- baccalaureate degrees across a comprehensive array of liberal arts and professional programs;
- master's and PhD degrees in a broad array of fields;
- first professional degrees in law and medicine; and
- organized research units.

UH HILO is a comprehensive, primarily baccalaureate institution with a regional mission, offering selected master's degrees. It offers baccalaureate degrees in business, humanities, natural/social sciences, agriculture, and the master's degree in Hawaiian language and literature.

UH WEST O'AHU is an upper division institution that will eventually become a four-year campus. It offers baccalaureate degrees in limited humanities, professional studies, and social science fields.

UH COMMUNITY COLLEGES are open-door, low-tuition institutions offering associate degrees and certificate programs in academic, technical, and occupational subjects.

HAWAI'I COMMUNITY COLLEGE offers a strong liberal arts program, including basic skills, and a comprehensive vocational program that includes business, nursing, trades technology, and public service career fields.

HONOLULU COMMUNITY COLLEGE offers a strong liberal arts program in addition to the largest number of vocational/technical offerings in Hawai'i, including programs that are not offered at any other campus, e.g., marine technologies, cosmetology, refrigeration and air conditioning, aeronautic maintenance, and commercial aviation pilot training.

KAPI'OLANI COMMUNITY COLLEGE offers a comprehensive liberal arts program. This campus is a statewide leader in health services education with nine unique programs in allied health professions; it offers the state's only legal assisting program and an extensive food service and hospitality education program.

KAUA'I COMMUNITY COLLEGE offers a comprehensive liberal arts program and vocational programs in fields such as business education, health care, and the visitor industry.

LEEWARD COMMUNITY COLLEGE offers an extensive liberal arts program, combined with selected vocational offerings, and provides courses in 67 disciplines; unique programs include television production, commercial music, and information and computer sciences.

MAUI COMMUNITY COLLEGE offers a strong liberal arts program and a comprehensive vocational program that includes business, nursing, trade technology, and public service career fields; courses offered over cable TV and a campus interactive television system provide instruction to Moloka'i, Lāna'i, and Hāna.

WINDWARD COMMUNITY COLLEGE offers a strong comprehensive liberal arts program and selected vocational education programs, including business education and agriculture.

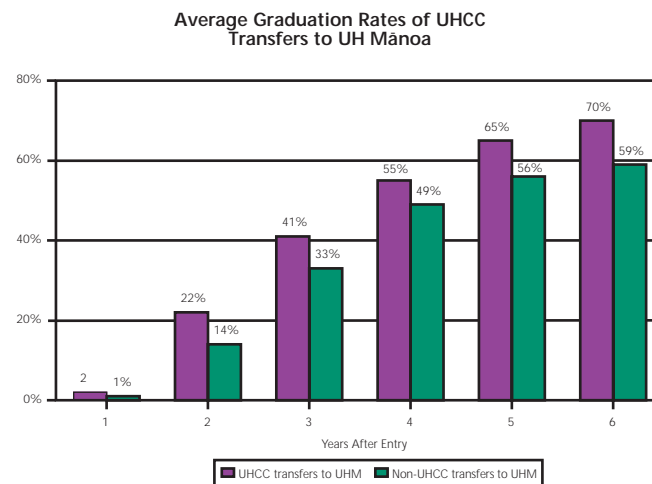
EMPLOYMENT TRAINING CENTER provides job training for "at risk" populations in high-demand areas such as food service, auto repair, construction occupations, and office technology.

UNIVERSITY OF HAWAI'I CENTERS on Maui and Kaua'i and in West Hawai'i establish a University of Hawai'i presence in communities that otherwise lack access to programs offered elsewhere in the UH system. University Centers are system entities that are assigned for administrative purposes to existing University campuses. The courses and credentials offered at these Centers are those of the existing accredited UH campuses.

Transfer and Articulation

How successful are UH Community College students who transfer to UH four-year institutions?

UHCC transfers to UHM graduate at higher rates than their non-UHCC transfer counterparts.



What is the K-12 linkage relative to student success at UH?

There has been general agreement between UH and the Department of Education about the importance of information exchange that focuses on the initial performance of DOE graduates attending UH.

UH Data to the DOE by High School on Recent Graduates Attending UH Campuses

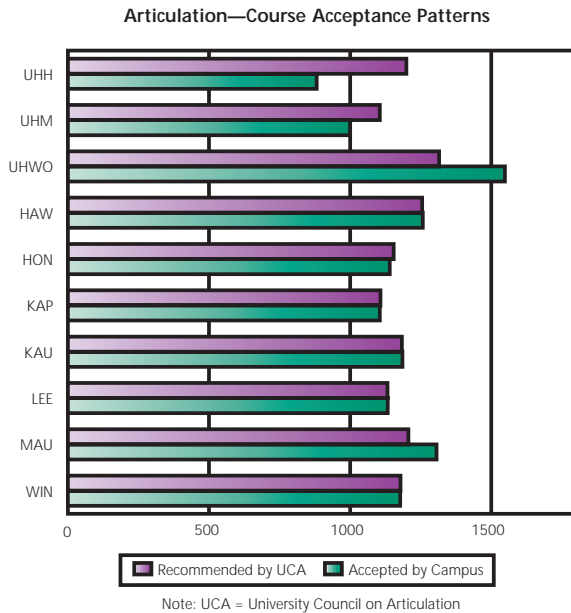
- Grades
- Course Completions
- Grade Point Average
- Writing Assessment Results

Nearly 50 UHM faculty members have become faculty ambassadors and serve as liaisons and friends to every high school in Hawai'i. These and similar efforts throughout the UH system help to build better bridges between Hawai'i high schools and UH.

II. Differentiated Missions and Functioning as a System

What is the status of articulation within the UH system?

Across the UH system, over 1,600 core courses (excluding foreign language) have been submitted for articulation. These involve more than 11,800 campus actions and approximately 99% have been approved.



In addition to core articulation, several program committees are involved in articulation: agriculture, art, business, information and computer sciences, and travel industry management.

All seven Community College Associate of Arts (AA) degrees now conform to the requirements for admission and acceptance at the upper division campuses as fulfilling the general education core.

Transfers to UH Hilo Arts and Sciences with 30 or more semester credits from an accredited institution are evaluated on the basis of general education course subject areas rather than specific course equivalencies.

