

PRESIDENT'S MESSAGE

December 2008

I am proud to share with the people of Hawai'i, the Hawai'i State Legislature, and our alumni and friends the *University of Hawai'i Measuring Our Progress, 2008 Update*. This report responds to Board of Regents' policy that requires regular and systematic assessment of programs, services, campuses, and the University System as a whole. Each biennium the University of Hawai'i produces an update to document our progress in meeting our goals in service to the State of Hawai'i.

As we go to press with this edition in late 2008, we are keenly aware of the shifting economic and social landscape. The economy in Hawai'i, the U.S., and the world is turbulent, and the U.S. has been declared to be in a recession. Unemployment has increased and so has the demand for the University's services. The UH System fall 2008 enrollment of 53,500 in credit courses was at an all-time high. The most recent report card on higher education in the U.S., *Measuring Up 2008*, shows only modest improvements in educational attainment in the Nation, persistent gaps in achievement among minority groups, and a continuing erosion of our global competitiveness. Clearly, we will need to pull together as a State and a Nation to make progress on what is important to us in a time of scarce resources.

At UH, we have set our strategic outcomes to address the central issue of educational attainment. Hawai'i has a long history of having a well-educated citizenry; only recently have the 25-year-olds had less education than the 35-, 45-, or 55-year-olds. The University of Hawai'i is committed to support access to education for the citizens of Hawai'i by increasing financial assistance and providing the support needed for students to succeed in attaining their educational objectives.

During the 2007–08 academic year, we took a close look at the *University of Hawai'i Strategic Plan: Entering the University's Second Century, 2002–2010*. With the input of faculty, staff, students, and the community, we reaffirmed the strategic goals set in 2002 as well as the values underlying these goals. *Measuring Our Progress* continues our effort to provide measures of performance, benchmarks, and other indicators of our success in meeting the five broad strategic goals set forth in the *UH Strategic Plan*:

- Goal 1: Educational Effectiveness and Student Success: Measures of student access, engagement, performance, satisfaction, and diversity are presented to demonstrate the University's progress in establishing a healthy culture for student success.
- Goal 2: A Learning, Research, and Service Network: Measures of affordability, the educational pipeline, workforce development, information and technology resources, research and scholarly productivity, and economic impact 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, 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 investing in its most important assets.
- Goal 5: Resources and Stewardship: Measures of investments from the state, private giving, environmental initiatives, and accountability are presented to demonstrate the University's commitment to manage its resources in service to the state and its citizens.

The University of Hawai'i expects to be held accountable for the quality and success of its programs, services, students, and graduates. *Measuring Our Progress* demonstrates our commitment to excellence and accountability. With the guidance of the Board of Regents, and the support of the Executive Branch, the Legislature, and our alumni and friends, we continue to strive for the transformation of your University, the State of Hawai'i, and the lives of those we serve.

David McClain
President
University of Hawai'i

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INTRODUCTION

The University of Hawai'i Measuring Our Progress, 2008 demonstrates the importance the University places on assessing its progress on the goals of the *University of Hawai'i System Strategic Plan: Entering the University's Second Century, 2002–2010*. As required by Act 161 of the 1995 legislative session, the Board of Regents acted to adopt benchmark/performance indicators that continue to form the basis for this biennium report.

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 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 of Hawai'i System's special distinction is found in its Hawaiian, Asian, and Pacific orientation and its position as one of the world's foremost multicultural centers for global and indigenous studies.

The University celebrated its centennial anniversary in 2007. Highlights included the entry of UH West O'ahu's first freshman class in the fall semester and the campus's transition from an upper division to a four-year baccalaureate institution, the first baccalaureate program at a community college was accredited at Maui Community College, the launching of an annual President's Emerging Leaders Program in AY 2007–08 to identify and groom future leaders within the University, and the successful completion of a \$250 million Centennial Campaign. The UH community also established a broad set of strategic outcomes that updates and articulates the current UH System strategic plan in terms of the higher education needs of the state. Faculty, staff, and students identified ten performance benchmarks that will shape UH priorities from now until 2015. These ten indicators will be reported in a variety of venues. In 2008, a year after its centennial, the University experienced record high enrollments and awarded a record number of degrees and certificates to its graduating students. Such hallmarks are a testament to the efforts of all of those who contributed to the University's history and growth since its inception.

