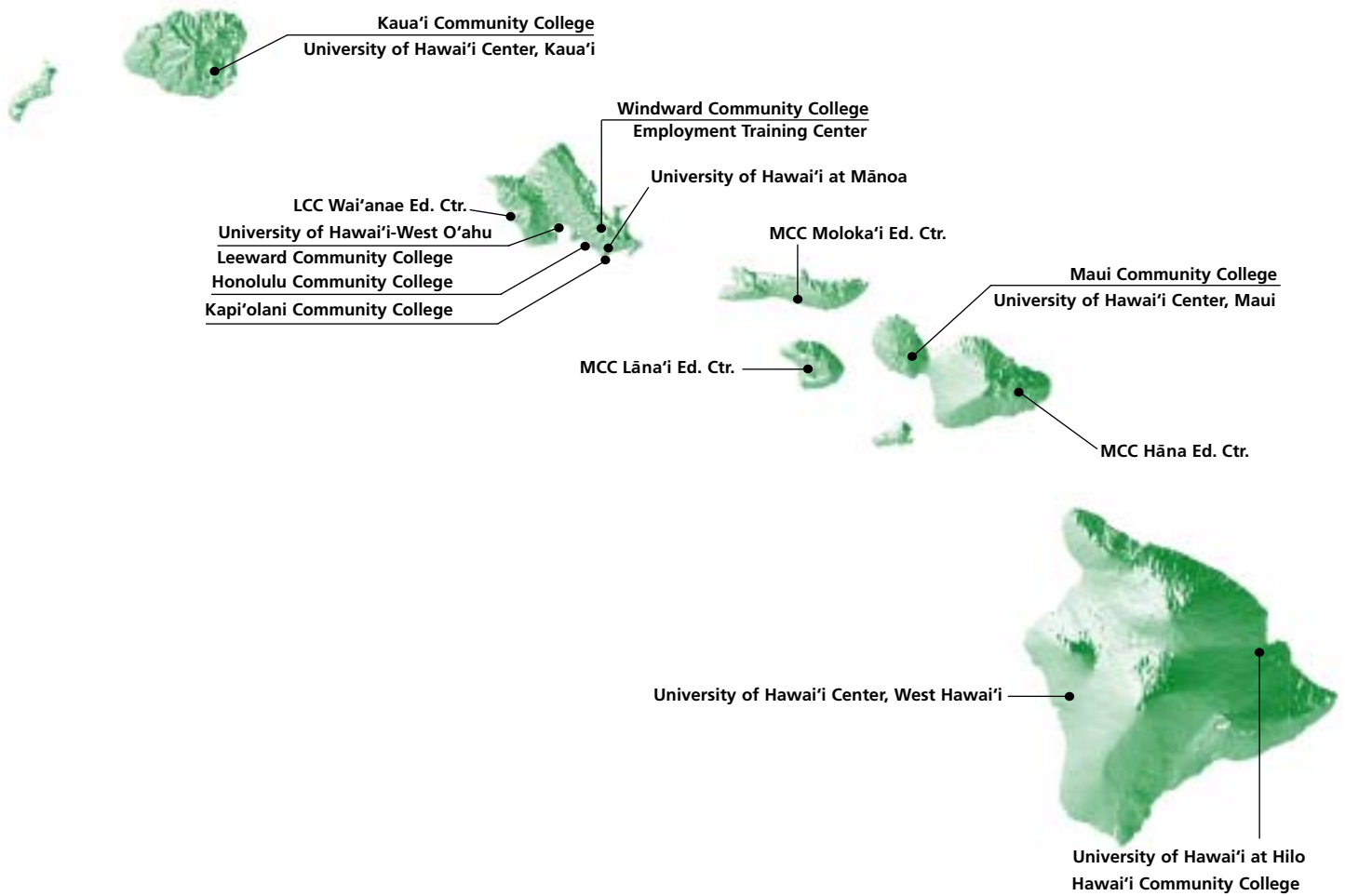


THE UNIVERSITY OF HAWAI'I SYSTEM



THE UNIVERSITY OF HAWAI'I BOARD OF REGENTS 2001–2002

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THE PRESIDENT'S MESSAGE

The University of Hawai'i is pleased to share with the Hawai'i State Legislature, the people of Hawai'i, and alumni and friends near and far this report on the effectiveness of the University of Hawai'i system. We have organized this report around regional accreditation standards, mindful that those standards encompass the directions and goals set forth in the University's recently adopted Strategic Plan, *The University of Hawai'i System Strategic Plan: Entering the University's Second Century, 2002–2010*.

The University of Hawai'i Institutional Effectiveness Report, 2002, updates the *2000 Benchmarks/Performance Indicators Report*. The title of this report has been changed to reflect the importance the University places on linking University goals with evidence of specific achievements. This report is responsive to Board of Regents' policy that requires regular and systematic assessment of programs, services, campuses, and the University system as a whole. As required by Act 161 of the 1995 legislative session, the Board of Regents acted in an earlier year to adopt benchmark/performance indicators that continue to form the basis for this biennium report.

This report honors the University's commitment to be accountable to the people of Hawai'i. The taxpayers, donors, and families who support the University of Hawai'i and the students who enroll for instruction deserve to know they are receiving maximum value for time and resources invested.

We are pleased to have this opportunity to step back and review the performance, effectiveness, and many achievements of our faculty, students, and administrators. The indicators we report on reveal progress over time, at intervals, and against standards/practices used elsewhere. For each publication of this report, the University has refined and added measures and narrative that help demonstrate the effectiveness of programs and services. We do this not only to satisfy accountability concerns but also to inform our improvement efforts.

In recent years, the people of Hawai'i have placed greater trust in their university by granting it additional measures of flexibility and autonomy. This report is just one of many ways in which the University will continue to prove worthy of that trust. In the months and years ahead, the stature and reputation of the University of Hawai'i will continue to grow and we will be accountable to the public that has placed its trust in us.

Evan S. Dobbelle
President
University of Hawai'i



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INTRODUCTION

Founded in 1907 under the auspices of the Morrill Act, the University of Hawai'i is a land-grant, sea-grant, and space-grant institution. As Hawai'i's sole state public university system, it is governed by a single Board of Regents and is composed of graduate/research, baccalaureate, and community college campuses. In addition, the University of Hawai'i operates an Employment Training Center, three University Centers, multiple learning centers, and extension, research, and service programs at more than 70 sites in the state of Hawai'i. The University is also engaged in instructional, research, and service activities at hundreds of Hawai'i schools, hospitals, and community sites, and carries out these activities across the Pacific islands and in foreign countries.

The University of Hawai'i system's special distinction is found in its Hawaiian, Asian, and Pacific orientation and its position as one of the world's foremost multicultural centers for global and indigenous studies. University of Hawai'i attendees are members of student populations in which no one ethnic group constitutes a majority, and the educational experience is enriched by the diversity of their classmates.

During the 2002–03 academic year, the University's Mānoa, Hilo, and West O'ahu campuses and the system offices will be visited by accreditation teams from the Western Association of Schools and Colleges regional accrediting body. To assist that effort, this Institutional Effectiveness Report, 2002 Update, is organized around the four major regional accreditation standards. These standards have much in common with the goals of the recently adopted *University of Hawai'i System Strategic Plan: Entering the University's Second Century, 2002-2010*. While evidence related to strategic plan goal achievement is spread throughout this report, specific accreditation standards and strategic purposes and goals are linked as follows.

Accreditation Standard 1, Defining Institutional Purposes and Ensuring Educational Objectives, provides the opportunity to present evidence and information relevant to our vision, mission, commitments/core values, and how we function as a system. Indicators relating to student access, affordability, the implementation of the University's distinctive Hawaiian, Asian, and Pacific advantage, and its role in economic development round out this section of the report.

INTRODUCTION

Accreditation Standard 2, Achieving Educational Objectives Through Core Functions, and Accreditation Standard 4, Creating an Organization Committed to Learning and Improvement, provide a framework for reporting on an array of information on teaching and learning, student performance and satisfaction, diversity, workforce development, scholarship, program review, management and assessment information, distinctions and achievements, and related evidence responsive to strategic plan goals 1, 2, and 3.

- Strategic Plan Goal 1: Educational Effectiveness and Student Success
- Strategic Plan Goal 2: A Learning, Research, and Service Network
- Strategic Plan Goal 3: A Model Local, Regional, and Global University

Accreditation Standard 3, Developing and Applying Resources and Organizational Structures to Ensure Sustainability encompasses the intent of strategic plan goals 4 and 5. This section of the report focuses on the University's faculty, fiscal, physical, and information technology resources, as well as private giving.

- Strategic Plan Goal 4: Investment in Faculty, Staff, Students, and Their Environment
- Strategic Plan Goal 5: Resources and Stewardship

STANDARD 1

Defining Institutional Purposes and Ensuring Educational Objectives

The vision, purpose, and goals of the University of Hawai'i system are clear.

The system has a conscious sense of its commitments and core values and its relationship to society at large.

Institutional Purposes

Vision

The University of Hawai'i System embraces a vision grounded in the ahupua'a practice of sharing diverse but finite resources for the benefit of all. Working together for the betterment of all the diverse ethnic populations that are now part of this state, the University of Hawai'i system will ensure the survival and prosperity of Hawai'i's people and these beautiful islands for generations to come.

System Mission

The common purpose of the University of Hawai'i system is to serve the public by creating, preserving, and transmitting knowledge in a multicultural environment that takes advantage of Hawai'i's unique attributes. Functioning as a system, the University provides all qualified people in Hawai'i equal opportunity through a variety of entry points and the flexibility to move among parts of the system to achieve educational goals. As a system the University advances missions that pursue distinctive pathways in response to state needs and participation in the global community.

Commitments and Core Values

Overarching commitments reflect the core values that bind University of Hawai'i faculty, staff, and students together and contribute to realization of the University's vision and mission. These include aloha; collaboration and respect; academic freedom and intellectual rigor; institutional integrity and service; access, affordability, and excellence; active learning and discovery; diversity, fairness, and equity; leveraged technology; Hawaiian and Asian-Pacific advantage; innovation and empowerment; accountability and fiscal integrity; and mālama 'āina sustainability.

The University of Hawai'i System Strategic Plan: Entering the University's Second Century, 2002–2010 contains the full text of the University's vision, mission, commitments, and core values. It is available on the web at: <http://www.hawaii.edu/ovppp>.

Functioning as a System

How do UH campuses function as a system in service to the state?

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, offering professional programs based on a liberal arts foundation and selected graduate degrees. It offers master's programs in education, Hawaiian language, China–U.S. relations, and counseling psychology and baccalaureate degrees in business, humanities, natural sciences, social sciences, agriculture, nursing, and computer science.

UH WEST O'AHU is an upper division institution that will eventually become a four-year campus. It offers baccalaureate degrees in selected humanities, social science, and business and public administration 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 and information and computer sciences. Courses are also offered on-site in Wai'anāe.

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. The **EMPLOYMENT TRAINING CENTER** located at Windward CC 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.

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 (WASC). 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 1999, the University of Hawai'i at Mānoa's accreditation was fully reaffirmed by WASC. The WASC commission indicated that the Mānoa campus excels in several areas, including the dedication of faculty and staff, efforts to strengthen the undergraduate curriculum, an increase in research generated by the faculty, and a highly enviable 11 to 1 student-faculty ratio—rare among nationally ranked research universities. The commission will conduct a follow-up visit in 2003.

UH West O'ahu is fully accredited by WASC as is UH Hilo. Both campuses are preparing for WASC visits in spring 2003.

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.

At UH Mānoa, 27 external professional accrediting organizations examine various programs every five to ten years. Among the accredited professional programs at UHM are law, medicine, architecture, business, travel industry management, social work, engineering, journalism, chemistry, dental hygiene, nursing, dietetics, library and information studies, clinical psychology, microbiology, audiology, speech-language pathology, education, medical technology, music, and urban and regional planning.

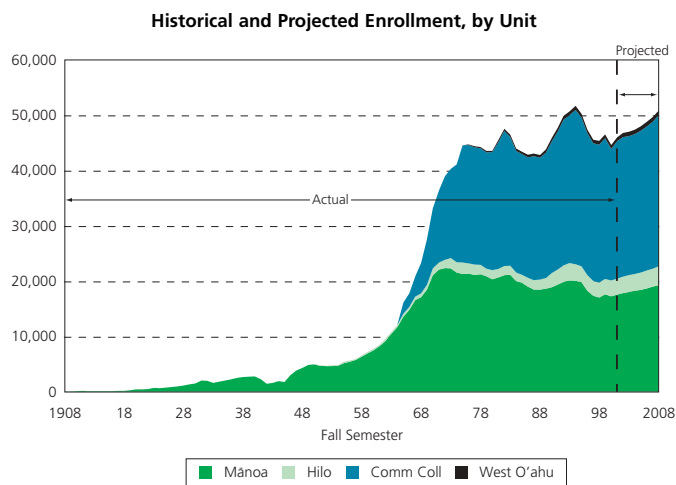
Twenty Community College programs hold separate accreditation, including nursing and a variety of food service programs at multiple campuses, aeronautics maintenance, automotive maintenance, cosmetology, fire science, motorcycle safety, legal assistant, medical assistant, medical lab technician, occupational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

The nursing and education programs at UH Hilo are separately accredited, and the business program is a candidate for accreditation.

Access and Student Participation

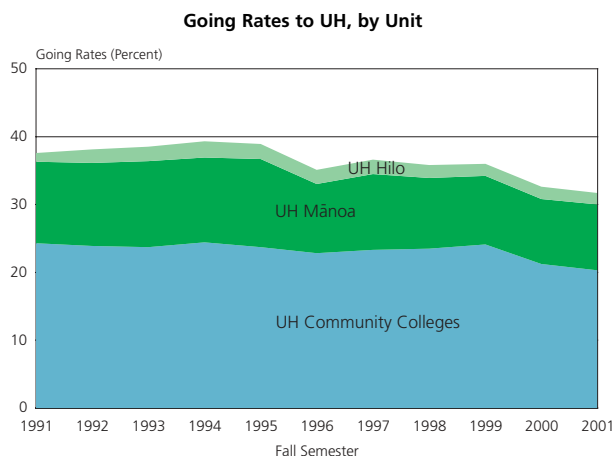
What is the status of access to the University of Hawai'i for recent Hawai'i high school graduates?

Rapid growth in the post-war era was followed by an extended period of stable, mildly declining enrollment. Expanded access has helped the UH system post modest overall gains since the early 1970's. Enrollment increased 3.2 percent in 2001 to nearly 46,000 students and will grow to more than 50,000 by 2008. Program and facilities development could increase this projection to 56,000-plus.



Note: Areas sum to UH system total. First year of enrollment at UH Mānoa was 1907.

The going rate of recent Hawai'i high school graduates into the University of Hawai'i campuses has declined since the mid-1990's.



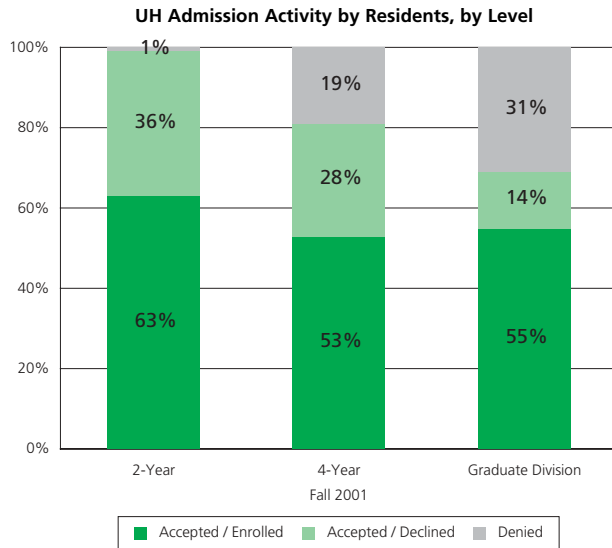
Note on sources: Where otherwise not referenced, student and enrollment data are from UH Management and Planning Support (MAPS) reports. Other data originate with UH senior vice presidents/chancellors' and other campus offices.

1. INSTITUTIONAL PURPOSE AND EDUCATIONAL OBJECTIVES

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

Acceptance rates demonstrate that there is a place within the UH system for students who prepare themselves for post-secondary education.

- 2-year (99%)
- 4-year (81%)
- Post-baccalaureate (69%)



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

In fall 2001, the number of distance learning classes being delivered to students in-state and out-of-state increased by 290, or 55 percent since fall 1999. These 814 classes accounted for over 7,300 registrations in a variety of disciplines, including 50 graduate, bachelor, associate, and certificate programs.

Major technology delivery systems include 2-way interactive video, cable television, the internet, and mixed modes. Strategically, the UH continues to leverage interactive television and cable TV, while aggressively moving to the internet to make learning more accessible throughout the state and beyond.

Although technology is used to deliver over half (55%) of the University's distance learning classes, off-site instruction, such as classes on military installations or faculty travelling to another island, continues to be a major method of delivery.

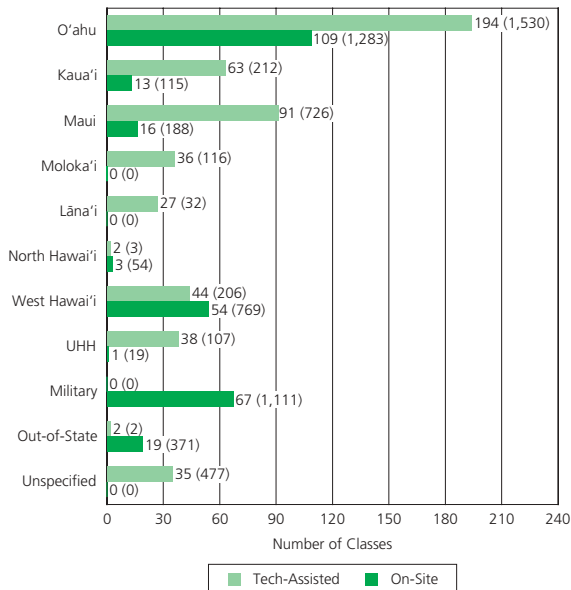
| Receive Sites by County/Region | | |
|--|---|--|
| HONOLULU Honolulu CC Kapi'olani CC Leeward CC UH Mānoa Wai'anae Education Center Correctional Facilities Hospitals Military Bases Public Schools Individual Homes | HAWAI'I Hawai'i CC UH Hilo University Center, West Hawai'i Correctional Facilities Hospitals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

| Distance Learning Credential Programs | | |
|--|---|---|
| GRADUATE <ul style="list-style-type: none"> • Business Administration • Educational Foundations, Interdisciplinary • Educational Administration • Educational Counseling & Guidance, Voc. Rehab • Info & Computer Science • Kinesiology & Leisure Science • Library & Info Studies • Nursing, Clinical Systems Mgmt • Teacher Education & Curriculum Studies • Certificate in Technology Info Resource Mgmt | BACHELOR'S <ul style="list-style-type: none"> • Business Administration • Certificate in Substance Abuse Studies • Computer Science • Elementary/Special Education • Elementary Education • English • Hawaiian Language • Hawaiian Studies • Info & Computer Science • Liberal Studies • Marine Sciences • Social Sciences | ASSOCIATE/CERTIFICATE <ul style="list-style-type: none"> • Accounting • Administration of Justice • Agricultural Careers • Applied Trades • Associate of Arts • Building Maintenance • Business • Electronic Computer Engineering • Deaf Studies • E-commerce • Early Childhood Education • Emergency Med Tech • Fire & Environmental Emergency Response • Food Service and Hospitality • Food Science • Hawaiian Lifestyles • Hotel Operations • Human Services • Liberal Arts • Medical Assisting • Nursing • Office Administration & Technology • Opticianry • Practical Nursing • Pre-Engineering • Pre-Nursing • Welding |

Registered nurses can now earn a bachelor's degree in nursing or a master's in clinical systems management online. The UH Mānoa School of Nursing and Dental Hygiene distance learning program combines "real time" technical capabilities, such as chat room discussions, teleconferences, and video conferencing, with "any time" instruction using e-mail, web pages, electronic bulletin boards, CD-ROM, and video streaming.

An extensive review of distance learning was completed in 1997-98. This resulted in a comprehensive plan and policy base and University system-wide coordination of distance learning policy and planning activities.

**Distance Education Classes by Receive Sites, Fall 2001
(Student Registrations in Parentheses)**



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

In fall 2001, seven University of Hawai'i Community Colleges (UHCCs) offered adult basic education in English and mathematics resulting in over 2,600 class registrations. This is approximately 400 less than the 1999 volume of registrations.