Students accepted as first-time engineering freshmen are able to defer their enrollment at UH Mānoa and complete their lower division requirements at any UH campus.

A faculty-led system-wide general education project resulted in agreement in principle by campus-wide faculty senates of minimum outcomes for five academic areas expected of students upon completion of general education. UH campuses have been directed to build upon these recommendations to improve general education.

The UH transfer and articulation policy was updated in 1997–1998 to reinforce the University's commitment to make transfer within the system simple and predictable.

Goal III

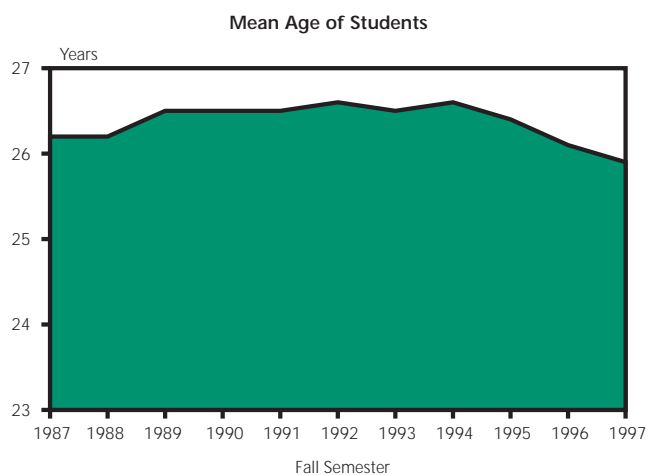
Continuing to Champion Diversity and Respect for Differences

The University of Hawai'i believes that the understanding and experience of diversity are compelling institutional and societal interests, essential components of a quality education, and central to the fulfillment of the University's mission. The University strives to be a model for society through the diversity of its people, policies, and programs. This diversity is fully expressed in campus climates that respect and honor differing opinions and cultures and the academic traditions of collegiality and civility. Combining these experiences with excellent education in a chosen field of study is a central University goal.

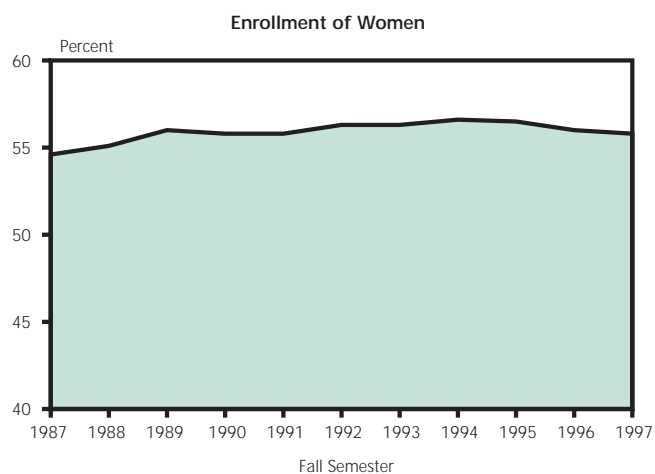
Diversity

What are the demographic trends in the composition of the UH student body?

Mean age has declined since fall 1994 from 26.6 to 25.9 years.

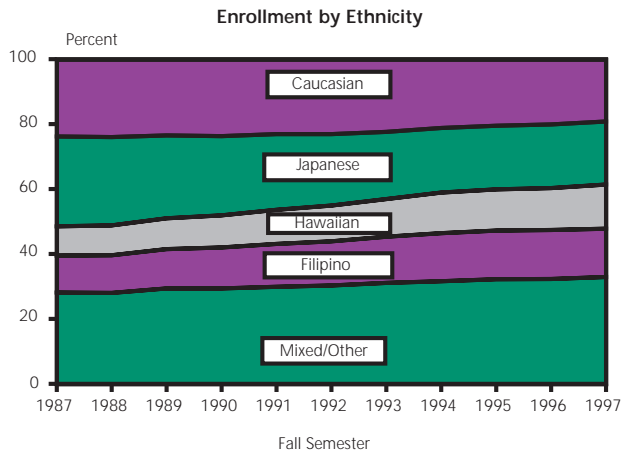


Women represent well over 55% of the UH student body.

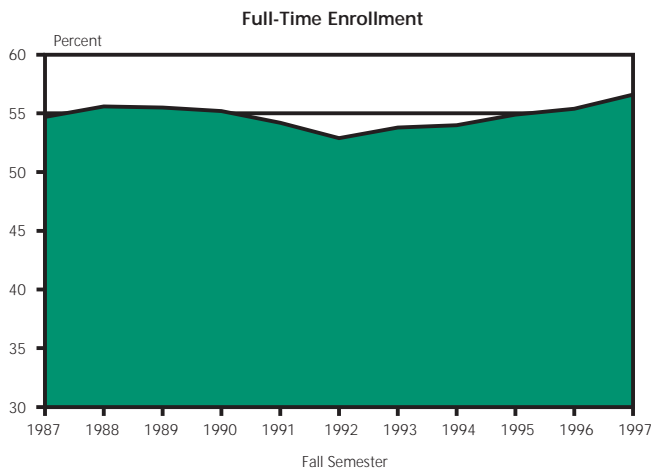


III. Diversity and Respect for Differences

While the proportion of Japanese and Caucasian students has decreased, Hawaiian, Filipino and other ethnic groups have increased.

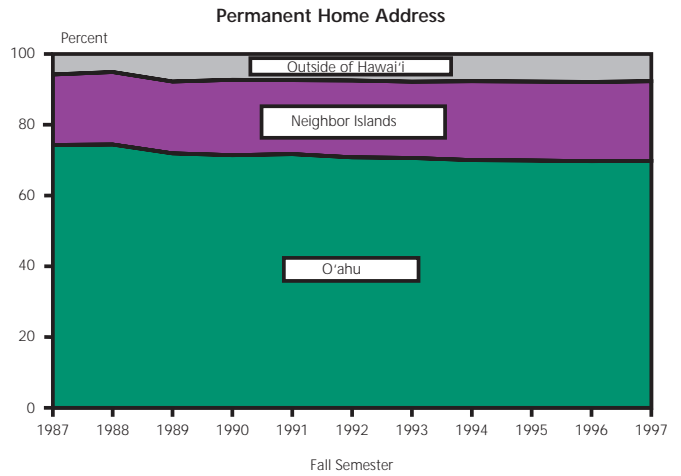


Since fall 1992, the proportion of students enrolled full-time has steadily increased to over 56% of the UH student body.



