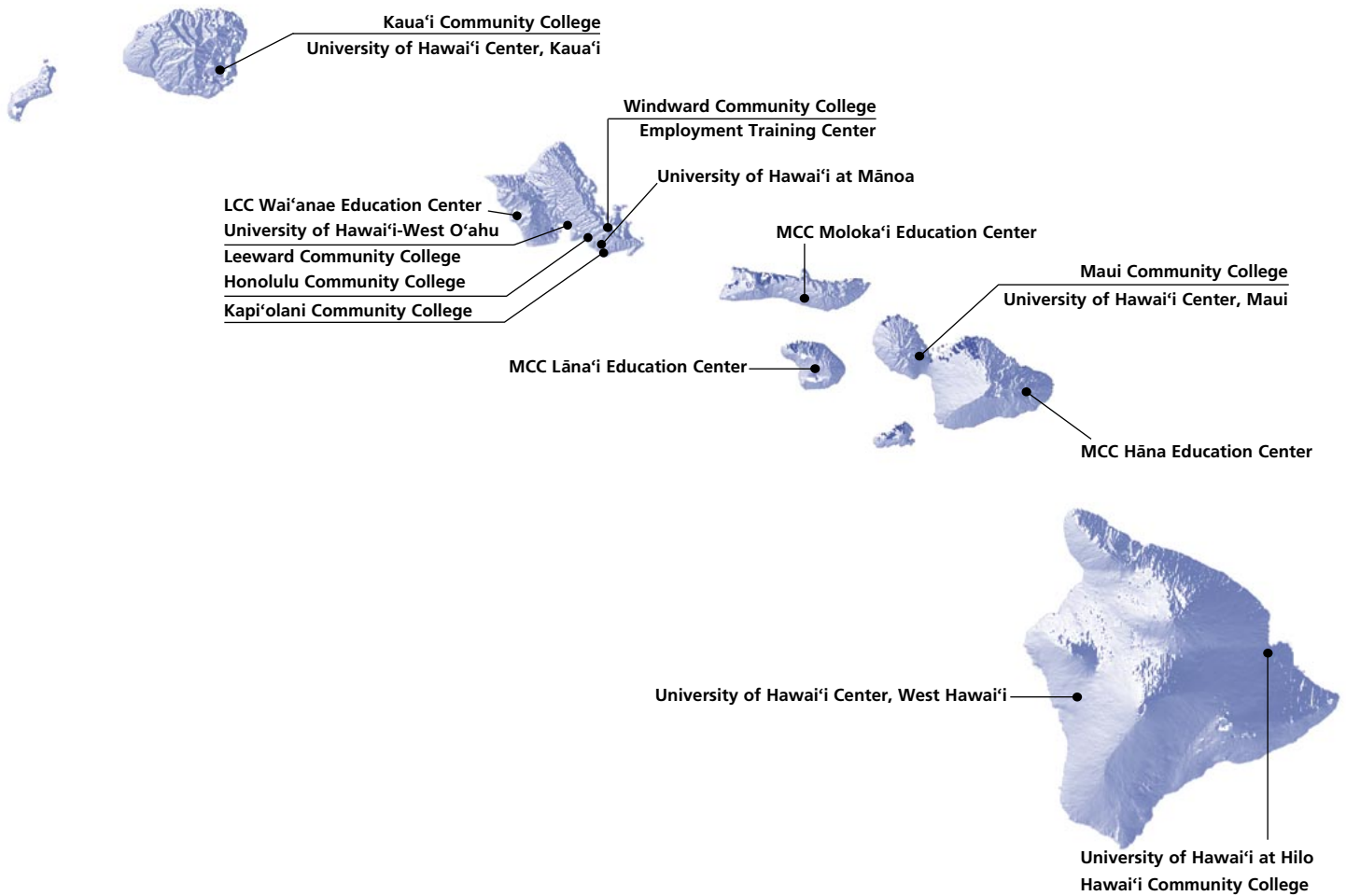


UNIVERSITY OF HAWAI‘I SYSTEM



UNIVERSITY OF HAWAI‘I BOARD OF REGENTS 2004–2005

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PRESIDENT'S MESSAGE

The University of Hawai'i is proud to share this report, *University of Hawai'i: Measuring Our Progress, 2004 Update*, with the Hawai'i State Legislature, the people of Hawai'i, and our alumni and friends. This document provides measures of performance, benchmarks, and other indicators of our efforts to meet the goals we set forth in the *University of Hawai'i Strategic Plan: Entering the University's Second Century, 2002–2010*.

In 2002, the University of Hawai'i community—faculty, staff, students, alumni, regents, and friends—came together and crafted a strategic plan that sets the course for the University's second century. Firmly grounded in Native Hawaiian values, including the notion of ahupua'a—from the mountains to the sea, sharing our finite resources for the benefit of all—this plan envisions a University that is locally responsive and globally significant, serving Hawai'i and the world, through excellence in teaching, research, and service. Further, we affirm our commitment to be a Pacific-Asian university, bridging East and West as we articulate the values of sharing, community, and respect that island societies have to offer in an increasingly interdependent world.

Within this unique context, our strategic plan advances five goals that commit the University to an agenda of measurable improvements in all aspects of its operations:

Goal 1: Educational Effectiveness and Student Success: Measures of student access, engagement, performance, satisfaction, and diversity are presented to demonstrate the University's efforts to establish an optimum culture for student entry, retention, and success.

Goal 2: A Learning, Research, and Service Network: Measures of affordability, economic impact, information and technology resources, research and scholarly productivity, the educational pipeline, and workforce development are presented to demonstrate the University's progress in fostering the intellectual capital of the state of Hawai'i.

Goal 3: A Model Local, Regional, and Global University: Measures of student participation in Hawaiian language and cultural studies, the Pacific-Asia focus of international activity on campuses, and the efforts to internationalize the campus experience demonstrate the University's progress in positioning itself as one of the world's foremost multicultural centers for global and indigenous studies.

Goal 4: Investment in Faculty, Staff, Students, and Their Environment: Measures of the University's investment in faculty and staff and investment in the physical plant are presented to demonstrate the University's progress in recognizing and renewing its most important assets.

Goal 5: Resources and Stewardship: Measures of investment from the state and private sources and measures of accountability in the management of these resources are presented to demonstrate the University's commitment to manage its resources in service to the state and its citizens.

The multiple measures presented here review the performance, effectiveness, and many achievements of our faculty, students, and administrators. We have begun to execute the compelling strategic plan we have in place. *Measuring Our Progress* honors our commitment to be accountable to the people of Hawai'i. With the leadership of the Board of Regents, and together with members of the Executive Branch, the Legislature and our alumni and friends, we will continue to move the University forward on a voyage of discovery, transforming our students' lives and giving them the ingredients for success, and in the process transforming Hawai'i's society, and changing the world we live in for the better.

David McClain
Interim President
University of Hawai'i

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INTRODUCTION

The *University of Hawai'i Measuring Our Progress, 2004 Update*, updates the *Institutional Effectiveness Report, 2002 Update*. The title of this report has been changed to reflect the importance the University places on measuring its progress on the goals of the recently adopted *University of Hawai'i System Strategic Plan: Entering the University's Second Century, 2002–2010*. 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.

As the University moves forward to celebrate its centennial in the year 2007, it honors the efforts of all of those who have contributed to the history and growth of the University. 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, Pacific, and Asian orientation and its position as one of the world's foremost multicultural centers for global and indigenous studies.

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 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.

COMMITMENTS AND CORE VALUES

Overarching commitments reflect the core values that bind University of Hawai'i faculty, staff, and students together and contribute to the 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; Hawaiian and Pacific-Asian commitment; innovation and empowerment; accountability and fiscal integrity; and mālama 'āina sustainability.

FUNCTIONING AS A SYSTEM

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. 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. Accredited as autonomous units, the ten campuses serve multiple missions and pursue distinct pathways in response to state needs. They are bound, nonetheless, by their commitment to functioning as a system in service to the state.

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: www.hawaii.edu/ovppp/stratplansys.html

UNIVERSITY OF HAWAI‘I CAMPUSES



UH MĀNOA is a research university of international standing, offering bachelor's degrees in 87 fields of study, master's degrees in 86 fields of study, doctorates in 53 fields of study, first professional degrees in architecture,

law, and medicine, and a number of certificates. It has widely recognized strengths in tropical agriculture, tropical medicine, oceanography, astronomy, electrical engineering, volcanology, evolutionary biology, comparative philosophy, comparative religion, Hawaiian studies, Pacific Islands studies, Asian studies, and Pacific and Asian regional public health. UH Mānoa offers instruction in more languages than any U.S. institution outside the Department of State.



UH HILO is a comprehensive institution offering baccalaureate liberal arts and professional and selected graduate degrees. It offers master's programs in education, Hawaiian language, tropical conservation biology and environmental

science, and China-U.S. Relations. A master of arts in counseling psychology will soon be offered. Baccalaureate degrees are offered in various fields of the humanities, natural sciences, social sciences, and in agriculture, nursing, business, and computer science. Programs emphasize student-faculty collaboration, fieldwork, internships, and hands-on learning. Drawing on the geological, biological, and cultural diversity of the island of Hawai'i, many programs are organized around the theme of "the island as a learning laboratory."



UH WEST O'AHU is an upper division institution offering bachelor of arts degrees in business administration, humanities, public administration, and social sciences. UH West O'ahu also offers certificate programs

that address pressing social needs such as substance abuse and addiction studies, disaster preparedness and emergency management, and environmental studies. A commitment to student access is demonstrated by a schedule of day, evening, and weekend courses as well as distributed education options for students on all islands.

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 career technical program that includes business, nursing, trades technology, hospitality, and public service careers. A unique

program to Hawai'i Community College is Tropical Forest Ecosystem and Agroforestry Management or FOREST Team Program.



HONOLULU COMMUNITY COLLEGE offers a comprehensive liberal arts program and 22 technical-occupational programs, including programs that are not offered at any other campus, e.g., marine technologies,

cosmetology, refrigeration and air conditioning, aeronautic maintenance, commercial aviation pilot training, and occupational and environmental safety management.



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. The college also offers degree programs in emerging technology fields, including new media arts and biotechnology, as well as programs for those seeking degrees as educational paraprofessionals and as fitness professionals in exercise and sport science.



KAUA'I COMMUNITY COLLEGE offers both a comprehensive liberal arts program and career and technical education responsive to community workforce needs, including nursing, culinary arts, visitor industry, and information

technology/electronics. As a University Center and distance learning leader, the college also provides access to baccalaureate and graduate level education for Kaua'i County. Non-credit, short-term courses are focused on skills for the workforce and community interests.



LEEWARD COMMUNITY COLLEGE offers an extensive liberal arts program, combined with selected career technical education 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'anae.



MAUI COMMUNITY COLLEGE offers a strong liberal arts program and a comprehensive career program that includes business, culinary arts, nursing, trade technology, and public service career fields. Courses offered over the

statewide cable system and interactive television system provide instruction throughout the state.



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

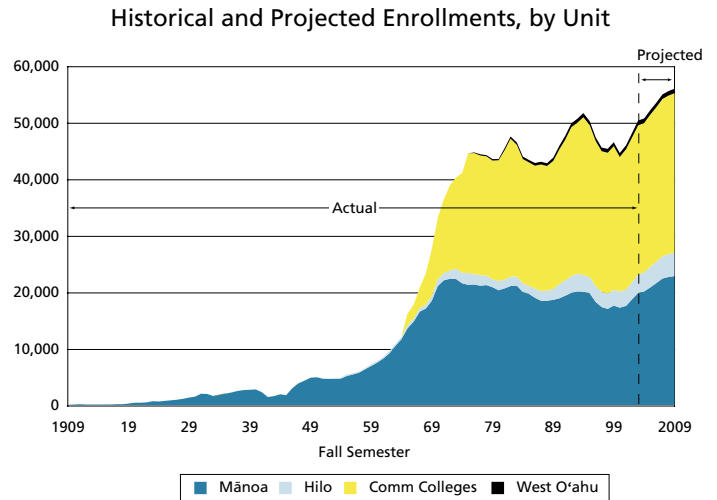
The Employment Training Center, located at Windward Community College, provides job training for "at risk" populations in high demand areas such as food service, auto repair, construction occupations, and office technology.

GOAL 1: Educational Effectiveness and Student Success

Enabling student success requires an academic culture that supports students and student learning. Measures of student ACCESS, ENGAGEMENT, PERFORMANCE, SATISFACTION, and DIVERSITY are presented to demonstrate the University's efforts to establish an optimum culture for student entry, retention, and success.

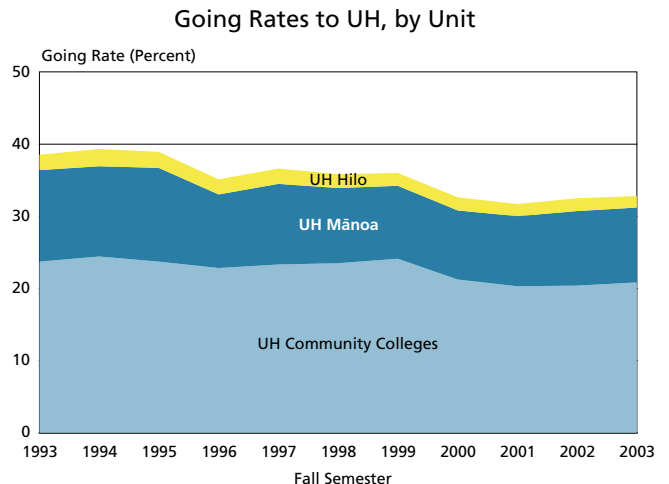
What is the status of access to the University of Hawai'i?

Rapid enrollment growth beginning in the post-WWII era peaked in the early 1970s and was followed by an extended period of stable enrollment. Expanded access helped the UH system post modest overall gains from the early 1970s through the 1990s. Since fall 2000, enrollment has increased 12.9 percent and is projected to reach 56,000 by fall 2009.



What is the going rate of recent Hawai'i high school graduates who attend the UH?

After reaching a historical low of 31.7 percent in fall 2001, the going rate of recent Hawai'i high school graduates into the University of Hawai'i campuses increased to 32.8 percent in fall 2003. Going rates for Hawai'i high school graduates reached an all-time high of 46.3 percent in fall 1972.

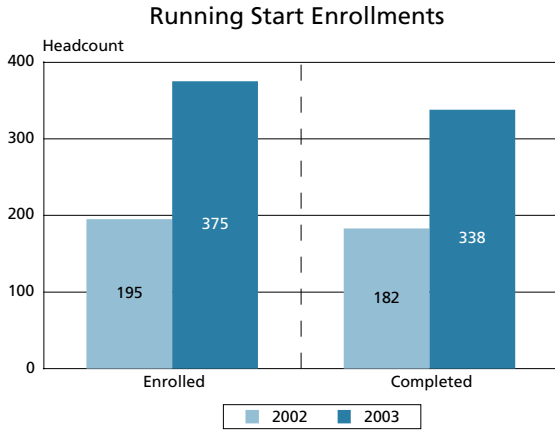


Note on sources:
Where otherwise not referenced, student and enrollment data are from UH Management and Planning Support (MAPS) reports. Other data originate with UH vice presidents'/chancellors' and other campus offices.

Note: The going rate is the percentage of Hawai'i high school graduates entering the University of Hawai'i without delay upon graduation from high school.

What opportunities are available for high school students to begin college work?

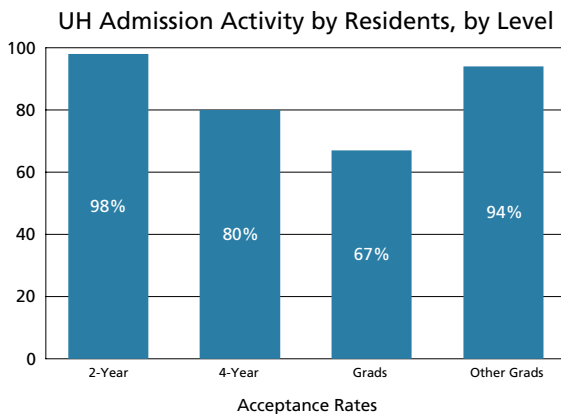
Running Start is a joint-credit collaboration between the Department of Education and University of Hawai'i whereby students can work toward an associate degree and a high school diploma at the same time. All UH Community Colleges and UH Hilo participate in Running Start.



The Running Start retention rate was 93 percent in 2002 and 90 percent in 2003. Credits earned increased from 628 to 1,203 in the same period.

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.

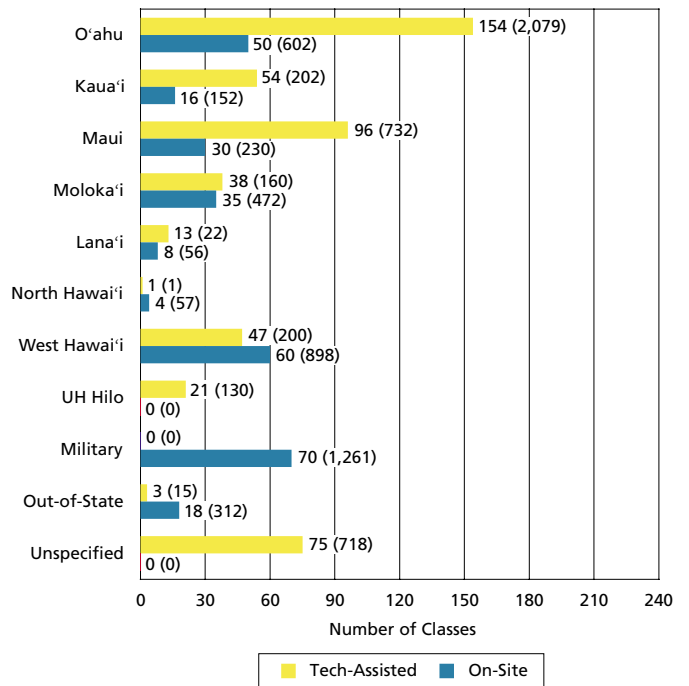


Note: Acceptance rate is the percent of total applicants accepted. "Other Grads" includes post-baccalaureate certificate and unclassified graduate applicants. These figures exclude applicants to UH Mānoa Schools of Law and Medicine.

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

In fall 2002, 793 classes were delivered off-campus to students in-state and out-of-state. These classes accounted for 8,299 registrations, a 13 percent increase over the prior year. Classes apply to certificate, associate, baccalaureate, and graduate degrees. Sixty-three percent of the registrations were in classes that use the Internet, interactive television, cable television, or mixed modes. Internet classes increased 44 percent. Off-site instruction (classes to the military installations or faculty traveling to another island) continues to be a major method of delivery.

Distance Education Classes by Receive Sites, Fall 2002 (Student Registrations in Parentheses)



Note: Fall 2003 data not available at time of printing.

Receive Sites by County/Region

HONOLULU	HAWAI'I	MAUI
Honolulu CC	Hawai'i CC	Maui CC
Kapi'olani CC	UH Hilo	University Center, Maui
Leeward CC	University Center, West Hawai'i	Educational Centers, Hāna, Lana'i, Moloka'i
Wai'anae Education Center	Correctional Facilities	Hospitals
Correctional Facilities	Hospitals	Schools
Hospitals	Schools	Individual Homes
Military Bases	Individual Homes	
Schools		
Individual Homes		
	KAUA'I	U.S. & FOREIGN
	Kaua'i CC	Asia
	Hospitals	Europe
	Schools	Pacific Basin
	Individual Homes	U.S. Mainland

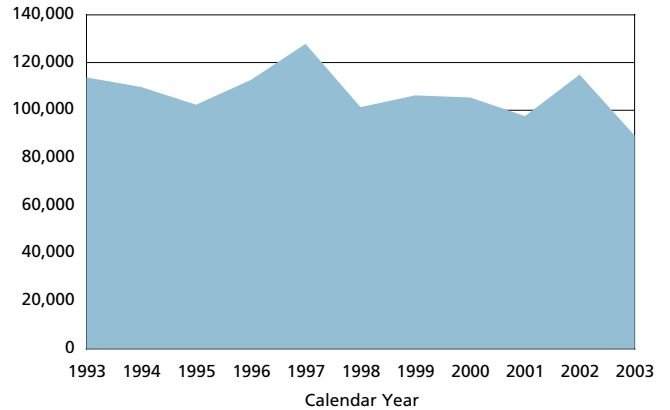
What are the opportunities for non-credit continuing education across the UH system?

More than 50 credentials and degrees are offered to Hawai'i residents via distance delivery. Programs address state workforce and professional development needs. UH also provides access to classes in education, nursing, and business to students in the Pacific and Asia.

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

Annually, there are over 90,000 registrations in University of Hawai'i non-credit continuing education programs.

Continuing Education Registrations



Note: While there has been some decline in continuing education enrollment over the period shown, differences in data quality and changes in reporting procedures allow for only a general comparison over time.

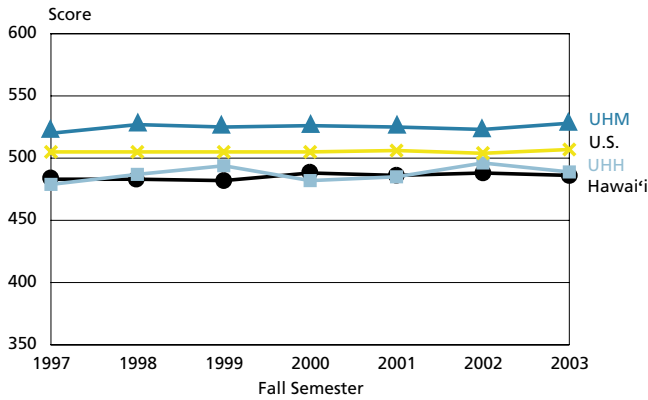
How do UH Mānoa and UH Hilo perform on freshmen selectivity measures?