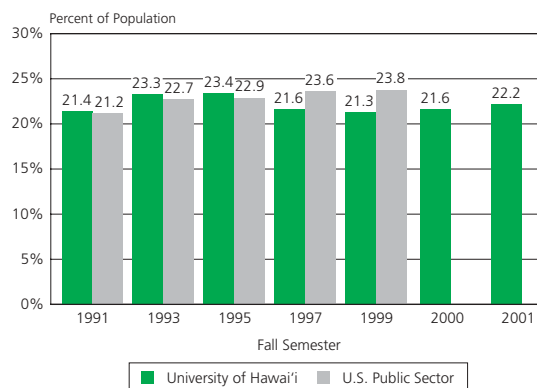
The UHCCs remain committed to the open door concept and to the provision of remedial education for students who are not prepared to pursue learning at the post-secondary level. It is recognized that federal and state support for the most basic level of remediation—Adult Basic Education (ABE)—is provided to the Department of Education's (DOE) Adult Community Schools. The UHCCs work collaboratively with the DOE Adult Community Schools to ensure that adult basic education classes are available to all students in need of such instruction.

Do Hawai'i residents have sufficient opportunities to enroll in education and training at UH beyond high school?

In fall 1999, the proportion of the Hawai'i 18–24 year old population served by UH slipped below the national average. The share increased in each of the last two years.

Running Start, a national program, allows some high school juniors and seniors to take community college classes while working toward their high school diplomas. The program is a joint-credit collaboration between the Department of Education and University of Hawai'i whereby students can complete an associate degree and a high school diploma at the same time.

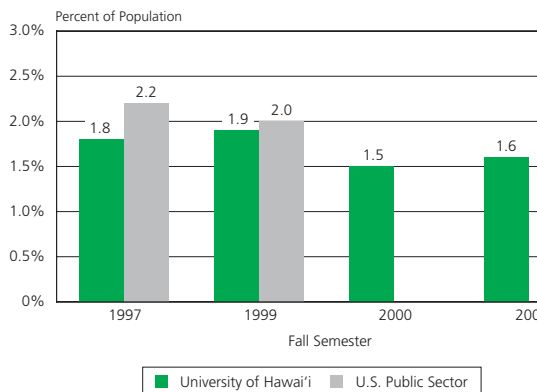
**Undergraduates Aged 18–24 as a Percent of Population Aged 18–24 Years
University of Hawai'i and the Nation (Public Sector)**



Note: National data available for odd-numbered years only, national figure for Fall 2001 unavailable.

The proportion of Hawai'i's 25–49 year old population enrolled as part-time undergraduates at UH was close to the national average in 1999, but has declined since then.

**Part-time Undergraduates Aged 25–49 Years
as a Percentage of Population Aged 25–49 Years
University of Hawai'i and the Nation (Public Sector)**



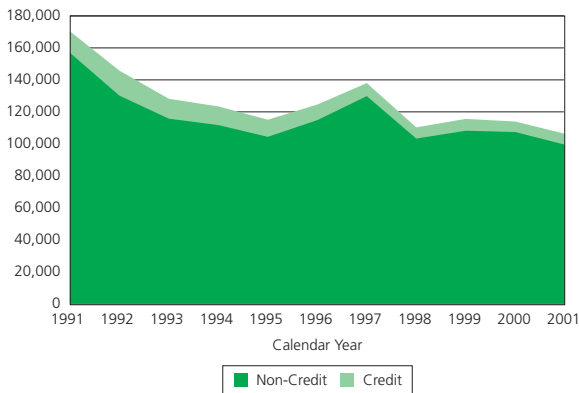
Note: National data available for odd-numbered years only, national figure for Fall 2001 unavailable.

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

The diversity and volume of UH continuing education programs and offerings, both credit and non-credit, are considerable and serve 100,000 students annually.

PLEASE NOTE: While there has been some decline in continuing education enrollment, differences in the quality of continuing education data in earlier years and changes in reporting procedures allow for only a general comparison over time. Data quality has improved in recent years.

Continuing Education Enrollment



Affordability

How affordable is higher education at UH for students and their families?

The share of income Hawai'i's poorest families pay for tuition at UH community colleges is about as low as that for the best performing states.

| | UH | Top States |
|---|-----|------------|
| Share of income that poorest families need to pay for tuition at lowest 2-year colleges | 10% | 9% |

THE NATIONAL CENTER FOR PUBLIC POLICY AND HIGHER EDUCATION, "MEASURING UP 2000" ©2000

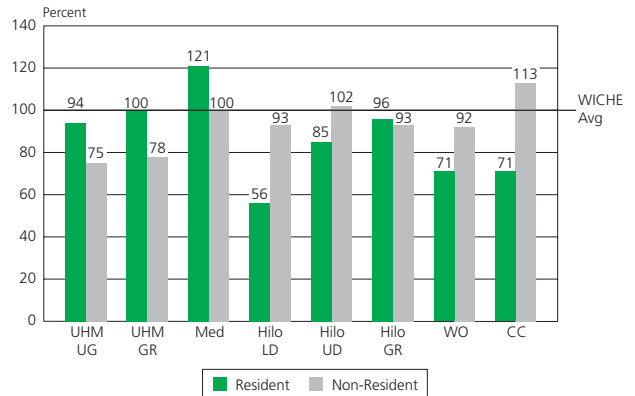
A recent study completed by the Lumina Foundation for Education found that only in Alaska, Arkansas, Hawai'i, Kentucky, and Wyoming are all four-year public colleges affordable for low-income dependent students. Additionally, Hawai'i is one of only 11 states identified as "most consistently accessible," i.e., loan free accessibility at state public institutions for low- and median-income students. The foundation based its criteria on admission standards, federal loan limits, income, and available financial aids.

LUMINA FOUNDATION FOR EDUCATION, 2002

How do UH tuitions compare with like institutions elsewhere?

Undergraduate resident tuition rates at all UH campuses remain below WICHE averages. Undergraduate non-resident tuition is below or equivalent to WICHE averages for all UH campuses except Hilo (upper division) and the Community Colleges. Graduate tuition rates approximate or are below WICHE averages. UHM Medicine resident tuition exceeds the WICHE average, while non-resident tuition is equivalent.

2001-02 UH Tuition and Required Fees as a Percentage of 2001-02 WICHE Averages



Note: WICHE = Western Interstate Commission for Higher Education Effective 2000-01, WICHE no longer has law tuition comparisons.

Hawaiian, Asian, and Pacific Education and Leadership

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

The University of Hawai'i supports international education through the on-campus presence of international students, trainees, faculty, and scholars; foreign language offerings; internationally focused courses and certificate programs; international exchange; and study abroad opportunities.

HIGHLIGHTS

- Blackwell Publishers ranks UH as having the best Indian philosophy program and the third best Chinese philosophy program in the English-speaking world.
- The UHM Center for Pacific Islands Studies is the only national resource center in the nation that focuses on the Pacific Islands.
- UHM is one of only fifteen national resource centers for East Asian Studies, along with Columbia, Harvard, Stanford, UC Berkeley, USC/UCLA, and Michigan, among others.
- UH Hilo is one of only three U.S. institutions in partnership with universities in France, Belgium, and Spain engaged in a federally funded Marine Science Language Scholarship Exchange Program.
- The UHM School of Law launched the *Asian-Pacific Law & Policy Journal* in 2001, the first functional web-based American legal journal dedicated to Asia, the Pacific, and Australia.
- The UHM College of Business Administration established the Vietnam Executive MBA program in cooperation with the Hanoi School of Business.
- The UHM Department of Second Language Studies is regularly ranked number one among similar programs nationwide.
- For academic year 2002–03, *U.S. Business & World Report* ranks UH Mānoa's Master of Business Administration (MBA) program in international business 20th among the nation's 300 accredited MBA programs.
U.S. WORLD & BUSINESS REPORT, APRIL 2002
- For 2002, *U.S. Business & World Report* ranks UH Hilo 14th among national liberal arts colleges and 2nd among public institutions in the percentage of international student enrollment.

"Our university system should be the leader when it comes to language study, initiatives in foreign exchange, and building links to Asian universities."

Evan S. Dobelle
President,
University of Hawai'i

- *Business Week* calls the UHM College of Business Administration's executive programs "best on Asia Pacific business."
- A UH Hilo student became the first person in U.S. history to obtain an advanced degree in an indigenous language—a master's in Hawaiian Language.
UH HILO, SPRING 2002
- Kapi'olani was one of only two community colleges that won national recognition from the American Council on Education as a "Promising Practices" college for its institutionalization of international education.
AMERICAN COUNCIL ON EDUCATION, NOVEMBER 2000
- UH Hilo's Hale Kuamo'o Hawaiian Language Center (associated with Kahaka 'Ula O Ke'elikōlani College of Hawaiian language), continues to serve as a prototype for indigenous language revitalization efforts nationwide.
- The Department of East Asian Languages and Literatures houses the largest Japanese program in the U.S.
- *U.S. News & World Report* ranks UH Hilo's international student enrollment 14th nationally among four-year liberal arts colleges.
U.S. NEWS & WORLD REPORT, 2001
- The UH Mānoa Asian Theatre program is the oldest, largest, and most comprehensive and respected center for Asian theatre research and performance outside of Asia. UHM is the only Euro-American college or university to offer graduate degrees in Asian theatre, and to be regularly invited to perform traditional Asian theatre in Asia.

1. INSTITUTIONAL PURPOSE AND EDUCATIONAL OBJECTIVES

How is the University of Hawai'i strengthening its Asia-Pacific focus?

INTERNATIONAL STUDENT ENROLLMENT/COURSES

Of the 2,290 international students from 88 countries enrolled in the UH system, 86 percent are from the Asia-Pacific region. At UH Mānoa, 83 percent of international students are from Asia-Pacific; at UH Hilo 86 percent are from Asia-Pacific; and at the UH Community Colleges 93 percent are from the Asia-Pacific region.

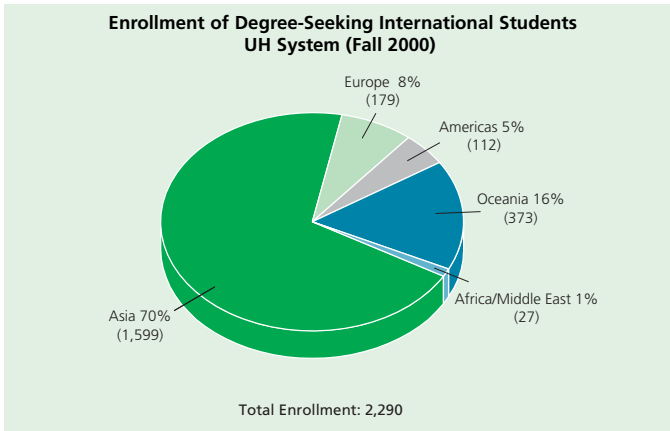
In the academic year 2000–01, international student enrollment at UH Community Colleges increased 14 percent, double the national average.

INSTITUTE OF INTERNATIONAL EDUCATION

UH Hilo ranked 14th nationally among 4-year liberal arts colleges in the category of Most International Students (10% in 2001).

U.S. NEWS & WORLD REPORT, 2001

The percentage of Asia-Pacific students has increased at all campuses since fall 1999.

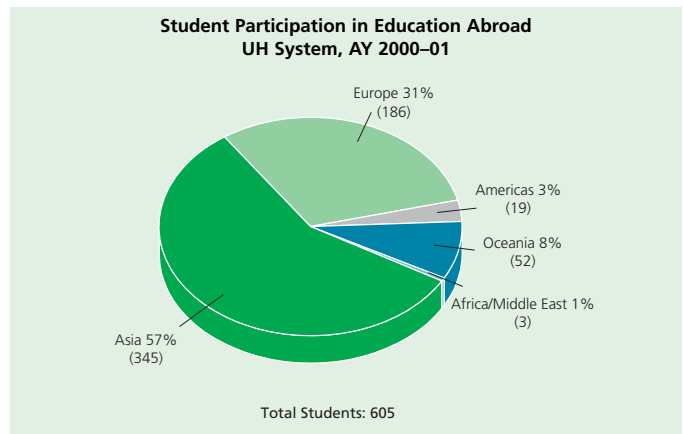


In fall 2001, instruction in more than 16 Asia-Pacific languages was offered; 67 percent of language enrollment across the UH system was in Hawaiian, Asian, and Indo-Pacific languages. Over 800 courses offered by the UH system focus on the Asia-Pacific region.

OVERSEAS STUDY/RESEARCH PROGRAMS

Of the 605 students who participated in the international study/research programs, 397 (or 66%) went to the Asia-Pacific region.

In the academic year 2000–01, the number of UH students studying in Oceania more than tripled over the previous year, and there was a 30 percent increase in those studying in Asia.



FORMAL AGREEMENTS

Of the university's 160 formal relationships with institutions overseas, 88 percent are with institutions in the Asia-Pacific region. These linkages, which have increased by 19 percent since academic year 1999–2000, provide opportunities for faculty and student exchange, short-term training, library exchanges, collaborative research, and the development of international programs that benefit the University. The largest increase in cooperative agreements has been with institutions in Korea and China.

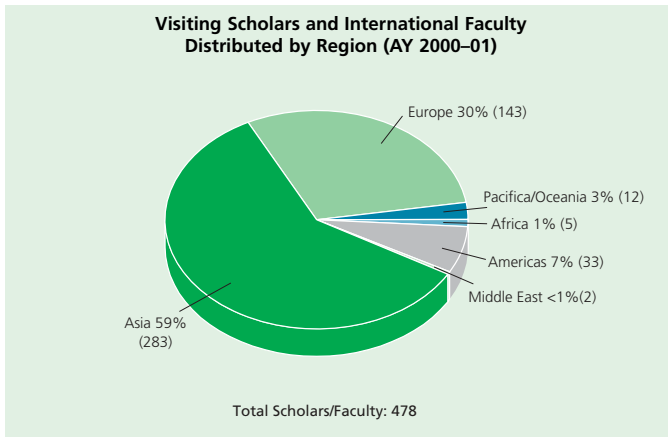


How is the University of Hawai'i demonstrating its international leadership role?

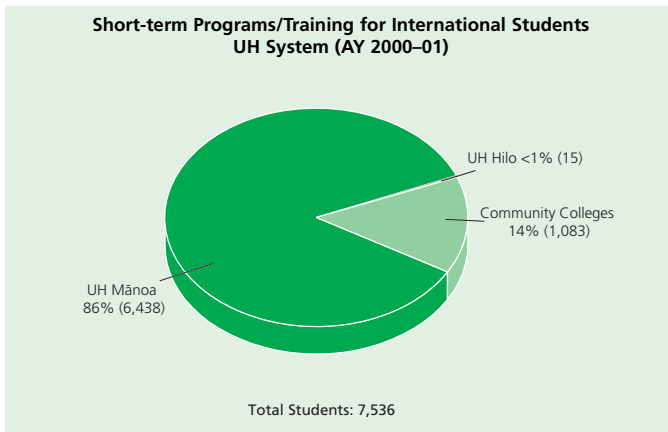
VISITING SCHOLARS AND INTERNATIONAL FACULTY

In academic year 2000–01, 478 international faculty and visiting scholars taught, participated in international exchanges, and conducted research in the UH system. This represents a 55 percent increase over the previous year.

Of the 439 faculty under UH immigration sponsorship, the majority (56%) were from Asia, about a third (32%) were from Europe, and the remainder were from countries in Africa, the Americas, the Middle East, the Pacific, and Oceania.



In AY 2000–01, there were 7,536 international participants in intensive English and other short-term training programs across the UH system. Of these, approximately 86 percent (or 6,438) were enrolled at UHM. Short-term programs and training grew by 35 percent over the previous year and generated \$4.2 million in revenues.



The world's largest resource faculty for Asia-Pacific studies resides in UHM's School of Hawaiian, Asian, and Pacific Studies. The school pioneered the study of Japan in America and is home to the oldest and largest Korean studies program outside Korea.

UHM SCHOOL OF HAWAIIAN, ASIAN, AND PACIFIC STUDIES

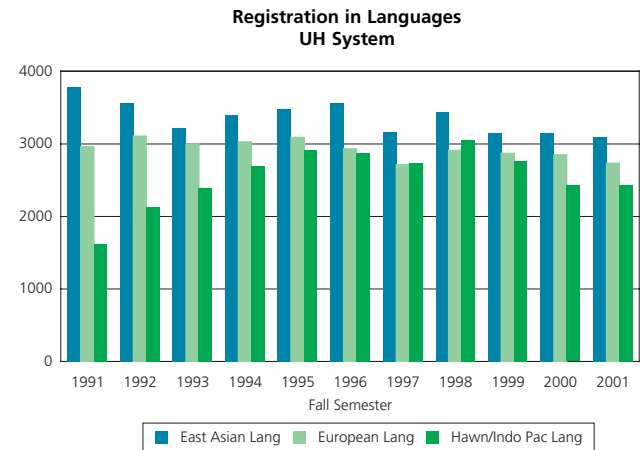
How is the University ensuring an international dimension to students' education?

INTERNATIONAL EDUCATION

UH students can earn a certificate with an international component in nearly 40 fields. Students have the opportunity to participate in international exchange, study abroad, and specially designed campus-based overseas programs. And the UH offers over 31 languages other than English.

Over the past ten years, registrations in Hawaiian/Indo-Pacific languages increased by over 50 percent, while those in East Asian and European languages decreased.

- East Asian Languages (-18%)
- European Languages (-8%)
- Hawaiian/Indo-Pacific Languages (+51%)



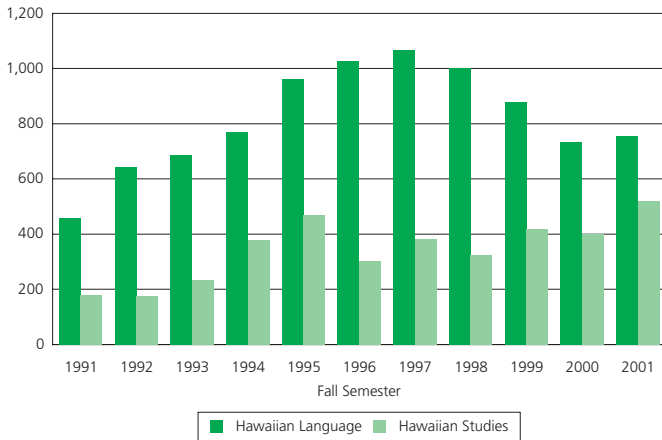
1. INSTITUTIONAL PURPOSE AND EDUCATIONAL OBJECTIVES

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

HAWAIIAN LANGUAGE AND STUDIES

At UH Mānoa, registration in Hawaiian studies courses is currently at its highest ever. Registrations in Hawaiian language courses also increased, although registrations in fall 2001 were somewhat lower than the peak in fall 1997.

Registration in Hawaiian Language and Hawaiian Studies Courses UH Mānoa

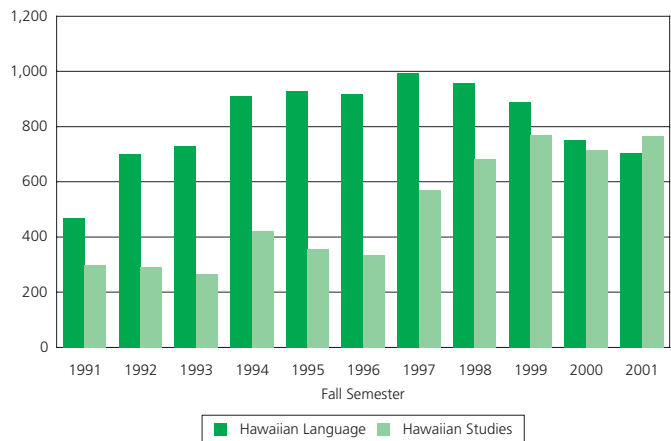


In 1996, UH Hilo became the first university in the nation to offer a graduate degree in an indigenous language—the master of arts in Hawaiian language and literature. In fall 1998, UHH became the first university in the nation to establish a college in an indigenous language. And, in spring 2002, UHH had its first graduate of the master’s program in Hawaiian language and literature.

UH West O’ahu began offering a specialization in Hawaiian-Pacific Studies in fall term 1999.

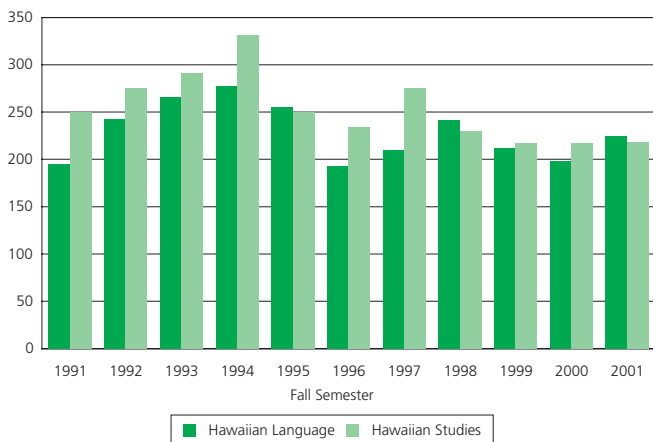
At UH Community Colleges, student registrations in Hawaiian studies courses continue their upward trend.

Registration in Hawaiian Language and Hawaiian Studies Courses UH Community Colleges



Registrations in Hawaiian language and Hawaiian studies courses at UH Hilo have been relatively stable in recent years.