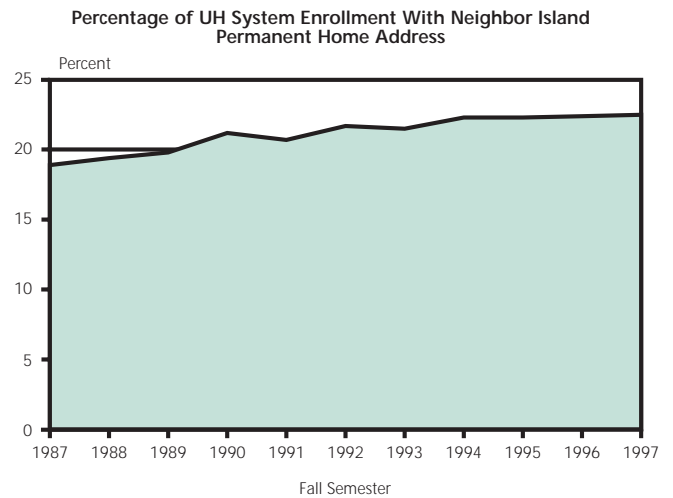
What is the status of enrollment by geographic origin within Hawai'i?

Over 90% of UH students are from Hawai'i.



Note: From 1987 to 1989 there were many "No Data" records. "No Data" records have been ratioed for all years.

Enrollment of students on or from the Neighbor Islands has been slowly increasing.



Goal IV

Strengthening the University as the Premier Resource in Hawaiian, Asian, and Pacific Affairs, and Advancing Its International Leadership Role

The University of Hawai'i system's special distinction is found in its Hawaiian, Asian, and Pacific focus. The program structure and research thrusts of the University must strive to take advantage of Hawai'i's unique location, physical and biological environment, and rich cultural setting. Advancing this focus means preserving the native Hawaiian heritage in language, culture, and history, as well as advancing research, scholarship, and instruction in Asian and Pacific affairs.

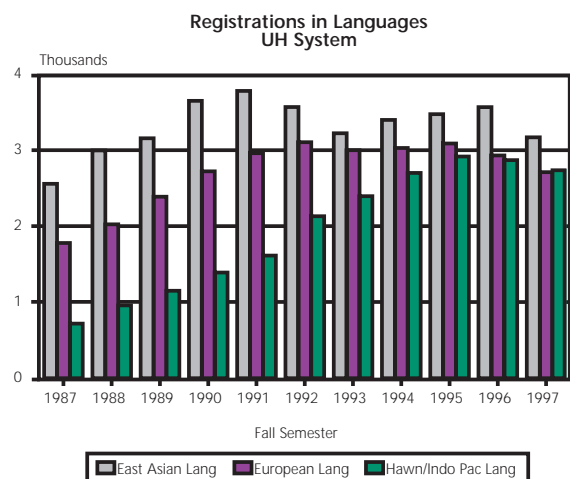
The University of Hawai'i must pursue its special distinction, while providing leadership in the international arena. It must also ensure that students can function in an information society in which telecommunications and information technology are increasingly the basis for access to information and knowledge, economic activity, and political/social interactions worldwide.

International Education

What are the opportunities for a UH student to have access to international, especially Asian/Pacific, programs, faculty expertise, travel, etc?

HIGHLIGHTS

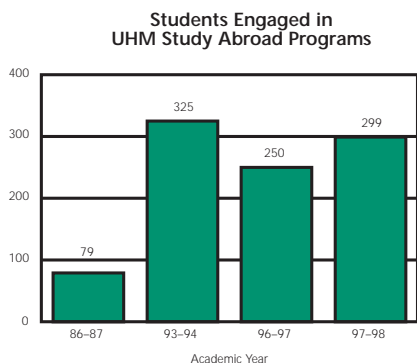
- *U.S. News & World Report* ranks UH Mānoa's international Master's of Business Administration (MBA) 24th among the nation's 300 accredited MBA programs.
U.S. NEWS & WORLD REPORT, MARCH 1998
- Only six other U.S. campuses house National Foreign Language Resource Centers, and only UH Mānoa has an Asian/Pacific focus.
UHM COLLEGE OF LANGUAGES, LINGUISTICS, AND LITERATURE
- UHM Department of English as a Second Language ranks number one worldwide among similar programs.
INTERNATIONAL SURVEY OF THE QUALITY OF INSTRUCTION AND RESEARCH IN SECOND AND FOREIGN LANGUAGE ACQUISITION
- The UHM program in linguistics ranks among the top 25 such programs in the U.S.
1995 NATIONAL RESEARCH COUNCIL SURVEY
- The UHM College of Languages, Linguistics, and Literature teaches 30 foreign languages, more than any other U.S. institution except the Department of State, and is the only college in the U.S. that specializes in Asian and Indo-Pacific languages.
- In the past ten years, UH system registrations in languages have increased.
 - Hawaiian/Indo-Pacific Languages (+282%)
 - East Asian Languages (+24%)
 - European Languages (+53%)



IV. Premier Hawaiian, Asian and Pacific Resource and International Role

OVERSEAS STUDY PROGRAMS

Throughout the UH system, nearly 300 students currently participate in overseas education experiences, including study abroad, exchange programs, field research, internships, etc.



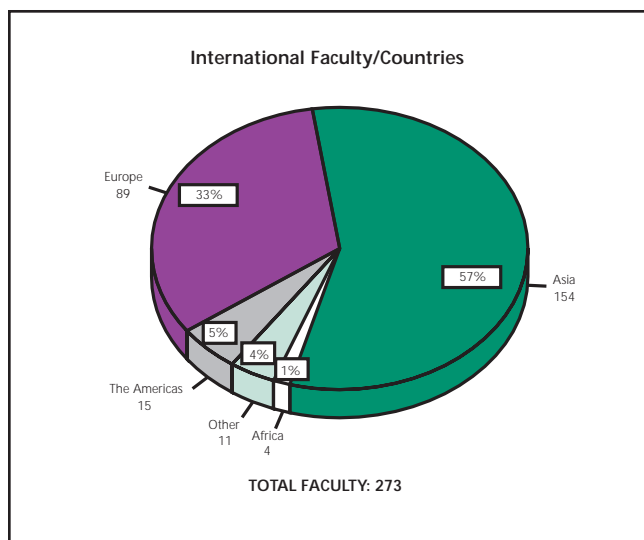
INTERNATIONAL STUDENTS

In fall 1997, 2,038 degree-seeking international students enrolled in the UH system. UH Mānoa enrolled 1,347 or almost 8% of its total enrollment. One hundred ninety-nine attended UH Hilo, 2 attended UH West O'ahu, and 490 enrolled at the UH Community Colleges.