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

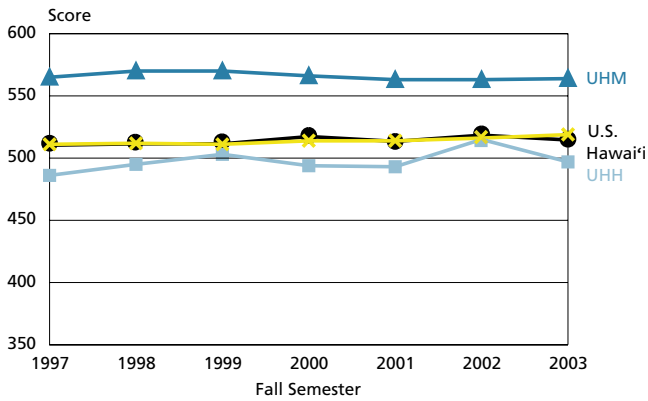
UH Hilo entering freshmen verbal scores are comparable to Hawai'i norms but math scores are slightly below.

In fall 2003, 47 percent of UH Mānoa and 35 percent of UH Hilo first-time freshmen were in the top 20 percent of their high school class.

Average SAT-I Verbal
UH Mānoa and UH Hilo



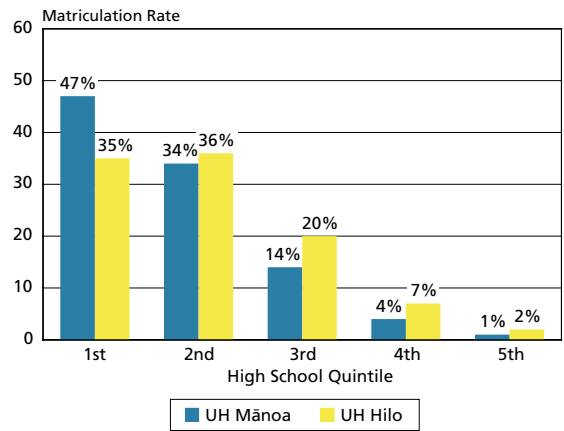
Average SAT-I Math
UH Mānoa and UH Hilo



- ▲ UHM = First-time freshmen entering fall semester
- UHH = First-time freshmen entering fall semester
- Hawai'i = Hawai'i test takers
- ✕ U.S. = U.S. test takers

Note: All scores are recentered scores. As an upper division institution, UH West O'ahu is not included.

Matriculation by High School Rank
Fall 2003



Note: Percentages are based on students for whom high school rankings are available. As an upper division institution, UH West O'ahu is not included.

Student Engagement

How engaged are University of Hawai'i students in their educational experience at upper division/four-year campuses?

Research on college student development shows that the time and energy students devote to educationally purposeful activities is the single best predictor of their learning and personal development. Two national surveys, the National Survey of Student Engagement (NSSE) and the Community College Survey of Student Engagement (CCSSE), focus on student engagement—student behaviors and institutional practices that are highly correlated with student learning and retention.

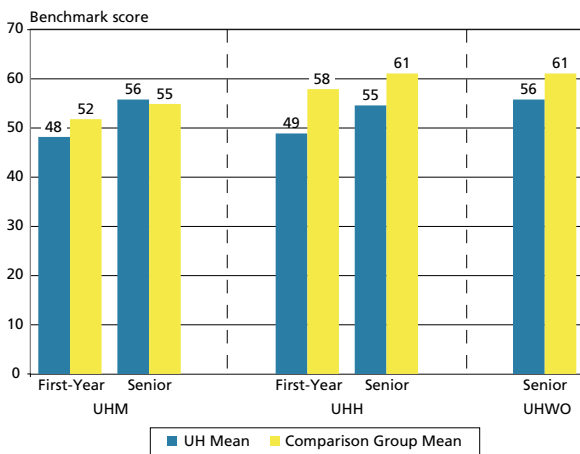
On the NSSE survey, five benchmarks of effective educational practice encompass multiple indicators. As benchmarks, these results provide comparisons with peer institutions and serve as baseline indicators against which future progress can be measured.

Benchmark #1 Level of Academic Challenge

Academic Challenge represents the nature and amount of assigned academic work, the complexity of the cognitive tasks required of students, and the standards faculty members use to evaluate student performance.

UH Mānoa seniors report a slightly greater level of academic challenge than seniors from the comparison group. Although other UH groups report lower levels of academic challenge than their peer counterparts, academic challenge is perceived to increase by the time students reach their senior year.

Level of Academic Challenge

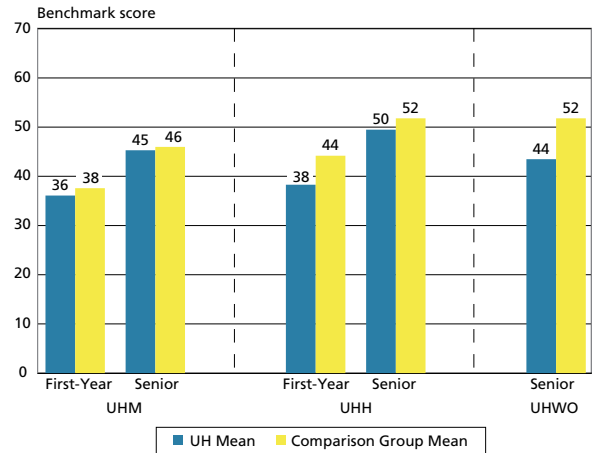


Benchmark #2 Active and Collaborative Learning

Active and Collaborative Learning represents the extent to which students are actively involved in their learning through discussions, presentations, group projects, and community projects.

Students, both first-year and senior, report lower levels of active and collaborative learning than their peer counterparts.

Active and Collaborative Learning

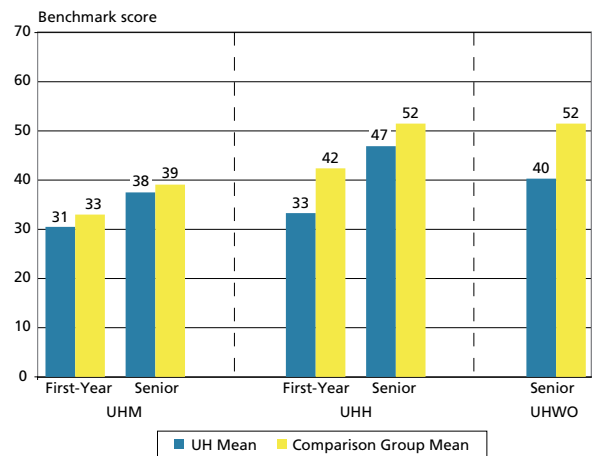


Benchmark #3 Student-Faculty Interaction

Student-Faculty Interaction captures the personal interaction between students and their instructors as evidenced by discussions about grades and assignments, projects outside the classroom, and talks about career plans.

By the time students are seniors at UH Mānoa, they report a level of student-faculty interaction on par with their peers. All other groups report less interaction than their peers report.

Student-Faculty Interaction



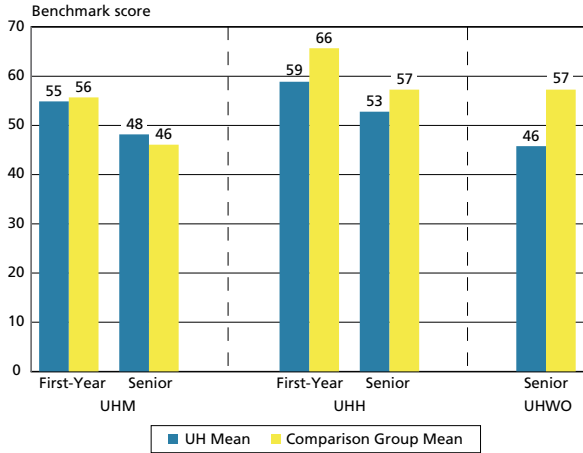
NATIONAL SURVEY OF STUDENT ENGAGEMENT (UHM 2002; UHH AND UHWO 2003)

Benchmark #4 Enriching Educational Experiences

Enriching Educational Experiences are those activities that complement the academic program such as student government, community service, capstone experiences, and interacting with a diverse group of students.

UH Mānoa students report an enriching educational experience comparable to their peers. UH Hilo and UH West O‘āhu students report fewer activities that complement their academic progress than their peers.

Enriching Educational Experiences

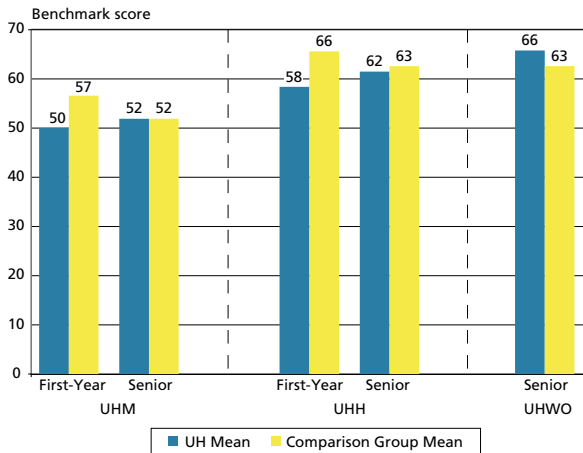


Benchmark #5 Supportive Campus Environment

Supportive Campus Environment provides support for student success, help students cope with non-academic issues, and offer quality relations among students, faculty, and staff.

All seniors report a level of support on their campuses that nearly equals or exceeds their peers.

Supportive Campus Environment



NATIONAL SURVEY OF STUDENT ENGAGEMENT (UHM 2002; UHH AND UHWO 2003)

How engaged are University of Hawai‘i students in their educational experience at lower division campuses?

The Community College Survey of Student Engagement (CCSSE) focuses on five benchmarks of student engagement—institutional practices and student behaviors that are highly correlated with student learning and retention.

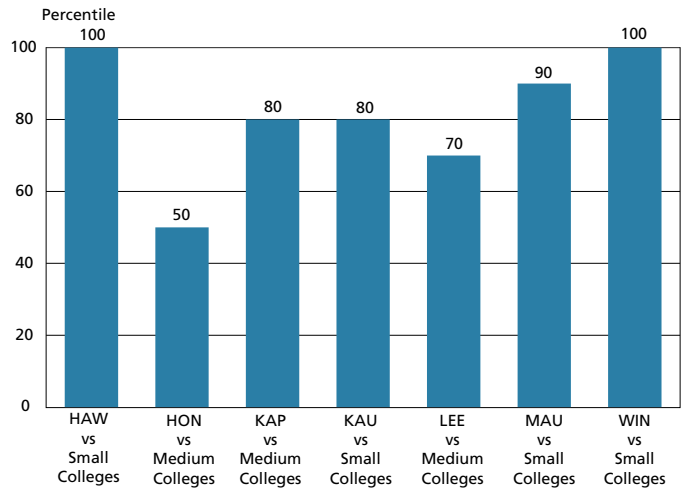
The percentiles in the following charts indicate the performance of each UH community college relative to its comparably-sized peers. These results serve as baseline data against which future progress can be measured.

Benchmark #1 Active and Collaborative Learning

Through collaboration with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, community, and their personal lives.

Relative to comparably-sized peers, six out of seven UH community colleges are at or above the 70th percentile in the area of active and collaborative learning experienced by students.

Active and Collaborative Learning



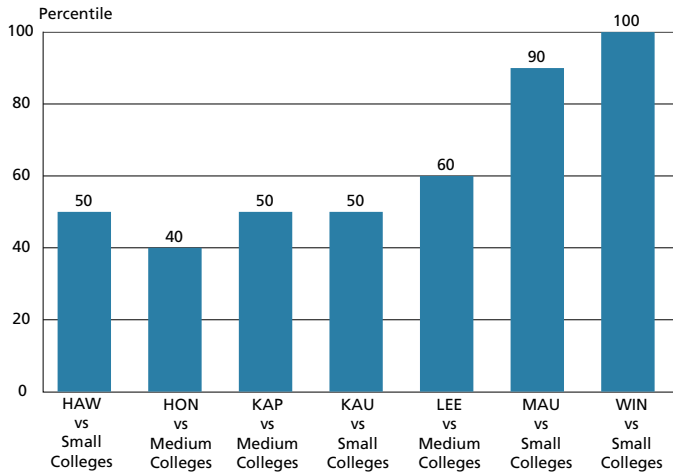
COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT 2002

Benchmark #2 Student Effort

“Time on task” is a key variable in success, and there are a variety of settings and means through which students may apply themselves to the learning process.

When compared to like colleges, student effort at the UH Community Colleges ranged from a low in the 40th percentile to the maximum 100th percentile at Windward Community College.

Student Effort

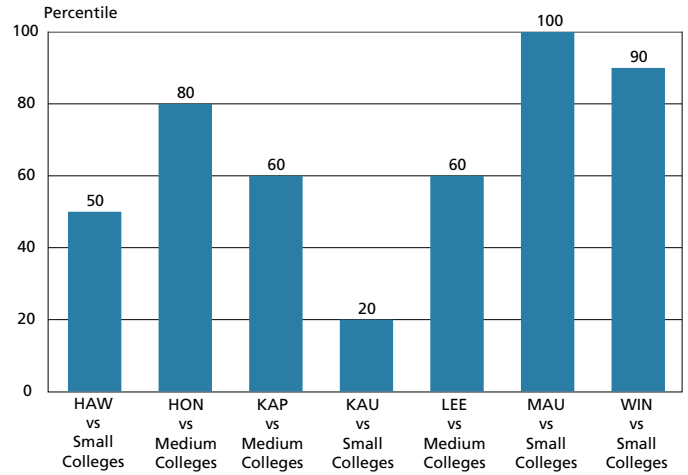


Benchmark #4 Student-Faculty Interaction

Personal interaction with faculty members strengthens students’ connections to the college and helps them focus on their academic progress.

Survey results found the largest variation in student-faculty interaction relative to peers with a low in the 20th percentile to the maximum 100th percentile at Maui Community College.

Student-Faculty Interaction

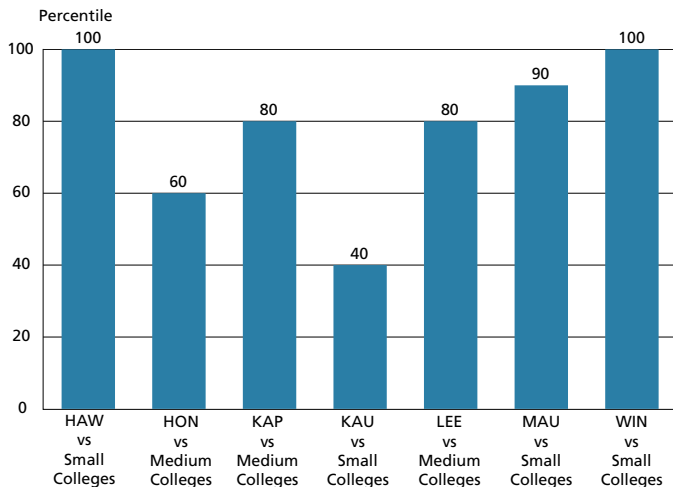


Benchmark #3 Academic Challenge

Academic Challenge represents the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.

Students found the academic challenge of the UH Community Colleges at or above the 80th percentile for five out of seven campuses when compared to similar-sized colleges.

Academic Challenge

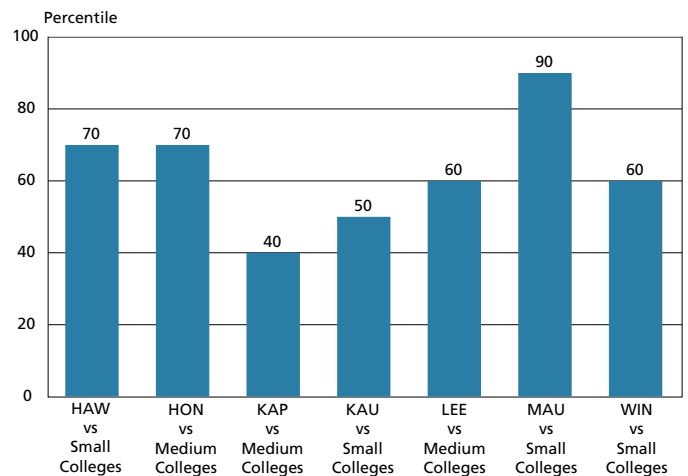


Benchmark #5 Support for Learners

Community college students benefit from services targeted to assist them with academic and career planning, academic skill development, and other issues that may affect both learning and retention.

In campus support for learners, five of the colleges are at the 60th percentile or higher relative to comparable-sized colleges.

Support for Learners



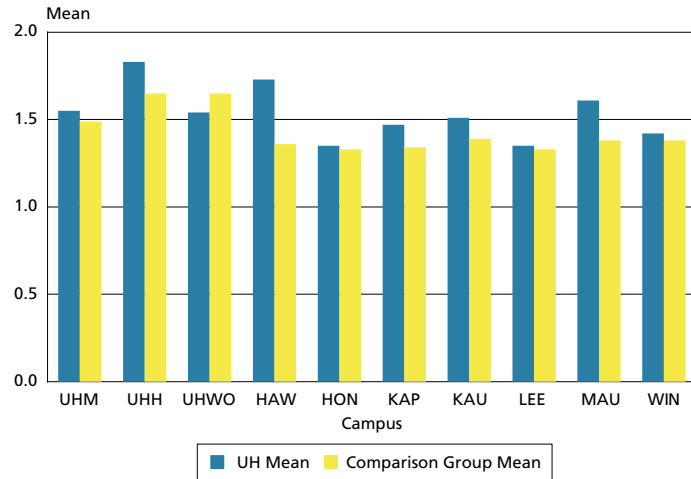
How does UH student participation in community-based projects compare to national levels?

The number of opportunities for experiential learning include—but are not limited to—internships, cooperative education placements, volunteer positions, fellowships, and practica. Service learning opportunities involve instructional strategies that link community service and academic study so that one strengthens the other.

The NSSE and CCSSE surveys include a question on how frequently students participate in community-based projects as part of a class requirement. UH and national comparison group responses fell somewhere between *Sometimes* and *Never*.

Although UH students appear to have slightly more exposure to community-based activities than their national counterparts, there do not appear to be many opportunities for either group.

How Often Have You Participated in a Community-Based Project as a Part of a Regular Course (e.g., Service Learning)?



Note: Based on a 4.0 scale. *Never*=1; *Sometimes*=2; *Often*=3; *Very Often*=4.

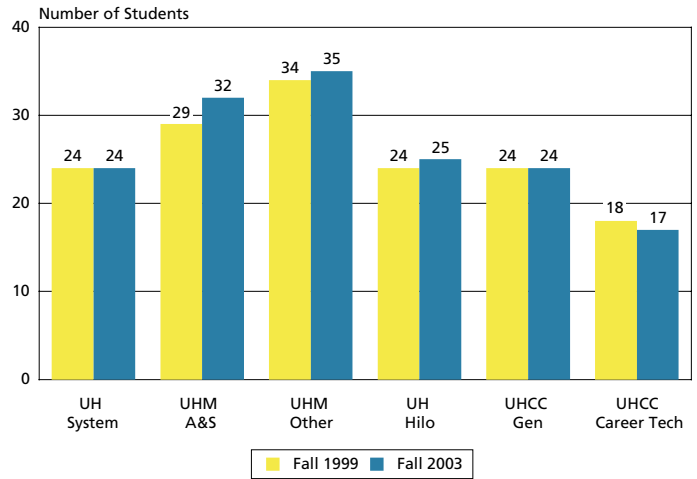
UHM, UHH, and UHWO reflect senior student responses. First-year student responses for UHM and UHH are not included.

NATIONAL SURVEY OF STUDENT ENGAGEMENT (UHM 2002; UHH AND UHWO 2003)
COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT 2002

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

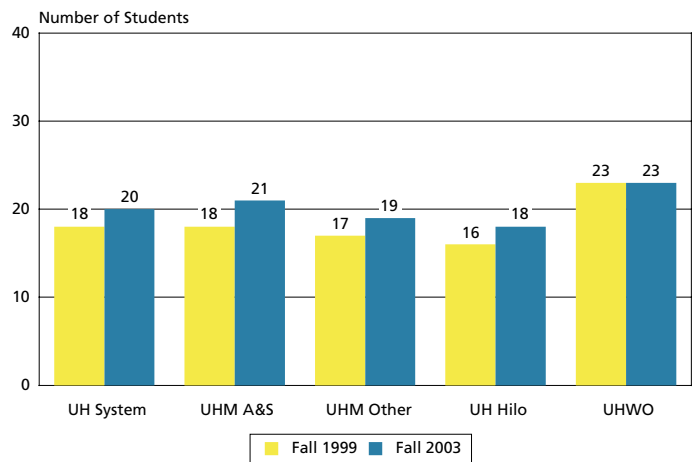
The UH system lower division average class size remained stable at 24, with slight increases at four-year campuses.

Lower Division Average Class Size—University of Hawai'i

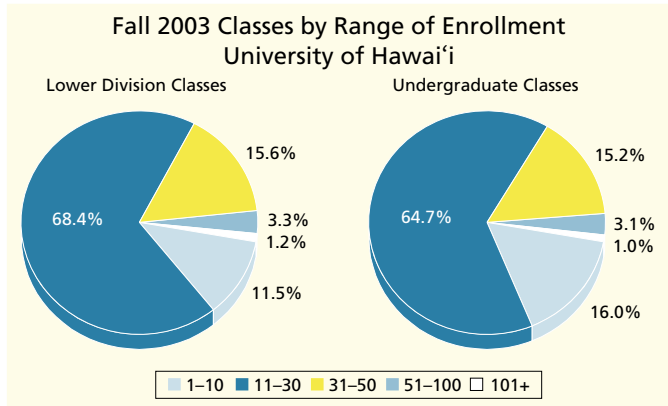


Generally, UH system upper division average class size has increased since fall 1999 and is now at 20; campus averages range between 18 and 23.