Registration in Hawaiian Language and Hawaiian Studies Courses UH Hilo



Economic Impact on Hawai'i

What is the overall economic impact of the UH system on Hawai'i?

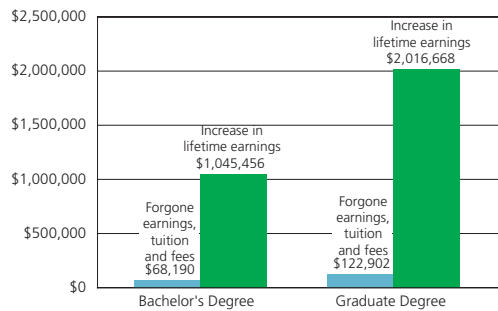
As a billion dollar player in Hawai'i's economy, the University of Hawai'i system and its participants represent a major economic force in Hawai'i.

The following are based on the 2000 "Study of the Economic Impact of the University of Hawai'i System" prepared by the Department of Economics at UH Mānoa:

UH increases an individual's earning potential

- Obtaining a UH bachelor's degree increases the lifetime earnings of graduates in excess of \$1.0 million more than a resident with a high school diploma.

Anticipated Increase in Lifetime Earnings and Cost by Educational Attainment Beyond High School, Hawai'i*



*Note: The cost of obtaining a graduate degree includes the cost of obtaining a bachelor's degree. Inflation adjusted.

UH stimulates the business community

- Total UH system spending was \$730.4 million, of which only \$380 million came from state general funds.
- Total UH-related expenditures directly and indirectly generated \$1.6 billion of business sales, 29,000-plus jobs, and \$1.1 billion of income to households.

UH leverages taxpayer dollars

- Every general fund dollar spent by UH generates \$4.10 of total business sales, \$2.89 of labor income, and \$0.48 of state and local taxes in the economy of Hawai'i.
- For every \$1 million of state general funds invested in the UH, 77 full-time-equivalent jobs are generated.

UH generates a return on government investment

- For state taxpayers, the annual return on investment in a UH baccalaureate degree is 3.4 percent after inflation.

UH expands the state economy

- UH is a major economic sector in Hawai'i, representing about 3 percent of Hawai'i's economy (gross state product).
- All of higher education in Hawai'i represents 14 percent of Hawai'i's annual economic growth since statehood.
- According to a recent State Science and Technology Indicators report, which describes the importance of university research to a state's economy, UH ranked eighth in the nation and 31 percent higher than the national average for university-performed research and development (R&D) expenditures. The total university-performed R&D expenditure was \$156.8 million or \$3.83 per \$1,000 of Hawai'i's gross state product (GSP), compared to the national median of \$2.89.

UH develops human capital and knowledge

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 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 businesses, and creating long-term job growth.
- Promoting innovation and capitalization on Hawai'i's unique natural and cultural endowments. 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 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 the Asian/Pacific region.
- Serving as a center for Hawaiian, Asian, and Pacific studies.
- Serving as a community institution for intercollegiate sports and athletics.
- Participating in the ongoing global revolution in telecommunications and microprocessing.

1. INSTITUTIONAL PURPOSE AND EDUCATIONAL OBJECTIVES

FOREIGN INVESTMENT IN UH

The external non-U.S. economic investment in the UH has been substantial. In fiscal years (FY) 2000, 2001, and 2002, over \$25.7 million was invested by non-U.S. entities. Highlights of this support include:

- \$11.2 million in contracts and grants in FY2000; \$6.6 million in FY2001; and \$3.8 million in FY2002. Large awards included \$6 million in FY2000 from the Japan Marine Science and Development Center (JMSDC) and \$1.3 million from the National Space Development Agency of Japan (NSDAJ). Support continued in FY2001 with an additional \$3.1 million from JMSDC and \$721 thousand from NSDAJ.

| Awards from Foreign Sources | | |
|-----------------------------|-----------------|-----------------------------|
| Fiscal Year | No. of Projects | Amount Awarded (\$ million) |
| 96-97 | 45 | 7.6 |
| 97-98 | 36 | 7.3 |
| 98-99 | 36 | 4.1 |
| 99-00 | 49 | 11.2 |
| 00-01 | 39 | 6.6 |

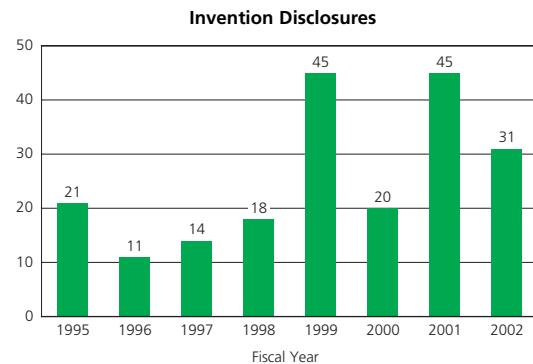
- Over \$4.2 million in FY2001 supported short-term training programs where student expenses are paid by foreign sources.
- Although not constituting direct investments in the UH astronomy programs, the State of Hawai'i and the UH benefit from the large foreign investments in astronomy facilities and operations on Mauna Kea and Haleakalā. During FY2000 and FY2001, two new telescopes were built on Haleakalā. A private organization in the United Kingdom provided \$10 million for construction of the Faulkes Educational Telescope, and Japan provided \$10 million for construction of the Multicolor Active Galactic Nucleus Monitoring Telescope (MAGNUM). Coupled with the observatories already present on Mauna Kea and Haleakalā, there are now almost a billion dollars in observatories on the two mountains. The operations budgets of the foreign-owned telescopes total \$33.7 million per year. This substantially impacts the local economy. The UH has bilateral scientific cooperation agreements with each of the foreign observatory organizations. In return for providing the site and for managing the physical and operational infrastructure of the observatory complexes, the UH receives a guaranteed share of the observing time (typically 10-15%).

NATIONAL RESOURCE CENTERS

In the 1990s, over \$12 million in language-related contracts and grants were awarded to the UH to fund national centers for East Asian, Southeast Asian, and Pacific Island Studies; the National Foreign Language Resource Center; and a Center for International Business Education and Research. Additional private endowments totaling \$10 million supported cultural studies of East Asia (China, Japan, and Korea).

TECHNOLOGY TRANSFER

The Office of Technology Transfer and Economic Development (OTTED) serves as a gateway for access to the University's rich educational, scientific, and technical resources by actively promoting new University inventions and discoveries to industry and by working with business and government leaders throughout the state to encourage economic development. The technology transfer process begins with the disclosure of inventions and new technologies by University researchers. These discovery and invention disclosures have resulted in more than 265 patents or patent applications filed by the University, over 40 active license agreements or other commercialization agreement for future licenses, and over \$2.0 million in gross licensing revenues (cumulative).



OTHER ECONOMIC DEVELOPMENT HIGHLIGHTS

- UH won the competition for the \$181 million 10-year contract to manage the Maui High Performance Computing Center, one of the five largest centers in the U.S. Department of Defense.
- Honolulu has been selected to host the International Microwave Symposium in 2007. The week-long symposium is expected to draw more than 10,000 participants and 650 exhibitors and is projected to generate \$13.9 million in visitor spending and \$1.2 million in tax revenue.
- Mauna Kea Observatories have involved hundreds of millions of dollars of construction and an annual payroll of about \$60 million.
- UH research efforts have provided a sound fundamental basis for most of Hawai'i's current agricultural industries and nearly all agricultural industry associations in the state can trace their origins to organizational efforts by faculty of the UHM College of Tropical Agriculture and Human Resources.
- The UH system received \$252 million in research and training grants from national sources in fiscal year 2002.
- The Health and Wellness Center in Kaka'ako that breaks ground in 2002 will create new jobs, additional purchasing power, and tax revenue for Hawai'i.

Esteem

What is the University's image overall?

Nearly 80 percent of Hawai'i residents polled in 2001 had a favorable opinion of UH, but 61 percent stated the belief that the UH system is inadequately funded by the state. About three-fourths (74%) agree that, with enough support, UH can truly become a world class university in the next decade.

2001 PUBLIC OPINION POLL
OPINION DYNAMICS

Achieving Educational Objectives Through Core Functions

The University of Hawai'i system of campuses achieves institutional purposes and goals through teaching and learning, scholarship and creative activity, and support for student learning. Student and faculty performance, research achievements, student satisfaction, and workforce development demonstrate the effectiveness of core functions.

Teaching and Learning

How effectively is the University of Hawai'i contributing to student learning?

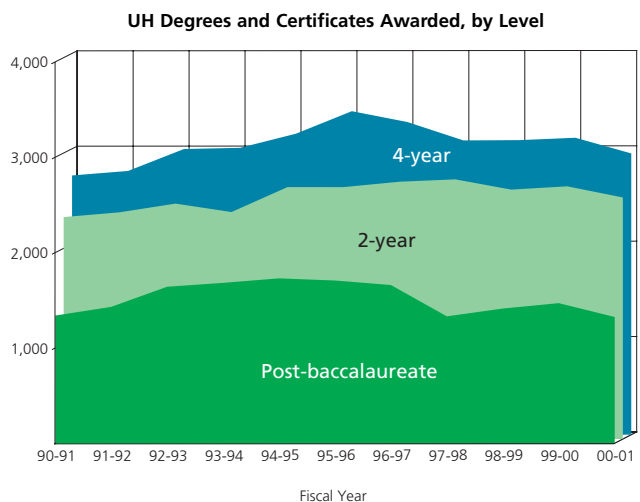
UH Mānoa, UH Hilo, and UH West O'ahu scored well in a national survey intended to show how effectively colleges are contributing to learning in five areas: 1) level of academic challenge; 2) active and collaborative learning; 3) student-faculty interaction; 4) enriching educational experiences; and 5) supportive campus environment. All are doing better than predicted in levels of student engagement in the learning processes, and all are at levels higher than in previous administrations of this survey.

The biggest area noted where improvement is needed was the level of academic challenge experienced by freshmen. To address this, the core curriculum at UH Mānoa has been modernized, and there has been an expansion of learning communities. At UH Hilo, faculty are looking at increasing the rigor of freshman courses.

2001 NATIONAL SURVEY OF STUDENT ENGAGEMENT

What is the volume of credentials awarded annually by UH?

On the average, nearly 7,000 degrees are awarded annually by UH.



What percentage of degree/certificate programs have a required practicum, service learning, or other service learning component?

The service learning process involves instructional strategies which link community service and academic study so that one strengthens the other. It is an instructional method by which citizenship, academic subjects, skills, value, and the concept of giving back to the community are placed into the classroom and students participate in service learning activities with various agencies in the community.

About one-fourth of the degree/certificate programs at UH Mānoa require some form of service learning component.

One program at UH West O’ahu requires a practicum. Students in business administration and public administration can elect a practicum or a senior project.

Twenty-three percent of degree/certificate programs at UH Hilo have a practicum, hands-on training, or other service learning component.

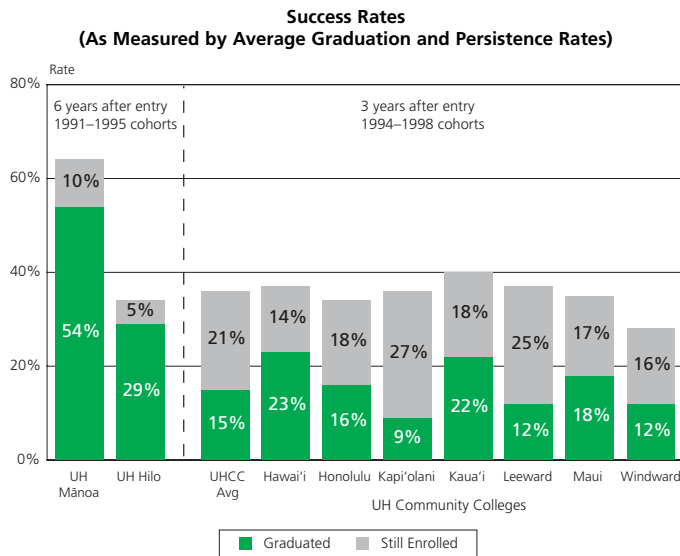
A distinguishing aspect of the Mānoa undergraduate experience is the number of opportunities for experiential learning, including—but not limited to—internships, cooperative education placements, volunteer positions, fellowships, and practica. These opportunities not only link theory to practice, but also the university to its community. In 2000–01, the Office of Career Services processed 208 experiential opportunities in business, computer science, engineering, life/physical science, social science, humanities, and teaching.

Student Performance

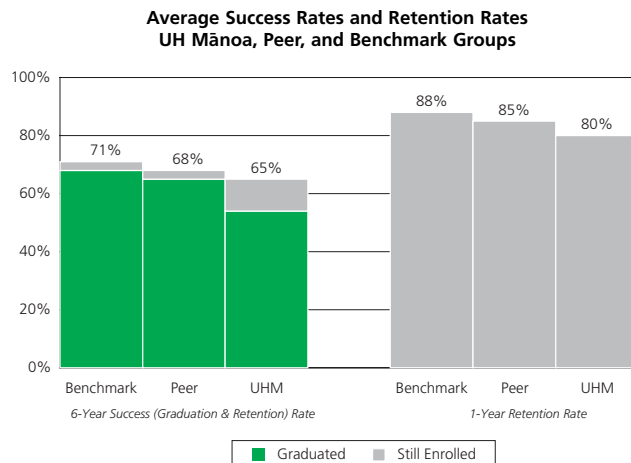
What are the UH persistence and graduation outcomes for entering students?

The success rates (percentage of those who graduated or are still enrolled) as compared with the 2000 Benchmarks/Performance Indicators Report are:

- 64% for UH Mānoa; down slightly from 65%
- 34% for UH Hilo; same as in 2000
- 36% for UH Community Colleges; up from 34%



UH Mānoa’s 6-year success rate and 1-year retention rate for first-time students are slightly lower than the national average rates for peer and benchmark groups as derived from a national study. Students at UHM eventually graduate at rates comparable to those in the peer and benchmark groups; they just take longer to do so.



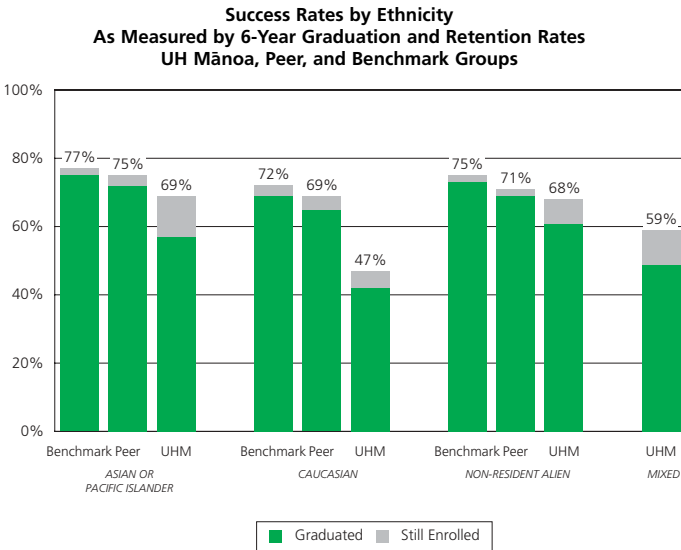
6-YEAR GRADUATION RATE=F90-94 COHORTS; 1-YEAR RETENTION RATE=F90-F99 COHORTS
CONSORTIUM FOR STUDENT RETENTION DATA EXCHANGE 2000-01 SURVEY

2. EDUCATIONAL OBJECTIVES THROUGH CORE FUNCTIONS

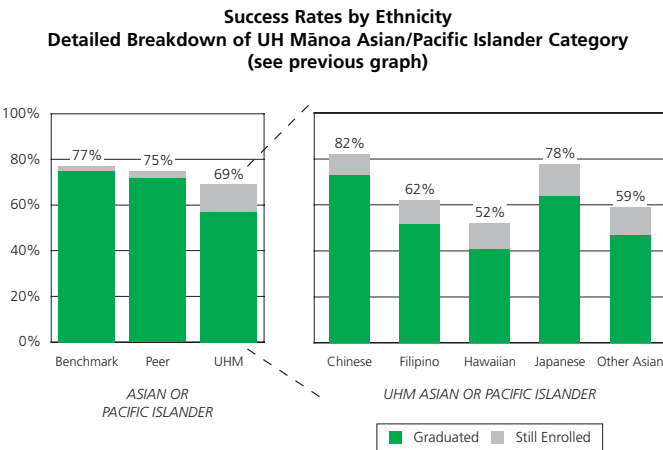
SUCCESS RATES BY ETHNICITY

The success rate for Asian/Pacific Islanders at UH Mānoa is slightly lower than the peer and benchmark groups. Within UH Mānoa's Asian/Pacific Islander category, Chinese and Japanese students show comparable success rates to peer and benchmark groups, while the rates for Filipino, Hawaiian, and the other Asian categories are lower.

The success rate for non-resident aliens at UH Mānoa is slightly lower than the peer and benchmark groups but is considerably lower for Caucasians.



Note: Other institutions do not have a Mixed ethnic category, and UHM enrollments for other ethnic groups such as Hispanics and African Americans are too small for comparison.
CONSORTIUM FOR STUDENT RETENTION DATA EXCHANGE 2000-01 SURVEY, F90-94 COHORTS

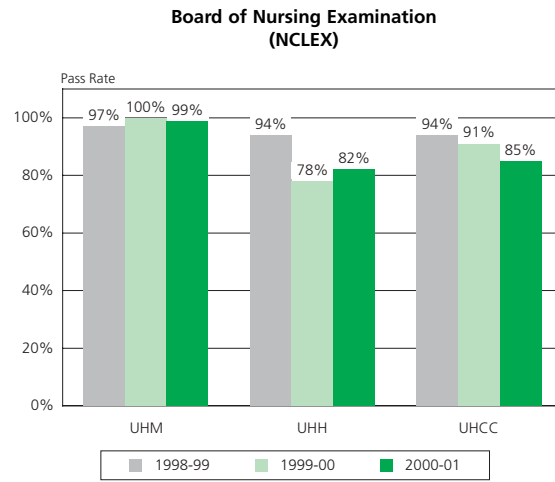


Note: Though OMB federal reporting standards on race and ethnicity have changed recently, they previously defined the Asian or Pacific Islander category to include native Hawaiians and other Pacific Islanders. Available data can only be aggregated as shown here.
CONSORTIUM FOR STUDENT RETENTION DATA EXCHANGE 2000-01 SURVEY, F90-94 COHORTS

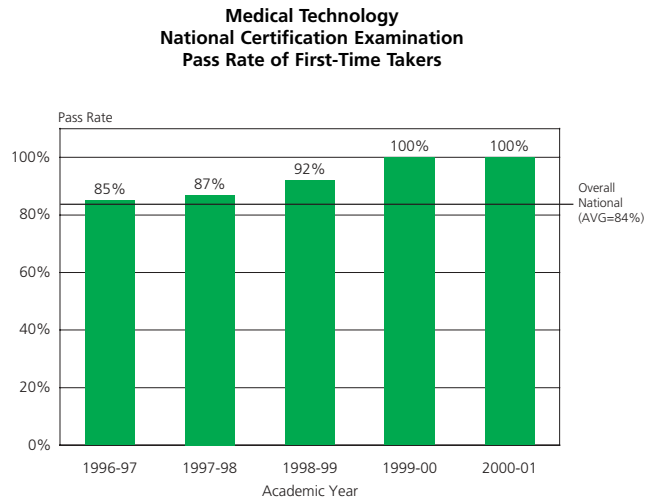
What share of eligible students pass external exams in their field of study?

University of Hawai'i students and graduates are scoring well on national and state exams.

Nursing. Of the 131 UH Community College Nursing Program graduates who took the licensing examination administered by the National Council for Licensing Examinations (NCLEX) in 2000-01, 85 percent passed. For UHM graduates the pass rate was 99 percent, and for UHH 82 percent received a passing score.



Medical Technology. In 1999-2000 and 2000-01, all UHM Medical Technology students passed the national certification examination on their first attempt, and scores are consistently above the national average.



Dental Hygiene and Other Programs. For the past three years, all UHM Medical Dental Hygiene students taking the national licensing examination passed on their first attempt.

Community College Programs. In 1999–2000, graduates of the following Community College programs passed National licensing examinations on their first attempt: Radiologic Technologist, FAA Airframe and Power Plant Aviation Maintenance Technician, Cosmetology, FCC Electronic Certification, and Nursing Assistant Certification programs.