The common purpose of the University of Hawai'i System is to address the public agenda and prepare the liberally educated and highly skilled workforce essential for the future economic success, health, and well-being of this island state as it participates in a global society. Foremost on the University's agenda is its commitment to increasing the educational capital of Hawai'i. This goal aligns with the Hawai'i P-20 Council goal of 55 percent of Hawai'i's working age population possessing a college degree by the year 2025 and reflects a coordinated vision of the state's future. The P-20 Council, comprised of leaders in education, business, government, labor, and community, shares the same belief that all of Hawai'i's residents deserve a high quality education. As the State's sole public institution of postsecondary education in Hawai'i, the University is striving to do its part to reach the 55 percent goal.

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. Together as a system, they are committed to improving the social, economic, and environmental well-being of current and future Hawai'i generations.

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 87 fields of study, doctorates in 51 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 master's programs. It also offers a PhD in Hawaiian and Indigenous Language and Culture Revitalization and a doctorate in Pharmacy. 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 a four-year, comprehensive university with an emphasis on baccalaureate education founded in the liberal arts, serving professional, career-related, and applied fields, based on state and regional needs. UH West O'ahu is committed to providing access to residents throughout the state of Hawai'i through its partnerships with the UH community colleges and its delivery of distance education programs. A new Bachelor of Applied Science degree has been established to meet the academic and professional needs of community college graduates.

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. Unique programs at Hawai'i Community College include a Hawaiian Lifestyles Program and Tropical Forest Ecosystem and Agroforestry Management or FOREST Team Program.



HONOLULU COMMUNITY COLLEGE offers a comprehensive liberal arts program and 24 technical-occupational programs including marine technologies, cosmetology, refrigeration and air conditioning, aeronautic maintenance, commercial aviation pilot training, music business, audio engineering technology, and occupational and environmental safety management. The college has created unique and innovative high school career programs, such as the "Construction Academy" located at 30 high schools and the "Hawai'i Excellence in Science and Technology program" at seven high schools throughout the state. The college is also home to the Pacific Center for Advanced Technology Training (PCATT) serving Hawai'i's telecommunications and IT community.



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, accounting and business technology, transportation technology, building trades, 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 at the educational center in Wai'anāe which houses the Wai'anāe Health Academy, Ka Lama Education Academy, and the Wai'anāe Maritime Academy.



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 are offered through various modalities including face-to-face, WebCT internet-based, and statewide cable and interactive television systems. The first baccalaureate degree in Applied Business and Information Technology (ABIT) was accredited in 2007. Through its University Center, the college provides access to baccalaureate and graduate level programs to Maui County residents.



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.

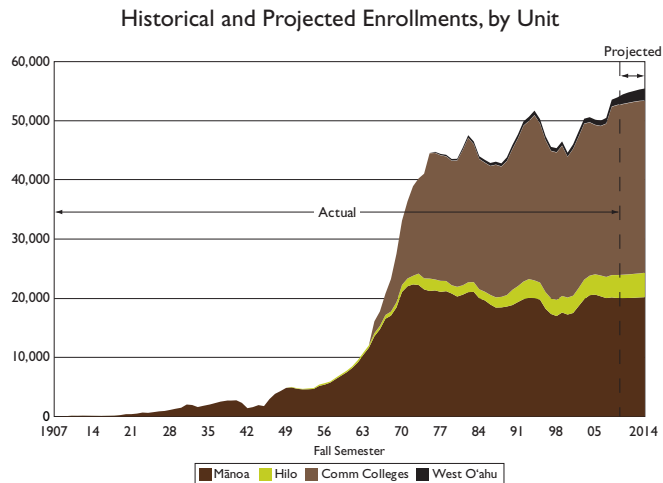
Enabling student success requires an academic culture that supports students and student learning.

Measures of student ACCESS, ENGAGEMENT, PERFORMANCE, SATISFACTION, and DIVERSITY are presented to demonstrate the University's progress in establishing a healthy culture for student success.

Access

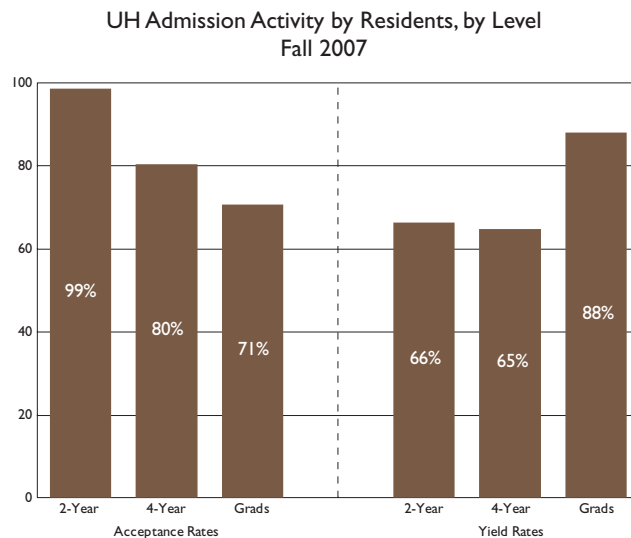
What is the status of access to the University of Hawai'i?