Upper Division Average Class Size—University of Hawai'i

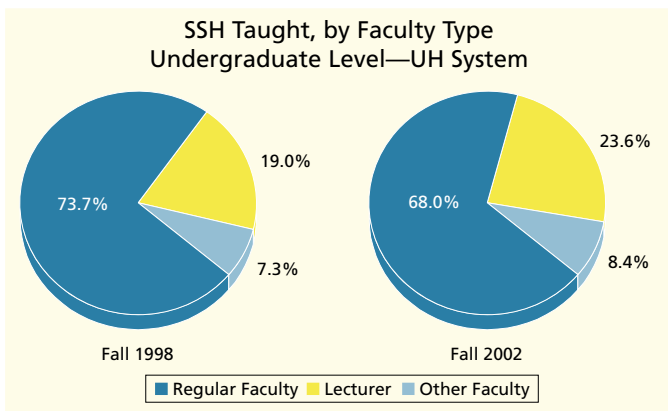


Approximately 80 percent of all UH undergraduate and lower division classes enroll 30 or fewer students.



Note: Ranges for UHCC differ from four-year campuses, but were grouped as closely as possible.

At the undergraduate level, 68 percent or more than two-thirds of student semester hours were taught by regular faculty in fall 2002, down from nearly 74 percent in fall 1998.

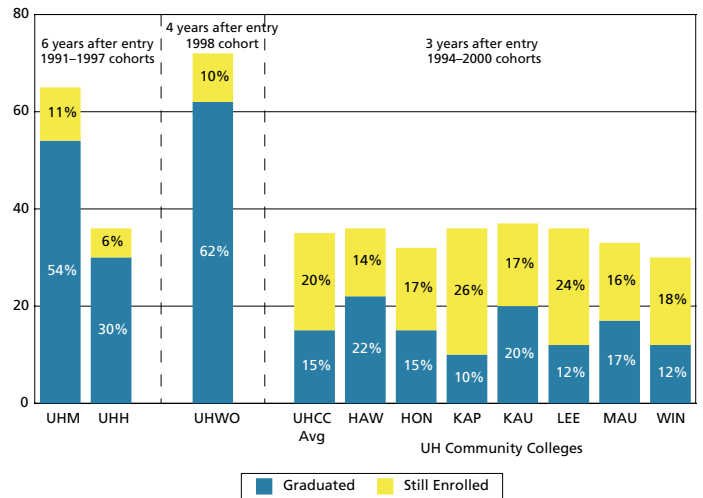


Student Performance

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

Graduation rate is the percentage of full-time, first-time, degree/certificate-seeking undergraduates that graduated six years after entry at UH Mānoa and UH Hilo and three years after entry at the UH Community Colleges. Retention rate is the percentage still enrolled at the same institution. The graduation and retention rates have remained relatively stable over time. For UH Mānoa, the average range over five years has been 64–65 percent and for UH Hilo and the UH Community Colleges, 34–36 percent. At UH West O’ahu, the graduation rate for the fall 1998 cohort is 62 percent after four years; an additional 10 percent are still enrolled.

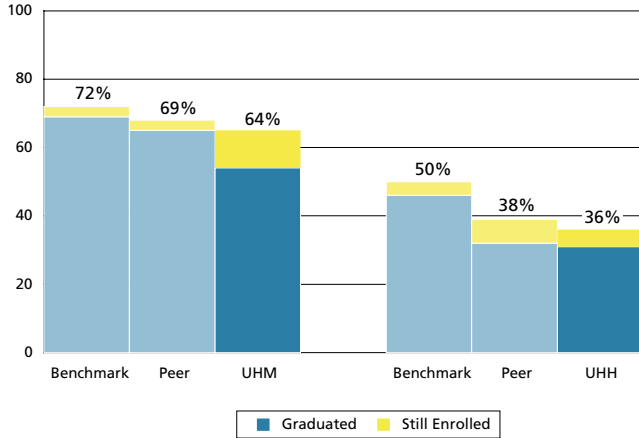
Average Graduation and Retention Rates UH Campuses



Note: UH Mānoa, UH Hilo, and UH Community Colleges calculations are based on first-time, full-time, degree-seeking freshmen, fall cohorts. As an upper division campus, UH West O’ahu calculates graduation and retention rates based on new, first-time transfers to UH West O’ahu.

UH Mānoa’s six-year graduation and retention rate for first-time students is slightly lower than the average rates for peer and benchmark groups. UH Hilo’s six-year graduation and retention rate for first-time students is lower than the average rate for its benchmark group but only slightly lower than the average rate for its peer group.

**Average 6-Year Graduation and Retention Rates
UH Mānoa (1990–1996) and UH Hilo (1994–1996)**

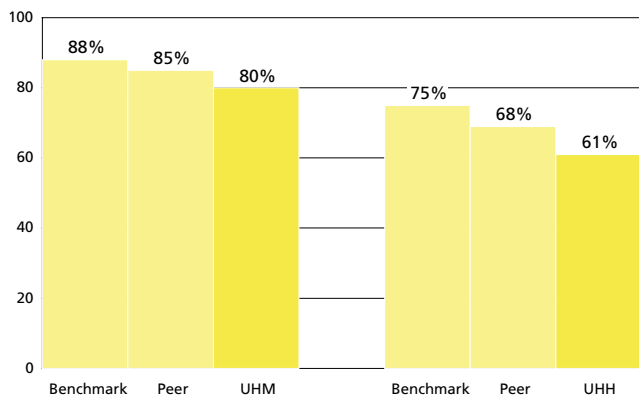


Note: First-time, full-time, degree-seeking freshmen
UHM=F90–96 cohorts; UHH=F94–96 cohorts as of 2002.

CONSORTIUM FOR STUDENT RETENTION DATA EXCHANGE 2002–03 SURVEY

The one-year retention rate for first-time students at UH Mānoa and UH Hilo is lower than the average rates for peer and benchmark groups. The one-year retention rate for UH Mānoa has decreased from a high of 82.7 percent in 1990 to 78.0 percent in 2002. The UH Hilo retention rate has fluctuated between 1994 and 2001, dipping from a high of 63.5 percent in 1994 to a low of 56.7 percent in 1998 before reaching 65.5 percent in 2002.

**Average 1-Year Retention Rates
UH Mānoa (1990–2002) and UH Hilo (1994–2002)**



Note: Data are preliminary. First-time, full-time, degree-seeking freshmen.
UHM=F90–02 cohorts, UHH=F94–02 cohorts as of 2003.

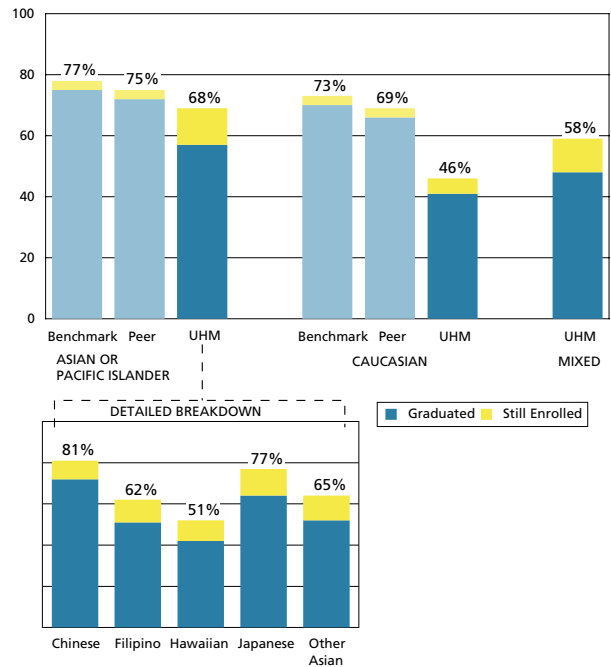
CONSORTIUM FOR STUDENT RETENTION DATA EXCHANGE 2003–04 SURVEY

What are the graduation and retention outcomes for ethnic groups?

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

The graduation and retention rate for Caucasians at UH Mānoa is considerably lower than the rates for peer and benchmark groups.

**6-Year Graduation and Retention Rates by Ethnicity
UH Mānoa (1990–1996)**



Note: First-time, full-time, degree-seeking freshmen, F90–96 cohorts as of 2002.

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.

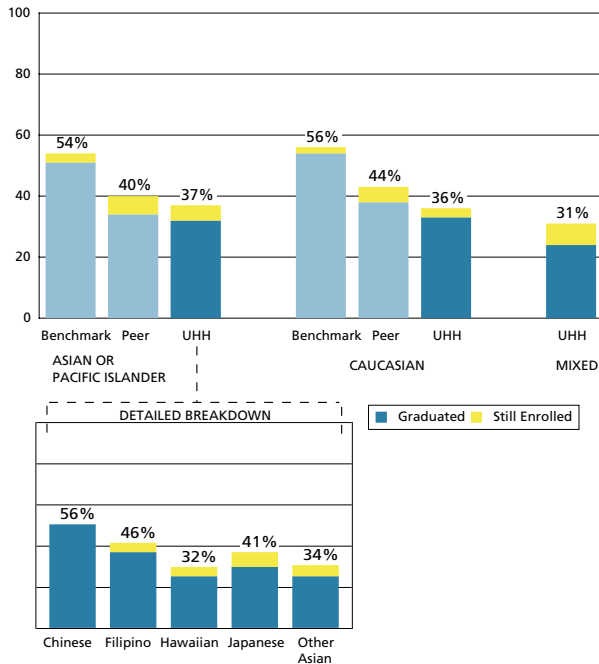
Though U.S. Office of Management and Budget (OMB) federal reporting standards on race and ethnicity have changed recently, they previously defined the Asian or Pacific Islander category to include Native Hawaiians and other Pacific Islanders. Available data can only be aggregated as shown here.

CONSORTIUM FOR STUDENT RETENTION DATA EXCHANGE 2002–03 SURVEY

The graduation and retention rate for Asian/Pacific Islanders at UH Hilo is lower than the rate for the benchmark group and slightly lower than that for the peer group. Within UH Hilo's Asian/Pacific Islander category, Chinese, Filipino, and Japanese graduation rates are higher than or comparable to the peer group, while the rates for Hawaiian and the other Asian categories are lower.

The graduation and retention rate for Caucasians at UH Hilo is lower than those for both the peer and benchmark groups.

**6-Year Graduation and Retention Rates by Ethnicity
UH Hilo (1994–1996)**



Note: First-time, full-time, degree-seeking freshmen, F94-96 cohorts as of 2002.

Other institutions do not have a Mixed ethnic category and UHH enrollments for other ethnic groups such as Hispanics and African Americans are too small for comparison.

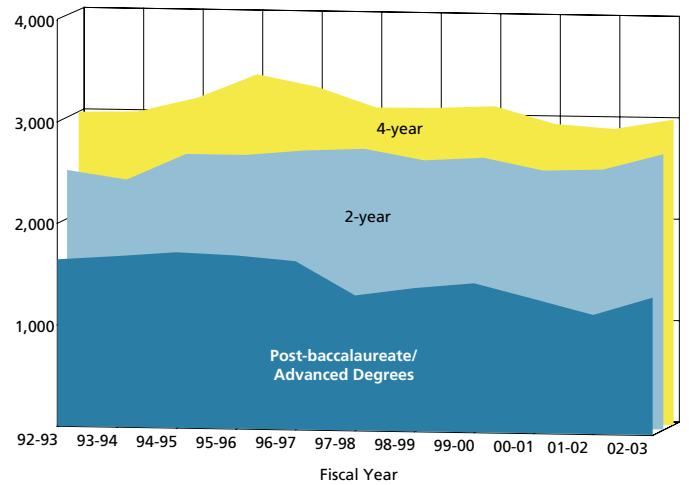
Though U.S. Office of Management and Budget (OMB) federal reporting standards on race and ethnicity have changed recently, they previously defined the Asian or Pacific Islander category to include Native Hawaiians and other Pacific Islanders. Available data can only be aggregated as shown here.

CONSORTIUM FOR STUDENT RETENTION DATA EXCHANGE 2002-03 SURVEY

What is the volume of credentials awarded annually by UH?

On the average, over 7,000 degrees and certificates are awarded annually by UH.

UH Degrees and Certificates Awarded, by Level



Note: UH Community College certificates refer to Certificates of Achievement only.

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 in their fields of study.

Community College Programs. In 2002–03, 100 percent of the UH Community College graduates who sat for the following national licensing examinations passed on their first attempt.

Licensing Examination Passed	
Health-Related	Other Technologies
Certified Nurses Aide (HAW)	Commercial Pilot (HON)
Medical Laboratory Technician (KAP)	Esthetician (HON)
Occupational Therapy Assistant (KAP)	FAA Airframe & Power Plant (HON)
Physical Therapist Assistant (KAP)	Flight Instructor (HON)
Radiologic Technician (KAP)	Private Pilot (HON)
	VISIONS Certification (HAW)

Dental Hygiene. All of the UHM Dental Hygiene students taking the national licensing exam for the past five years passed.

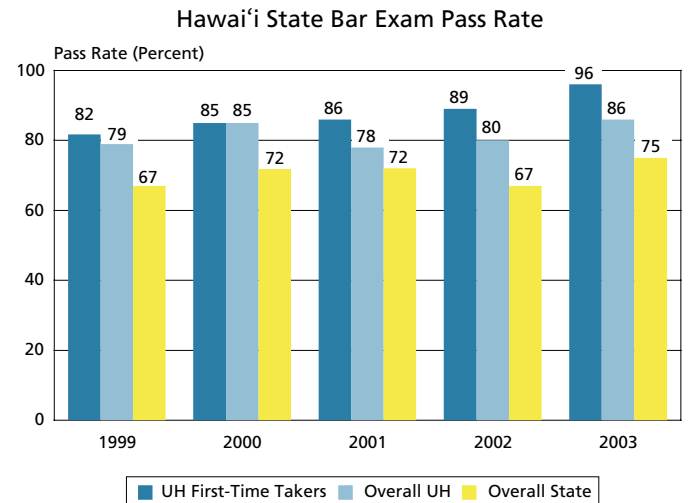
Education. In 2002–03, over 90 percent of UHM College of Education and UH Hilo education graduates passed the professional knowledge exam portion of the Praxis Teacher Certification Exam. Pass rates for the various Praxis assessment areas for UH Mānoa and UH Hilo graduates and for the state of Hawai'i (which includes UH graduates) are provided below.

Praxis Teacher Certification Exam			
ASSESSMENT AREA	UHM COE PASS RATE	UHM ED PASS RATE	HAWAII PASS RATE
Principles of Learning & Teaching			
K–6	92%	92%	93%
7–12	94%	92%	94%
Elementary			
Curriculum, Instruction, & Assessment	87%	91%	85%
Content Area Exercise	99%	100%	99%
English			
Lang, Literature, & Composition Content	89%	–	88%
Lang, Literature, & Composition Pedagogy	69%	–	66%
Social Studies			
Content Knowledge	95%	–	93%
Pedagogy	89%	–	92%
Teaching Special Populations			
Knowledge-Based Core Principles	96%	–	96%
Application of Core Principles	81%	–	84%

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

	2000		2001		2002		2003	
	UHH	Nat'l	UHH	Nat'l	UHH	Nat'l	UHH	Nat'l
Accounting	50	49	50	48	54	48	47	44
Computer Science	153	147	156	147	159	147	157	147
Economics	48	41	42	40	46	40	46	43
Management	59	53	54	52	61	53	63	57
Quantitative Business Analysis	49	49	50	49	62	49	56	55
Finance	41	39	42	38	46	38	38	36
Marketing	54	47	54	47	50	47	51	46
Legal/Social Environment	44	42	38	41	47	41	52	48
International Issues	55	45	50	44	45	44	55	44

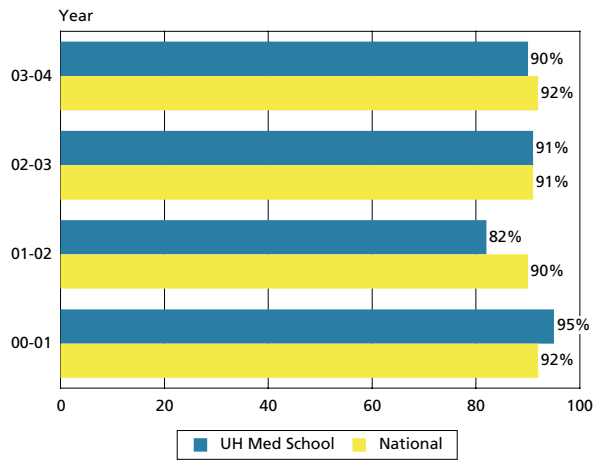
Law. Graduates of the UHM William S. Richardson School of Law are consistently outperforming Hawai'i bar exam test takers from other law schools. In 2003, 96 percent of UHM Law School graduates passed the Hawai'i state bar exam on their first attempt and the overall pass rate (86%) was higher than the state rate (75%).



Medical Technology. From 2001 to 2004, all UHM Medical Technology students passed the national certification exams on their first attempt and scores were consistently above the national average.

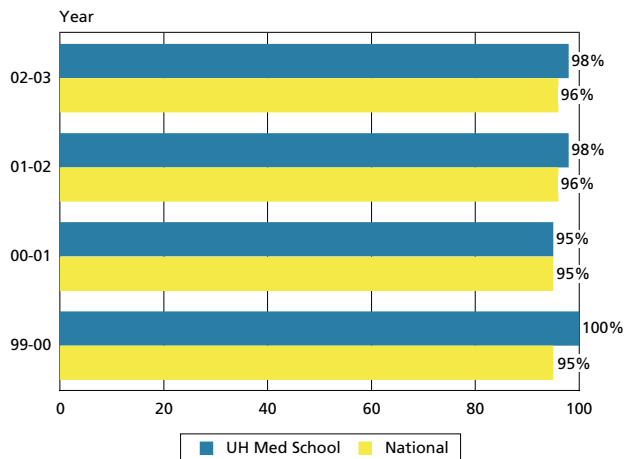
Medicine. Medical students need to pass two exams prior to the completion of one year of residency. Students at the UHM John A. Burns School of Medicine (JABSOM) consistently attain pass rates on the United States Medical Licensing Exam (USMLE) Step 1 Examination that are comparable to the national average. Those taking this exam in the 2003–04 academic year achieved an average total score that was slightly below the national average. Students scored above the national average in 16 of 20 disciplines measured.

USMLE Step 1 Percentages



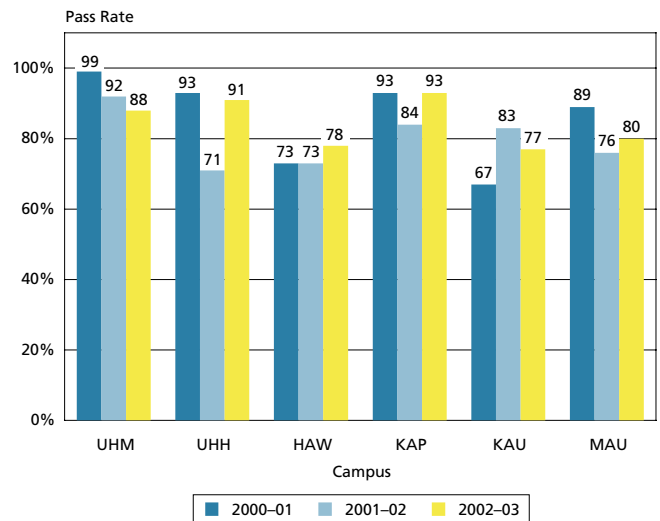
JABSOM medical students performed very well on the USMLE Step 2 Exam, consistently achieving pass rates that equal or exceed the national average.

USMLE Step 2 Percentages



Nursing. National Council for Licensing Examinations (NCLEX) results have fluctuated for the past several years; however, more than two-thirds of UH graduates pass the examination on a regular basis.

National Council for Licensing Examinations (NCLEX)



Orthopaedics. Residents in the Orthopaedic Residency Program of the John A. Burns School of Medicine consistently score well on the Orthopaedic 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 exams. The program’s percentile rank was 87 in 2002 and 77 in 2003. For the past four years, all graduates have passed Part I of the National Licensing Examination on their first attempt.

Surgical Care. Over the past three years (2001–2003), 67 percent of residents in the Surgical Residency Program have passed the American Board of Surgery (ABS) qualifying exam on their first attempt. During the same time period, 100 percent of residents have passed the ABS certifying exam on their first attempt.

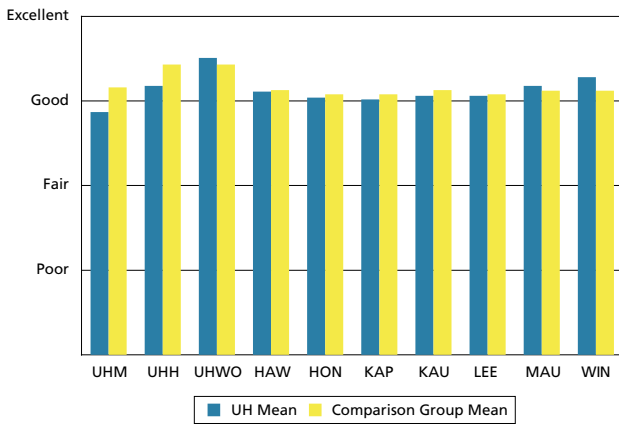
For the past three years (2001–2003), all fellows in the Surgical Critical Care Fellowship Program have passed the American Board of Surgery certifying exam for Surgical Critical Care on their first attempt.

Student Satisfaction

How satisfied are students with their educational experience?

The NSSE and CCSSE student surveys include one direct measure of student satisfaction: “How would you evaluate your entire educational experience at this institution?” In response to this question, the responses of students enrolled at the ten UH campuses ranged from 2.87 at UH Mānoa to 3.51 at UH West O’ahu (on a scale of 1 to 4, with 1=*Poor* and 4=*Excellent*). The range of responses from comparable institutions is 3.08 to 3.43.