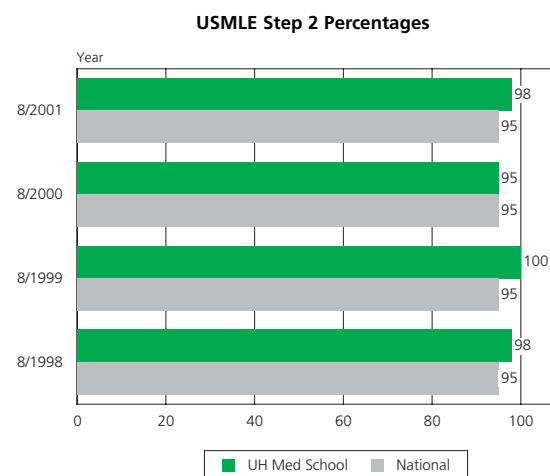
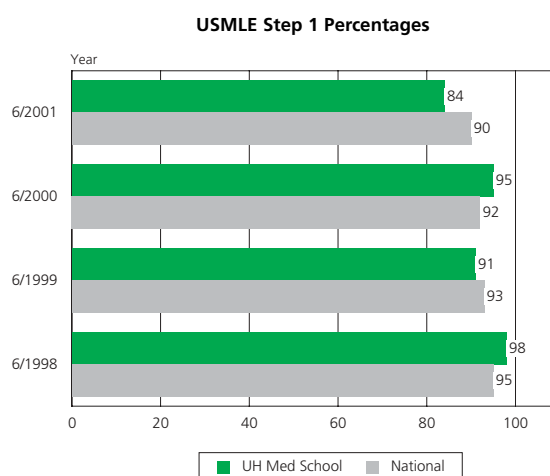
Emergency Medical. The Emergency Medical Service Program at Kapi’olani Community College is one of only two programs nationwide with average scores in the 95th percentile for the National Registry Exam. In 2001, their Radiological Technologist Program had the highest overall test score in the nation and won the U.S. Department of Education Secretary’s Award for Outstanding Vocational Education Program. The program has a 100 percent pass rate on the licensing exam for the past seven years.

Education. On average, UHM College of Education graduates score equal to or higher than the national mean in almost every assessment area on the Praxis Teacher Certification Exam and meet or exceed Hawai’i State Department of Education qualifying scores in all areas.

| Praxis Teacher Certification Examinations (September 1, 2000 to August 31, 2001) | | | | |
|---|--------------|----------|----------------------|--------------|
| Assessment Area | Median Score | | DOE Min. Qual. Score | UH Pass Rate |
| | UH | National | | |
| PRINCIPLES OF LEARNING & TEACHING K-16 | 174 | 174 | 163 | 87% |
| | 173 | 173 | 157 | 94% |
| ELEMENTARY Curric, Instruction & Assessment Content Area Exercise | 179 | 177 | 164 | 84% |
| | 161 | 157 | 135 | 100% |
| ENGLISH Language & Literature Content Pedagogy | 165 | 174 | 164 | 63% |
| | 155 | 155 | 150 | 75% |
| MATHEMATICS Content Knowledge Pedagogy | 142.5 | 140 | 136 | 73% |
| | 145 | 140 | 135 | 93% |
| SOCIAL STUDIES Content Knowledge Pedagogy | 156 | 166 | 154 | 61% |
| | 178 | 183 | 144 | 100% |
| BIOLOGY Content Knowledge Pedagogy | 170 | 168 | 161 | 84% |
| | 155 | 155 | 139 | 100% |
| SPECIAL EDUCATION Knowledge-based Core Principles App.-Core Principles Access | 161 | 162 | 136 | 98% |
| | 150 | 153 | 141 | 82% |
| PHYSICAL EDUCATION Content Knowledge Analysis & Design | 160 | 154 | 160 | 53% |
| | – | – | – | – |

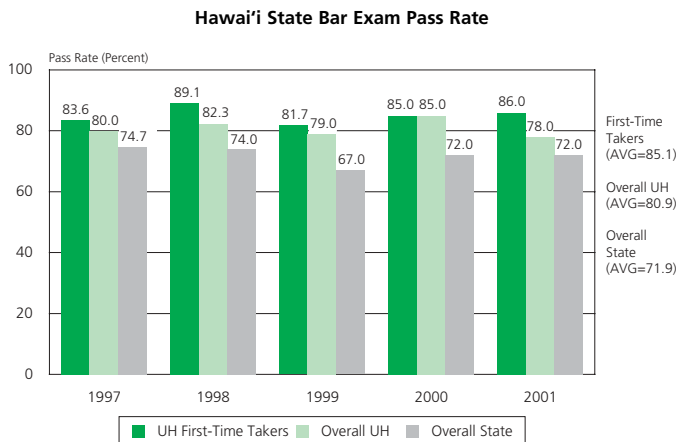
Medicine. Residents in the Orthopaedic Residency Training program of the John A. Burns School of Medicine consistently score well on the In-training Exam, which is administered to orthopaedic residents across the country to promote study and discussion and to help them prepare for their board exam. A score in the 90th percentile is considered excellent. UH graduates scored 91 in 2001 and 99 in 1998–2000.

Ninety-five percent or more of the 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 for U.S. medical students taking the exam for the first time. On the last administration of Step 2 of the three-step process, 98 percent passed. On average, students score at the national passing percentage on Step 1.



2. EDUCATIONAL OBJECTIVES THROUGH CORE FUNCTIONS

Law. Graduates of the William S. Richardson School of Law are consistently outperforming Hawai'i bar exam test takers from other law schools. On average, 85 percent of UHM Law School graduates pass the Hawai'i state bar exam on their first attempt, and overall pass rates (81%) are consistently above the state average (72%).



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

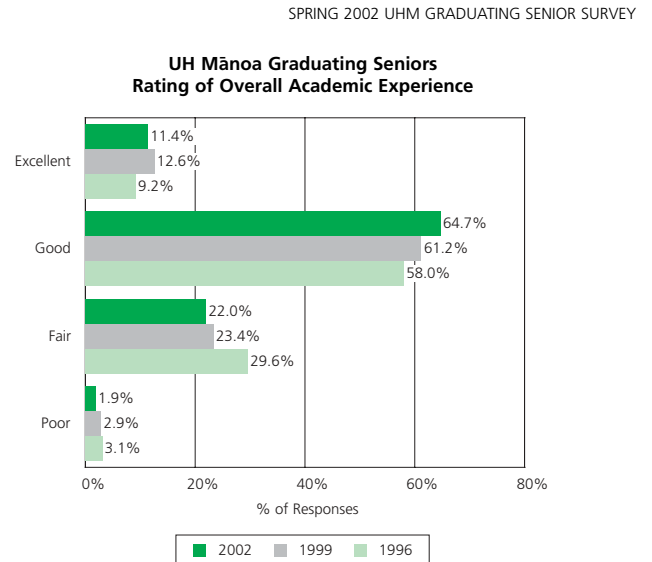
UH Hilo ETS Major Field Achievement Test Scores

| | 1998 | | 1999 | | 2000 | | 2001 | |
|----------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
| | UHH | Nat'l | UHH | Nat'l | UHH | Nat'l | UHH | Nat'l |
| Accounting | 39.4 | 48.9 | 47.9 | 48.9 | 50.3 | 48.9 | 49.7 | 48.1 |
| Computer Science | 156.0 | 148.0 | 162.0 | 147.0 | 153.0 | 147.0 | 156.0 | 147.0 |
| Economics | 49.7 | 40.8 | 42.2 | 40.8 | 47.8 | 40.8 | 41.9 | 40.1 |
| Management | 59.7 | 52.8 | 55.7 | 52.8 | 58.7 | 52.8 | 54.4 | 52.2 |
| Quantitative Bus. Analysis | 50.7 | 49.3 | 49.4 | 49.3 | 49.4 | 49.3 | 50.0 | 48.8 |
| Finance | 50.5 | 38.6 | 39.9 | 38.6 | 40.5 | 38.6 | 41.5 | 37.8 |
| Marketing | 65.6 | 47.1 | 50.1 | 47.1 | 54.0 | 47.1 | 54.4 | 46.9 |
| Legal/Social Environment | 55.3 | 41.7 | 43.0 | 41.7 | 44.3 | 41.7 | 38.0 | 41.1 |
| International Issues | 50.6 | 45.1 | 49.1 | 45.1 | 55.1 | 45.1 | 50.1 | 44.3 |

Student Satisfaction

What do UH students think of their educational experience?

Graduating seniors reported increased satisfaction with their educational experience at UH Mānoa. More than three-fourths (76%) rated their overall undergraduate experience as either *Good* or *Excellent*.

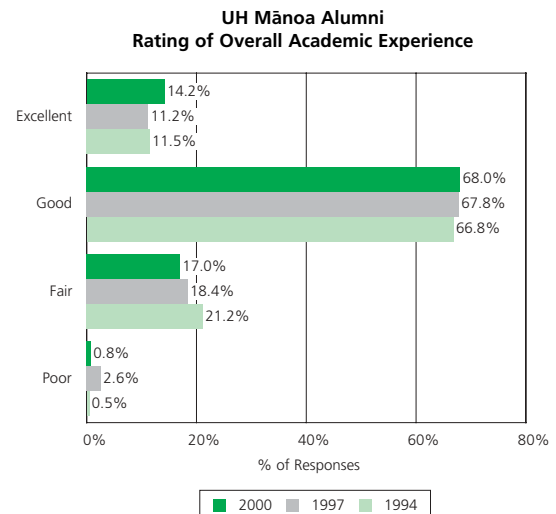


Over two-thirds (69%) of UHM classified undergraduates are satisfied with their experience at Mānoa and most (72%) indicated that, if they could start over again, they would still choose UHM.

2002 UHM COLLEGE STUDENT EXPERIENCES QUESTIONNAIRE

Most alumni continue to report increased satisfaction with their educational experience at UH Mānoa. Over 80 percent of UHM alumni rated their overall undergraduate experience as either *Good* or *Excellent*.

2000 UHM ALUMNI OUTCOMES SURVEY



Ninety-two percent of undergraduates and 93 percent of alumni at UH West O’ahu rated their educational experience as either *Good* or *Excellent*. A similar percentage indicated that, if they could start over again, they would do so at UHWO.

2001 NATIONAL SURVEY OF STUDENT ENGAGEMENT
2001 SURVEY OF RECENT GRADUATES
2000 COLLEGE STUDENT EXPERIENCES QUESTIONNAIRE

Eighty-seven percent of graduating seniors and 91 percent of alumni at UH Hilo rated their overall undergraduate experience at UHH as either *Good* or *Excellent*.

SPRING 2001 UHH GRADUATING SENIOR SURVEY
2001 UHH ALUMNI OUTCOMES SURVEY

Over 93 percent of UH Community College graduates and leavers are *Satisfied* or *Very Satisfied* with the quality of their community college experience.

2000-01 UHCC GRADUATE AND LEAVER SURVEY

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 82.6 percent 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?

| UH Mānoa | |
|--|---|
| Overall Most Satisfied With: | Overall Least Satisfied With: |
| <ul style="list-style-type: none"> Usefulness of courses Knowledge gained Availability of courses Variety of courses | <ul style="list-style-type: none"> Number of courses required Use of teaching assistants Relevance of courses to life Preparation for work in major |
| SPRING 2002 UHM SURVEY OF GRADUATING SENIORS | |

| UH Hilo | |
|--|---|
| Overall Most Satisfied With: | Overall Least Satisfied With: |
| <ul style="list-style-type: none"> Usefulness of courses Availability of courses Overall quality of instruction Content of courses | <ul style="list-style-type: none"> Preparation for work in major Relevance of courses to life Preparation for upper-division courses Variety of courses |
| SPRING 2002 UHH GRADUATING SENIOR SURVEY | |

Eighty-three percent of UH West O’ahu undergraduates felt they gained *Very Much* or *Quite a Bit* in broadening their general education knowledge.

FALL 2000 COLLEGE STUDENT EXPERIENCES QUESTIONNAIRE

Similar general education core requirement satisfaction patterns were noted at UH Hilo.

New UHM core. In a process beginning in 1999, UHM has, for the first time in more than three decades, overhauled its general core curriculum requirements to offer more options and flexibility. The new core is less rigid and more student friendly, reduces the number of core credits from 40 to 31, and adds breadth to the number and types of courses students may take.

New UHH core. In 2000, the Board of Regents approved and UH Hilo implemented a new 40-credit general education core curriculum. The three colleges within UHH (Agriculture, Arts and Sciences, and Continuing Education and Community Service) adopted the new general education core with modifications appropriate to their respective missions. In addition to basic written communication, computational skills, and world culture requirements, the new core includes requirements in Humanities, Social Sciences, and Natural Sciences.

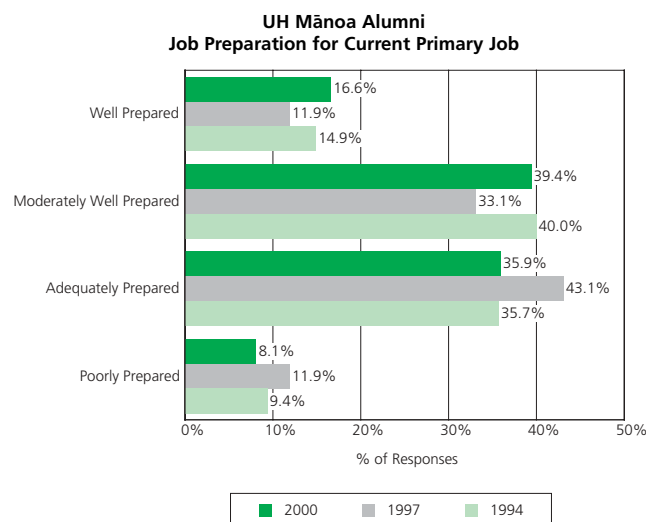
How satisfied are UH students with their preparation for employment?

When asked what they gained from their undergraduate experience, about two-thirds of UHH (64%) and UHM (61%) graduating seniors and 58 percent of recent UHWO graduates mentioned preparation for employment.

SPRING 2002 UHM AND UHH GRADUATING SENIOR SURVEYS
FALL 2001 UHWO SURVEY OF RECENT GRADUATES

Ninety-two percent of UHM alumni indicated they were *Adequately to Well Prepared* for their current primary job.

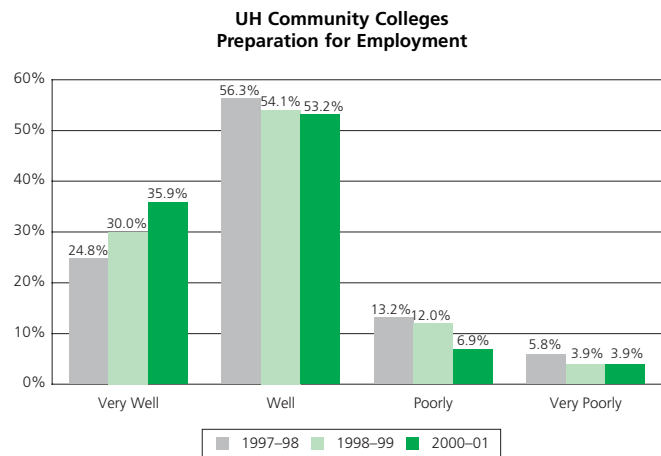
2000 UHM ALUMNI OUTCOMES SURVEY



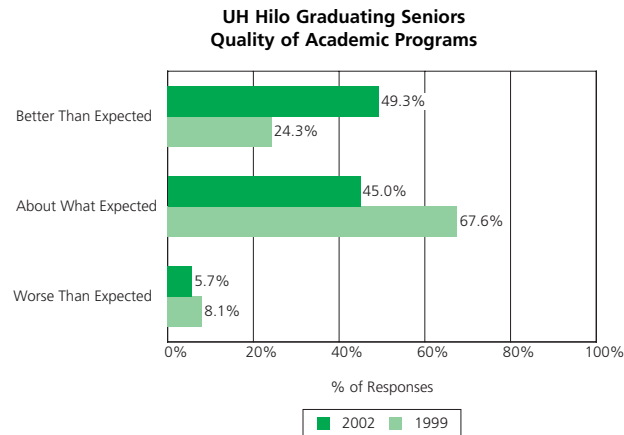
2. EDUCATIONAL OBJECTIVES THROUGH CORE FUNCTIONS

UH Community College graduates and leavers continue to report increased satisfaction with their preparation for employment. Over 89 percent are *Very Well Satisfied* or *Well Satisfied*.

2000-01 UHCC GRADUATE AND LEAVER SURVEY



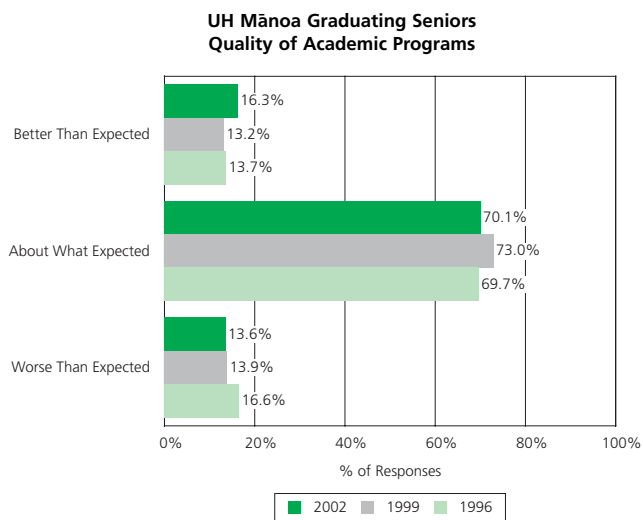
A vast majority (94%) of UHH graduating seniors felt that the quality of academic programs at Hilo was *About What They Expected* or *Better*. The proportion of those that felt the quality of academic programs exceeded their expectations more than doubled since fall 1999.



How satisfied are UH graduating students with their program quality?

Over 86 percent of UHM graduating seniors felt that the quality of academic programs was *About What They Expected* or *Better*.

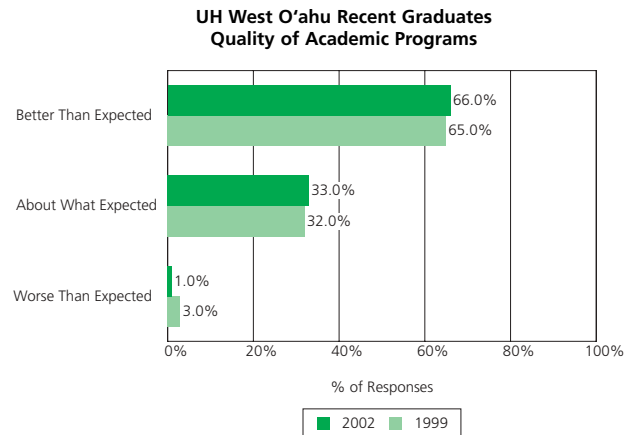
SPRING 2002 UHM GRADUATING SENIOR SURVEY



How satisfied are alumni with their academic preparation?

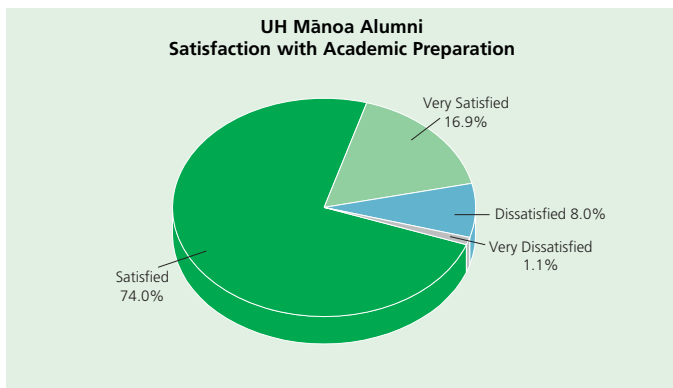
Ninety-nine percent of recent UHWO graduates indicated the quality of academic programs at West O'ahu was *About What They Expected* or *Better*.

FALL 2001 SURVEY OF RECENT GRADUATES



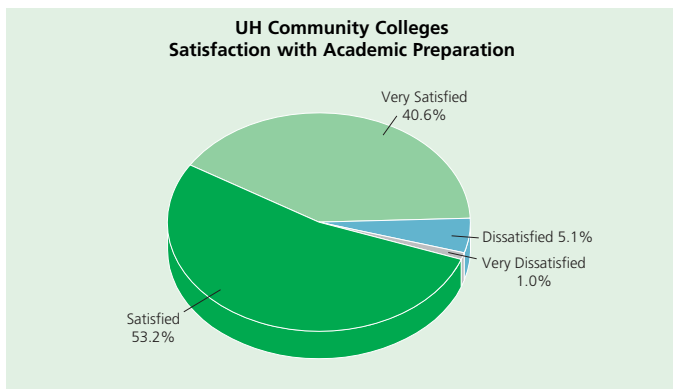
A vast majority (91%) of UHM baccalaureate alumni were *Satisfied* or *Very Satisfied* with their academic preparation. UHM Alumni Outcomes Survey findings for 1989, 1991, 1994, and 1997 were similar.