In addition, 4,301 international students participated in short-term training in various disciplines and intensive English language programs across the UH system.

INTERNATIONAL FACULTY

In 1997, 216 visiting scholars and 57 international faculty taught and conducted research in the UH system. The majority (57%) of these international faculty and scholars came from Asia, one-third were from Europe, and the remainder were from countries in Africa, the Americas, and the Pacific.



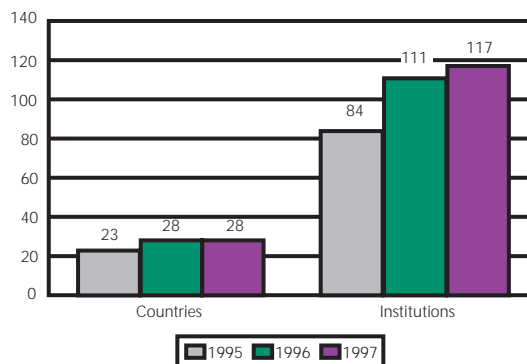
Sixty percent of international visiting scholars are supported by funds from outside the University. The University directly supports 35% of these scholars, and 5% receive funds from both UH and outside sources.

THE INTERNATIONAL LINK, VOL. 7, NOV/DEC 1997
UH OFFICE OF INTERNATIONAL AFFAIRS

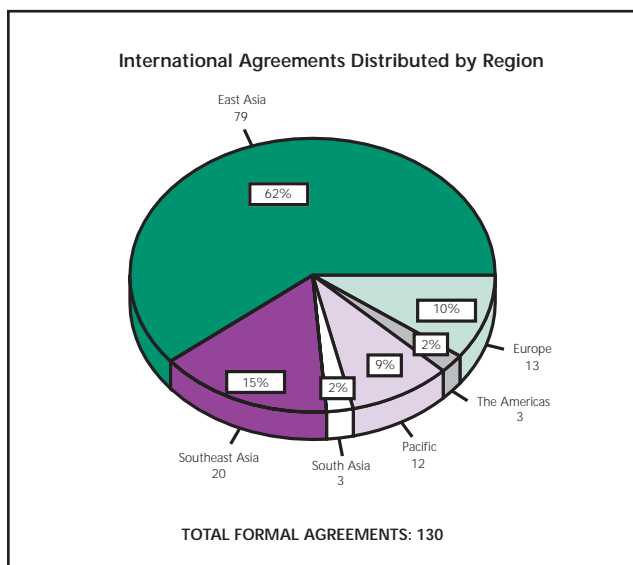
FORMAL AGREEMENTS

The University has 130 formal agreements with 117 institutions in 28 countries. These international linkages provide opportunities for faculty and student exchange, library exchanges, collaborative research, and the development of international programs that benefit the University.

Formal Institutional Agreements with Foreign Partners



Eighty-eight percent of the UH institutional agreements are in the Asian-Pacific Region.



EXTRAMURAL FUNDING

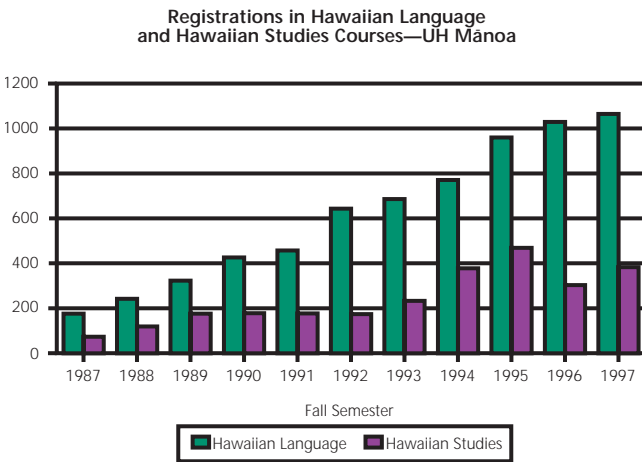
For fiscal year 1996–97, the number of foreign projects awarded remained about the same; total dollars awarded was \$2.8 million.

Awards from Foreign Sources		
Fiscal Year	# of Projects	Amount Awarded (\$ million)
95–96	47	7.5
96–97	44	2.8

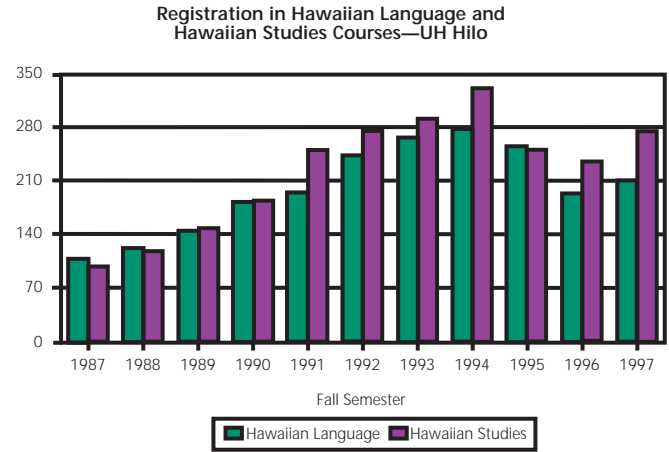
Special Emphases

How well is the University doing in its commitment to preserve and disseminate Hawaiian history, language, and culture?

Registrations in Hawaiian language and Hawaiian studies courses at UH Mānoa have increased over the past ten years.