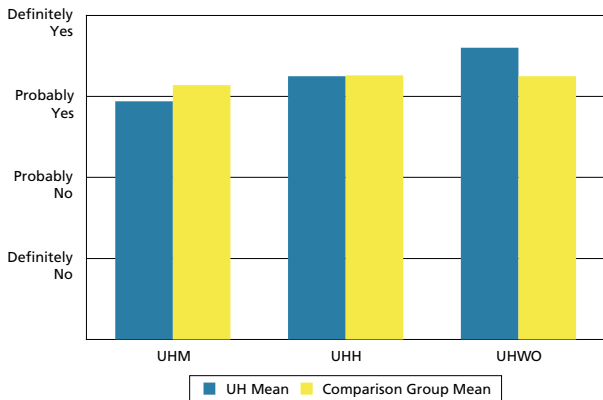
How Would You Evaluate Your Entire Educational Experience?



Note: Based on a 4.0 scale. *Poor*=1; *Fair*=2; *Good*=3; *Excellent*=4.

The NSSE survey includes a second question that measures satisfaction: “If you could start over again, would you go to the same institution you are now attending?” The range of responses (from 2.94 at UH Mānoa to 3.60 at UH West O’ahu) indicates that students attending the three upper division campuses would *Probably* or *Definitely* attend the same institution if they could start over again. The range of responses from comparable institutions is 3.14 to 3.26.

If You Could Start Over Again, Would You Go to the Same Institution You Are Now Attending?



Note: Based on a 4.0 scale. *Definitely No*=1; *Probably No*=2; *Probably Yes*=3; *Definitely Yes*=4.

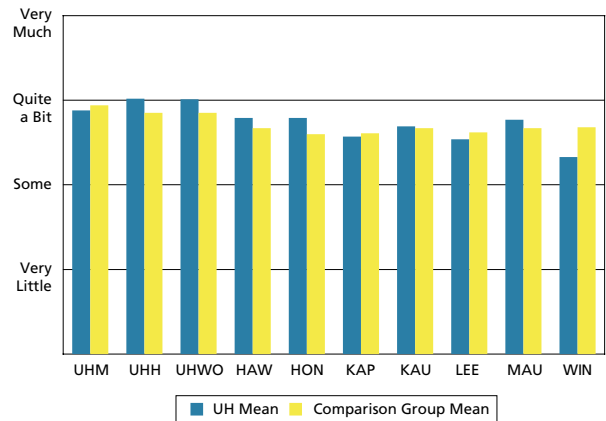
Similarly, UH Community College students were asked by CCSSE if they would recommend their college to a friend or family member. Between 92 and 97 percent responded positively.

How prepared do UH students and alumni believe they are for employment?

ENROLLED STUDENTS

When asked on the NSSE and CCSSE surveys to what extent their undergraduate experience has contributed to their ability to acquire job or work-related knowledge and skills, UH student responses ranged from *Some* to *Quite a Bit*.

To What Extent Has Your UH Experience Contributed to Acquiring Job or Work-Related Knowledge and Skills?



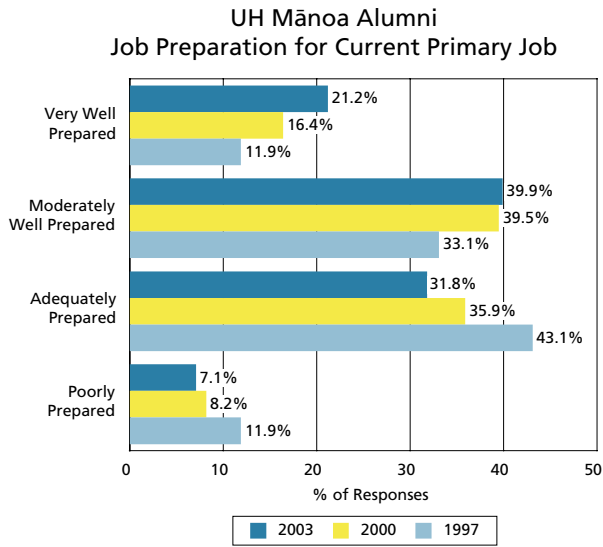
Note: Based on a 4.0 scale. *Very Little*=1; *Some*=2; *Quite a Bit*=3; *Very Much*=4.

UHM, UHH, and UHWO reflect senior student responses. First-year student responses for UHM and UHH are not included.

NATIONAL SURVEY OF STUDENT ENGAGEMENT (UHM 2002; UHH AND UHWO 2003)
COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT 2002

ALUMNI

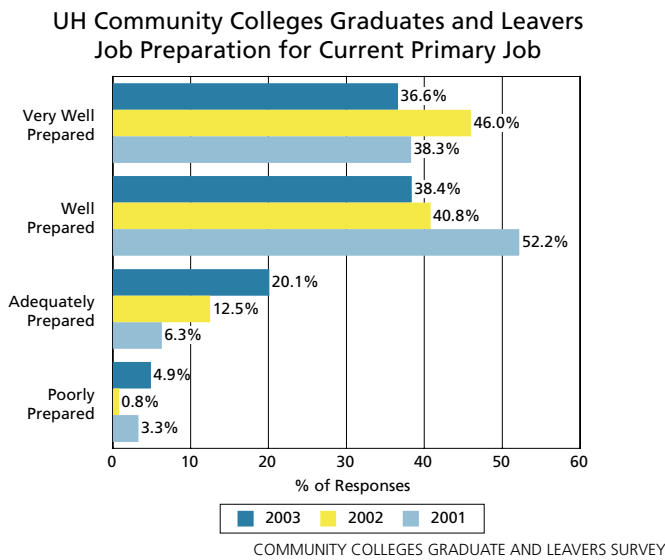
In 2003, 93 percent of UH Mānoa alumni respondents indicated they were *Adequately to Very Well Prepared* for their current primary job.



Note: UHM alumni are surveyed five years after graduation.

2003 UHM ALUMNI OUTCOMES SURVEY

In 2003, 95 percent of UH Community College graduates and leavers indicated they were *Adequately to Very Well Prepared* for their current primary job.



COMMUNITY COLLEGES GRADUATE AND LEAVERS SURVEY

Diversity

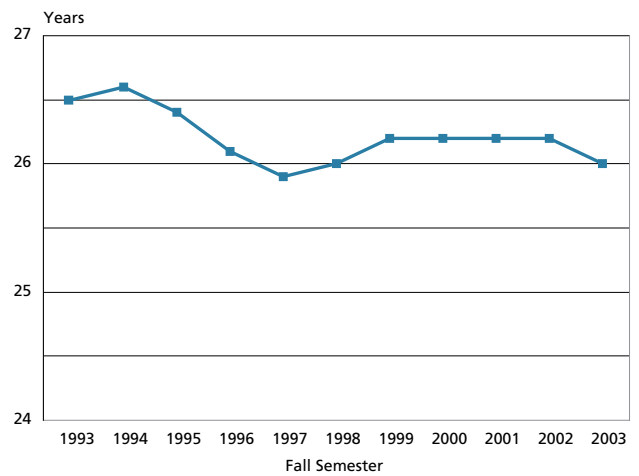
What are the demographic trends in the composition of the UH student body?

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.

AGE

The mean age for the UH system has held steady since fall 1996 at or near 26 years of age.

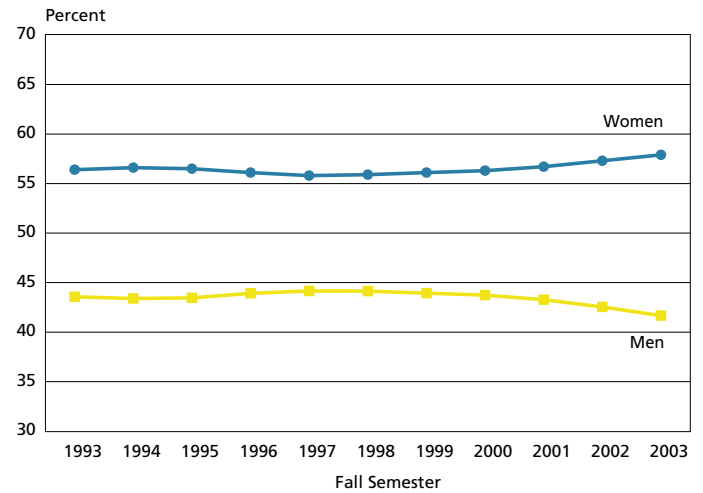
Mean Age of UH Students



GENDER

The percentage of women continues to increase, accounting for nearly 58 percent of enrolled students in fall 2003.

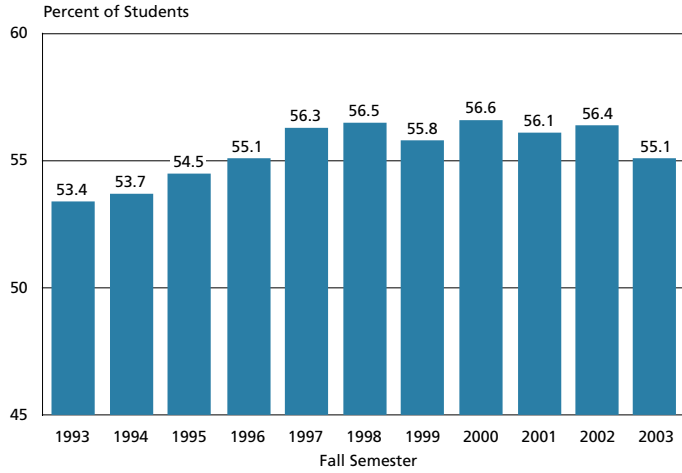
UH Enrollment by Gender



FULL-TIME STATUS

Since fall 1996 more than 55 percent of UH students have been enrolled full-time.

UH Full-Time Enrollment

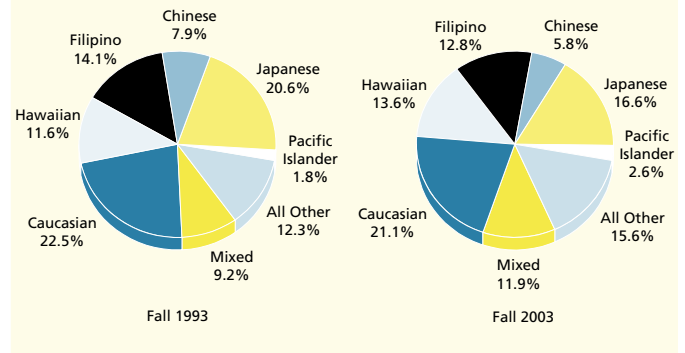


ETHNICITY

The UH is one of the most ethnically diverse institutions of higher learning in the nation—21.1 percent of the students are Caucasian, 16.6 percent are Japanese, 13.6 percent are Hawaiian or part-Hawaiian, 12.8 percent are Filipino, 5.8 percent are Chinese, and 11.9 percent report Mixed ethnicity.

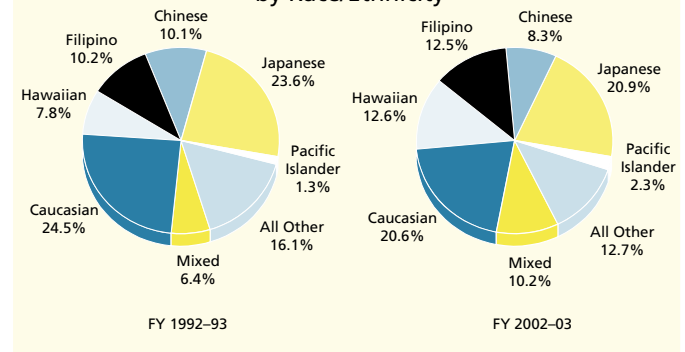
The percentages of Hawaiian, Pacific Islander, and Mixed ethnic students have increased in the last ten years, while the percentages of Japanese, Chinese, Filipino, and Caucasian students have decreased.

UH Enrollment by Ethnicity



There have been increases in the share of degrees conferred to students of Hawaiian/part-Hawaiian, Filipino, and Mixed ancestry, and decreases in the share of degrees awarded to students of Caucasian and Japanese ancestry.

UH Degrees Earned by Race/Ethnicity

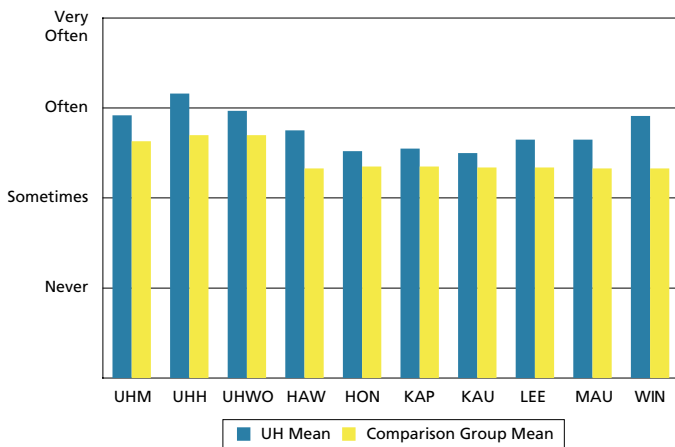


How do UH students relate to issues of diversity?

Hawai'i's unique demographic makeup and UH's commitment to improving the entry, retention, and graduation of diverse student populations offer students opportunities to interact with others from different backgrounds.

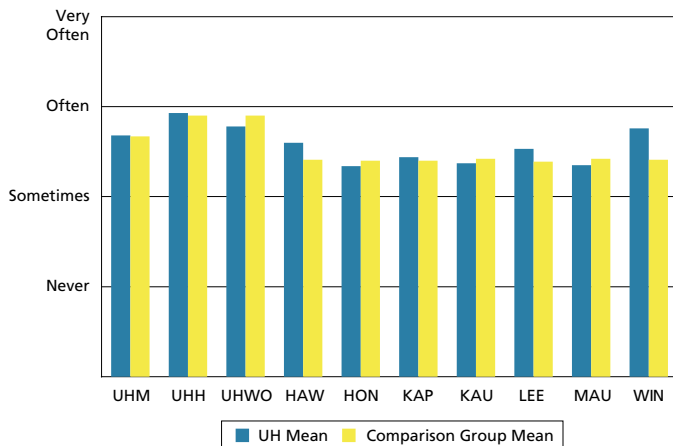
NSSE and CCSSE survey results indicate UH students have a greater understanding of and more frequent interaction with others from different backgrounds than their national comparison group counterparts.

How Often Have You Had Serious Conversations with Students of a Different Race or Ethnicity Than Your Own?



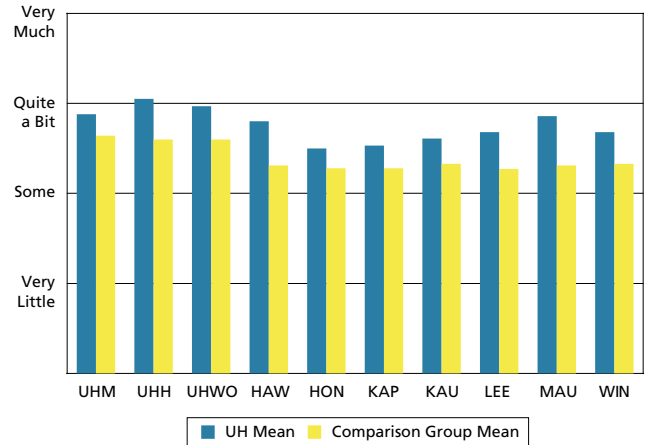
Note: Based on a 4.0 scale. Never=1; Sometimes=2; Often=3; Very Often=4.

How Often Have You Had Serious Conversations with Students Who Differ from You in Terms of Their Religious Beliefs, Political Opinions, or Personal Values?



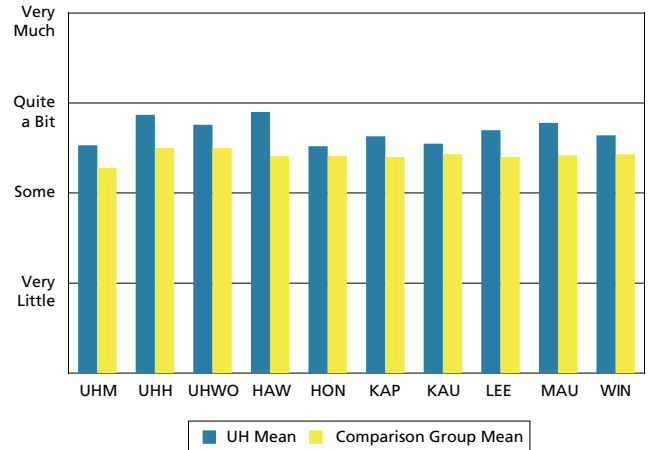
Note: Based on a 4.0 scale. Never=1; Sometimes=2; Often=3; Very Often=4.

To What Extent Has Your UH Experience Contributed to Understanding People of Other Racial and Ethnic Backgrounds?



Note: Based on a 4.0 scale. Very Little=1; Some=2; Quite a Bit=3; Very Much=4.

To What Extent Does UH Encourage Contact Among Students from Different Backgrounds?



Note: Based on a 4.0 scale. Very Little=1; Some=2; Quite a Bit=3; Very Much=4.

UHM, UHH, and UHWO reflect senior student responses. First-year student responses for UHM and UHH are not included.

NATIONAL SURVEY OF STUDENT ENGAGEMENT (UHM 2002; UHH AND UHWO 2003)
COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT 2002

Serving the state of Hawai'i demands that the University system engage its diverse resources to contribute to the state's economy, workforce and training needs, and the creation and application of knowledge.

Measures of AFFORDABILITY, ECONOMIC IMPACT, INFORMATION AND TECHNOLOGY RESOURCES, RESEARCH AND SCHOLARLY PRODUCTIVITY, the EDUCATIONAL PIPELINE, and WORKFORCE DEVELOPMENT are presented to demonstrate the University's progress in fostering the intellectual capital of the state of Hawai'i.

Affordability

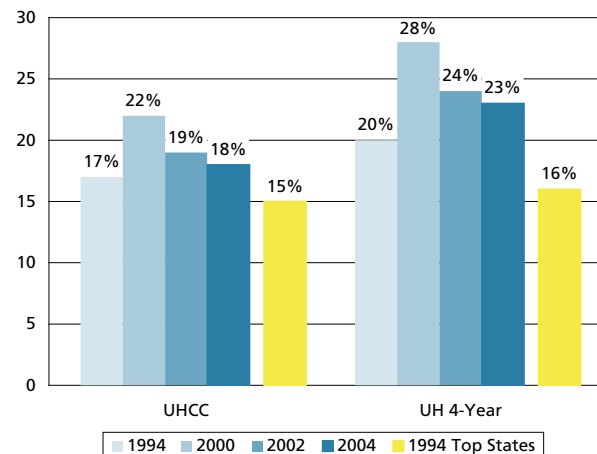
How affordable is higher education in Hawai'i for students and their families?

In almost all states, higher education has become less rather than more affordable when the costs of attending college are considered in relation to family income.

Results from *Measuring Up 2004* indicate that no state received a grade of A in affordability. Three states received a B or C, 22 percent received a D, and 72 percent of states received an F. Hawai'i scored a D on the affordability of its public (UH) and private institutions. UH awards approximately \$18.5 million in tuition waivers which are not included in the *Measuring Up 2004* analysis.

In Hawai'i, the percent of income (average of all income groups) needed to pay for college expenses has been declining since 2000, but Hawai'i rates are still not comparable to those of the best performing states a decade ago.

Percent of Income Needed to Pay for College Expenses Minus Financial Aid



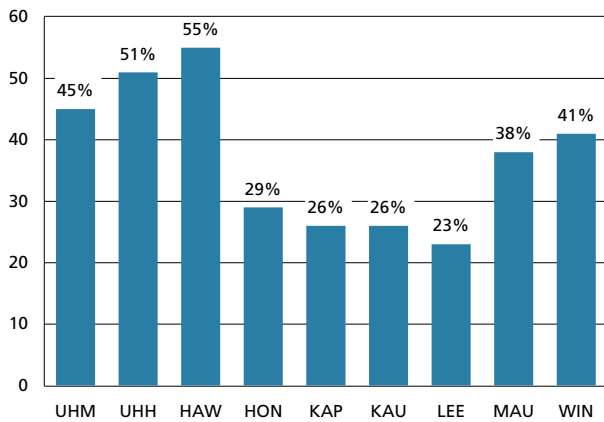
Note: Comparisons with top-performing states are based on performance a decade ago because nearly all states have recently declined in affordability.

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MEASURING UP 2000/2002/2004 ©2000/2002/2004

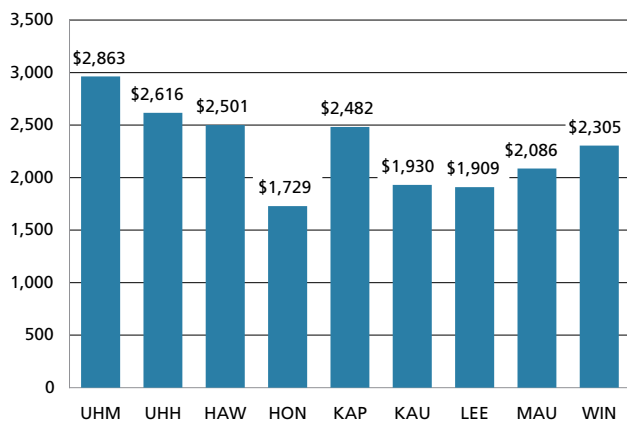
What is the distribution of financial aid at UH campuses?

The share of first-time freshmen receiving aid in AY 2002–03 ranged from 55 percent (Hawai'i CC) to 23 percent (Leeward CC). On average, financial aid recipients received between \$1,700 and \$2,900.