2000 UHM ALUMNI OUTCOMES SURVEY



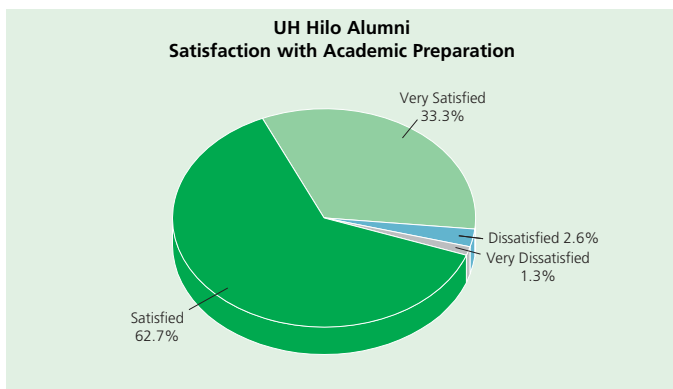
Similarly, the vast majority (94%) of UHCC graduates and leavers were *Satisfied* or *Very Satisfied* with academic programs at the UH Community Colleges.

2000-01 UHCC GRADUATE AND LEAVER SURVEY



A third of UHH alumni were *Very Satisfied* with their academic preparation, and nearly all of them (96%) were either *Satisfied* or *Very Satisfied*.

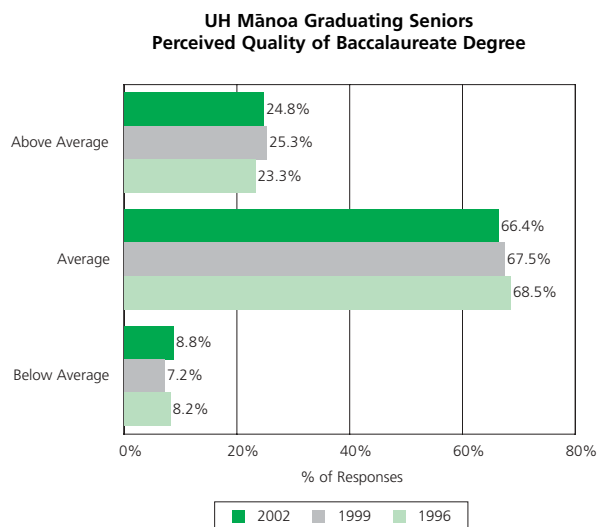
SUMMER 2001 UHH ALUMNI SURVEY



How do graduating students and alumni view their degrees?

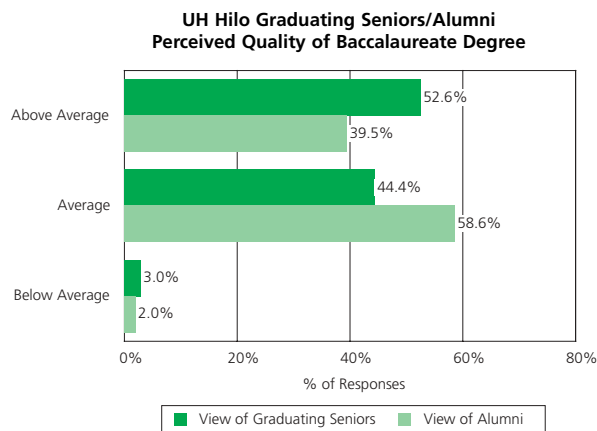
Over 91 percent of UH Mānoa graduating seniors view their degree as *Average* or *Above Average*.

SPRING 2002 UHM GRADUATING SENIOR SURVEY



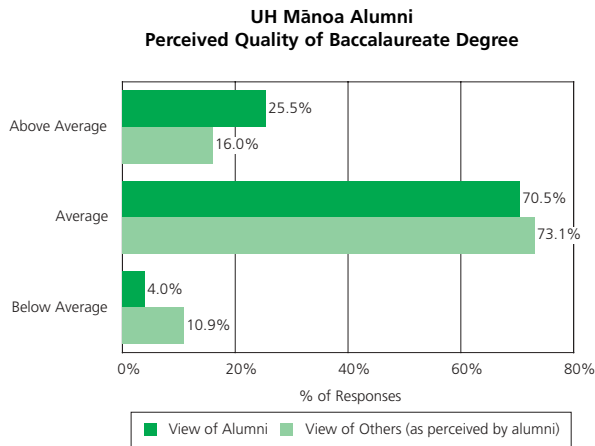
The vast majority of UH Hilo graduating seniors (97%) and alumni (98%) perceive their baccalaureate degree as being of *Average* or *Above Average* quality.

SPRING 2002 UHH GRADUATING SENIOR AND 2001 UHH ALUMNI OUTCOMES SURVEY



Ninety-six percent of UH Mānoa alumni perceive the quality of their undergraduate degree as *Average* or *Above Average*. Similar perceptions were reported in 1991, 1994, and 1997.

2000 UHM ALUMNI OUTCOMES SURVEY



Workforce Development

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

"The critical role of postsecondary and continuing education in the quality improvement of the workforce is long recognized. It is also key to increasing the knowledge-based skills mix to match the state's economy to include a wider range of technology sectors. The major responsibility for this rests with the University of Hawai'i system because a public state university must respond to the communities' needs."

2002 REPORT TO THE GOVERNOR
POLICY BRIEF: HAWAII WORKFORCE INITIATIVES FOR ECONOMIC STIMULUS
DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS

Teachers. Annually, approximately 350 teacher education degrees are issued by the UHM College of Education. However, this accounts for less than half of the teachers needed throughout the state. Budget cuts starting around 1997 have proven to be very serious for the College.

In response to the need for special education teachers, an additional 60 to 100 students per year from the University of Hawai'i will be eligible for an initial teaching license in Special Education. Sixty-five completed the program in 2001 and an additional 60 are expected to graduate in 2002.

In addition to the elementary and secondary master's degrees in special education, a post-baccalaureate certificate program was added to address the pressing need for special education teachers. A dual preparation program in general elementary and special education was also started on Maui in spring 2001.

Until the Master's of Education in Secondary Education with Middle Level Emphasis began in 1996, there was no education program in the state that focused on early adolescents and their teachers, and this remains the only such program.

Nurses. UH Mānoa's School of Nursing and Dental Hygiene partners with healthcare agencies in the community to expand the number of students admitted into its baccalaureate nursing program. Faced with the problem of decreasing numbers of available nurses to fill vacant positions, administrators in local hospitals have provided funding to the school to hire the additional faculty needed to accommodate additional students.

Information Technology Specialists. The Hawai'i Center for Advanced Communications, a research and education center in UHM's College of Engineering that specializes in broadband and wireless communications, assists in providing a trained workforce for Hawai'i's rapidly growing high tech industry.

The Pacific Center for Advanced Technology Training (PCATT), a collaborative venture with the UH Community Colleges and Employment Training Center, enables the community colleges to design and deliver customized training for new high technology industries—from telecommunications and computer networking to biotechnology and digital media arts. With PCATT's training capabilities, the state will be able to attract new businesses that require high-quality workforce training.

Tourism Workforce. Tourism will continue to have a strong presence in the state's economy. In response, the Culinary Institute of the Pacific led by Kapi'olani CC builds on the existing culinary arts programs to create high-end culinary arts and executive chef training.

STATE OF HAWAII EMPLOYMENT OUTLOOK FOR INDUSTRIES AND OCCUPATIONS (1998–2008)
DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS

How satisfied are employers with UH graduates?

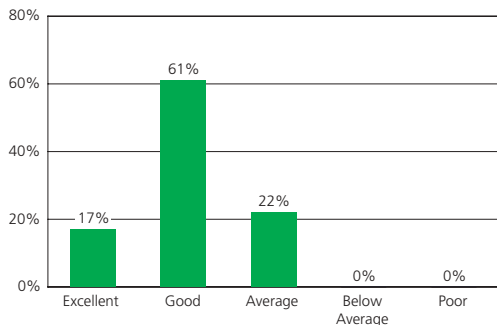
Key stakeholders (i.e., representatives of business and industry, education, labor, and community-based programs) were generally positive about the quality of technical training provided by Hawai'i's post-secondary institutions, including the University of Hawai'i's 4-year and 2-year campuses.

2000 REPORT TO THE GOVERNOR ON HAWAII WORKFORCE DEVELOPMENT

In academic year 2000–01, sixty organizations (local and mainland) conducted student and alumni interviews at Mānoa to fill current and future employment needs. Of those responding, almost 80 percent rated the academic preparation and training of UHM students as *Good* (above average) or *Excellent*. The most frequently offered advice/suggestion to better prepare students for employment is to improve their oral communication skills.

2001 SURVEY OF EMPLOYER PERCEPTIONS OF GRADUATES FROM UHM
UHM CAREER SERVICES

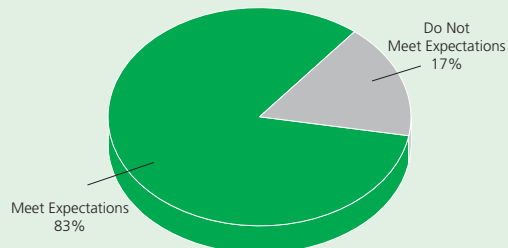
Employer Satisfaction with UHM Academic Preparation/Training



Of responses received from employers who rated UHM student on-the-job performance, 83 percent felt Mānoa's students met expectations.

2001 SURVEY OF EMPLOYER PERCEPTIONS OF GRADUATES FROM UHM
UHM CAREER SERVICES

Employer On-the-Job Satisfaction with UHM Hires



The vast majority of UHM College of Education graduates are meeting or exceeding the expectations of principals in the Department of Education.

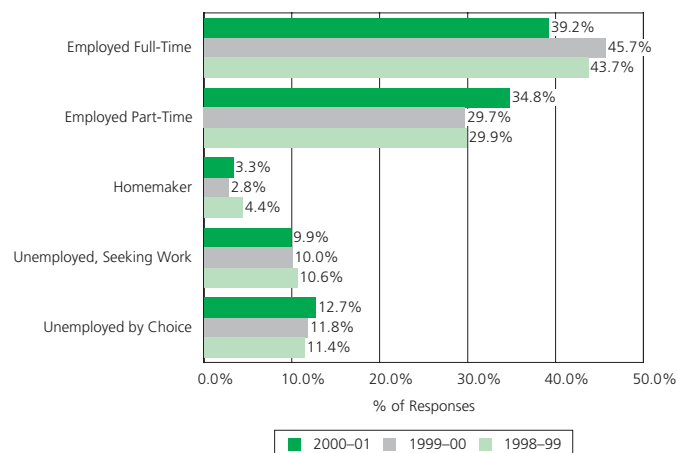
FALL 2000 PRINCIPALS' ASSESSMENT SURVEY OF COLLEGE OF EDUCATION GRADUATES

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

UH Community College career and technical education graduates who seek employment are highly likely to get jobs in Hawai'i. The percentage of those employed has remained around 75 percent over the past four years.

ANNUAL UHCC GRADUATE AND LEAVER SURVEY

Employment of Voc Ed Graduates



Scholarship and Creative Activity

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

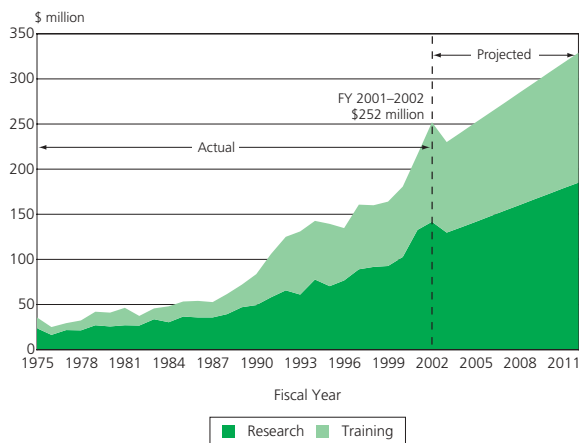
In 2000, UH Mānoa ranked 61st among the top 100 research universities in the nation in federal expenditures for research and development.

CHRONICLE OF HIGHER EDUCATION, MARCH 2002

For the fourth year in a row, the University of Hawai'i has received record support for research and training. Extramural funds—grants and contracts from federal, state, private, and foreign sources—reached \$252 million for fiscal year 2002, a 17 percent increase over the previous fiscal year and a doubling of support over the last ten years.

The largest gain was in non-research funding, where the level of support rose to \$110.3 million, a 32 percent increase over the previous fiscal year. UH received \$141.7 million in research funding, a 7 percent increase over the amount received the previous fiscal year and the seventh year in a row that extramural support for research has increased.

Office of Research Services
Extramural Fund Support
Past and Projected



In May 2001, the Air Force Research Laboratory awarded the University of Hawai'i a four-year contract to operate the Maui High Performance Computing Center, home of one of the world's most powerful supercomputing sites and the second most powerful supercomputing center in the Department of Defense. The contract may be extended up to 10 years with a potential value of \$181 million. It is the largest single contract award in the history of the University of Hawai'i.

RANKED PROGRAMS

- Among the top physical science research institutions in the world, the UH ranked 16th, just behind Yale and ahead of Stanford.

CHRONICLE OF HIGHER EDUCATION, 2001

- The Hawai'i Space Grant Consortium is ranked third in the nation.
- The School of Ocean and Earth Science and Technology ranks 5th nationally in National Science Foundation Ocean Sciences funding.
- One of the world's leading astronomy research centers, the University of Hawai'i's Institute for Astronomy (IFA) is uniquely positioned to access the world's largest telescopes at Mauna Kea. Mauna Kea is acknowledged as the premier ground-based observing site on Earth for research in cosmology and extragalactic studies, investigation of the Milky Way and planetary systems, and solar research. The strength and productivity of the Institute's faculty is evident in the number of IFA papers cited in 1999 and the number of "high impact" (those cited more than 20 times per year) research papers published in 1999. By either criterion, the Institute is ranked second among U.S. universities.
- The Cancer Research Center is one of only 59 National Cancer Institute-designated centers nationwide.

RESEARCH BREAKTHROUGHS IN LAST TWO YEARS

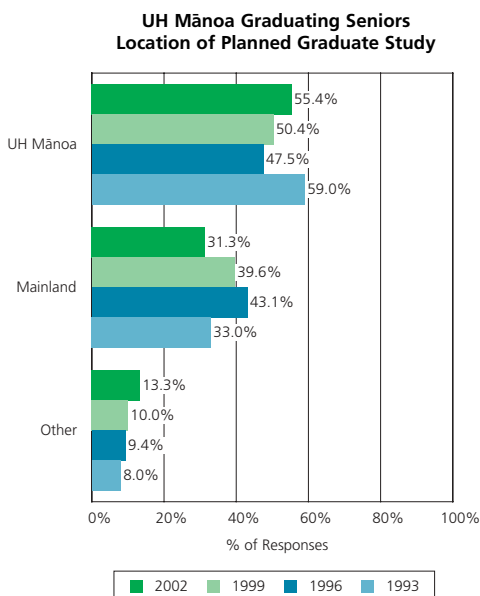
- Discovery of new group of microorganisms (myoglobin-like proteins found in archeobacteria).
- Genes responsible for controlling the body plan of squids were cloned.
- Using cystatin, coffee plants have been transformed for controlling rootknot nematodes.
- Discovery that the expansion of the Universe may be accelerating, thus implying the existence of a previously unknown "dark energy."
- Development of the world's largest and most sensitive infrared detector.
- Discovery that supermassive black holes may contribute as much energy to the Universe as all the stars combined.
- Discovery of 22 new satellites of Jupiter.
- Discovery of a new group of nitrogen-fixing bacteria in deep ocean waters.
- First fullerene-structured silicon nanowires produced.

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

Sixty-five percent of the spring 2002 UHM graduating seniors planned to attend graduate school. Of these, over half (55%) planned to attend graduate programs at Mānoa.

Since 1999, the percentage of graduating seniors who *planned* to advance their higher education at Mānoa has steadily increased, while those planning to do so on the mainland has decreased. *Higher Quality Program Elsewhere* (33%) was the most frequently cited reason for not attending UH Mānoa.

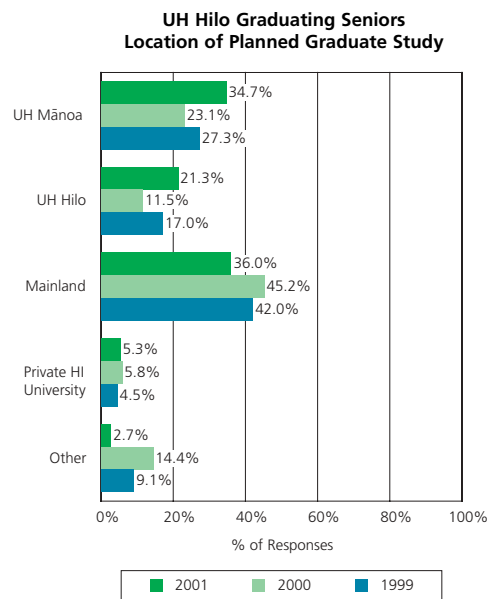
SPRING 2002 UHM GRADUATING SENIOR SURVEY



Sixty-four percent of the spring 2001 UHH graduating seniors planned to attend graduate school. Of these, over half (56%) planned to attend graduate programs at Mānoa (35%) or Hilo (21%).

The percentage of UHH graduating seniors who *planned* to advance their higher education on the mainland decreased significantly in 2001.

SPRING 2001 UHH GRADUATING SENIOR SURVEY



Five years after graduation, significant numbers (41%) of UH Mānoa alumni have *completed* further higher education, and nearly 60 percent of those completing advanced studies did so at UH Mānoa. Twenty-eight percent are *still pursuing* higher education and over 40 percent of these are studying at Mānoa.

2000 UHM ALUMNI OUTCOMES SURVEY

Note: UHM alumni are surveyed five years after graduation.

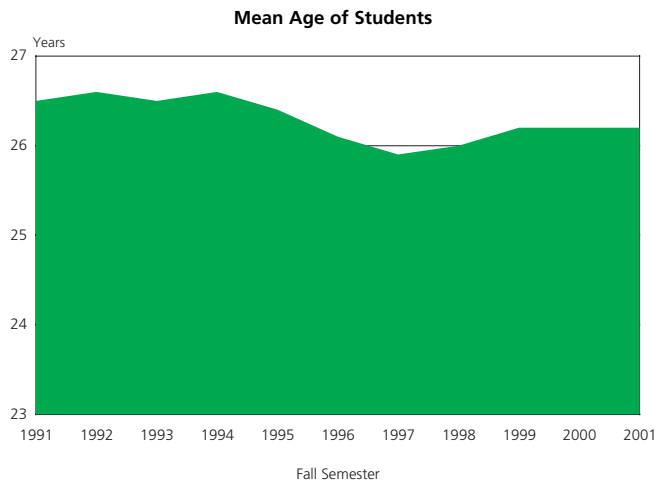
Of UH Hilo alumni who graduated before the 1999-2000 academic year, 41 percent have *completed* and nearly a third (31%) are *still pursuing* further higher education. Of these, about a quarter completed (21%) or are pursuing (25%) advanced studies at UH Mānoa.

SUMMER 2001 UHH ALUMNI SURVEY

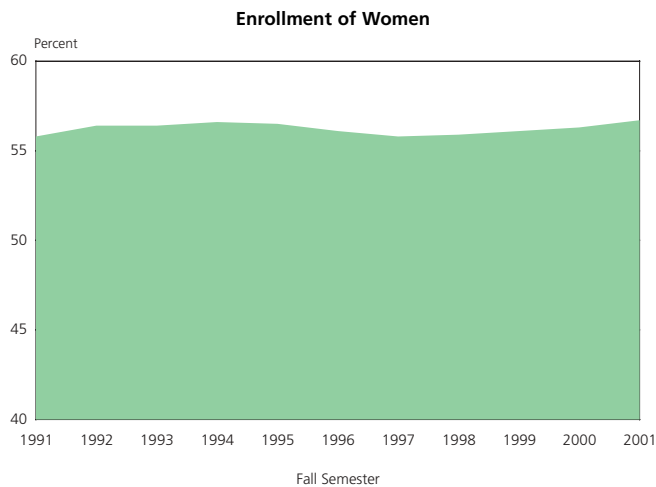
Support for Student Learning and Diversity

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

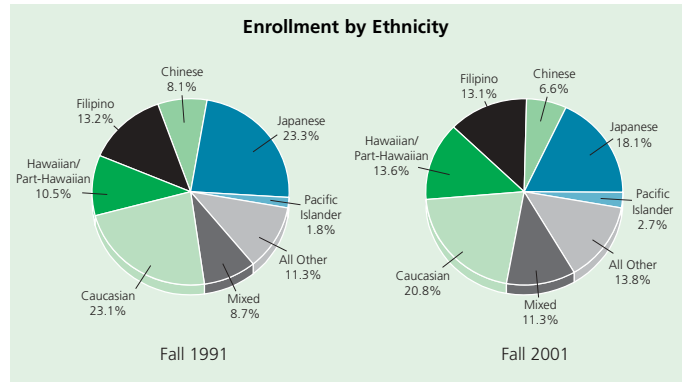
The mean student age for the UH system has held steady for the last three years at 26.2.



Women continue to account for over 56 percent of the students enrolled at UH.