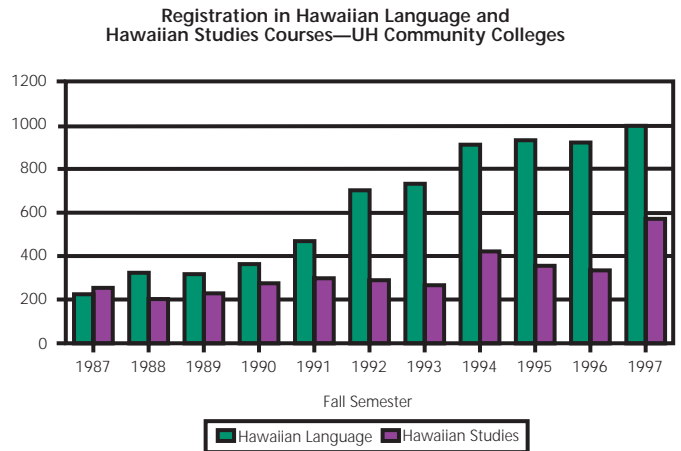


At UH Hilo, student registrations in Hawaiian language and Hawaiian studies courses have increased over the past ten years although the fall 1997 registrations are somewhat lower than the peak reached in fall 1994.



In 1996, UH Hilo became the first university in the nation to offer a graduate degree in an indigenous language—the master of arts in Hawaiian language and literature.

At the UH Community Colleges, student registrations in Hawaiian language and Hawaiian studies courses continue their upward trend.



Goal V

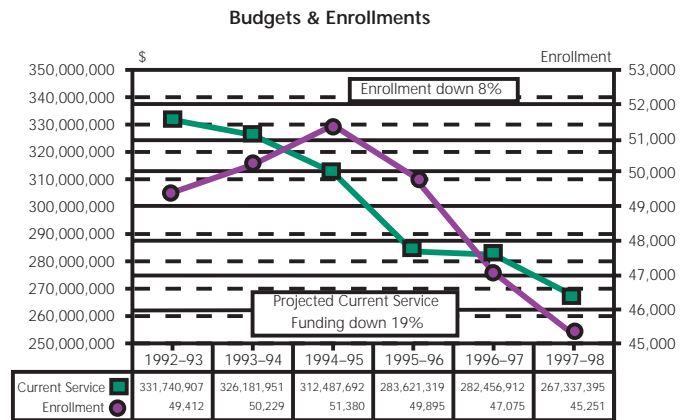
Acquiring and Managing Resources with Accountability and Responsiveness

To deliver on its commitment to access and quality, the University of Hawai'i must acquire increased resources and maximize their use. Accountability and responsiveness engender the public trust necessary to achieve this overall goal.

Funding

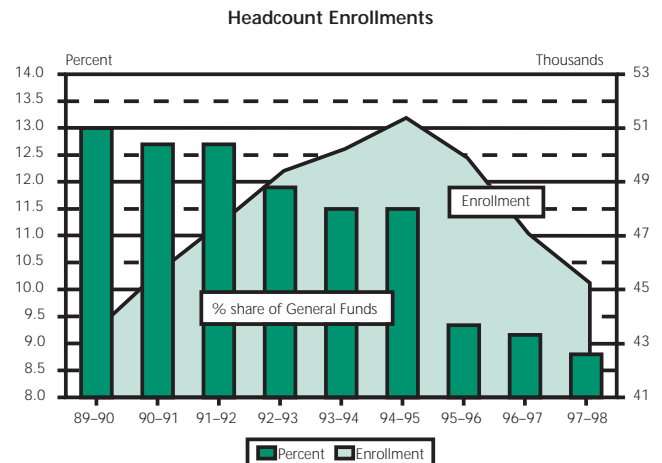
What is the relationship between State General Fund support and UH enrollments?

Over the past five years, UH enrollment decreased 8%, while current service funding is down 19%.



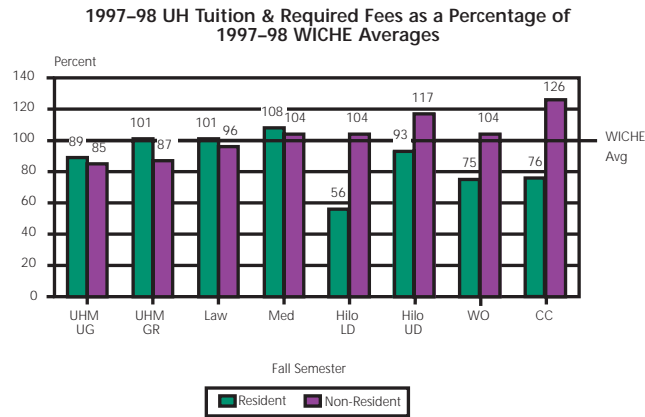
How has UH fared relative to the rest of the state in its share of General Fund support?

UH's enrollment is at the 1990-91 level, but UH's share of State general funds continues to decline. In FY 1997-98, the UH share was 8.8%.



How do UH tuitions compare with like institutions elsewhere?

Resident tuition rates at all UH campuses (except for Medicine) remain below or equivalent to WICHE averages. Non-resident tuition is below WICHE averages only for Mānoa undergraduate, graduate, and law tuition.



Note: WICHE = Western Interstate Commission for Higher Education

The low percentage of the general operating budget (general fund appropriations and tuition revenues) dedicated to R&M has declined, threatening the integrity of the physical plant.

University System	FY 92	FY 94	FY 96	FY 98 ²
UH System				
R&M Allocation	\$12,841,216	\$6,462,423	\$2,756,728	\$3,598,788
Total Operating ¹	322,192,000	320,296,232	321,031,394	331,049,768
Ratio (R&M\$/OPERS)	3.99%	2.02%	0.86%	1.09%

¹General fund and tuition revenues.

²Projected.

The decreases in the general operating budget R&M expenditures add to the backlog of deferred maintenance. Although the CIP appropriations in fiscal year 1998 helped to alleviate a portion of the deferred R&M, the backlog of R&M remains one of the most serious problems currently facing the University.

Stewardship & Management

What is the level of investment for maintaining the UH physical plant?

Repairs and maintenance (R&M) allocation per gross square foot (GSF) between fiscal years 1992 and 1996 has decreased substantially. However, in fiscal year 1998, the University received \$14.5 million in capital improvement program (CIP) funds for certain R&M projects (reroofing, mechanical and electrical systems).

Campus	FY 96*
UH Mānoa	\$36,770,000
UH Hilo	8,079,600
UH Community Colleges	22,882,600
UH System	67,732,200

*In the process of updating for FY 99.