Financial Aid to UH First-Time Undergraduates
Percent Receiving Aid



Financial Aid to UH First-Time Undergraduates
Average Aid Amount Received

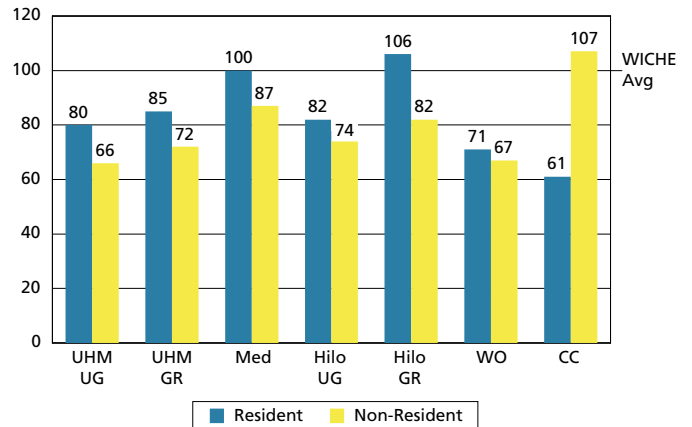


Note: Includes fall 2002 cohort of full-time, first-time degree/certificate-seeking undergraduate students. As an upper division institution, UH West O'ahu is not included.

How do UH tuitions compare with like institutions elsewhere?

Almost all UH tuition rates are below WICHE (institutions from 15 states that are members of the Western Interstate Commission for Higher Education) averages. All but two of the UH resident tuition rates are below WICHE averages: UHM John A. Burns School of Medicine rates are at the WICHE average, and UH Hilo's graduate rate is 6 percent above the average. All but one of the UH non-resident rates are below the WICHE average. The UH Community College rate is 7 percent above the average.

2003–04 UH Tuition and Required Fees
as a Percentage of 2003–04 WICHE Averages



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

How affordable is UH Community College tuition for low income families?

The UH Community Colleges have continued to be very affordable. In 2004, the share of income Hawai'i's poorest families paid for tuition was 9 percent, about as low as that of the best-performing states a decade ago (7%).

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MEASURING UP 2004 ©2004

Economic Impact on Hawai'i

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

The University of Hawai'i is a \$1.4 billion enterprise and represents a major economic force in Hawai'i.

The following is based on "The Contribution of the University of Hawai'i to Hawai'i's Economy in 2003," prepared by the UH Economic Research Organization (UHERO), March 2004.

UH stimulates the business community

- Total UH system spending was \$989 million, of which only \$454 million came from state general funds.
- Total UH-related expenditures in FY 2003 directly and indirectly generated \$1.97 billion of business sales, 35,800 jobs, and \$1.24 billion of earnings to households.

UH leverages taxpayer dollars

- For every dollar of general funds appropriated by the state, the UH system generates another \$2.09 of education-related expenditures in the economy.
- Every dollar of general fund spending by UH generates \$4.35 of total business sales and \$2.74 of labor earnings.
- For every \$1 million of state general funds invested in UH, 79 jobs are generated.
- Every dollar of general fund spending by the University of Hawai'i generates \$0.29 in state taxes.

UH generates a return on government investment

- Total UH expenditures generated \$132 million in state taxes during the 2003 fiscal year. These expenditures represent 3.8 percent of total state taxes.
- Adjusted for inflation, a Hawai'i resident who obtains a bachelor's degree pays \$137,000 more in state taxes over his or her lifetime than does a resident with a high school diploma.

UH expands the state economy

- In 2003, the University of Hawai'i represented about 3 percent of Hawai'i's economy (gross state product) of nearly \$46 billion.

FOREIGN INVESTMENT IN UH

The external non-U.S. economic investment in the UH continues to be substantial. For the past seven years, the average number of awards from foreign sources was 43 and the average amount awarded was \$7.1 million.

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
01-02	44	3.8
02-03	52	9.2

The larger awards for FY 2003 were \$3.4 million from the Japan Marine Science and Technology Center and \$0.7 million from the National Space Development Agency of Japan. In FY 2002, the largest award was \$0.7 million from the Government of American Samoa.

The state of Hawai'i and the UH benefit from the large foreign investments in astronomy facilities and operations on Mauna Kea and Haleakalā, even though these are not direct investments in the UH astronomy programs. Highlights include:

- Two new telescopes built on Haleakalā during FY 2000 and FY 2001.
- A private United Kingdom organization providing \$10 million for construction of the Faulkes Educational Telescope.
- Japan providing \$10 million for construction of the Multicolor Active Galactic Nucleus Monitoring (MAGNUM) Telescope.
- Almost a billion dollars in observatories on Mauna Kea and Haleakalā.
- Operations budgets of approximately \$35 million per year for foreign-owned telescopes.

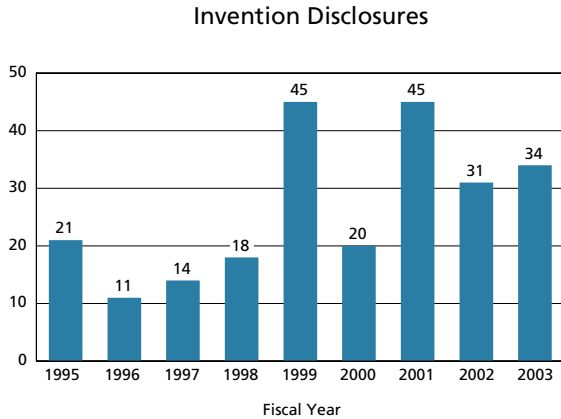
The UH has bilateral scientific cooperation agreements with each of the foreign observatory organizations. In return for providing the site and for managing the physical and operational infrastructure of the observatory complexes, the UH receives a guaranteed share of the observing time (typically 10–15%).

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.

A reorganization of OTTED's priorities, with a renewed focus on licensing new University technologies to industry partners, has begun to pay dividends with a significant increase in the number of licenses executed, including licenses to several new Hawai'i companies built upon UH technologies.

The number of invention disclosures climbed slightly in FY 2003, while licensing revenues and the number of licenses and options executed during the year rose significantly. Cumulatively, OTTED received more than 130 issued patents and realized licensing revenues of slightly more than \$3.3 million.



ECONOMIC DEVELOPMENT HIGHLIGHTS

- The new UHM John A. Burns School of Medicine campus in Kaka'ako, funded by a \$150 million bond backed by state tobacco settlement funds, will be completed in 2005. The project has generated hundreds of construction jobs, and hundreds more in biomedicine are anticipated.
- UH established the Academy for Creative Media (ACM), an initiative to create a world-class school of media creation. Programs offered at ACM are taught with industry-based software applications; faculty continually update courses to reflect the rapid changes in the multimedia industry.
- A \$9 million National Science Foundation (NSF) Experimental Program to Stimulate Competitive Research (EPSCoR) grant was awarded to UH to build additional infrastructure and capacity for interdisciplinary research on biodiversity in an integrated island environment. Hawai'i has received an additional \$13.9 million in EPSCoR program co-funding for NSF proposals.
- The UHM College of Engineering welcomed Lockheed Martin Corporation to the college's Industrial Affiliates program, joining existing affiliates Boeing and Northrop Grumman. The program enables closer interaction between companies, faculty, and students through sharing resources and joint participation in conferences and education activities.
- The Pacific Asian Center for Entrepreneurship (PACE) at the UHM College of Business Administration continues to mentor and assist entrepreneurs throughout Hawai'i through its annual Business Plan Competition and monthly UH Angel Investor meetings.
- University Connections awarded three Accelerated Research Commercialization (ARC) grants to enable UH faculty and local technology companies to conduct joint research with commercial potential in biotechnology, alternative energy, and atmospheric science instrumentation.
- Mauna Kea observatories have undergone hundreds of millions of dollars in construction and now have annual operating budgets totaling more than \$60 million. The overall economic impact on the state of Hawai'i of these observatories is estimated to be \$150 million per year.

Information and Technology Resources

LIBRARY

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

Among the 114 university libraries that are members of the Association of Research Libraries (ARL), UH Mānoa ranks 64th—a significant improvement from 77th six years ago.

2002-03 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 (materials) 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 completion of the Hamilton Library Addition and 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 114 ARL Member Libraries)

	UHM Ranking			
	1999-00	2000-01	2001-02	2002-03
Overall ARL Criteria Index	60	67	64	64
Materials Expenditures	93	97	90	82
Volumes Added-Gross	52	75	60	66
Volumes in the Library	45	45	47	47
Current Serials	50	57	61	50
Professional Staff	82	88	86	89
Support Staff	97	97	94	92
Total Library Expenditures	84	92	90	79

How is UH capitalizing on technological change?

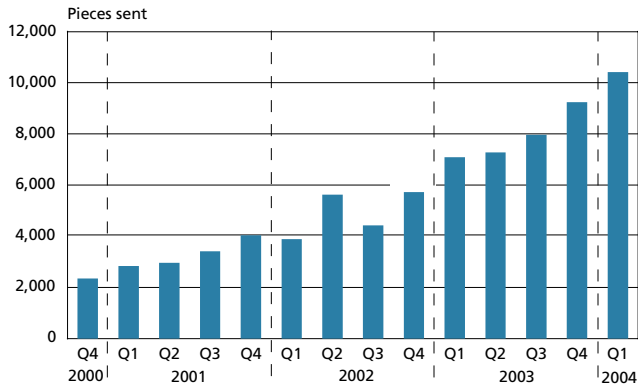
INFORMATION TECHNOLOGY

The primary activities of UH, like any university, involve the creation, sharing, and storage of knowledge. In the increasingly digital age of the 21st century, these activities are influenced by the capability of modern information technologies. In 2004, UH Mānoa was recognized in two national rankings: 44th in Princeton Review's "Most Connected Campuses" and 37th in Intel's "Most Unwired College Campuses" (for wireless access).

COMMUNICATION

Other than in-person, e-mail is now the primary form of communication for members of the University community. E-mail usage continues to grow steadily with an average of over 300,000 messages and 10 gigabytes of e-mail processed daily.

Average Daily Volume of E-mail



Travel has become more expensive and time-consuming, especially in the post-9/11 era. UH has implemented a system-wide videoconferencing system now available at all campuses and education centers.

STUDENT INFORMATION SYSTEM

UH completed the on-time and on-budget implementation of a new system-wide student information system serving all ten campuses.

While there is much more work to be done, for the first time:

- 850,000 present and past student records are online
- Social security numbers are no longer the student ID
- All UH students can easily register online, to include classes at multiple campuses
- Students have a single student account that consolidates their tuition and fees
- Financial aid status and information are available to students online
- Students can easily see their academic history from all campuses online
- Paper transcripts are no longer required to transfer between campuses
- Faculty enter grades online and they are available to students within days rather than weeks
- Faculty can send e-mail, provide communication tools, or develop fully online courses with automatic updates from the current class list
- Students have an electronic calendar preloaded with their classes

BUSINESS PROCESSES

UH has implemented the most advanced public sector electronic purchasing environment in Hawai'i. Purchasers can solicit quotations online, thereby increasing openness and competitiveness, which provides lower prices. Winning quotes can be selected online and purchases made either paperlessly through the University's Purchasing Card (P-Card) program or through automatic transfer to the web-based purchasing system for generation of a purchase order. This system saves time, reduces costs, and improves transparency.

Online Quotations Awarded in 2003	
Total Number of Buyers	833
Total Number of Vendors	1,389
Total Number of Awards	995
Total Award Amounts	\$3,888,507
Average \$ Per Request	\$3,908
Average Number of Quotes Received	4.2
Average Number of Open Days	6.3
Spread (Average Price – Winning Bid)	12%
Average Savings over Non-Dynamic Pricing	4%–16%

To what extent do UH students use electronic media in their coursework and to communicate with instructors?

WebCT

WebCT is the web-based, online course management tool institutionally supported by Information Technology Services (ITS). The numbers represent courses that use WebCT to deliver fully online courses and those that use it as a resource to support traditional face-to-face courses. Many courses now use a hybrid approach to teaching and learning that incorporates both face-to-face and online methodology.

ITV (Interactive/Instructional Television)

ITV represents 2-way video and 2-way audio courses that are offered from one campus to another campus (often referred to as HITS: Hawai'i Interactive Television System).

PUBLIC ACCESS CABLE

ITS supports delivery of UH courses on public access cable channel 55. Most of these courses support the UH Community Colleges' delivery of an associate of arts degree. During AY 2003–04 ITS worked with each county cable access entity so that all UH programming is on public access channel 55 throughout the state.

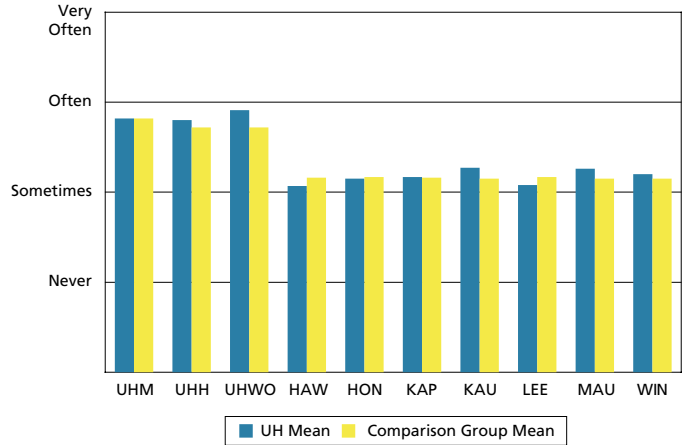
Use of Electronic Media in Coursework			
		Fall 2003	Spring 2004
WebCT	Classes	773	948
	Student accounts*	18,552	24,648
ITV	Classes	59	88
	Students*	1,454	1,436
Public Access Cable	Classes	36	36
	Students*	1,304	1,299

* duplicated headcount

E-MAIL AND OTHER ELECTRONIC MEDIA

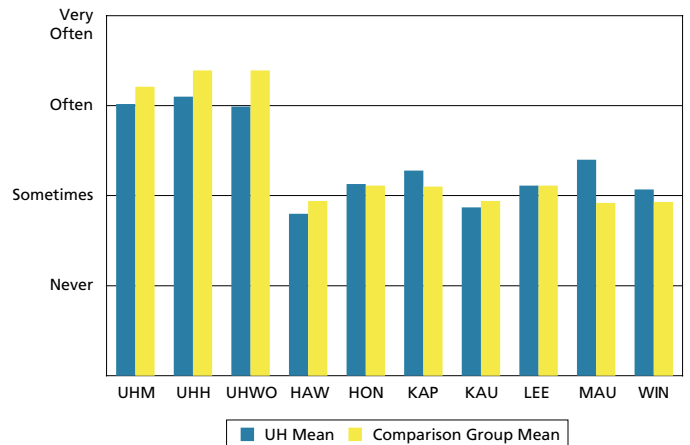
The following three graphs demonstrate that, based on results of the NSSE/CCSSE surveys, UH students' use of electronic media in classrooms and to communicate with their instructors approximates the level of use at peer and national campuses.

How Often Have You Used an Electronic Medium (List-Serve, Chat Group, Internet, etc.) to Discuss or Complete an Assignment?



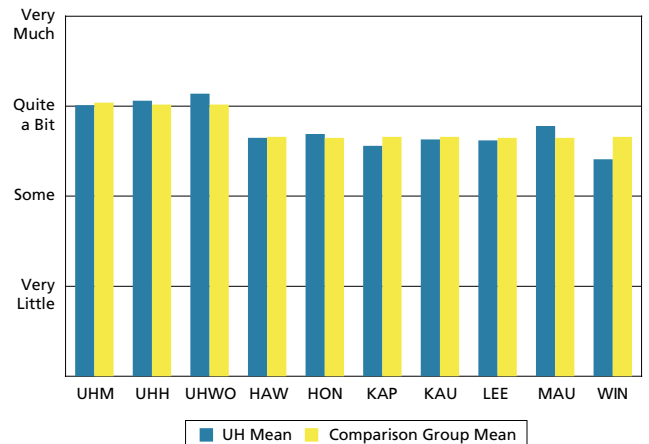
Note: Based on a 4.0 scale. Never=1; Sometimes=2; Often=3; Very Often=4.

How Often Have You Used E-mail to Communicate with an Instructor?



Note: Based on a 4.0 scale. Never=1; Sometimes=2; Often=3; Very Often=4.

To What Extent Has Your UH Experience Contributed to Your Use of Computing and Information Technology?



Notes: Based on a 4.0 scale. Very Little=1; Some=2; Quite a Bit=3; Very Much=4.

UHM, UHH, and UHWO reflect senior student responses. First-year student responses for UHM and UHH are not included.

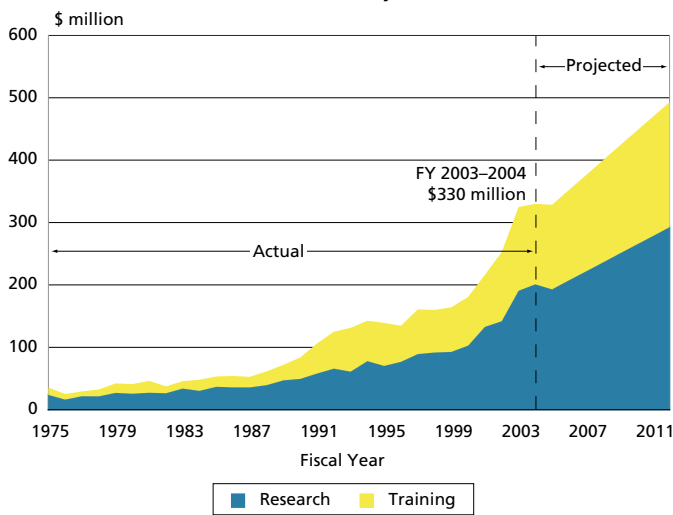
NATIONAL SURVEY OF STUDENT ENGAGEMENT (UHM 2002; UHH AND UHWO 2003)
COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT 2002

Research and Scholarly Productivity

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

For the sixth year in a row, the University of Hawai'i received record support for research and training. Extramural funds—grants and contracts from federal, state, private, and foreign sources—reached \$330 million for FY 2004, a 2 percent increase over the previous fiscal year and an increase of 2.3 times the support received ten years ago.

Office of Research Services
Extramural Fund Support
Past and Projected



The largest gain was in research funding, where the level of support in FY 2004 rose to \$200.9 million, a nearly 6 percent increase over the previous fiscal year. This was the ninth year in a row that extramural support for research increased.

UH operates the Maui High Performance Computing Center (MHPCC) for the Air Force Research Lab under the largest single contract yet awarded to the University. UH is not only meeting the needs of the Department of Defense for advanced computational services, but through an educational partnership agreement UH faculty and students now have access to these resources when they are not in use. Expenditures in the first two years have been \$27.8 million.

RESEARCH BREAKTHROUGHS IN LAST TWO YEARS

Fertilizing waters of Antarctica with iron shows the importance of the element in determining the abundance of phytoplankton.

Discovery of a spectacular circumstellar dust disk with indirect evidence for newly formed planets around the star AU Microscopium (AU Mic), only 33 light years from earth.

First observational evidence that a ten-year-old supernova came from a double star system of stars orbiting around each other and the discovery of a massive star that is believed to be a companion to the supernova progenitor.

Discovery of a new and unusual elementary particle, which may be the first example of a new type of sub-atomic particle. If so, this may be the first glimpse of a new realm of sub-atomic physics.

A set of genes called Hox genes found to be utilized in squid in different ways than in other animals, giving researchers a key to understanding how an animal's body plan is shaped by evolution.

Oceanic salinity found to be important in attempts to model the carbon cycle.

Star clusters of up to a million stars found compacted into dense sphere-shaped groupings in what was thought to be empty space.

Studies of obesity in cloned mice indicate that epigenetic modification rather than genetic change may be the reason for the low success rate of cloning and for producing aberrant phenotypes.

Bacteria and archaea found in fluids of deep ocean crust along the flanks of the Juan de Fuca Ridge. The fluids were sampled from a 990-foot borehole drilled through sediments overlying the crust.

Dendrobium orchids bioengineered to over-express a gene for flower color, resulting in deeper and unique colors.

Plant cells genetically engineered to produce jellyfish fluorescent protein, which in turn serves as a marker or biosensor for other selected gene products.

Discovery of two oxygen-laden proteins in microbes that are the earliest known ancestors to hemoglobin, bringing scientists closer to identifying the earliest life forms to use oxygen and aiding them in the search for blood substitutes.

Educational Pipeline

What is the role of the University in facilitating a seamless educational pipeline in Hawai'i?

The University of Hawai'i is one of three core partners, along with the Hawai'i Department of Education and the Good Beginnings Alliance, at the heart of Hawai'i's P-20 Initiative. A P-20 approach to education is grounded in the vision of educated, caring, self-sufficient lifelong learners who contribute to their families, to the economy, and to the common good. To this end, P-20 identifies the unique roles played by parents, by educators, by employers, and by the community as a whole—as well as by the learners themselves—and seeks to assure that the connections among all these players are as seamless as possible and that all elements are working together to achieve this shared vision.

Key accomplishments of the P-20 effort to date include:

- Obtained grants from the Samuel and Mary Castle Foundation and the Kellogg Foundation
- Formed a statewide Council and implemented a quarterly meeting schedule
- Drafted a governance structure for the P-20 Council
- Adopted vision and goals statements
- Organized and refined work groups to pursue the Council's identified goals
- Developed a strategic plan for achievement of goals
- Created a website and collateral print pieces to share information
- Assembled a data presentation which helps to tell the “P-20 Story” to a variety of audiences
- Awarded \$380,000 of combined grant funds to grassroots collaborative efforts which exemplify P-20 collaboration, so they can expand their efforts and have broader impact across the state
- Created a broader awareness and understanding of the P-20 concept

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 credits earned at one campus to meet specific requirements on another campus.