The percentage of Hawaiian, Pacific Islanders, and Mixed ethnic groups has increased in the last ten years, while the percentage of Japanese, Chinese, and Caucasian students has decreased.

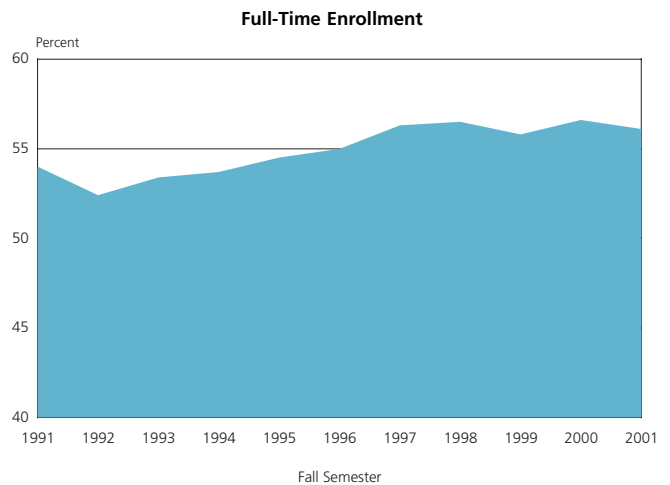


The UH is one of the most ethnically diverse institutions of higher learning in the nation—20.8 percent of the students are Caucasian, 18.1 percent are Japanese, 13.6 percent are Hawaiian or part-Hawaiian, 13.1 percent are Filipino, 6.6 percent are Chinese, and 11.3 percent report Mixed ethnicity.

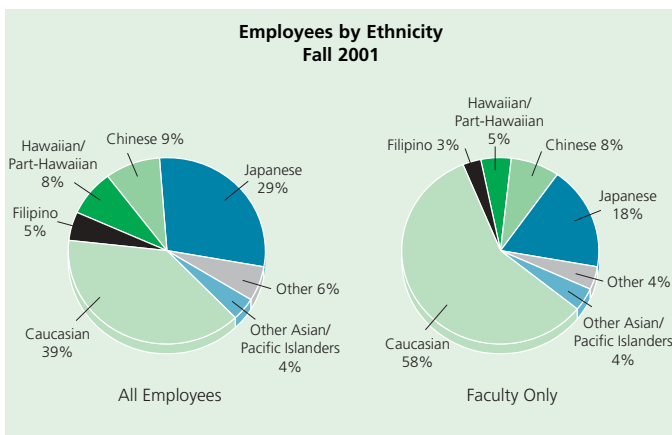
UH Hilo ranked ninth among national liberal arts colleges in campus diversity and was the only public institution making the national ranking in the campus diversity category.

U.S. NEWS & WORLD REPORT, 2001

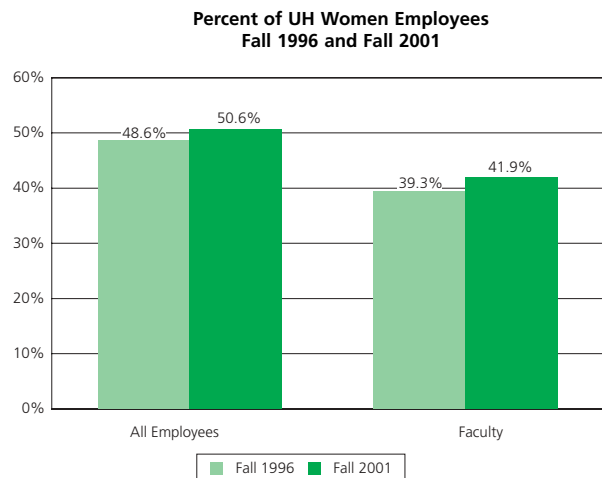
Since fall 1997 about 56 percent of UH students have been enrolled full-time.



Minorities comprise smaller proportions among faculty members than among all UH employees. Over the past seven years, minorities have increased as a share of all employees.

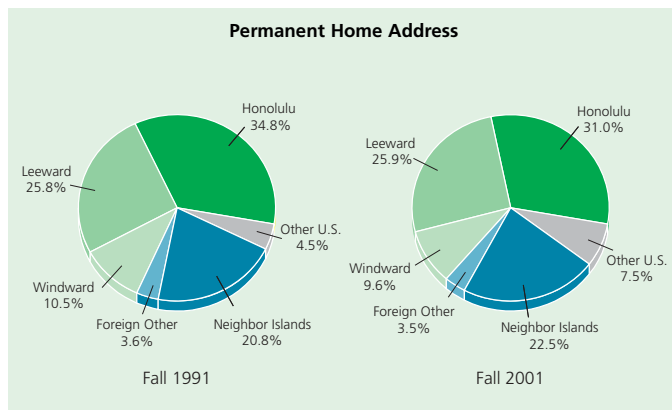


The proportion of women in the UH workforce has steadily increased over the past seven years. For all employees, the proportion of women is slightly higher than the proportion of men, while the ratio of women to men in faculty ranks is approximately 3 to 4.



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

About 90 percent of the students enrolled at UH campuses list Hawai'i as their home. Enrollment of students on or from the Neighbor Islands and mainland U.S. has increased since fall 1991.



What share of students report a disability?

A smaller share (5–6%) of UH Mānoa freshmen report a disability than do freshmen surveyed nationally (10%). It may be that fewer students with disabilities enroll at UHM or that UHM entering freshmen choose not to identify themselves as having a disability.

UHM SURVEY OF FIRST-TIME FRESHMEN AND TRANSFERS; UCLA COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM, FRESHMAN SURVEY

| Self-Reported Disability | | | |
|--------------------------|------|------|------|
| | 1998 | 1999 | 2000 |
| UHM First-Time Freshmen | 5% | 5% | 6% |
| UHM Transfers | 9% | 9% | 9% |
| National Freshmen Survey | 10% | 10% | 10% |

DIVERSITY INITIATIVES/HIGHLIGHTS

- Annually, through a competitive grant program, \$100,000 is available for projects that advance the diversity objective of the UH Strategic Plan.
- The University of Hawai'i at Mānoa again ranks among the nation's leading producers of minority graduates in many advanced degrees. UHM was seventh in the nation in awarding master's degrees and sixth in the nation in awarding doctorates to minority students. For advanced degrees awarded to Asian/Pacific Islanders, UH ranked first for the number of master's degrees and second for doctorates.

BLACK ISSUES IN HIGHER EDUCATION, JULY 2000

- According to a survey of several hundred colleges and universities, UHM ranked first in the percentage of Asian Pacific American (APA) students and overall student population diversity. UHM also reported the highest percentages of APA tenured or tenure-track faculty, administrators, and senior-level administrators.

aMAGAZINE, AUGUST/SEPTEMBER 2000

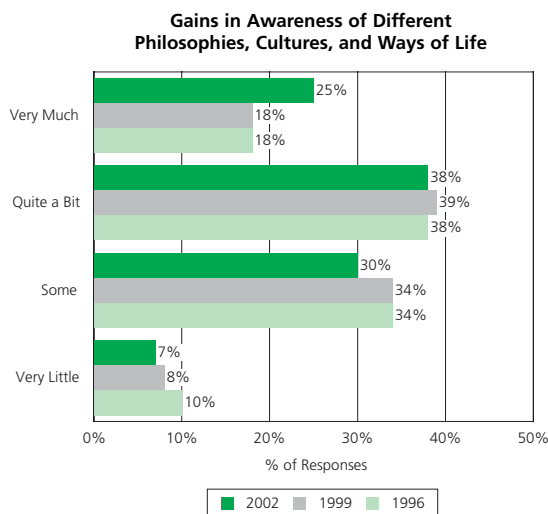
- UH Hilo ranked ninth in campus diversity and the percentage of Asian-American students among four-year liberal arts colleges. UHH was the only public institution ranked in the top ten along with Occidental, Swarthmore, and Claremont McKenna.

U.S. NEWS & WORLD REPORT, 2001

How do UH students relate to issues on diversity?

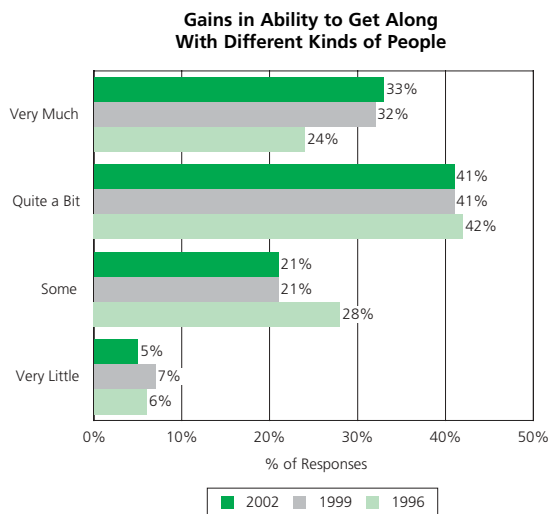
Almost two-thirds (63%) of Mānoa undergraduates indicated they gained *Quite a Bit* or made *Very Much* progress in becoming aware of different philosophies, cultures, and ways of life—5 percent more than in 1999.

1996, 1999, 2002 UHM COLLEGE STUDENT EXPERIENCES QUESTIONNAIRE



Almost three-fourths (74%) of UHM undergraduates felt they gained *Quite a Bit* or made *Very Much* progress in developing the ability to understand and get along with different kinds of people.

1996, 1999, 2002 UHM COLLEGE STUDENT EXPERIENCES QUESTIONNAIRE



On a scale of 1 to 7, Mānoa undergraduates rated the University 5.3 or above average in the development of student understanding and appreciation of human diversity.

RATING: 1=WEAK EMPHASIS; 7=STRONG EMPHASIS
2002 UHM COLLEGE STUDENT EXPERIENCES QUESTIONNAIRE

Over three-fourths (76%) of UHWO undergraduates felt they gained *Quite a Bit* or made *Very Much* progress in becoming aware of different philosophies, cultures, and ways of life while attending West O’ahu.

2000 UHWO COLLEGE STUDENT EXPERIENCES QUESTIONNAIRE

In a recent national survey of freshmen and seniors, UH Hilo and UH West O’ahu students were rated above average in their ability to understand and get along with different kinds of people.

2001 NATIONAL SURVEY OF STUDENT ENGAGEMENT

| Ability to Understand/Get Along with Different Kinds of People | | | | |
|---|---|---------------------------------|------|---------------|
| | | UHH | UHWO | National Mean |
| Understood Students of Other Racial and Ethnic Backgrounds | Freshmen | 2.85 | | 2.58 |
| | Seniors | 3.19 | 3.23 | 2.63 |
| Had Serious Conversations with Students of: | | | | |
| | Different Racial and Ethnic Backgrounds | Freshmen: 2.95 Seniors: 3.16 | 3.15 | 2.65 2.63 |
| Different Religious Beliefs, Political Opinions, or Personal Values | Freshmen | 2.95 | | 2.90 |
| | Seniors | 2.93 | 2.99 | 2.84 |

(1=never; 2=sometimes; 3=often; 4=very often)

Note: UH West O’ahu is an upper division institution; only juniors and seniors.

UH Mānoa attracts freshmen students who express tolerance of others on issues of sexual orientation and religion.

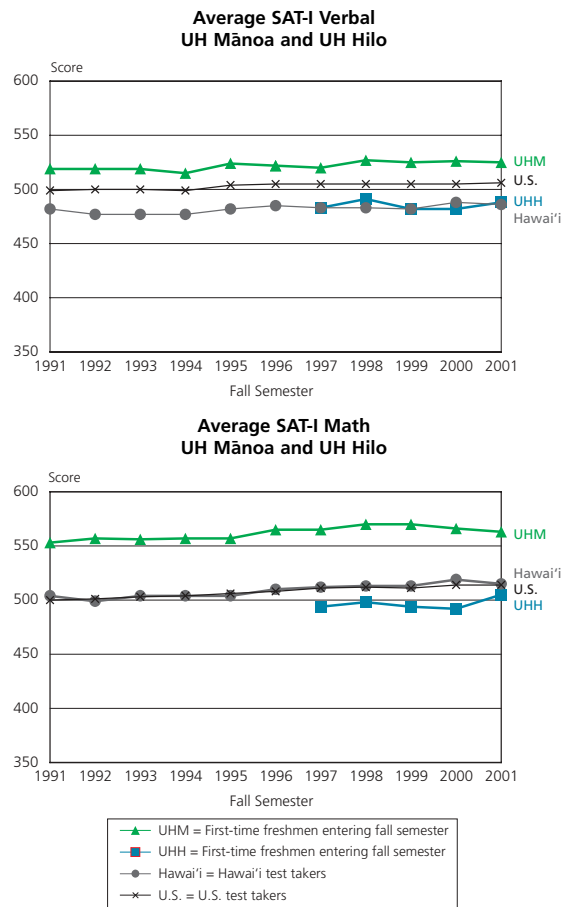
1998, 1999, AND 2000 UHM SURVEY OF FIRST-TIME FRESHMEN

| Entering UHM Students | | | |
|--|---------------------|------|------|
| | First-Time Freshmen | | |
| | 1998 | 1999 | 2000 |
| Individuals have a right to live their lives as others do regardless of their sexual orientation | 72% | 71% | 77% |
| Tolerant of other religions | 69% | 66% | 70% |

How selective are UH four-year institutions?

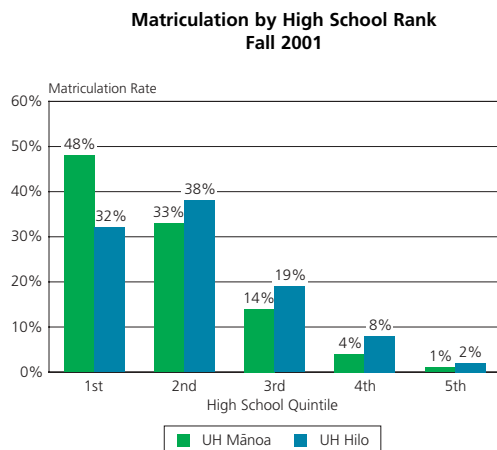
On average, Scholastic Assessment Test (SAT) math and verbal scores for entering freshmen at UH Mānoa are consistently above the U.S. and Hawai’i norms.

Verbal scores of UH Hilo entering freshmen are comparable to Hawai’i norms but are slightly below in math.



Note: All scores are recentered scores. UH Hilo (UHH) scores not available prior to fall 1997.

In fall 2001, 48 percent of UHM and 32 percent of UHH matriculating (first-time) freshmen were in the top 20 percent of their high school class.



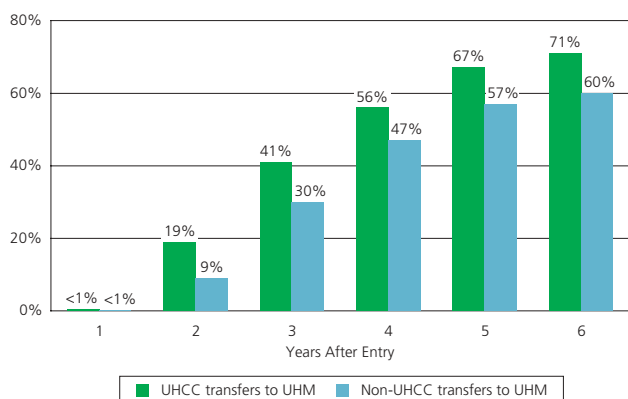
Note: Percentages are based on students for whom high school rankings are available.

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.

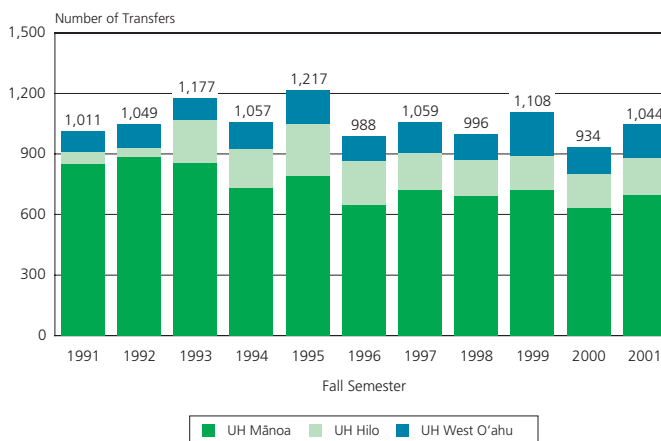
Average Graduation Rates of Full-time UHCC Transfers to UH Mānoa



What is the status of student transfer rates within the UH system?

On average, over the last ten years, there have been about 55 percent more transfers from the UHCCs to the UH four-year campuses than from the UH four-year campuses to the UHCCs.

Transfers from the UH Community Colleges into the UH Four-Year Campuses



What is the status of articulation within the UH system?

Articulation refers to the alignment of courses among campuses such that students are able to transfer credit earned at one campus to meet specific requirements on another campus.

Since 1989, across the UH system, over 2,000 courses (excluding foreign language) have been submitted for articulation. These involved over 14,500 campus actions and approximately 93 percent have been approved.

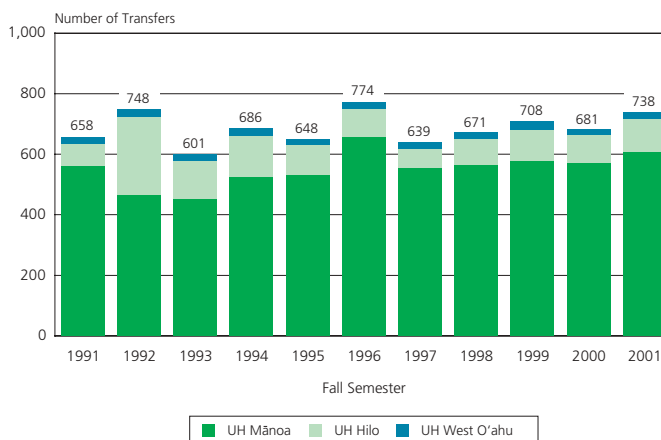
In July 2000, the Board of Regents approved new general education requirements at UH Hilo and UH Mānoa. The implementation of these requirements in fall 2000 at UH Hilo and in fall 2001 at UH Mānoa has greatly increased opportunities for students to transfer courses among campuses of the University. As of summer 2002, students from other UH campuses had more than 500 additional course options which they could use to meet UH Mānoa requirements and more than 600 additional course options to meet UH Hilo requirements.

The introduction of a new student information system for the entire University, beginning in summer 2002, is expected to further clarify the articulation of courses among campuses of the University.

A number of articulation agreements among campuses also serve to smooth the way for student transfer. UH West O'ahu has six agreements in place with community college vocational programs to allow transfer of credits toward a baccalaureate degree and continues to develop such agreements in new areas. Systemwide, computer science faculty have reached an agreement on the transferability of introductory courses among all campuses.

Since fall 1997, the number of transfers from UH four-year campuses to the UHCCs has increased gradually.

Transfers from the UH Four-Year Campuses into the UH Community Colleges



What information is shared with the DOE relative to the success of DOE students 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 |
|---|
| <ul style="list-style-type: none">• Course Completions• Grade Point Averages |

Nearly 50 UHM faculty members serve as ambassadors, 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.

Developing and Applying Resources and Organizational Structures to Ensure Sustainability

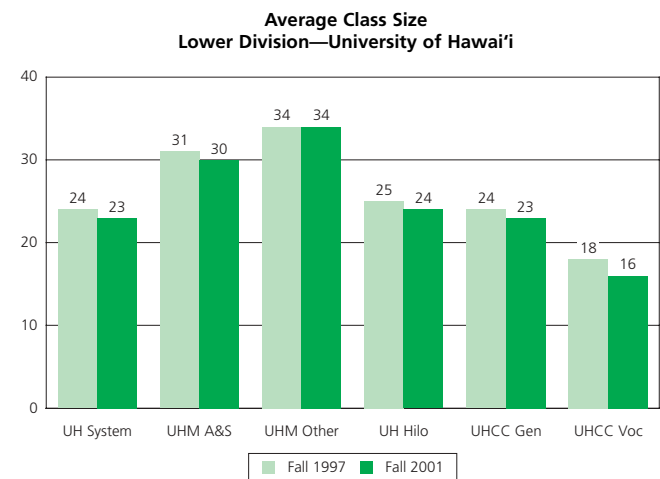
The University of Hawai'i strives to create a high quality environment for learning through its investment in human, physical, fiscal, and information resources.