Campus	FY 92	FY 94	FY 96	FY 98 ¹
UH Mānoa				
R&M Allocation	\$8,421,629	\$4,148,871	\$1,460,643	\$7,758,983
Gross Square Feet*	3,898,683	4,007,053	4,509,708	4,509,708
Ratio (\$/GSF)	\$2.16	\$1.04	\$0.32	\$1.72
UH Hilo				
R&M Allocation	\$966,491	\$817,467	\$100,000	\$2,038,720
Gross Square Feet*	867,000	867,000	867,000	867,000
Ratio (\$/GSF)	\$1.11	\$0.94	\$0.12	\$2.35
UH Community Colleges				
R&M Allocation	\$3,453,096	\$1,496,085	\$1,196,085	\$8,308,085
Gross Square Feet*	1,870,738	2,074,129	2,289,280	2,289,280
Ratio (\$/GSF)	\$1.85	\$0.72	\$0.52	\$3.63
UH System Totals				
R&M Allocation	\$12,841,216	\$6,462,423	\$2,756,728	\$18,105,788
Gross Square Feet*	6,636,421	6,948,182	7,665,988	7,665,988
Ratio (\$/GSF)	\$1.93	\$0.93	\$0.36	\$2.36

FY 1997-1998 figures are projected.

*Does not include off-campus facilities and on-campus facilities that are self-supporting.

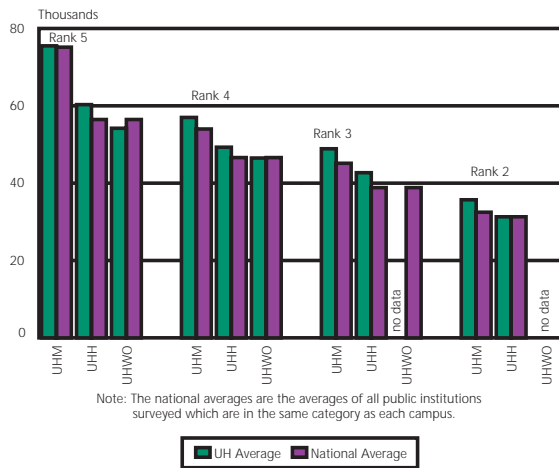
V. Accountability and Responsiveness

How do UH faculty salaries compare with counterparts elsewhere?

The 1997–98 salary averages include a 4% increase effective July 1, 1997, the first collective bargaining increase that the University of Hawai'i faculty experienced since the 1993–95 bargaining unit agreement. Despite the absence of salary increases for two years, faculty salaries are, for the most part, favorable relative to national public institutional counterparts.

UH Mānoa's average salaries surpassed those of other public doctoral level institutions at all ranks. With the exception of rank two, UH Hilo's average salaries exceeded the national averages for public general baccalaureate institutions. UH West O'ahu lags behind other public general baccalaureate institutions.

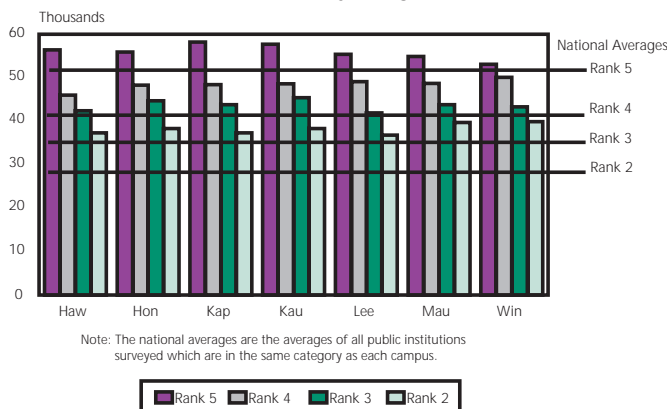
Comparison of Average Faculty Salaries with Other Public Institutions for 1997–98 (UH Mānoa, UH Hilo, UH West O'ahu)



Source: Academe March/April 1998, Bulletin of the American Association of University Professors

The Community Colleges exceeded the national averages in comparison with other public two-year institutions with academic ranks.

Comparison of Average Faculty Salaries with Other Public Institutions for 1997–98 (UH Community Colleges)

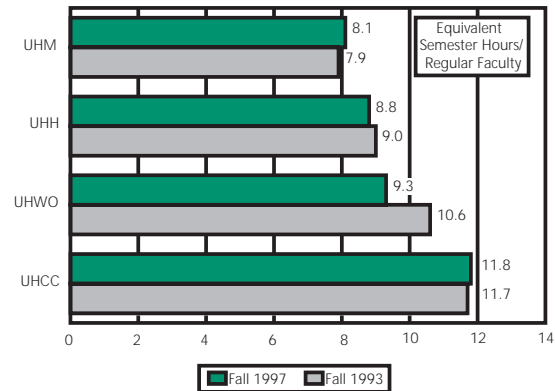


Source: Academe March/April 1998, Bulletin of the American Association of University Professors

What is the UH instructional workload and how does it compare with counterparts elsewhere?

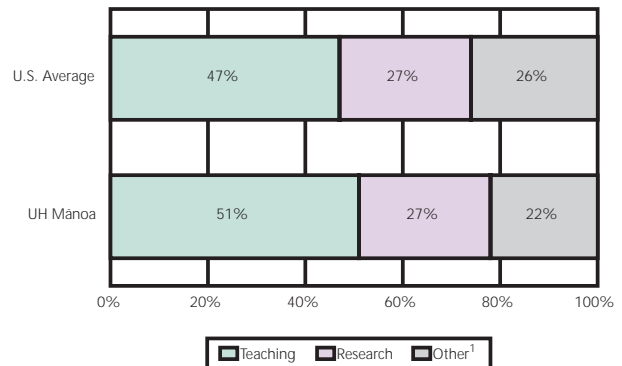
Instructional workload has increased for most UH faculty. UH regular faculty teach from two to four courses a semester, some teach five. Equivalencies for contact hours bring the Community College load to approximately 13.8 semester credits.

University of Hawai'i Instructional Workload



The UH teaching requirement is similar to that found at comparable institutions. Faculty activity at public research universities is similar to that at UHM.