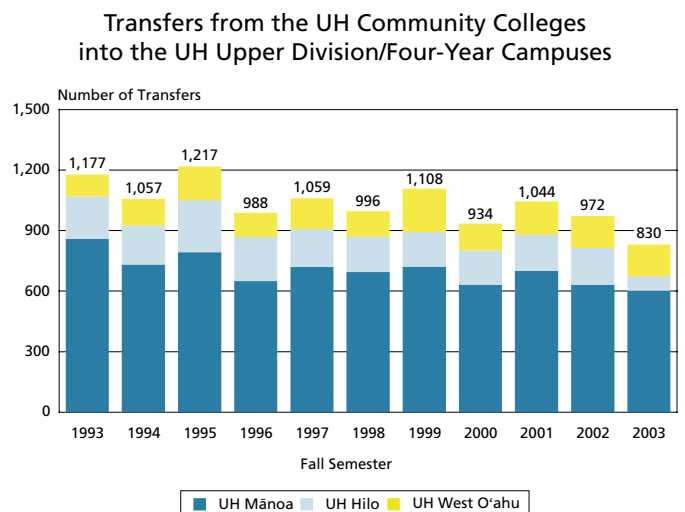
In July 2000, the Board of Regents (BOR) approved new general education requirements at UH Hilo and UH Mānoa. The implementation of these requirements in fall 2000 at UH Hilo and in fall 2001 at UH Mānoa has greatly increased opportunities for students to transfer courses among campuses of the University.

Following the BOR approval of the new requirements, the University Council for Articulation completed a categorization of nearly 1,800 courses that were applicable to meeting the new requirements on all campuses.

As of spring 2004, students from other UH campuses transferring to UH Mānoa had approximately 3,000 classes that they could apply to meeting UH Mānoa's general education and graduation requirements.

What is the number of UH Community College students who transfer to UH upper division/four-year campuses?

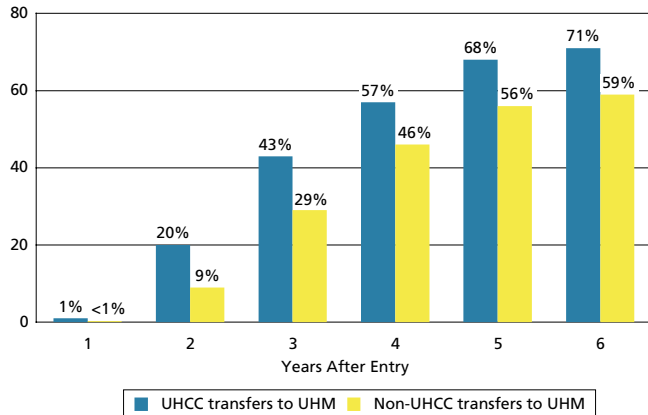
On average, about 1,000 students transfer from the UH Community Colleges to UH upper division/four-year campuses in any given fall semester.



What proportion of transfer students to UH Mānoa receive a baccalaureate degree?

UH Community College transfers to UH Mānoa graduate at higher rates than their non-UH Community College transfer counterparts.

Average Graduation Rates of Full-Time UH Community College Transfers to UH Mānoa



What proportion of UH students who earn bachelor degrees pursue graduate work?

ENROLLED STUDENTS

More than half (58%) of UH Hilo graduating students said they planned to attend graduate or professional school and over one-fourth (26%) had already applied and been accepted to graduate or professional school.

2002–03 UHH GRADUATING STUDENT SURVEY

ALUMNI

More than half (53%) of UH Mānoa alumni pursued some form of higher education after receiving their baccalaureate degree, including those taking coursework only (i.e., not enrolled in a graduate program). Sixty percent of those who completed coursework also received an advanced degree. Similarly, 66 percent who were pursuing further studies were working toward an advanced degree.

Note: UHM alumni are surveyed five years after graduation.

2003 UHM ALUMNI OUTCOMES SURVEY

Over half (58%) of recent graduates at UH West O‘ahu are planning to pursue a graduate degree. One-fifth (19%) indicated they were enrolled in a graduate program.

SPRING 2001 UHWO SURVEY OF RECENT GRADUATES

Workforce Development

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

Workforce development is a priority for the University and a key objective in system and community college strategic plans. System representatives participate in the State Workforce Development Council, as do campus representatives on county workforce development councils and local workforce investment boards. Shortages in the following employment areas and UH’s efforts to meet these job demands are outlined below.

Teachers. Annually, approximately 410 teacher education degrees are issued by the UH Mānoa College of Education and UH Hilo. However, the Department of Education estimates that there are approximately 1,300 teacher openings annually due to growth and separations, and hundreds of teacher assistants who need certification by 2006.

The University has made a special effort to increase numbers of teachers in critical areas, such as special education—in AY 2002–03 there were 80 graduates, up from 60 the year before. Distance-delivered dual programs in elementary education and special education on Kaua‘i and Maui contributed to the effort. UH Hilo annually prepares between 30 and 40 post-baccalaureate students for teacher certification.

In 2003, Kapi‘olani Community College and Leeward Community College expanded teacher assistant certificate and associate degree programs in an effort to meet No Child Left Behind requirements.

UH Hilo’s third master of education (MEd) cohort is working on their degrees and a fourth cohort will begin in fall 2004. The MEd program is designed to enable classroom teachers to complete graduate work while continuing to work full-time on the island of Hawai‘i.

Nurses. Each year the UH campuses graduate approximately 180 nursing and dental hygiene certificate and degree students to fill the 630 openings reported by the state Department of Labor and Industrial Relations. The campuses are working closely with the medical profession and agencies to expand the numbers of students admitted into the programs. System-wide, the campuses offer an AS/RN to BSN to MS in Nursing degree program utilizing technology-assisted instructional modes of delivery to expand opportunities to the advanced levels of nursing.

Information Technology Specialists. The Hawai‘i Center for Advanced Communications and the Pacific Center for Advanced Technology Training, with programs such as the CISCO Academy Training Center and the Oracle Workforce Development Program, are examples of progressive initiatives that advance training and education for IT specialists. There is an annual demand of 420 openings for information technologists, including network

and computer systems analysts, and computer applications and software engineers. The UH Mānoa and UH Hilo degree programs have had impressive increases in enrollments and graduate over 100 students annually. The UH Community Colleges graduate an additional 50–60 students.

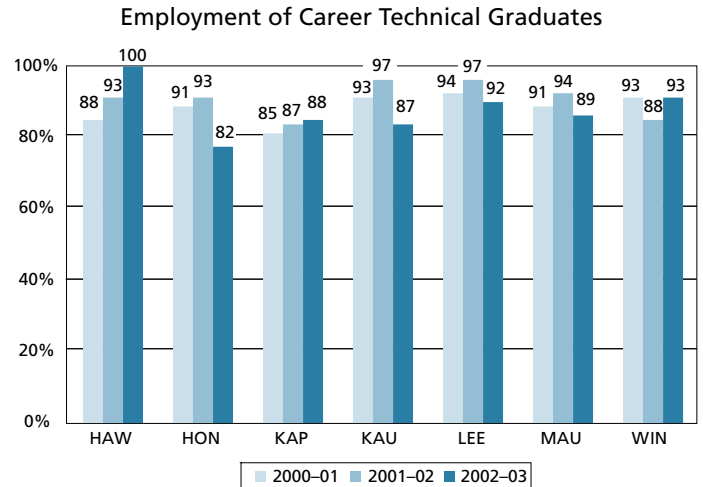
Tourism, Hospitality, and Leisure. In the area of food preparation and services alone, there are 3,650 annual job openings, approximately 470 of which require postsecondary training or long-term on-the-job training. Several campuses, including Kapi‘olani Community College, Maui Community College, and UH Mānoa offer certificates and degrees in culinary arts, hospitality, and travel industry management to meet the 160 positions available each year in hotel operations. Students fill many of the industry jobs in public relations, marketing, and accounting.

Construction. In 2003, Hawai‘i secured major contracts for construction projects that will require skilled workers for the foreseeable future. The UH Community Colleges have held summits with industry stakeholders to strategically plan expanded training opportunities.

AVERAGE ANNUAL AND TOTAL JOB OPENINGS, 2000 AND 2010
 STATE OF HAWAII DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS;
 UH DEGREES AND CERTIFICATES EARNED, FY 2002–03

What is the likelihood of a UH Community College career technical student getting a job in Hawai‘i?

UH career technical graduates have a very good chance of getting a job in Hawai‘i. For those seeking employment, between 82 and 100 percent indicated they were successful.



Note: Career Technical was formerly known as Vocational-Technical.

COMMUNITY COLLEGES GRADUATE AND LEAVERS SURVEY

Establishing the University as a distinguished resource in Hawaiian and Pacific-Asia affairs depends on strengthening the commitment to perpetuating Hawaiian culture and language and focusing the international dimension of the University on the Pacific-Asia region. Measures of student participation in HAWAIIAN LANGUAGE AND CULTURAL STUDIES, the PACIFIC-ASIA FOCUS of international activity on campuses, and the efforts to INTERNATIONALIZE THE CAMPUS EXPERIENCE demonstrate the University's progress in positioning itself as one of the world's foremost multicultural centers for global and indigenous studies.

Hawaiian Language and Cultural Studies

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

At UH Mānoa, registration in Hawaiian studies courses is currently at its highest ever, nearly doubling from 2002 to 2003. Registration in Hawaiian language courses has decreased since peaking in 1997.

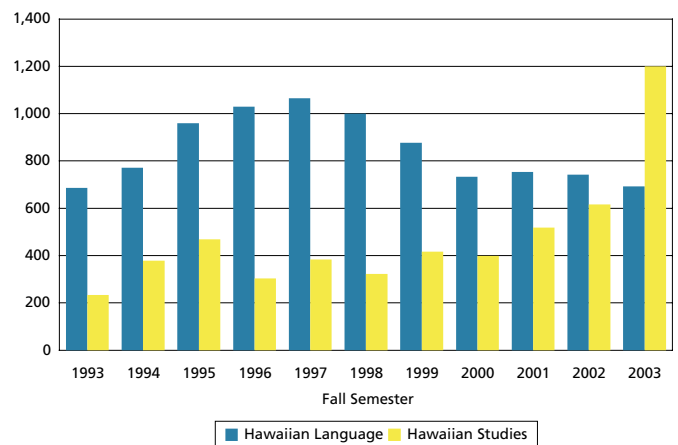
As a UH Mānoa General Education graduation requirement, students must take an approved course focused on Hawaiian, Pacific, and Asian issues.

Registrations in Hawaiian language and Hawaiian studies courses at UH Hilo have steadily increased in recent years, and are both at their highest ever.

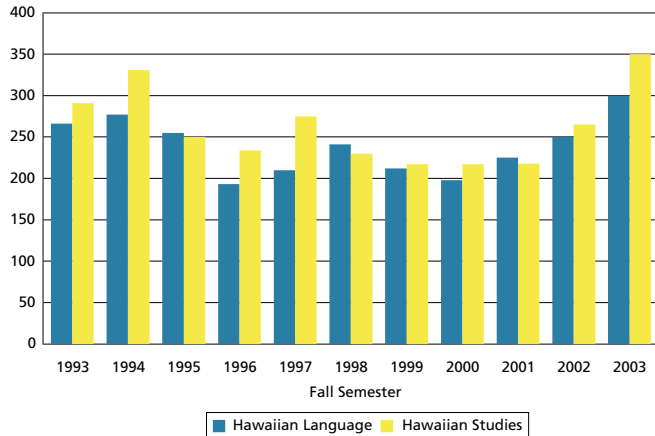
The Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language has offered introductory Hawaiian language courses online and asynchronously to students across the state and on the mainland. In spring 2002, UH Hilo graduated its first master of arts (MA) students in Hawaiian Language and Literature.

At UH Community Colleges, student registrations in Hawaiian studies courses continue their upward trend with a 39 percent increase between 2002 and 2003.

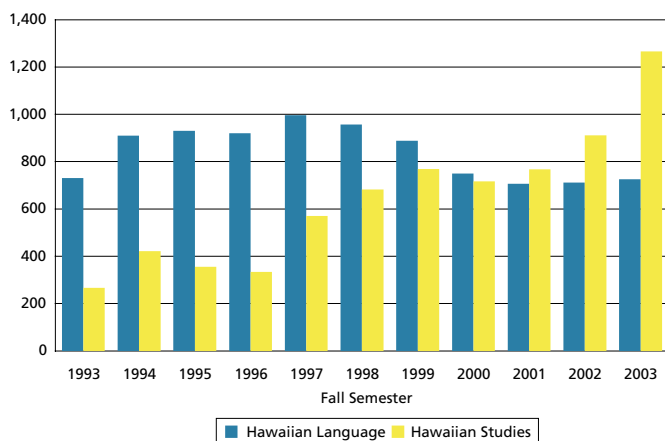
Registration in Hawaiian Language and Hawaiian Studies Courses UH Mānoa



Registration in Hawaiian Language and Hawaiian Studies Courses
UH Hilo



Registration in Hawaiian Language and Hawaiian Studies Courses
UH Community Colleges



Pacific-Asia Focus

How is UH strengthening its Pacific-Asia focus?

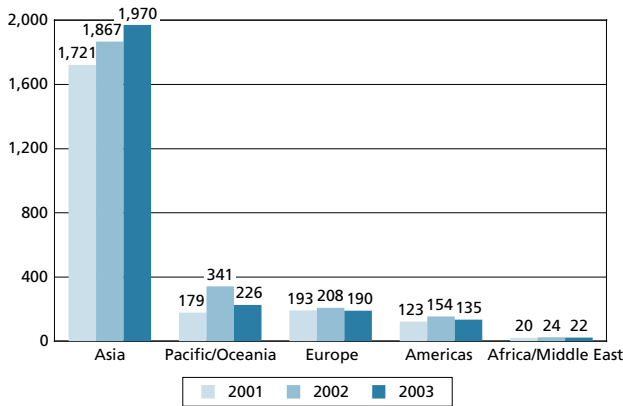
- UH Mānoa's College of Business Administration graduated its first cohort of 25 students from the Vietnam Executive MBA program in July 2003. The graduation marked the first time an American university successfully delivered a complete degree program in Vietnam.
- Kaua'i Community College's Okinawa Prefectural College of Nursing International Seminar 2003 brought 14 students to the campus.
- UH Mānoa's College of Tropical Agriculture and Human Resources (CTAHR) was awarded a U.S. Agency for International Development grant focusing on agricultural development, income generation, and natural resource management in Timor-Leste (East Timor).
- Honolulu Community College maintains training programs with the Guangdong Bureau of Labor, China, and the GENIC Corporation, Japan, and has initiated a short-term flight attendant program for the Osaka College of Foreign Studies.
- The Atlantic Philanthropies awarded the UH system funds to establish a partnership with the Hanoi University of Foreign Studies to expand English language and applied linguistics capacity in Vietnam.
- Since 1993, Kaua'i Community College has continued to host students from Japan through programs such as the Kaua'i International Study Tour.
- UH Mānoa's College of Business Administration Executive MBA Program is ranked by *Business Week* as one of America's top 30 executive education centers with emphasis on the Pacific-Asia region.
- The UH Mānoa Center for Southeast Asian Studies has been awarded \$230,000 per year for the next three years through the Foreign Language and Area Studies (FLAS) Fellowships Program of the U.S. Department of Education.
- In 2003, the Freeman Foundation awarded \$1.2 million to the UH Community Colleges to develop intensive, content-based Japanese, Chinese, and Korean Second Language study, as well as study abroad and service learning.
- An innovative educational partnership between the Ford Foundation, the East-West Center, and UH has brought 22 students from Indonesia, Vietnam, and China, enrolled in the International Fellowships Program (IFP), for advanced study.
- UH Mānoa is the only university in the U.S. that teaches all four levels of the four major Southeast Asian languages: Thai, Tagalog, Vietnamese, and Indonesian.
- The system-wide Office of International Education hosted 495 international visitors, 92 percent of whom came from Asia.
- The UH Mānoa Center for Korean Studies coordinated the year-long celebration of the 100th anniversary of Korean immigration to Hawai'i.
- Honolulu Community College, on behalf of the UH Community Colleges, ensured sustained involvement with the Thai Ministry of Education for key educational reform.

- UH West O’ahu hosted a symposium with the University of Western Sydney to initiate faculty collaboration in research and to foster faculty exchanges.
- UH Mānoa’s School of Hawaiian, Asian, and Pacific Studies and United Nations University (Tokyo) co-hosted the first U.N. Global Seminar in the U.S.
- UH Hilo offers a master of arts in Hawaiian Language and Literature, the only university in the U.S. to offer a master’s degree in a Native American language.
- UH Mānoa’s School of Hawaiian, Asian, and Pacific Studies (SHAPS) has been recognized with three National Resource Center (NRC) status honors by the U.S. Department of Education and a \$3.7+ million grant. The East Asia Council (including Centers for Japanese, Chinese, and Korean Studies) is one of only 16 programs in the U.S. to be recognized; the Center for Southeast Asian Studies is one of seven; and the Center for Pacific Island Studies is the only NRC of its kind in the country.
- UH Hilo’s master of arts program in China-U.S. Relations will enroll its first students in fall 2004.
- UH Mānoa’s John A. Burns School of Medicine (JABSOM) received a \$9.6 million grant from the National Institute of Health (NIH) to establish a Pacific Center for Emerging Infectious Diseases Research, a significant step in the school’s efforts to establish itself as a center of excellence in tropical medicine and infectious diseases.

INTERNATIONAL STUDENT ENROLLMENT

In fall 2003, 2,562 international students from 94 countries enrolled in the UH system. More than 85 percent were from the Pacific-Asia region.

Enrollment of Degree-Seeking International Students UH System

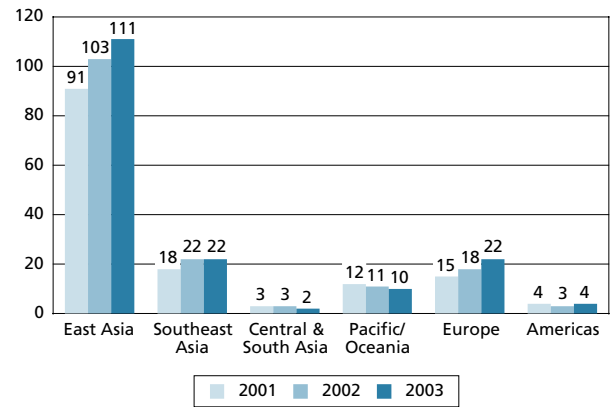


Note: No data for 19 students, fall 2003

INTERNATIONAL PARTNERSHIPS

Of the University’s 171 formal partnerships with institutions overseas, 85 percent are with institutions in the Pacific-Asia/Oceania region. These linkages provide opportunities for faculty and student exchange, short-term training, library exchanges, collaborative research, and the development of international programs that benefit the University.

International Partnerships Distributed by Region



- UH Mānoa’s College of Tropical Agriculture and Human Resources (CTAHR) received a \$3.7 million grant from the U.S. Agency for International Development to strengthen and rehabilitate the human and physical infrastructure of the Colleges of Agriculture at Mosul and Dohuk Universities in Iraq.
- UH Mānoa and Maui Community College are partnering with Maui Land and Pine and EARTH University Costa Rica to provide opportunities for students to engage in environmental and social sustainability projects.

Internationalizing the Campus Experience

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

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.

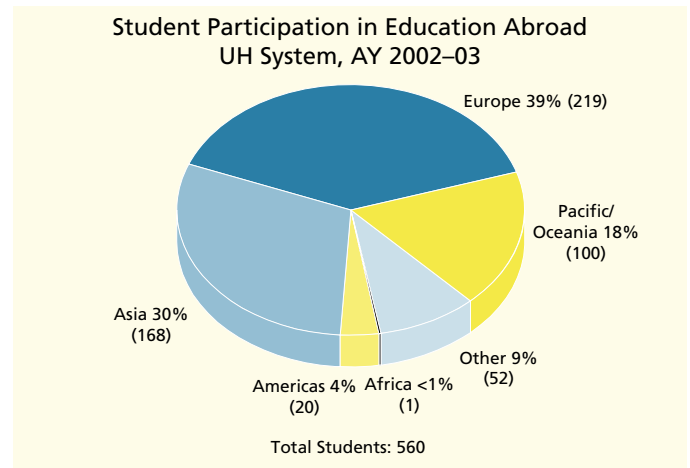
HIGHLIGHTS

- The U.S. Department of Education awarded Kapi'olani Community College a \$147,000 grant to develop intensive content-based Spanish courses and international comparative courses linking Asia, the Pacific, the Americas, Africa, and the Middle East.
- Leeward Community College established an English Language Institute for international students as one component of campus globalization.
- International business programs at UH Mānoa's College of Business Administration are ranked 10th in the nation for undergraduate students and in the top 25 for graduate studies in the latest *U.S. News and World Report* listings.
- In celebration of International Education Week in November 2002, participants in the 15th Ship for World Youth, an exchange project hosted by the government of Japan, visited UH Mānoa for a day of cultural performances, panel discussions, and international exchange with UH students. The Ship for World Youth participants included more than 250 international students from 12 countries.
- Kapi'olani Community College was one of 16 institutions (only two community colleges were selected) profiled by NAFSA, Association of International Educators, in *Internationalizing the Campus: Profiles of Success at Colleges and Universities* (2003).
- In 2003, 12 faculty members from UH Mānoa, UH Hilo, and UH West O'ahu were awarded Fulbright scholarships for research and teaching in Argentina, China, England, Germany, Italy, Japan, Mauritius, Nepal, Paraguay, and Turkey.
- In August 2003, the William S. Richardson School of Law at UH Mānoa initiated its new master of laws (LL.M.) program for foreign legal professionals.
- Kapi'olani Community College received the American Council on International Intercultural Education Achievement Award for Best Practice in Global Education for its International Café Program.

OVERSEAS STUDY/RESEARCH PROGRAMS

Of the 560 students who participated in the international study/research programs, 268 (48%) went to the Pacific-Asia region. Of these participants, 402 students (72%) were enrolled at the UH Mānoa campus.