In fall 2008, one year after the University celebrated its centennial anniversary, its enrollment reached an all-time high of 53,526. Future growth is anticipated, but at a modest rate of about 0.6% per year.



What are the chances of a Hawai'i resident being admitted to the University of Hawai'i and how many actually enroll?

Acceptance rates demonstrate that there is a place within the UH System for students who prepare themselves for postsecondary education. Yield rates indicate how many eventually enrolled. In fall 2007, 66 percent of the resident undergraduates admitted at the UH campuses enrolled. A somewhat larger proportion of the admitted graduate students enrolled.



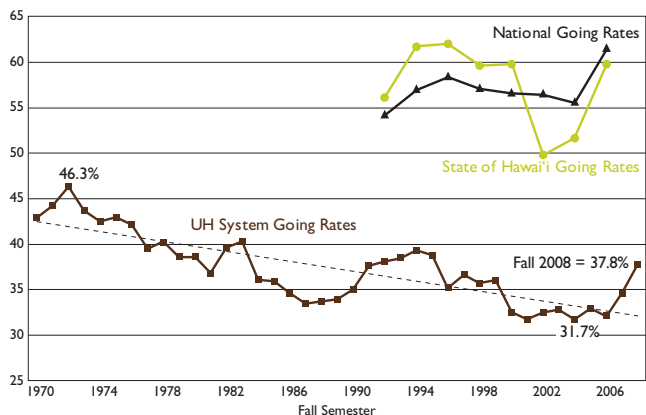
Note on sources:
Where otherwise not referenced, student and enrollment data are from UH Management and Planning Support (MAPS) reports. Other data originate with UH vice presidents/chancellors' and other campus offices.

Note: Acceptance rate is the total accepted divided by the total applied. Yield rate is the total enrolled divided by the total accepted. "Grads" exclude applicants to UH Mānoa Schools of Law and Medicine, UH Hilo College of Pharmacy, and post-baccalaureate certificate programs, and students applying as unclassified graduates.

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

After reaching historical lows of approximately 32 percent since 2000, the going rate of recent Hawai'i high school graduates into the University of Hawai'i campuses increased to 38 percent in fall 2008. The University has addressed its declining going rates by focusing on campus recruitment efforts and working through the Hawai'i P-20 Partnerships for Education (for more detail, refer to page 21). National and state going rates have averaged in the 55 to 60 percent ranges.

Going Rates of Public and Private High Schools, UH System, State of Hawai'i, and the Nation



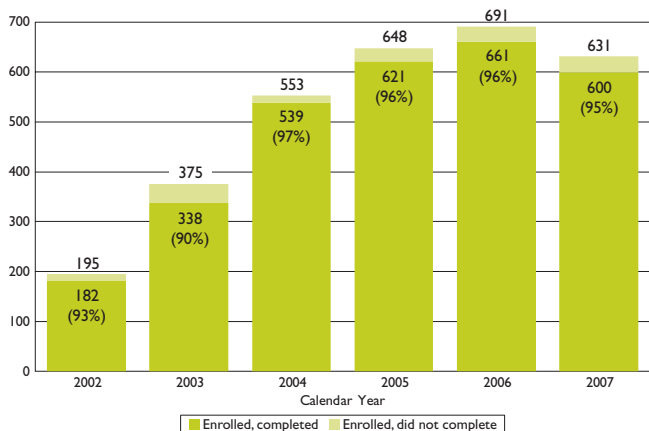
Note: Data for state and national rates are available for even years only. The going rate is the percentage of high school graduates entering college without delay upon graduation from high school.

MAPS (UH DATA); NATIONAL CENTER FOR HIGHER EDUCATION MANAGEMENT SYSTEMS (HAWAII & NATIONAL)

What opportunities are available for high school students to take college courses?

Running Start is a dual-credit collaboration between the Department of Education and University of Hawai'i whereby high school students can work toward a college degree and a high school diploma by taking UH courses. All seven UH community colleges, UH Hilo, and UH West O'ahu participate in Running Start. Since the program's inception in 2002, course enrollments in the Running Start program have more than tripled. The course completion rates of high school students enrolled through the Running Start program have remained consistently high, ranging from 90–97 percent.