Faculty Activity at Public Research Universities



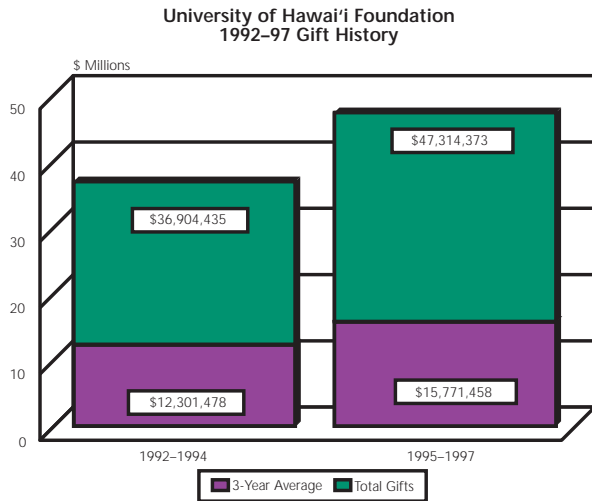
¹Administration, service, professional development, consulting, etc.

Source: U.S. data based on National Center for Educational Statistics 1993 National Study of Postsecondary Faculty, 1994. UHM data based on UHM Faculty Survey, 1989.

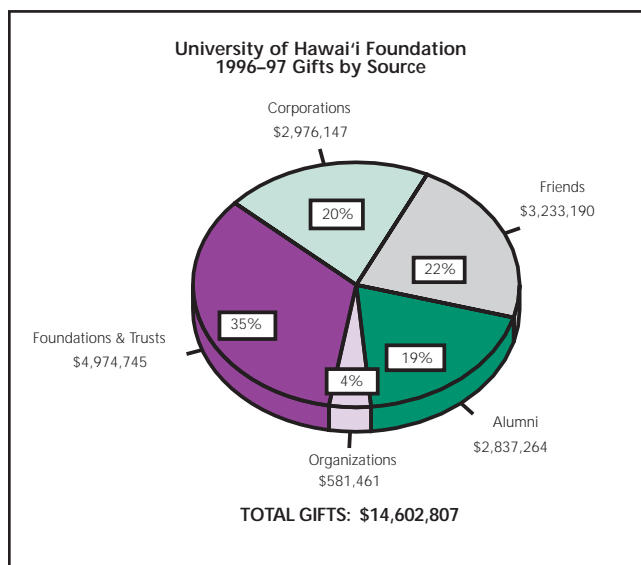
Private Giving

What are the trends in private giving through the UH Foundation?

Private gifts to the University through the Foundation remain strong. Average giving over the last three years was \$15.7 million versus the average for the previous three-year period of \$12.3 million.



Private gifts come from a wide variety of sources. Individuals (friends and alumni) account for 41% of the outright gifts received by the Foundation. Giving in 1997 included \$1.6 million in irrevocable deferred gifts.

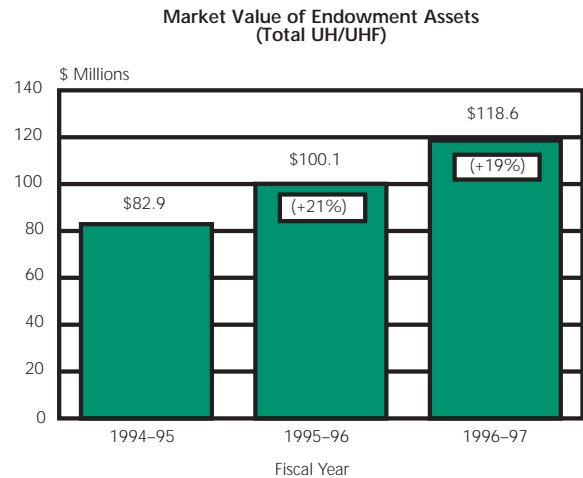


What is the status of the UH endowment?

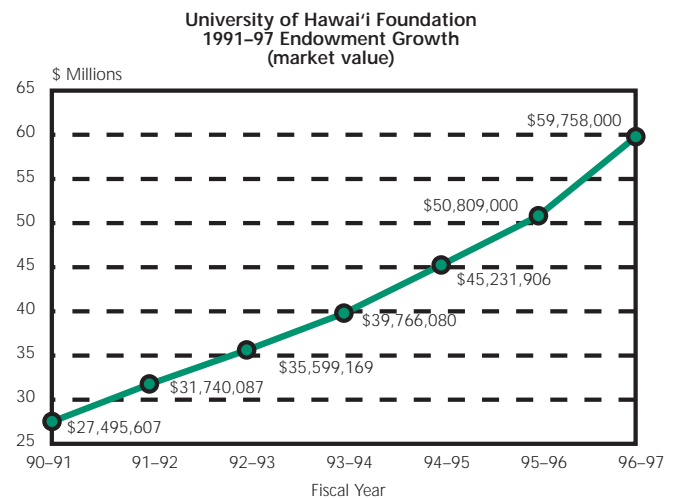
UH ranked 207th out of the 495 colleges and universities that participated in the comparative performance study conducted by the National Association of College and University Business Officers (NACUBO) on the market value of endowment assets.

CHRONICLE OF HIGHER EDUCATION, FEBRUARY 20, 1998

The market value of UH and UH Foundation endowment assets has experienced double-digit percentage increases in each of the last two fiscal years.



The market value of UH Foundation endowment funds has increased to \$59.8 million. This represents a growth of \$8.9 million (17.6%) over the previous fiscal year and reflects ongoing contributions and the positive impact of the investment markets.



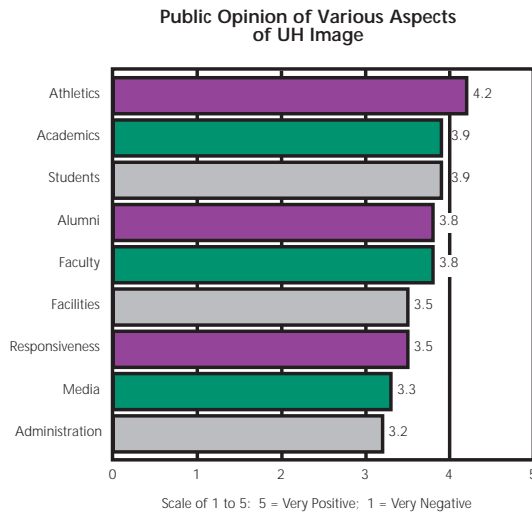
Esteem

How are various aspects of the University perceived by the public?

UH faculty are tapped by the media as national experts on ocean and earth sciences, El Nino and global climate change, astronomy and planetology, Asian economics and languages, and inter-cultural relations.

The public deems UH athletics as a very positive aspect of the University's image. Academics and students are also highly rated.