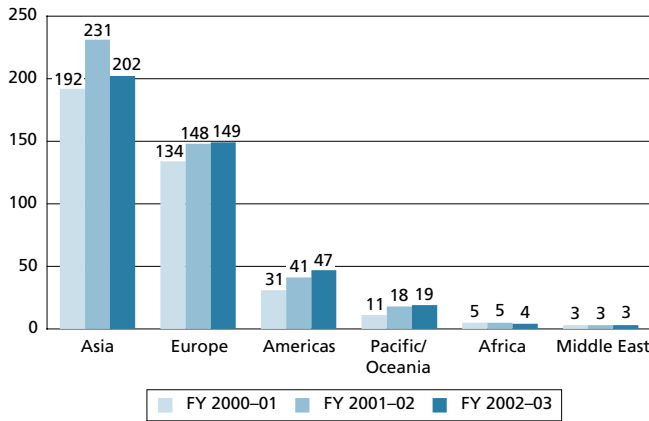
In AY 2002–03, the participation of UH students studying abroad decreased by 7 percent compared to 2001–02. This reduction is possibly due to the outbreak of SARS and war in the Middle East. As a result, studying abroad in the Pacific-Asia region decreased by more than half while the number of students studying in the Pacific/Oceania (which more than tripled over the previous two years) nearly doubled.



Note: The "Other" category accounts for students who were reported as studying abroad but information on their destinations was either not provided by their home campus or their studies covered multiple destinations.

In FY 2002–03, 424 international faculty and visiting scholars taught, conducted research, and participated in international exchange activities under UH and Fulbright sponsorship. This represents a 13 percent decrease from the previous year. The outbreak of SARS likely contributed to the 11 percent decrease in visiting scholars from Asia. More than 48 percent came from Asia, 35 percent from Europe, and the remainder from countries in the Americas, the Pacific/Oceania, Africa, and the Middle East. The largest number was from Japan, followed by China, Germany, Canada, and South Korea.

Visiting Scholars and International Faculty Distributed by Region



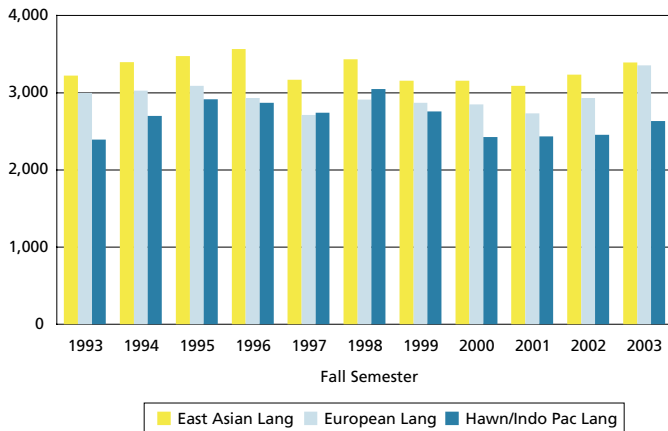
LANGUAGE STUDY

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. UH offers over 31 languages other than English.

Over the past nine years, registrations in foreign languages increased 9 percent overall.

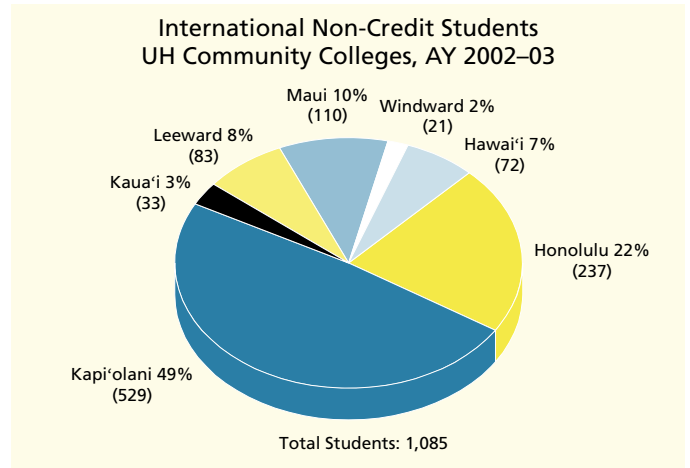
- East Asian Languages (+5%)
- European Languages (+12%)
- Hawaiian/Indo-Pacific Languages (+10%)

Registration in Languages UH System



INTERNATIONAL NON-CREDIT ENROLLMENT AT UHCCS

The UH Community Colleges served 1,085 non-credit international students during the AY 2002–03, with 49 percent attending the Kapi’olani campus.



The international non-credit student programs generated revenues totalling approximately \$974,000. Thirty-six percent of this revenue came from Kapi’olani Community College. Another 15 percent came from Hawai’i Community College, which had the highest average contribution per student (\$1,965).

Creating a university culture of excellence requires attention to the value and development of human resources and the work environments that sustain them. Measures of the University's INVESTMENT IN FACULTY AND STAFF and INVESTMENT IN THE PHYSICAL PLANT are presented to demonstrate the University's progress in recognizing and renewing its most important assets.

Investment in Faculty and Staff

How are campuses investing in their faculty and staff?

UH SYSTEM

Information Technology Services (ITS)

- Teaching And Learning With Electronic Networked Technologies (TALENT) is a faculty development program of Information Technology Services supported by and on all campuses of the UH system. It provides instructional sessions to interested faculty throughout the year. TALENT seminars and workshops are designed to introduce faculty not only to distributed learning, but to application programs that can be used in both face-to-face and the online environment. They are offered via interactive/instructional television, presentations, hands-on workshops, and online.
- Brown Bags are specialized training and informational sessions that ITS coordinates for information technology and technical support staff throughout the UH system. Topics include SIS update, Internet2 Advanced Services, and Protecting Personal Identity. In AY 2003–04, 179 participants attended seven Brown Bag sessions.
- ITS offers short (1–2 session) training courses, open to all faculty and staff, are hands-on lab-based courses. While most are taught at UH Mānoa, courses have been delivered on neighbor islands and via interactive/instructional television. In AY 2003–04, 40 courses were offered and 535 faculty and staff attended.

Sabbatical and Professional Leave

The University invests in faculty and staff by providing funding for six-month and year-long leaves to pursue scholarly activities and academic renewal.

UH Sabbatical/Professional Improvement Leave 2003		
Employee Type	Number	Total Salary
Administrative/Professional/Technical	3	\$99,198
Executive/Managerial	4	\$354,674
Faculty	158	\$5,908,259
Total	165	\$6,362,131

Note: Cost based on monthly rate multiplied by 6 months for those on Sabbatical/Professional Improvement Leave or Study Leave for I2 faculty; multiplied by 3 months Study Leave for Junior Specialist.

UH MĀNOA

The UH Mānoa's Office of Faculty Development and Academic Support (OFDAS) provides a range of faculty professional development and academic support services through its Center for Teaching Excellence and Center for Instructional Support. Through the following programs and services, OFDAS attempts to address the many pedagogical and professional issues that relate directly to teaching and learning and to ethical and professional development: lecture series on university teaching; mid-semester diagnosis of teaching effectiveness; course and faculty evaluation (CAFÉ); discussion groups on issues in higher education; grant writing series; teaching assistant training and future professoriate series; new faculty orientation program; departmental leadership workshops; media and graphic services.

UH HILO

The UH Hilo Faculty Research Council awards intramural grants for conference travel, seed money grants, and some grants for scholarly activity in academic fields that usually have little chance for extramural funding. Grants are awarded for scholarly and/or creative activities, as well as training grants to enhance instructional capabilities.

In 2002–04, UH Hilo brought four national experts on student learning, mentoring, and advising to campus to give workshops to faculty and student affairs staff. Through a five-year National Science Foundation science, technology, engineering, and mathematics (STEM) grant, science and math faculty are learning different approaches to studying the natural world and adapting to different student learning styles.

A new faculty committee on professional development and teaching is coordinating workshops on instructional technology and efforts to refocus faculty on excellence in teaching and advising.

UH WEST O’AHU

UH West O’ahu offers professional development activities, including professional development day for the faculty at the beginning of each semester and workshops and seminars throughout the year for staff and civil service personnel. Funds are allocated for in-state and mainland travel when budgets permit.

A collaborative assessment project pairs faculty with liaisons from the Faculty Assessment Committee to improve skills in assessing student learning outcomes.

UH COMMUNITY COLLEGES

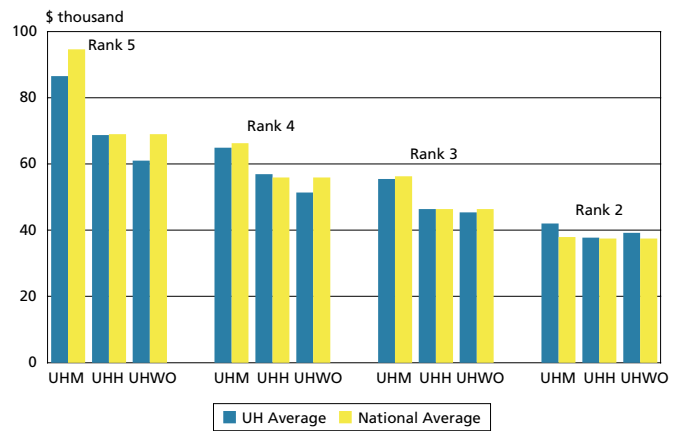
The UH Community Colleges support professional development efforts through system and campus planning and resource allocations. New and continuing initiatives are funded by chancellors, fundraisers, and external grants. Kua’i Community College employs a full-time professional development coordinator who implements a campus-wide professional development plan. At Honolulu Community College, training and education are facilitated by faculty and staff committees. Workshops on assessing student learning outcomes and support for faculty travel are among the types of professional development opportunities offered. Similar activities are ongoing at each of the community colleges to keep faculty and staff well prepared and up-to-date in their areas of specialization.

How do UH faculty salaries compare with national averages?

UH Community College faculty salaries continue to compare favorably in relation to their national public institution counterparts, but UH Mānoa, UH Hilo, and UH West O’ahu show signs of lagging behind.

UH Mānoa’s average Rank 2 salary was the only salary rank that surpassed those of other public doctoral level institutions. Faculty salaries for Ranks 2 and 4 at UH Hilo and for Rank 2 at UH West O’ahu outpaced those of their national baccalaureate counterparts.

Comparison of Average Faculty Salaries with Other Public Institutions for 2003–04 (UH Mānoa, UH Hilo, UH West O’ahu)

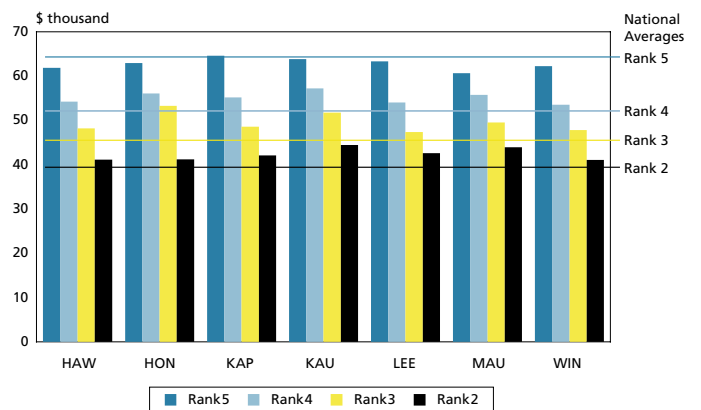


Note: The national averages are the averages of all public institutions surveyed that are in the same category as the UH campus.

ACADEME MAR/APR 2004 BULLETIN OF THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS (AAUP)

Salaries at Ranks 2, 3, and 4 at the UH Community Colleges exceeded the national averages in comparison with other public two-year institutions with academic ranks. However, at the Rank 5 level, only Kapi’olani Community College matched the national faculty salary average.

Comparison of Average Faculty Salaries with Other Public Institutions for 2003–04 (UH Community Colleges)

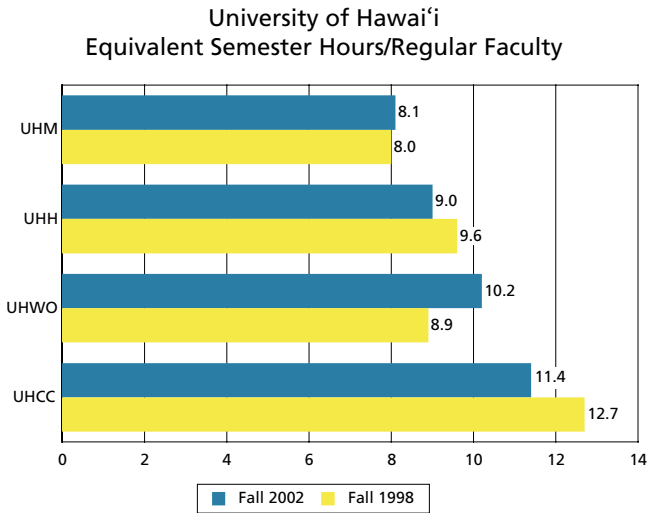


Note: The national averages are the averages of all public institutions surveyed that are in the same category as the UH campus.

ACADEME MAR/APR 2004 BULLETIN OF THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS (AAUP)

What share of their time do UH faculty spend on instruction and research?

Equivalent semester hours per regular faculty remained about the same at UH Mānoa from fall 1998 to fall 2002, but increased slightly at UH West O’ahu and decreased slightly at UH Hilo and the UH Community Colleges. UH regular faculty teach from two to four courses a semester. For comparative purposes, equivalent semester hours per regular faculty at the UH Community Colleges include general academic instruction only.



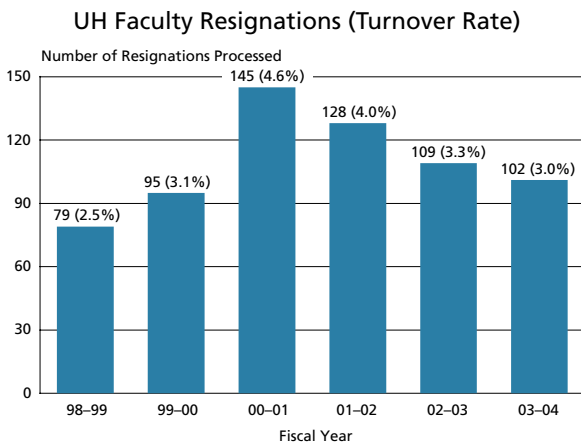
Note: Equivalent semester hours consist of fixed semester hours plus defined equivalencies for directed reading, thesis or dissertation classes, and other variable credit classes.

What is the turnover rate for faculty?

Faculty turnover rates have steadily decreased over the past three years after peaking in FY 2000–01.

Top five reasons faculty left UH (ranked from high to low):

- Seeking job in an area with lower cost of living/housing.
- Seeking a position with more opportunities for advancement.
- Seeking a better paying job.
- Seeking a permanent or tenure track position.
- Seeking a job closer to home.

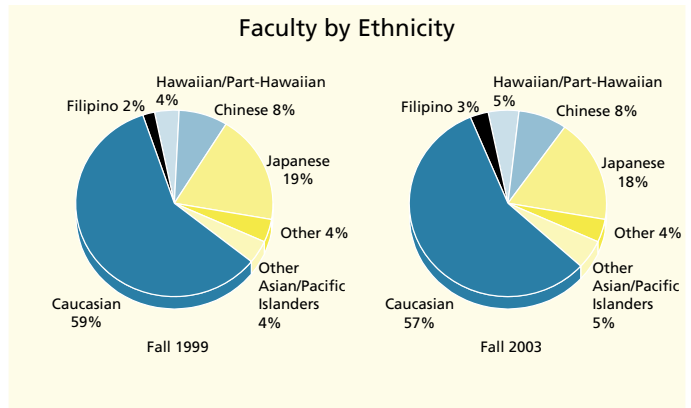
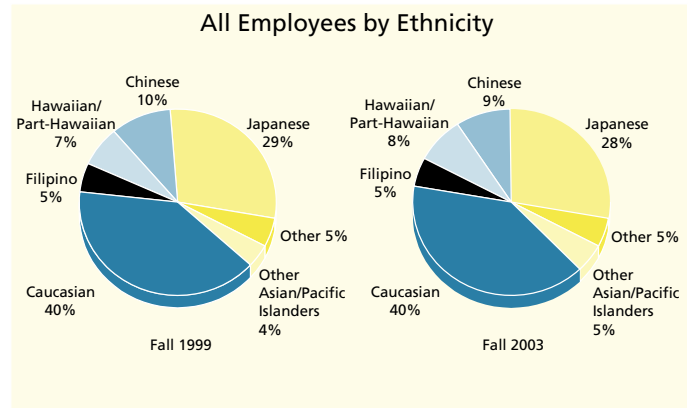


Note: Does not include retirements.

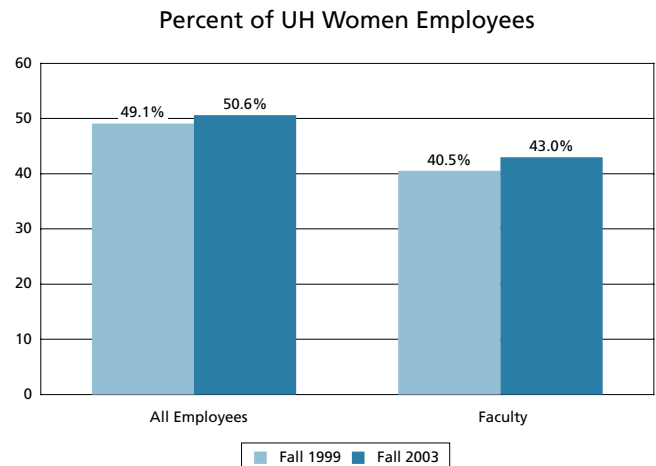
PERSONNEL EXIT QUESTIONNAIRE, UH OFFICE OF HUMAN RESOURCES

What are the demographic trends in the composition of UH employees?

Employment by ethnicity has remained stable since 1999 among all UH employees. There have been slight increases in the percentages of faculty members among Hawaiian/part-Hawaiian, Filipino, and other Asian/Pacific Islander groups.



The proportion of women in the UH workforce increased steadily from 1996. Currently, the gender balance for all employees is close to even. The percentage of women on the faculty increased slightly by 2.5 percent between 1999 and 2003.



Investment in the Physical Plant

What is the level of CIP appropriations/authorizations received by UH from the state executive budget?

State CIP appropriations have fluctuated annually from a high of \$214 million in 2002 to a low of \$28 million in 2000.

Capital Improvements Program Appropriations/Authorizations (\$ Thousand)						
MEANS OF FINANCE	ACT/SESSION LAWS OF HAWAII					
	91/1999	281/2000	259/2001	177/2002	200/2003	41/2004
Special Funds	500	0	750	0	0	0
General Obligation Bond Fund	62,364	27,700	69,515	84,044	22,804	88,561
Revenue Bonds	6,750	0	0	94,320	0	0
Federal Funds	1,800	625	22,580	1,000	10,000	18,405
Private Contributions	730	0	4,382	35,000	0	200
County Funds	400	0	0	0	0	0
Revolving Funds	650	0	9,834	0	0	0
TOTAL	73,194	28,325	107,061	214,364	32,804	107,166

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 2005 has increased substantially due to funding support from the capital improvements program (CIP) budget.

Budget Allocation Compared with Gross Square Feet					
Budget Unit (Campus)	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005 ¹
UH Mānoa					
R&M Allocation	\$13,520,481	\$17,898,650	\$21,472,307	\$4,696,943	\$18,633,943
Gross Square Feet ²	4,746,928	4,746,928	4,751,432	4,751,432	4,751,432
Ratio (\$/GSF)	\$2.85	\$3.77	\$4.52	\$0.99	\$3.92
UH Hilo					
R&M Allocation	\$3,216,275	\$4,147,046	\$5,326,273	\$940,686	\$4,588,686
Gross Square Feet	867,000	983,508	983,508	983,508	983,508
Ratio (\$/GSF)	\$3.71	\$4.22	\$5.42	\$0.96	\$4.67
UH West O'ahu					
R&M Allocation	\$67,691	\$72,624	\$97,432	\$32,000	\$92,000
Gross Square Feet	39,736	39,736	39,736	39,736	39,736
Ratio (\$/GSF)	\$1.70	\$1.83	\$2.45	\$0.81	\$2.32
UHCC					
R&M Allocation	\$6,459,292	\$8,689,085	\$11,042,085	\$2,217,085	\$9,572,085
Gross Square Feet	2,375,828	2,519,505	2,575,837	2,613,407	2,613,407
Ratio (\$/GSF)	\$2.72	\$3.45	\$4.29	\$0.85	\$3.66
UH System Totals					
R&M Allocation	\$23,263,739	\$30,807,405	\$37,938,097	\$7,886,714	\$32,886,714
Gross Square Feet	8,029,492	8,289,677	8,350,513	8,388,083	8,388,083
Ratio (\$/GSF)	\$2.90	\$3.72	\$4.54	\$0.94	\$3.92

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 by 1.5–3 percent of its replacement value to ensure proper facilities maintenance and renewal.

System-Wide Repairs and Maintenance Operating Allocations Compared with Total Operating Allocations					
UH System	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005 ¹
R&M Allocation	\$3,263,739	\$3,807,405	\$2,938,097	\$2,886,714	\$2,886,714
Total Operating	\$326,936,579	\$342,088,466	\$334,439,926	\$368,479,768	\$371,869,768
Ratio (R&M\$/OPER\$)	1.00%	1.11%	0.88%	0.78%	0.78%

¹ Projected.

In FY 2004–05 an additional \$30 million was allocated for R&M through CIP appropriations which helped to alleviate a portion of the deferred R&M, but the backlog of R&M remains one of the most serious problems facing the University.