Faculty Resources

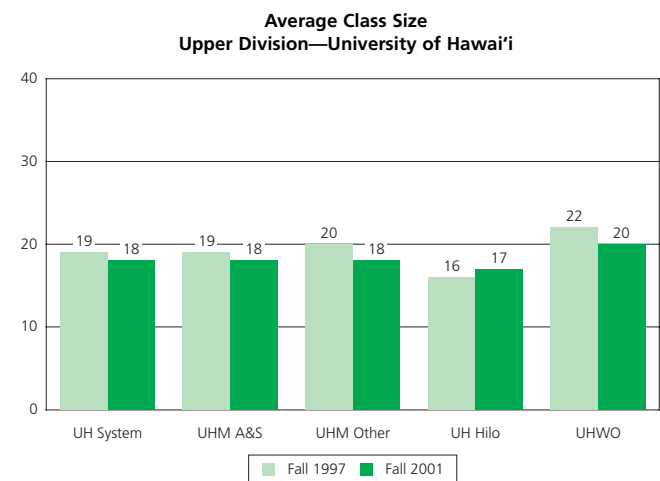
ACCESS TO FACULTY

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

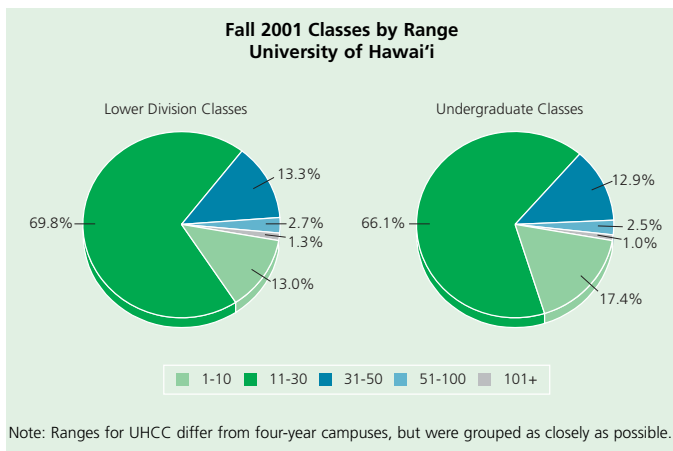
Lower division average class size decreased slightly since fall 1997.



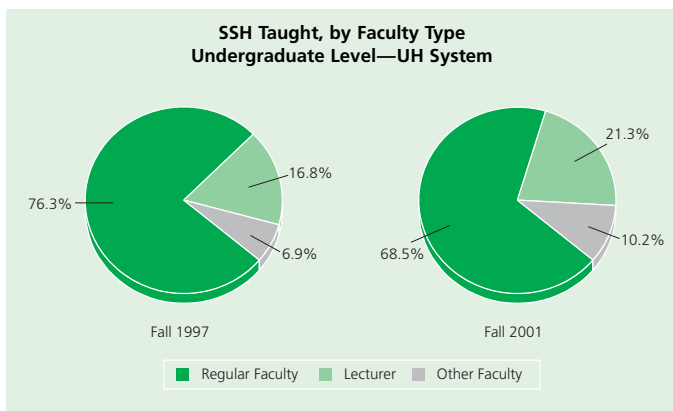
Generally, upper division average class size has decreased since fall 1997.



More than 80 percent of all UH undergraduate and lower division classes enroll 30 or fewer students.



At the undergraduate level, nearly 70% of student semester hours are taught by regular faculty.

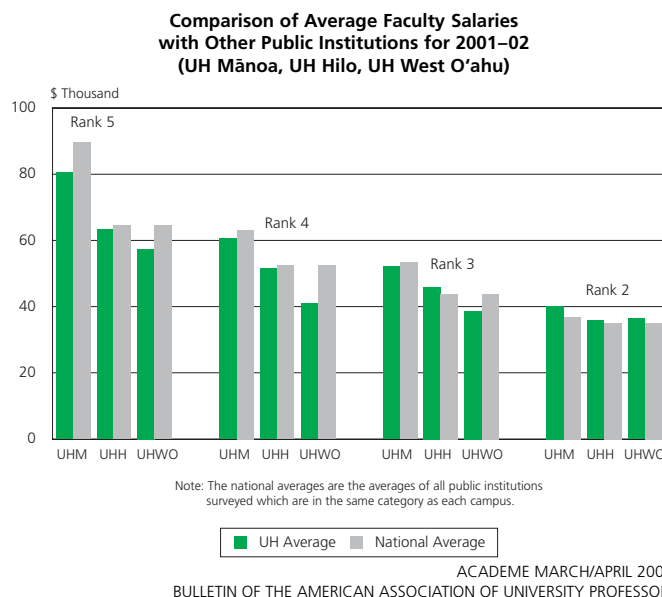


FACULTY SALARIES

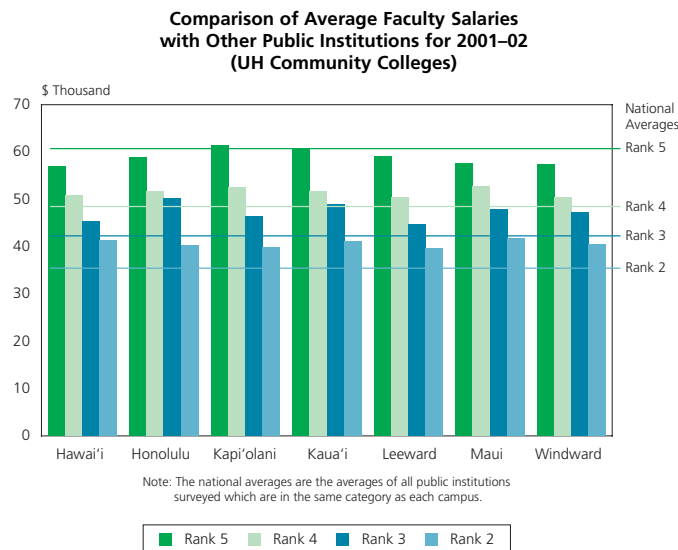
How do UH faculty salaries compare with national averages?

The Community Colleges continue to reflect favorably in relation to their national public institution counterparts, but UH Mānoa, UH Hilo, and UH West O’ahu show signs of lagging behind their counterparts.

UH Mānoa’s average salaries for only Rank 2 surpassed those of the other public doctoral-level institutions. Faculty salaries for Ranks 2 and 3 at UH Hilo and for Rank 2 at UH West O’ahu outpaced other national general baccalaureate counterparts.



Salaries at Ranks 2, 3, and 4 at the Community Colleges exceed the national averages in comparison with other public 2-year institutions with academic ranks. However, at Rank 5, average faculty salaries at only Kapi’olani Community College reached the national average.



What share of their time do UH faculty spend on instruction and research and how does this compare with counterparts elsewhere?

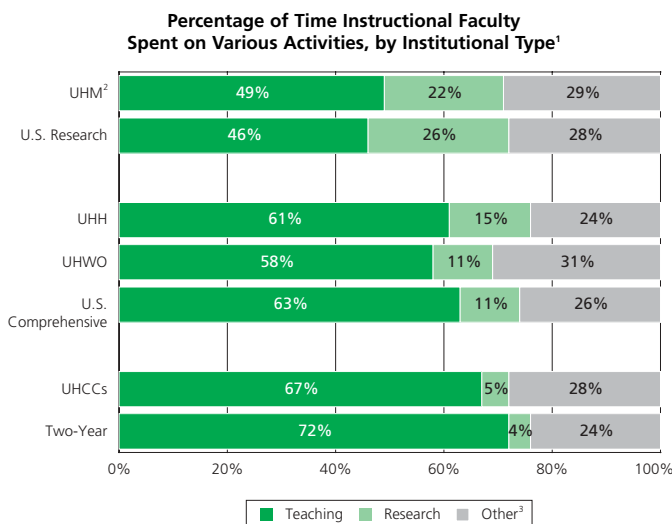
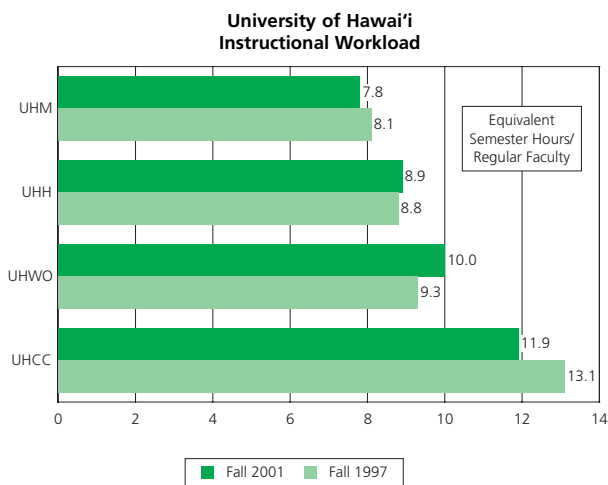
FACULTY TIME

Instructional workload remained about the same for most UH faculty from fall 1997 to fall 2001, except at the UHCC where it decreased slightly. UH regular faculty teach from two to four courses a semester and some teach five. For comparative purposes, equivalent semester hours per regular faculty at the UH Community Colleges include general academic instruction only.

The share of time UH faculty spend on teaching and research is similar to that of their counterparts nationwide.

Overall, UH Mānoa faculty spend slightly more time on teaching than their mainland counterparts, whereas faculty at Hilo, West O’ahu, and the Community Colleges spend slightly less.

The most recent collective bargaining contract between the University and the UH Professional Assembly resulted in reduced teaching loads for the Community Colleges. During academic year 2001–02, teaching reductions totaling nearly 1,000 credits were awarded for curriculum development, professional development, and other non-instructional activities.



- ¹ University of Hawai'i faculty (683) classified as instructional, Spring 2002. U.S. Public includes full-time faculty and instructional staff members with instructional responsibilities, Fall 1998.
- ² Adding UHM faculty classified as research to the UHM profile would produce a distribution of time across research and instruction similar to the national pattern.
- ³ "Other" includes administration, service, professional growth, and other non-teaching activities.

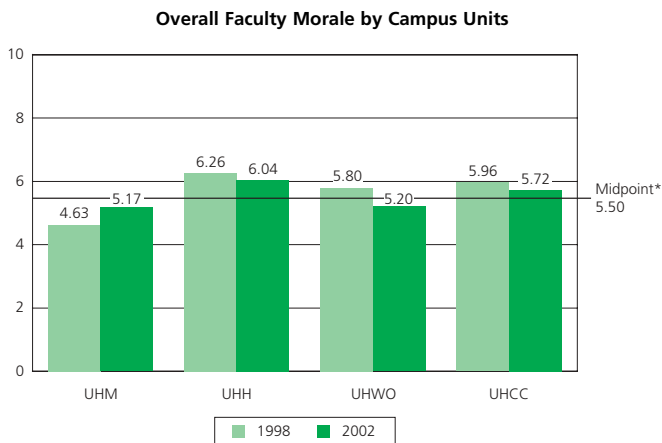
UH data based on Quality of Faculty Worklife Survey, 2002. U.S. data based on National Center for Education Statistics, 1999 National Study of Postsecondary Faculty, June 2001.

FACULTY MORALE

What is the overall state of faculty morale at UH?

On a scale of 1 to 10, UH faculty morale stands slightly below the mid-point at 5.39, with the lowest at Mānoa (5.17) and the highest at the Employment Training Center (6.71).

SPRING 2002 UH QUALITY OF FACULTY WORKLIFE SURVEY



*Note: Range is from 1 = low morale to 10 = high morale. UHCC includes Employment Training Center.

Although the morale reported by Mānoa faculty is higher than reported in 1998, most do not perceive a change in their morale relative to past data.

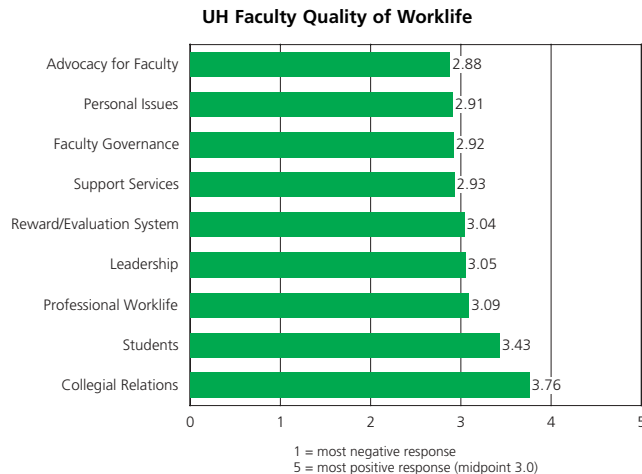
SPRING 2002 UH QUALITY OF FACULTY WORKLIFE SURVEY

| 1987 | 1990 | 1992 | 1994 | 1998 | 2002 |
|------|------|------|------|------|------|
| 4.6 | 4.7 | 4.6 | 4.3 | 3.6 | 4.9 |

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

Overall, faculty members perceive the greatest need is for improvement in advocacy for faculty, personal issues, and faculty governance, and the least need is for improvement in their students and collegial relations.

SPRING 2002 UH QUALITY OF FACULTY WORKLIFE SURVEY



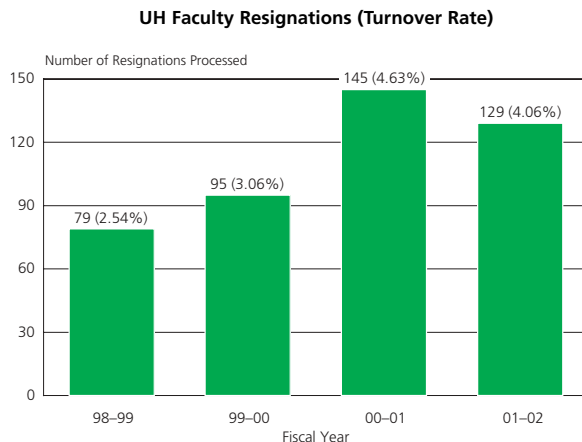
Note: Reflects all members of the UH faculty (i.e., instructors, researchers, specialists, agents, and librarians) affiliated with each of the three institutional types represented within the system (i.e., research university, baccalaureate granting, and community colleges).

FACULTY TURNOVER

What is the rate of turnover for faculty?

After steady increases in fiscal years 2000 and 2001, the faculty turnover rate due to resignations decreased in 2002 and currently stands at 4.06 percent. Seeking greater opportunities for advancement, better pay, and lower cost of living/housing continue to be the most common reasons given for leaving the UH.

EXIT QUESTIONNAIRE, UH OFFICE OF HUMAN RESOURCES



Note: Excludes graduate assistants and lecturers.

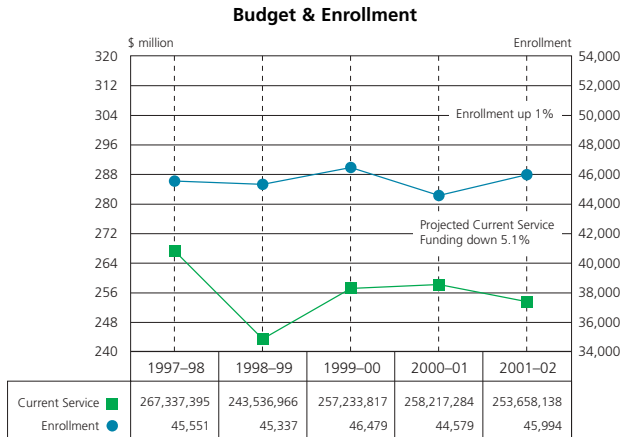
RESIGNATIONS OF UH EMPLOYEES, JULY 2001-JUNE 2002
OFFICE OF HUMAN RESOURCES

Fiscal and Physical Resources

What is the relationship between state general fund support and UH enrollment?

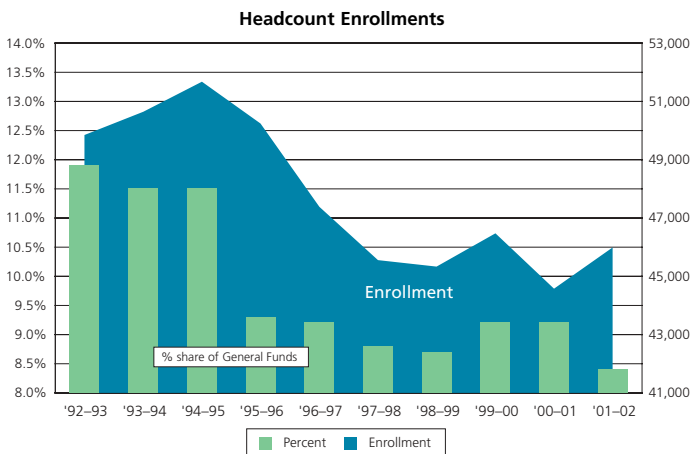
After several years of decline, both enrollment and current service funding have stabilized.

Over the past five years UH enrollment increased one percent, while current service funding is down five percent.



How has UH fared relative to the rest of the state in its share of general fund support?

UH's share of state general funds in the last ten years has gone from 13 to less than 9 percent—a 31 percent decline in support. Over the last seven years, it has remained relatively stable at 8 to 9 percent. UH student enrollment in the last decade has been between 45,000 and 52,000.

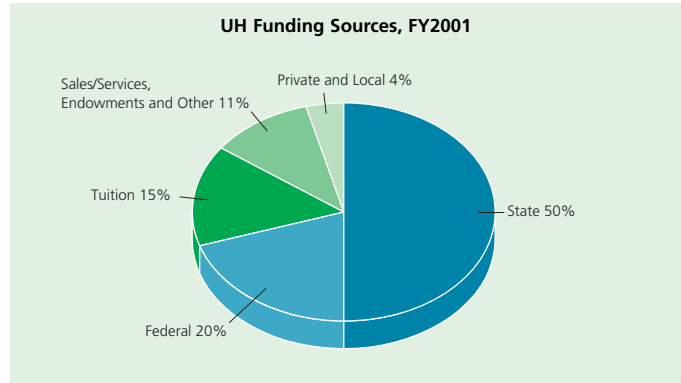


Compared to the national ten-year average (FY1992–2002), Hawai'i ranks last in the nation in state appropriations for higher education.

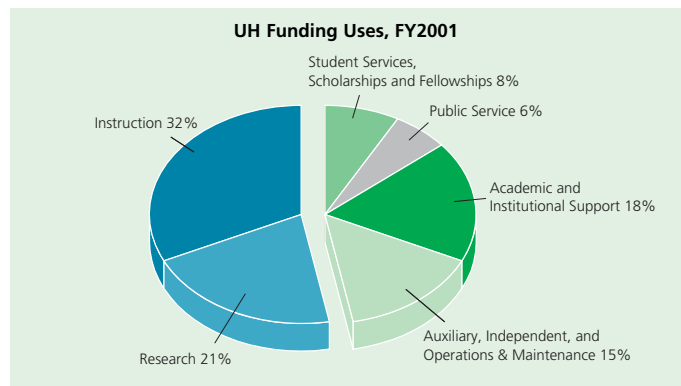
GRAPEVINE, CENTER FOR HIGHER EDUCATION & EDUCATIONAL FINANCE
NATIONAL DATABASE OF TAX SUPPORT FOR HIGHER EDUCATION

What is the University's status on the source and application of current fund revenues?

In fiscal year 2000–01, half of the University's funds came from state general fund appropriations.



The primary use of funds is to support instruction and research.



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

The repairs and maintenance (R&M) allocation per gross square foot (GSF) between fiscal years 1999 and 2003 has increased substantially due to funding support from the capital improvement program (CIP) budget.

| Budget Allocation Compared with Gross Square Feet | | | | | |
|---|-------------|--------------|--------------|--------------|-------------------|
| Campus | FY99 | FY00 | FY01 | FY02 | FY03 ¹ |
| UH Mānoa | | | | | |
| R&M Allocation | \$3,948,561 | \$8,457,610 | \$13,520,481 | \$17,898,650 | \$21,472,307 |
| Gross Square Feet ² | 4,509,708 | 4,609,528 | 4,746,928 | 4,746,928 | 4,751,432 |
| Ratio (\$/GSF) | \$0.88 | \$1.83 | \$2.85 | \$3.77 | \$4.52 |
| UH Hilo | | | | | |
| R&M Allocation | \$949,487 | \$1,868,800 | \$3,216,275 | \$4,128,384 | \$5,315,384 |
| Gross Square Feet | 867,000 | 867,000 | 867,000 | 983,508 | 983,508 |
| Ratio (\$/GSF) | \$1.10 | \$2.16 | \$3.71 | \$4.20 | \$5.40 |
| UH-West O'ahu | | | | | |
| R&M Allocation | \$0 | \$100,000 | \$67,691 | \$73,833 | \$100,000 |
| Gross Square Feet | 39,736 | 39,736 | 39,736 | 39,736 | 39,736 |
| Ratio (\$/GSF) | \$0.00 | \$2.52 | \$1.70 | \$1.86 | \$2.52 |
| UHCC | | | | | |
| R&M Allocation | \$2,812,085 | \$3,513,085 | \$6,459,292 | \$8,689,085 | \$11,042,085 |
| Gross Square Feet | 2,372,580 | 2,372,580 | 2,375,828 | 2,519,505 | 2,613,407 |
| Ratio (\$/GSF) | \$1.19 | \$1.48 | \$2.72 | \$3.45 | \$4.23 |
| UH System Totals | | | | | |
| R&M Allocation | \$7,710,133 | \$13,939,495 | \$23,263,739 | \$30,789,952 | \$37,929,776 |
| Gross Square Feet | 7,789,024 | 7,888,844 | 8,029,492 | 8,289,677 | 8,388,083 |
| Ratio (\$/GSF) | \$0.99 | \$1.77 | \$2.90 | \$3.71 | \$4.52 |

¹ Projected

² Does not include off-campus facilities and on-campus facilities that are self-supporting.