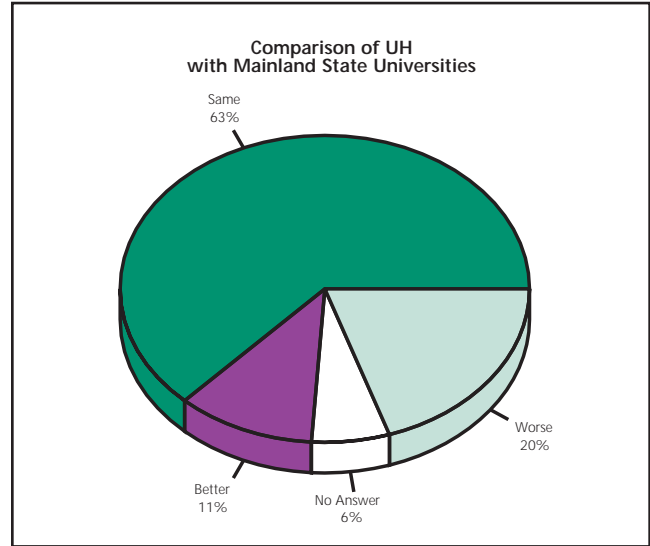
1992 STATEWIDE GENERAL PUBLIC TELEPHONE SURVEY,
OFFICE OF THE VICE PRESIDENT FOR UNIVERSITY RELATIONS



What is the University's image overall?

Approximately three-fourths of the general public in the state of Hawai'i indicated that the University of Hawai'i was the *Same as* or *Better than* other state universities in the country.

1992 STATEWIDE GENERAL PUBLIC TELEPHONE SURVEY,
OFFICE OF THE VICE PRESIDENT FOR UNIVERSITY RELATIONS



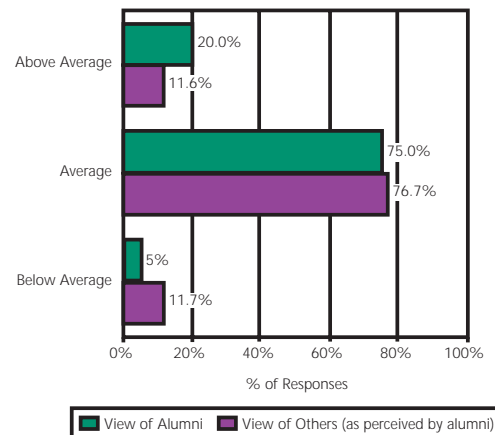
Over 90% of UHM graduating seniors view their degree as *Average* or *Above Average*.

1996 UHM GRADUATING SENIOR SURVEY

Ninety-five percent of UHM alumni perceived their undergraduate degree from Mānoa as being of *Average* or *Above Average* quality. Similar perceptions were reported in 1991 and 1994.

1997 UHM ALUMNI OUTCOMES SURVEY

Perceived Quality of Baccalaureate Degree



BY THE WAY . . .

UH Mānoa is ranked 8th nationally when comparing the major public university in each state on affordability, admissions, access to faculty, and achievement.

KIPLINGER'S PERSONAL FINANCE MAGAZINE, MARCH 1997

U.S. News & World Report listed the University of Hawai'i at Mānoa among the top 25 public universities in the nation.

U.S. NEWS & WORLD REPORT, MARCH 1998

The UH Law School is listed among the *U.S. News & World Report's* top 50 Law Schools; a remarkable achievement for one of the youngest and smallest law schools in the nation.

U.S. NEWS & WORLD REPORT, MARCH 1998

UH Mānoa operates the most active National Student Exchange program out of 140 participating institutions.

UH OFFICE OF INTERNATIONAL AFFAIRS

Nearly 7 out of 10 first-year students at UHM ranked in the top twenty-five percent of their high school class and more than one-third were in the top ten percent.

UHM OFFICE OF THE VICE PRESIDENT FOR STUDENT AFFAIRS

A team of UHM mechanical engineering students placed first in the nation in the American Society of Engineering National Human Powered Vehicle Competition.

UHM COLLEGE OF ENGINEERING

Teams of UHM law students finished second in client counseling, third in international moot court and eighth in environmental moot court competitions, going head to head with the country's most prestigious law schools.

UHM WILLIAM S. RICHARDSON SCHOOL OF LAW

Kaua'i Community College's Ka'a La 'O Kaua'i solar-powered car won the teamwork, most improved team, sportsmanship, and first-in-category awards in national competition.

KAUA'I COMMUNITY COLLEGE

The School of Medicine operates the only American-type residency program in the Far East.

JOHN A. BURNS SCHOOL OF MEDICINE

In 1998, the UHM School of Ocean and Earth Science and Technology will offer the only undergraduate degree in the nation in the field of global environmental science.

UHM SCHOOL OF OCEAN SCIENCE AND EARTH SCIENCE AND TECHNOLOGY

The UHM Department of Meteorology is recognized as one of the world's three leading programs on tropical meteorology.

UHM SCHOOL OF OCEAN SCIENCE AND EARTH SCIENCE AND TECHNOLOGY

A professor of anatomy and reproductive biology in the School of Medicine won several national and international awards for his research, including Japan's Academy of Sciences' International Prize for Biology, the country's equivalent to the Nobel Prize.

JOHN A. BURNS SCHOOL OF MEDICINE

UH's Mauna Kea facility houses the two largest telescopes in the world.

UHM INSTITUTE FOR ASTRONOMY

UHM scientists are key participants in the international physics project which recently announced the discovery of muon neutrino oscillations and, thereby, neutrino mass.

UHM COLLEGE OF NATURAL SCIENCES

The UHM School of Travel Industry Management is one of twelve International Tourism Education and Training Centers in the world.

UHM SCHOOL OF TRAVEL INDUSTRY MANAGEMENT

U.S. News & World Report ranks the UH College of Business Administration 24th in the nation for international business. UH shares that ranking with Cornell University and the University of Pittsburgh.

U.S. NEWS & WORLD REPORT, MARCH 1998

The UHH National Agri-Marketing Association (NAMA) successfully reached the semifinals and placed fifth in the nation at the 1998 NAMA competition. Marketing teams representing thirty colleges and universities participated in the competition. The UHH NAMA team's marketing plan focused on the irradiation of tropical fruits.

UHH COLLEGE OF AGRICULTURE

The University of Hawai'i
is an equal opportunity/affirmative
action institution