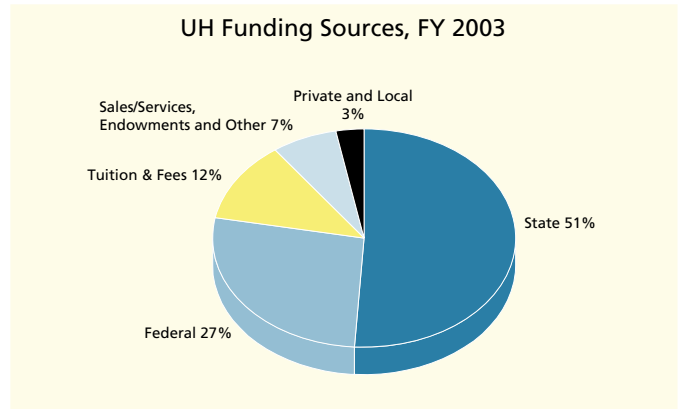
Total Deferred Repairs and Maintenance				
Campus	FY 1996	FY 2000	FY 2003	FY 2004
UH Mānoa	\$36,770,000	\$88,793,000	\$52,635,390	\$82,902,000
UH Hilo	\$8,079,600	\$30,929,250	\$22,664,453	\$30,090,000
UH Community Colleges	\$22,882,600	\$47,015,945	\$29,622,549	\$48,053,876
Total Unfunded Deferred R&M	\$67,732,200	\$166,738,195	\$104,922,392	\$161,045,876

Achieving the goals of the University's strategic plan depends on the University to acquire, allocate, and manage public and private revenue streams and exercise exemplary stewardship over these assets. Measures of INVESTMENT FROM THE STATE and INVESTMENT FROM PRIVATE SOURCES and measures of ACCOUNTABILITY in the management of these resources are presented to demonstrate the University's commitment to manage its resources in service to the state and its citizens.

Investment from the State

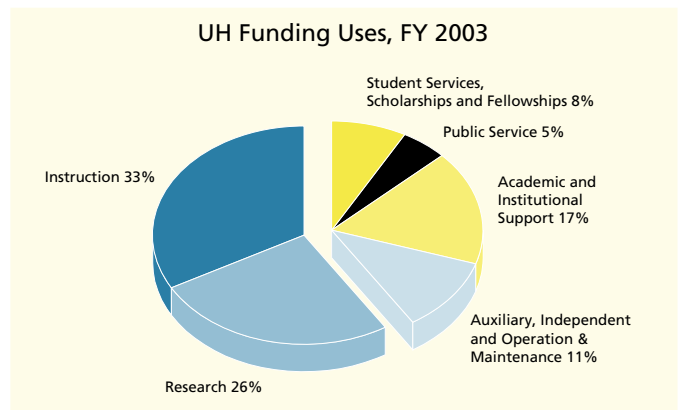
What proportion of UH's revenues come from the state?

In FY 2003, about half of the University's funds came from the state general fund appropriations.



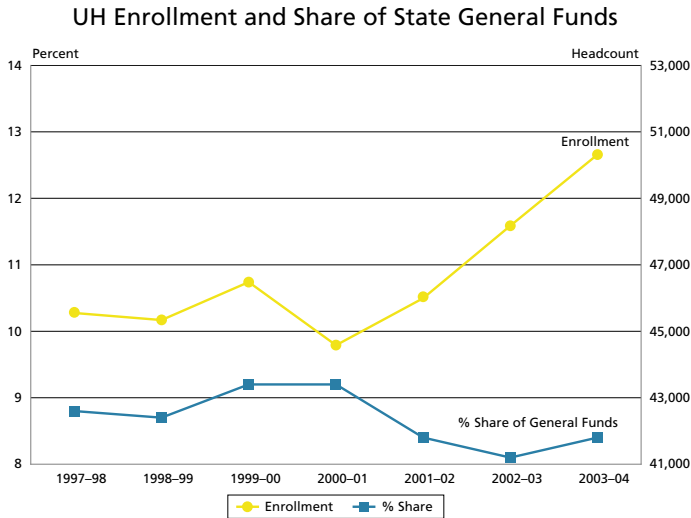
How does UH expend the resources to support instruction, research, and other activities?

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



What is the relationship between UH’s share of the state budget and UH enrollment?

UH’s share of state general funds has gone from 8.8 percent in FY 1997–98 to 8.4 percent in FY 2003–04—a 5 percent decline. UH enrollment has increased by 10.5 percent during the same period.



Investment from Private Sources

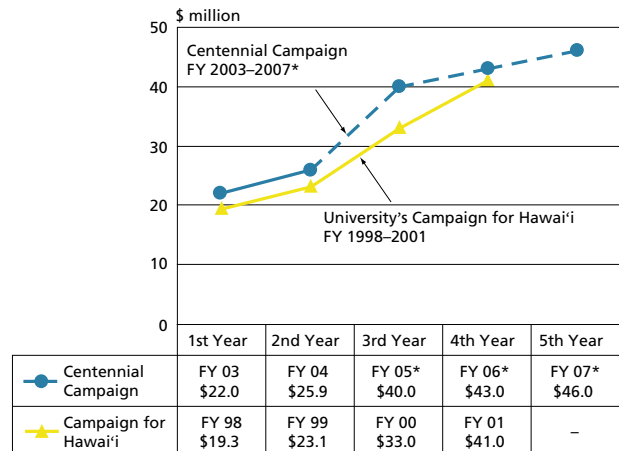
What are the trends in private giving through the UH Foundation?

Private giving to the University through the foundation remains strong. During the last comprehensive campaign, which kicked off on July 1, 1997 and ended June 30, 2001, over \$116 million was raised in support of faculty and programs at all ten campuses of the UH system. In FY 2001–02, the post-campaign year, \$18 million was raised.

The UH Foundation embarked on another comprehensive campaign—the Centennial Campaign for the University of Hawai‘i—on July 1, 2002. During the first year of the campaign, \$22 million was raised. In FY 2003–04, another \$25.9 million was raised for a total of \$48 million.

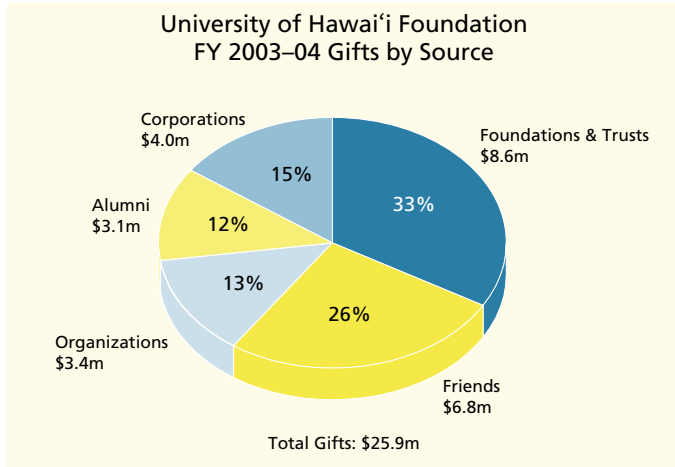
Approximately \$8.2 million was spent over the last two years to raise the \$48 million, or 17 cents per dollar. This is in line with the national cost-per-dollar average for fund-raising activities.

University of Hawai‘i Foundation Funds Raised by Campaign Year



* FY 2005–07 reflect campaign goals.

Private gifts come from a wide variety of sources. In FY 2003–04, \$9.9 million—nearly 40 percent—came from alumni and friends of the University, which include faculty, staff, parents, and other individuals. Another \$8.6 million came from private foundations and trusts.

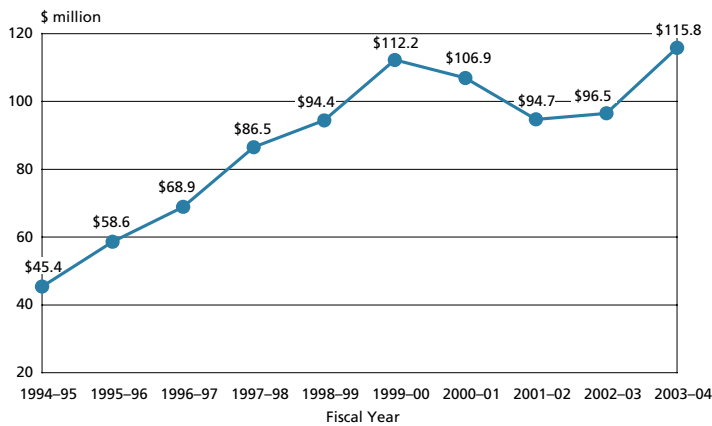


What is the status of the University's endowment?

The endowment reached an all-time high of \$115.8 million in 2003–04 after weathering the market downturn of 2000 through 2002. This high is ahead of its benchmark (17.7% versus 15.7%).

Over the last four years, approximately 27 percent of funds raised were designated for the endowment. Increasing this rate to 40 percent will be a priority over the next three years.

University of Hawai'i Foundation 1995–2004 Investment Portfolio (Market Value)



Accountability

How does the University demonstrate its accountability to the public?

ACCOUNTABILITY

This document, *Measuring Our Progress*, responds to Act 151 of the 1995 Legislature to provide benchmarks and performance indicators that reflect the systematic assessment of UH programs and services. This *2004 Update* is intended to demonstrate to the public the University's progress in meeting the goals set forth in the *University of Hawai'i System Strategic Plan: Entering the University's Second Century 2002–2010*. In addition, each campus demonstrates its accountability through accreditation, program review, and institutional assessment activities.

ACCREDITATION

Regional Accreditation

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.

Campus	Accrediting Body	Status
UH Mānoa	WASC-Senior Commission	Special visit completed, March 2003. Accreditation reaffirmed until spring 2010. Special visit, November 2005. Proposal for the two-stage preparatory review and educational effectiveness review due October 2006. Preparatory review, spring 2009. Educational effectiveness review, spring 2010.
UH Hilo	WASC-Senior Commission	Accreditation reaffirmed, summer 2004 for 10 years. Preparatory visit completed, March 2003. Educational effectiveness visit completed, March 2004.
UH West O'ahu	WASC-Senior Commission	Renewal of full accreditation, June 1998; preparatory review, March 2003. Special visit, December 2003. Educational effectiveness review, October 2004.
UH Community Colleges		
Hawai'i	WASC-ACCJC Commission	Each campus is separately accredited. Accreditation reaffirmed for all campuses, fall 2000 for six years—the maximum allowed by ACCJC policy. Reaccreditation process, fall 2006.
Honolulu	WASC-ACCJC Commission	
Kapi'olani	WASC-ACCJC Commission	
Kaua'i	WASC-ACCJC Commission	
Leeward	WASC-ACCJC Commission	
Maui	WASC-ACCJC Commission	
Windward	WASC-ACCJC Commission	
Employment Training Center	WASC Commission for Regional Occupational Centers	

Professional Accreditation

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.

UH Mānoa. At UH Mānoa, 53 degree programs are accredited by 24 external professional accrediting organizations that examine the various programs every five to ten years. Among the accredited programs are law, medicine, nursing, architecture, accounting, business, travel industry management, social work, engineering, biosystems engineering, ocean engineering, journalism, chemistry, dental hygiene, dietetics, library and information studies, clinical psychology, audiology, speech-language pathology, education, counselor education, special education, rehabilitation counseling, medical technology, music, public health and epidemiology, and urban and regional planning. In addition, the Counseling and Student Development Center, the UH Mānoa Children's Center, and UH Mānoa's University Health Services are professionally accredited.

UH Hilo. The nursing and education programs at UH Hilo are separately accredited. The business program is undergoing review for accreditation in fall 2004.

UH Community Colleges. 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.

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 2002–03, the Board of Regents approved nine new academic programs and moved six programs from provisional to established status. The administration approved 11 certificate credentials and one minor degree, suspended admission to two established certificate programs, resumed previously suspended admissions to two programs, approved planning for 13 new degrees and certificates, and approved name changes for five departments and degrees. In all, 121 academic programs underwent review in this academic year.

During 2003–04, the Board of Regents approved eight new academic programs, granted established status to eight provisional academic programs, and terminated one provisional graduate certificate. The administration approved six new certificates and one minor degree, suspended admission to one provisional certificate and two established degrees, removed suspended admission to one provisional program, approved planning for seven new degrees, terminated three established certificates, and approved name changes for five departments and degrees. In all, 129 academic programs underwent review in this academic year.

In accordance with BOR Policy, instruction and research centers/institutes/academies and public services centers that serve external communities are reported annually. During the 2002–03 academic year, University administration approved nine new centers, closed two centers, and reviewed two centers that were continued. As of April 2003, the University of Hawai'i housed 103 centers.

INSTITUTIONAL ASSESSMENT AND RESEARCH

UH Mānoa. UH Mānoa's assessment of student learning outcomes is consistent with its mission as a research university. Assessment is conducted by academic leaders in individual programs; it is a scholarly endeavor informed by data; it includes peer review; it recognizes the evolutionary nature of learning and discovery. All UH Mānoa departments are engaged in the regular assessment of their programs. Capstones, internships, theses, design projects, and other culminating course-based experiences are commonly used to assess student performance and learning. Assessment of UH Mānoa's general education program is led by UH Mānoa's General Education Committee. Assessment efforts are posted on UH Mānoa's assessment website.

UH Hilo. The UH Hilo Institutional Research Office manages the biennial National Survey of Student Engagement (NSSE) and annual Incoming Student and Graduating Student Surveys, assists academic and support programs in ongoing assessment, and manages special projects such as a spring 2004 retention study and a survey of Big Island residents spring/fall 2004. The office maintains a data-rich website. The faculty congress assessment committee monitors the program review process and assists academic programs in completing reviews aimed at continuous program improvement. The assessment and general education committees are working with faculty to develop measurable learning goals for all programs and more informative and student-friendly course syllabi.

UH West O'ahu. In the past year, the Institutional Research Office was staffed 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 college-wide faculty Assessment Committee formulates policy on assessment and guides the assessment of learning outcomes at the level of the specialization, division, and institution. Student learning is assessed in capstones and practica requirements of all graduates.

UH Community Colleges. Leadership for assessment in support of institutional effectiveness comes from the Council of Community College Chancellors (CCCC), with appropriate staff support provided by the community college support offices.

Programs and activities that provide data to support assessment for institutional effectiveness include the community colleges' annual Program Health Indicator (PHI) reports and UH Community Colleges Fact Book, participation in the national Community College Survey of Student Engagement (CCSSE), and the analysis of the current course placement process and placement testing procedures.

A workshop attended by approximately 140 UH Community College faculty, staff, and administrators in early 2004 initiated a system-wide dialog designed to develop a better understanding of the new Accrediting Commission for Community and Junior Colleges (ACCJC) standards, assess existing policies and practices, and develop an action plan to meet the new ACCJC standards. From that workshop, a number of actions were initiated including:

- A community college data portfolio.
- Review of campus policies and practices relating to assessment, planning, budgeting, and evaluation.
- Implementation of new practices on each campus during AY 2004–05 in preparation for the development of campus self-studies during the AY 2005–06.

Distinctions and Achievements

The UHM William S. Richardson School of Law's National and International Environmental Law moot court teams have continued to receive high honors. In the last 13 years, National Environmental Law moot court teams have advanced to the quarterfinal or semifinal rounds nine times. International Environmental Law moot court teams have finished in the top four for the third consecutive year.

UH MĀNOA

A professor of geology co-authored a book on volcanic study recognized as Best Geography and Earth Science Book of 2002 by the Professional/Scholarly Publishing (PSP) Division of the Association of American Publishers.

UH MĀNOA

The National Research Council ranks UH Mānoa doctoral programs in astrophysics and astronomy, geography, geosciences, linguistics, and oceanography in the top 30 nationally in their field.

NATIONAL RESEARCH COUNCIL

Boeing donated \$110,000 of equipment to Kaua'i Community College to establish a photonics laboratory.

KAUA'I COMMUNITY COLLEGE

Between 1992 and 2001 the share of UH Mānoa students receiving Pell grants increased by 10.2 percent, the highest among state flagship universities in the nation.

POSTSECONDARY EDUCATION OPPORTUNITY, FEBRUARY 2004

A 2003 graduate was selected as one of 15 international candidates to the renowned Directors Guild of America Assistant Directors Training.

LEEWARD COMMUNITY COLLEGE

UH Hilo's athletic program received the *USA Today* national academic award in fall 2002 for excellent graduation rates of student athletes.

UH HILO

In terms of citations of scientific papers in astronomy, the UHM Institute for Astronomy (IfA) is ranked second among the top 20 astronomy departments in the U.S. Four of the IfA researchers are listed among 249 of the world's most cited and influential researchers in the space sciences.

UH MĀNOA

In FY 2003, UHM's School of Ocean and Earth Science and Technology (SOEST) ranked sixth in terms of National Science Foundation funding for ocean sciences at U.S. universities.

UH MĀNOA

The Hawai'i International Film Festival recognized a UH Mānoa Center for Pacific Islands Studies professor for *The Land has Eyes*, a film that he wrote and directed. *The Land Has Eyes* is the first feature film by an indigenous filmmaker from Fiji and made its world premiere at the prestigious Sundance Film Festival.

UH MĀNOA

UH Hilo is ranked sixth among national liberal arts colleges in campus diversity in the 2004 edition of the "America's Best Colleges" guidebook.

U.S. NEWS AND WORLD REPORT

A UH Mānoa assistant professor of ocean engineering was one of 26 scientists selected nationally by the Office of Naval Research as a 2003 Young Investigator. The prestigious Young Investigator awards recognize research achievements, potential for continued outstanding research, and strong university support.

UH MĀNOA

Commands with Kapi'olani Community College trained military personnel received NEY culinary awards for excellence in Navy and Marine Corps food service programs.

KAPI'OLANI COMMUNITY COLLEGE

Maui Community College was one of four institutions to receive the MetLife Foundation Best-Practice College Awards for exemplary performance in student retention.

MAUI COMMUNITY COLLEGE

UH Mānoa's education, business, law, and social work graduate programs are cited among the top 100 in the country in the 2005 edition of America's Best Graduate Schools.

U.S. NEWS AND WORLD REPORT, MARCH 2004

A Windward Upward Bound Thinkquest Team received the Best of Contest Award in Web Design and the Gold Medal Site from New Project awards sponsored by the U.S. Department of Education, Office of TRIO Programs.

WINDWARD COMMUNITY COLLEGE

Distinctions and Achievements

A Kapi'olani Community College culinary arts team won the gold medal at the 2003 Western Regional American Culinary Federation Conference.

KAPI'OLANI COMMUNITY COLLEGE

A distinguished ocean science researcher received the prestigious Henry Bryant Bigelow Award in Oceanography for his contributions to the field of microbiology and the ecological role of microorganisms in the sea.

UH MĀNOA

UH Hilo was named one of *Outside Magazine's* top 40 colleges. The national lifestyle publication also ranked UH Hilo No. 19 among "the coolest places to work, play, study, party, and live."

OUTSIDE MAGAZINE, SEPTEMBER 2003

Honolulu Community College's faculty development website received an innovation award from the 2003 National Council for Staff, Professional, and Organization Development.

HONOLULU COMMUNITY COLLEGE

A Maui Community College culinary arts team received a silver medal at the 2004 National American Culinary Federation Junior Competition.

MAUI COMMUNITY COLLEGE

A 2004 graduate was named one of four Best College Jazz Soloists by *DownBeat* magazine and the American Society of Composers, Authors, and Publishers (ASCAP) West Coast Student Classical Composer of the Year.

UH MĀNOA

Four plant science researchers, three with ties to the UH, received the prestigious 2002 Alexander Humboldt Foundation Award for Agriculture for developing the ringspot virus-resistant papaya that saved the Hawaiian papaya industry.

UH MĀNOA

A UH Hilo professor of Japanese and chair of the Languages Department was awarded the 2004 Japan-U.S. Friendship Commission Prize for his translation of an anthology of short stories by Japanese writers.

UH HILO

A Honolulu Community College student was one of 27 community college students nationwide to be awarded a Jack Kent Cooke scholarship.

HONOLULU COMMUNITY COLLEGE

A Maui Community College fashion technology graduate's contemporary Hawaiian quilts were highlighted at the National Quilting Trade Show. Her quilt kits were featured in the nationally distributed magazine, *Keepsake Quilting*, spring 2003.

MAUI COMMUNITY COLLEGE

For two consecutive years, UH Mānoa professors of physics have been selected as Outstanding Junior Investigator by the U.S. Department of Energy Division of High Energy Physics. Besides UH Mānoa, only Princeton and UC Berkeley have had back-to-back recipients of the prestigious award.

UH MĀNOA

A UH alumnus was appointed World Health Organization Director General.

UH MĀNOA

Regal Travel opened a full-service on-campus travel agency, providing hospitality and tourism students with hands-on experience and the UH community with convenient travel assistance.

KAPI'OLANI COMMUNITY COLLEGE

A UH West O'ahu professor was reappointed for a three-year term as an Associate in Science by the Bishop Museum.

UH WEST O'AHU

An architecture graduate placed second at the 2002 Imagi-Nations Design Competition, a design competition by Walt Disney Imagineering to promote diversity. UH Mānoa individuals/teams have placed in the finals nine of the ten years they have participated.

UH MĀNOA

The UHM School of Social Work was awarded the Employer of the Year award by the Hawai'i Division of the National Multiple Sclerosis Society. The award recognizes employers who have made significant contributions toward the hiring and retention of workers with multiple sclerosis and other disabilities.

NATIONAL MULTIPLE SCLEROSIS SOCIETY, HAWAI'I DIVISION, NOVEMBER 2003

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Sharon Ota, Honolulu Community College
Leon Richards, Kapi'olani Community College
Helen Sina, Kaua'i Community College
Peter Quigley, Leeward Community College
Suzette Robinson, Maui Community College
Linka Mullikin, Windward Community College
David McClain, UH System

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Linda K. Johnsrud
Interim Associate Vice President for Planning and Policy



www.hawaii.edu

Measuring Our Progress, 2004 Update is available online at www.hawaii.edu/ovppp/mop/.
The report is available to persons with print disabilities in alternate formats upon request.
Call (808) 956-7487 for assistance.

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