The percentage of the general operating budget (general fund appropriations and tuition revenues) dedicated to R&M needs to be increased to ensure that one of the University's greatest assets—its facilities—is well maintained.

| Systemwide Repairs and Maintenance Operating Allocations Compared with Total Operating Allocations | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|
| UH System | FY99 | FY00 | FY01 | FY02 | FY03 |
| R&M Allocation | \$1,998,133 | \$3,539,495 | \$3,263,739 | \$3,789,952 | \$2,929,776 |
| Total Operating ¹ | 319,347,571 | 320,030,381 | 326,936,579 | 342,088,466 | 334,439,926 |
| Ratio (R&M\$/OPER\$) | 0.63% | 1.11% | 1.00% | 1.11% | 0.88% |

¹ General funds and tuition revenues

Although CIP appropriations have 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.

| Total Deferred Repairs and Maintenance | | | |
|--|--------------|---------------|---------------|
| | FY 1996 | FY 2000 | FY 2003 |
| UH Mānoa | \$36,770,000 | \$88,793,000 | \$52,635,390 |
| UH Hilo | \$8,079,600 | \$30,929,250 | \$22,664,453 |
| UH Community Colleges | \$22,882,600 | \$47,015,945 | \$29,622,549 |
| UH System | \$67,732,200 | \$166,738,195 | \$104,922,392 |

Information and Technology Resources

LIBRARY

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

Among the 112 university libraries that are members of the Association of Research Libraries (ARL), UH ranks 60th—a significant improvement from 77th four years ago.

1999-00 ARL MEMBERSHIP INDEX AND STATISTICS

The indexed ranking is based on the number of volumes held, number of volumes added in the last fiscal year, number of current serials, size of permanent staff, and total operating expenditures.

In the past four years, the library has made strides to regain its standing in terms of annual book/journal expenditures. The University has made a strong commitment to restoring book funds to the library.

Implementation of a new online library system in 2001, as well as construction of the Hamilton Library Addition and ongoing renovation of the existing building, adds greatly to the Library's ability to serve students and faculty with their scholarly, research, and information needs.

Current improvements are in line with the library's strategic goal to be back in the ARL top 40.

| UH Mānoa Library Rankings (Out of the 112 ARL Member Libraries) | | | | |
|--|-------------|---------|---------|---------|
| | UHM Ranking | | | |
| | 1996-97 | 1997-98 | 1998-99 | 1999-00 |
| Overall ARL Criteria Index | 77 | 62 | 64 | 60 |
| Book/Journal Expenditures | 107 | 105 | 101 | 93 |
| Volumes Added (Gross) | 91 | 56 | 57 | 52 |
| Volumes in the Library | 48 | 48 | 46 | 45 |
| Current Serials | 39 | 43 | 45 | 50 |
| Professional & Support Staff FTE | 91 | 93 | 94 | 97 |
| Total Library Expenditures | 92 | 97 | 88 | 84 |

INFORMATION TECHNOLOGY

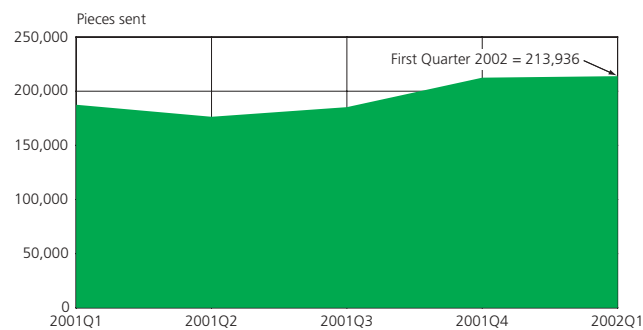
How is technology impacting UH?

Internet

UH has Internet capacity commensurate with most major research universities in the country and is the first in the world to purchase, rather than lease, its own capacity.

There has been continuing growth in the use of electronic mail (e-mail). Over the past 15 months, the number of messages sent increased by 14 percent, and the volume of information (Mbytes) sent via e-mail increased almost 40 percent.

Average Daily Volume of E-mail



The UH has kept Hawai'i at the forefront of Internet services. Among other things, UH operates the Hawai'i Internet Exchange, a neutral exchange point for all the state's Internet service providers and thus for nearly everyone who uses the Internet in Hawai'i.

Supercomputer

UH won the competition for the \$181 million 10-year contract to manage the Maui High Performance Computing Center, one of the five largest centers in the U.S. Department of Defense with over 2.36 teraflops of computational power.

E-commerce

In addition to providing free information to anyone anywhere in cyberspace, the University has a number of e-commerce applications that include the UH Press, which sells publications online, UH Mānoa, which accepts electronic tuition and fee payment by credit card, and the UH Bookstore, which sells merchandise online and is beginning an e-commerce project for textbooks.

Student Information System

The seven community colleges of the UH system went "live" July 1, 2002, with a new UH system-wide Student Information System (SIS). The 4.5-month start-to-finish implementation represents one of the fastest-ever initial implementations of a major software package in higher education. The Banner Student System from SCT Corporation provides the University with web-based applications that run over the Internet. Mānoa, Hilo, and West O'ahu are expected to be fully integrated by fall 2003. With the consolidation (or centralization) of campus student information systems, students will be able to:

- register for classes at multiple campuses via the web;
- receive a single bill for their tuition and fees from all campuses;
- have financial aid calculated based on their enrollment at all campuses;
- see academic history from all campuses;
- check whether they have completed degree requirements;
- send e-mail to their classes; and
- have an electronic calendar that is automatically loaded with the schedules of their classes and other University-related activities.

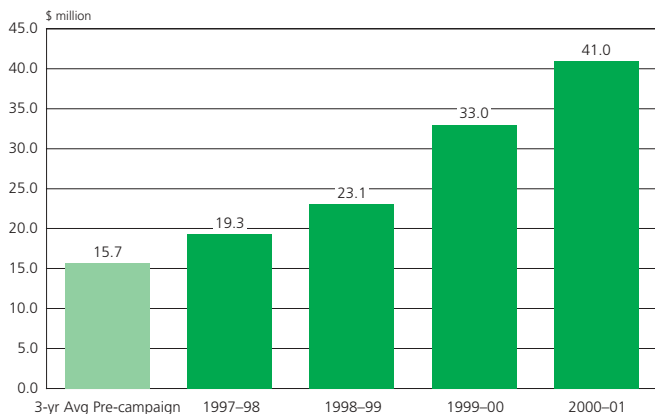
Private Giving

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

Private giving to the University through the Foundation remains strong. In FY2000–01, a record \$41 million was given to the University. This represents a 24 percent increase over the previous year.

In FY2000–01, the Foundation completed the final year of a four-year plan to raise in excess of \$100 million. Over \$116 million was raised to support academic programs. Average giving over the campaign years was \$29.1 million versus the average for the previous three-year period of \$15.7 million.

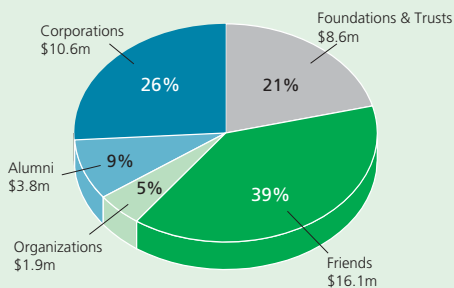
University of Hawai'i Foundation
Comprehensive Campaign Gift History



About \$11 million was spent over the past four years to raise the \$116 million, or about 9.6 cents per dollar, compared to the national average of about 10 cents per dollar for fund-raising activities.

Private gifts come from a wide variety of sources. Individuals (friends and alumni) account for 48 percent of the outright gifts received by the Foundation.

University of Hawai'i Foundation
FY2000-01 Gifts by Source



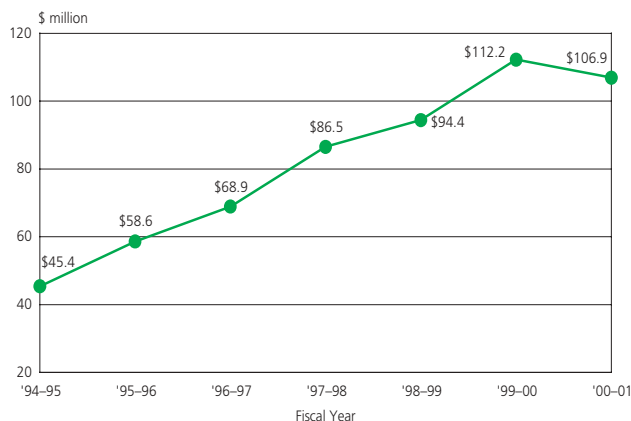
TOTAL GIFTS: \$41.0 MILLION

What is the status of the University's endowment?

Due to significant market decline, the market value of the UH foundation's investment portfolio decreased to \$106.9 million in FY2000-01 even though endowment contributions remained steady.

Overall performance of financial markets during this period was -5.8 percent as compared to -3.6 percent for the Foundation's portfolio.

University of Hawai'i Foundation
1995-2001 Investment Portfolio
(market value)



Creating an Organization Committed to Learning and Improvement

The University of Hawai'i system of campuses pursues evidence-based and participatory discussions about how effectively it is accomplishing its purposes and achieving its educational objectives.

Program Review

What is the status of program review?

Program review is a continuing activity within the University of Hawai'i. Campuses routinely review established academic programs, as well as assess the need for new programs, make major modifications of curriculum, and update the names of departments and degrees. Activities for the past two years are summarized below.

During 2000–2001, the Board of Regents approved six new academic programs, moved five programs from provisional to established status, approved the reorganization of one school and one college to house programs that had been administratively independent, terminated one provisional and three established academic programs, and approved revised general education plans for UH Mānoa and UH Hilo. The administration approved four certificate credentials, suspended admissions to one degree program, resumed previously suspended admissions to a program, approved planning for eight new degrees and certificates, and approved name changes for eleven departments and degrees. In all, 126 academic programs underwent review in this academic year.

During 2001–2002, the Board of Regents approved 13 new academic programs, granted established status to 11 provisional academic programs, extended the provisional status of one program, terminated one provisional and one established academic program, and renamed two programs. The administration approved eight certificate credentials, terminated two certificate programs, stopped out admissions to four academic programs, approved planning for 15 new degree or certificate programs, and approved seven degree name changes or mergers of academic programs. In all, 162 academic programs underwent review in this academic year.

In July 2000, the Board of Regents established a new policy requiring annual reporting on and regular review of centers, institutes, and similar entities within the University that serve to focus research activities or training or service activities external to the University. The University administration reported approval of six new centers during 2000–2001 and two new centers during 2001–2002. During 2000–2001, one center was closed. In 2001–2002, one center was closed and 21 centers were reviewed and continued.

Management and Assessment Information

University Board of Regents and Executive policy establishes a commitment to accountability and educational assessment. The intent is to gather evidence about institutional effectiveness in meeting mission, goals, and objectives, and the importance of using this information to improve programs and services and to demonstrate public accountability.

INSTITUTIONAL ASSESSMENT AND RESEARCH

The University's assessment strategy focuses on program and institutional performance rather than individual evaluation, is decentralized, and encourages activities that are incorporated into existing program review, evaluation, accreditation, institutional planning, budgeting, and tuition-setting processes.

The University of Hawai'i's Institutional Effectiveness Report (previously known as the Benchmarks/Performance Indicators Report) has been called a sensible approach to the complex matter of accountability and performance reporting. It has served as a model for reports on policy indicators prepared by the Western Interstate Commission for Higher Education.

In academic year 2001-02, 80 to 90 Management and Planning Support Reports (MAPS) were completed; these reports and those for earlier years are available on the Web at:

www.hawaii.edu/iro/maps.htm. MAPS refers to a series of reports published on an ongoing basis by the UH Institutional Research Office to provide high quality data on various aspects of the University's operations. The reports are public information and are widely distributed to the University community, including deans, directors, administrators, and departments. Areas covered include enrollment, courses, academic crossover, faculty/staff, planning information, curriculum, finance, students, and special reports. Reports focused on students include applications processed, degrees/certificates earned, distribution of grades, credits earned, course completion rates, graduation/retention rates, high school background, SAT scores, and transfer patterns. Special reports include price of attendance, current fund revenues/expenditures, and peer/benchmark group comparisons.

Recent survey efforts include:

- UHM, UHH, and UHWO Graduating Seniors
- UH Quality of Faculty Worklife
- UHM, UHH and UHWO Alumni Outcomes
- National Survey of Student Engagement (UHM, UHH, UHWO)
- Community College Survey of Student Engagement
- UHM Survey of Non-Returning Undergraduates
- UHM and UHWO College Student Experiences Questionnaire
- UHM Student Tracking Questionnaire
- UH Enrollment Patterns
- UHM Student Working/Employment Patterns
- UHWO Survey of Recent Graduates
- Windward Outreach Survey

Many of these surveys are available on the Web at: www.hawaii.edu/ovppp.

Outcomes are used to:

- Influence curriculum/program changes
- Inform improvement efforts
- Provide insights and suggest areas for further research
- Justify policy, procedural, and organizational changes
- Influence the delivery of student services
- Inform planning and budgeting activities
- Establish the information base needed to respond to accountability concerns

UHH. Important assessment activities at UHH include: establishment of an Institutional Research Office (2001); a new campus Academic Assessment Plan; revised program review guidelines that emphasize assessment of student learning; and campus assessment and general education committees.

UHWO. Important assessment activities at UHWO include establishment of an Assessment Office (1991) to maintain institutional data and conduct surveys, course evaluations, pre- and post-testing, longitudinal tracking, and periodic reports for accreditation/program review and planning. A collegewide Assessment Committee formulates policy on assessment concerns and specifies college and divisional learning and institutional objectives.

UHCC. The UH Community Colleges utilize Program Health Indicators (PHI) to assess all career and technical programs every year. Program faculty design and analysis indicators and results are used to support program planning and operations. The PHI program is being expanded to include liberal arts programs at all of the community colleges.

All seven CC campuses participated in the first nationwide Community College Survey of Student Engagement (CCSSE). This instrument assesses the learning-centered experiences of community college students. Successes, measured in six broad categories and defined as significantly outperforming like institutions nationwide, far outnumbered the challenges at all UHCC campuses. Campus assessment committees are incorporating CCSSE results in institutional action plans.

Distinctions and Achievements

U.S. News & World Report ranks UH graduate programs in the UH College of Business Administration, School of Law, and School of Social Work among the best in the nation.

U.S. NEWS & WORLD REPORT, APRIL 2002

The UHM School of Architecture was among the top three design schools in the nation recognized as those that “make a difference” in practice design.

2001 LEADING SCHOOL SURVEY, *DESIGNINTELLIGENCE*

Windward Community College was one of only five colleges nationwide to receive a competitive grant from NASA to establish an Aeronautics Education Laboratory that will benefit students in grades K–12 and serve as an outreach arm in science and technology education.

WINDWARD COMMUNITY COLLEGE

U.S. News & World Report ranked UH Hilo third among public liberal arts colleges in the West. It's the only university in Hawai'i classified as a national liberal arts college.

U.S. NEWS & WORLD REPORT, 2000

A UH West O'ahu graduate was one of four selected by the Society for American Archaeology to receive a grant from the National Science Foundation.

UH WEST O'AHU

The UHM College of Education met all twenty standards and was awarded five-year accreditation from the National Council for the Accreditation of Teacher Education. The College meets the highest standard in the profession and is the only teacher education program in Hawai'i to be nationally accredited.

UHM COLLEGE OF EDUCATION

U.S. News & World Report ranks UH Mānoa's athletics among the nation's top twenty programs. The inaugural sports honor roll recognizes schools with the best overall rankings across four major categories of achievement—gender equity, win-loss performance in all sports, number of sports offered, and graduation rates.

U.S. NEWS & WORLD REPORT, MARCH 2002

Kapi'olani CC's Radiological Technologist Program won the U.S. Department of Education Secretary's Award for Outstanding Vocational Education Program.

KAPI'OLANI COMMUNITY COLLEGE

The Japanese American Saga co-produced by UH West O'ahu and the UHM Center for Labor Education & Research won the 2001 “Cornerstone Prize” from the U.S.–Japan Foundation.

UH WEST O'AHU/CLEAR

Honolulu Community College is one of only twelve Microsoft Information Technology Academy Program Regional Centers in the U.S.

HONOLULU COMMUNITY COLLEGE

Leeward Community College responded to a need in the community by offering the nation's first online opticianry courses for the National Federation of Opticianry Schools.

LEEWARD COMMUNITY COLLEGE

A UH Hilo professor of management won the National Society for Human Resource Management Research Award for 2001.

UH HILO

In just two years, the UH Army Reserve Officers Training Corps (ROTC) program skyrocketed from being ranked 194 out of 270 nationally to fourth in the country and first out of 77 schools in the West.

UH ROTC

The UH Air Force ROTC program received the Air Force Southwest Region's “High Flight Award,” ranking it among the top four programs nationally.

UH ROTC

A UH scientist received the Microbeam Analysis Society's 2002 Presidential Award for extraordinary contributions to the field of microanalysis.

HAWAI'I INSTITUTE OF GEOPHYSICS AND PLANETOLOGY

Kapi'olani CC is one of sixteen colleges and universities nationally recognized by the Association of American Colleges and Universities for visionary campus-wide innovations in undergraduate education.

ASSOCIATION OF AMERICAN COLLEGES AND UNIVERSITIES

The UH international law team placed first overall in the 1999, 2000, and 2001 National Native American Moot Court Competition. The team has won regional competitions six times in the past nine years.

UHM WILLIAM S. RICHARDSON SCHOOL OF LAW

Distinctions and Achievements

A UH Mānoa dancer won the prestigious “Outstanding Performer” award at the Tenth National American College Dance Festival.

UHM DEPARTMENT OF THEATRE AND DANCE

Maui Community College’s culinary program placed third in the Culinary Federation Western Regional competition in March 2001.

MAUI COMMUNITY COLLEGE

The Library and Information Science program in the UHM Computer & Information Science Department ranks first in per capita scholarly productivity among all accredited programs nationally.

THE LIBRARY QUARTERLY, APRIL 2000

A UH marine microbiologist is the 2001 winner of the A.G. Huntsman Award for Excellence in Marine Science, a prestigious international award bestowed by the Bedford Institute of Oceanography in Canada.

DEPARTMENT OF OCEANOGRAPHY
UHM SCHOOL OF OCEAN AND EARTH SCIENCE AND TECHNOLOGY

Kapi’olani CC won national recognition by the American Council on Education as a Promising Practices college for its international efforts.

KAPI’OLANI COMMUNITY COLLEGE

A research team headed by a UHM postdoctoral fellow has discovered a brown dwarf near a star similar to the sun, a groundbreaking discovery that challenges modern theories about heavenly formations.

INSTITUTE FOR ASTRONOMY, 2002

Honolulu Community College was named the national winner of the 2001 Meritorious Service Award by the National Coalition of Advanced Technology Centers.

HONOLULU COMMUNITY COLLEGE

A UH law professor was awarded the Gustavus Myers Outstanding Book Award for a top ten book in North America on human rights, social justice, and civil rights.

UHM WILLIAM S. RICHARDSON SCHOOL OF LAW, 2000

A UH associate professor was selected as the Hawai’i Medical Association’s 2001 Physician of the Year and made national news when he became the first ophthalmologist to use the new area of telemedicine to guide another doctor in a surgical procedure.

JOHN A. BURNS SCHOOL OF MEDICINE

Windward Community College’s cutting-edge Imaginarium is the setting for journeys from the inside of a cell to the far reaches of the universe.

WINDWARD COMMUNITY COLLEGE

Four plant researchers, three with ties to UH, will receive the prestigious 2002 Alexander von Humboldt Foundations Award for Agriculture for developing the ringspot virus-resistant papaya that saved Hawai’i’s \$45 million papaya industry.

UHM COLLEGE OF TROPICAL AGRICULTURE AND HUMAN RESOURCES

Acknowledgments

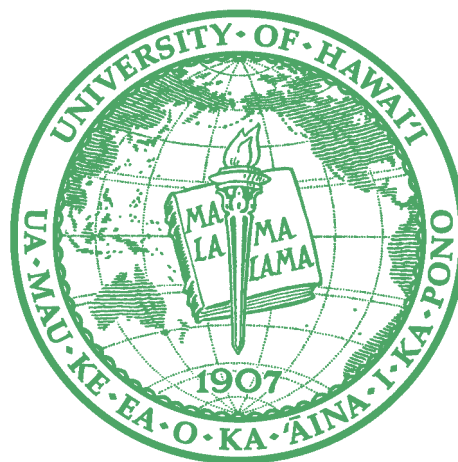
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Colleen O. Sathre
Vice President for Planning and Policy



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