Running Start Student Enrollments



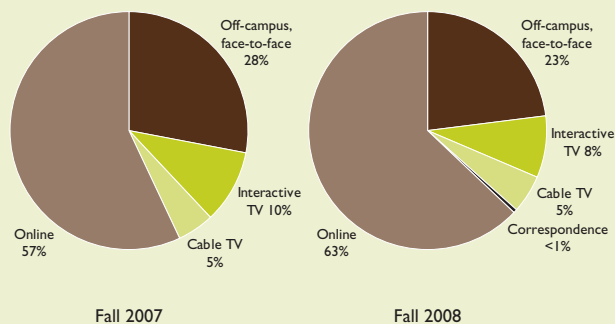
HAWAII P-20 PARTNERSHIPS FOR EDUCATION

In addition, Hawai'i Community College's collaborative program with Kea'au High School—Kea'au Middle College High School (KMCHS)—emphasizes "rigorous instruction, relevant curriculum and supportive relationships." At-risk high school seniors participating in this program can earn dual credit in high school and college. The program won three state awards in 2008.

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

From fall 2007 to fall 2008, the percentage of online courses increased while the percentages of "off-campus, face-to-face," interactive, and cable TV courses either decreased or remained the same.

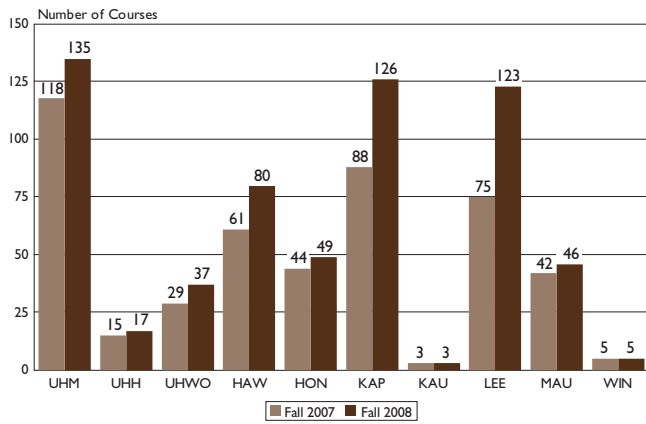
Distance/Distributed Learning Classes by Delivery Mode



Note: "Off-campus, face-to-face" refers to instructors traveling to off-campus locations to teach students. Online is defined as instructors using Internet-based technologies to teach students and refers to "online via the Internet" and "online and on/off-campus site." Cable TV refers to "public access cable TV." Interactive TV refers to "interactive TV (including HITS)" and "interactive TV and on/off-campus site." Correspondence refers to courses offered at a distance without requiring the use of interactive information technologies.

In fall 2008, 621 technology-assisted (excludes off-campus face-to-face) classes were delivered off-campus to students both in-state and out-of-state, a 29 percent increase from fall 2007. These classes accounted for 13,276 registrations. In particular, UH Mānoa, Hawai'i CC, Kapi'olani CC, and Leeward CC increased their technology-assisted offerings from a year ago. Classes apply to certification, associate, baccalaureate, and graduate degrees.

Technology-Assisted Distance/Distributed Learning Classes By Offering Campus

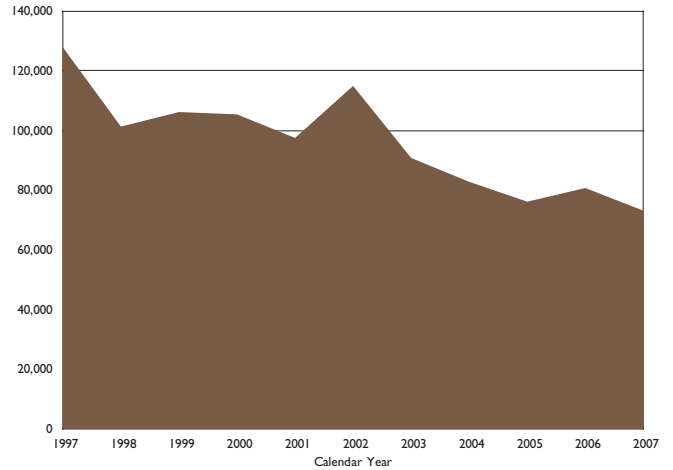


More than 50 credentials and degrees, in whole or in part, have been offered to Hawai'i residents using distance delivery. Courses offered may range from island-specific to worldwide. For example, UH provides access to classes in education, nursing, and business internationally while the AAS in Applied Trades is offered only on O'ahu at off-site locations. Many of the programs address state workers and professional development needs.

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

Registrations for University of Hawai'i non-credit continuing education programs peaked in 1997 at approximately 128,000 but have declined over the past decade. Aside from a moderately large increase in 2002, registrations have declined 43 percent to 73,000 in 2007.

Continuing Education Registrations



Note: Though data quality has improved in recent years, varying quality and changes in reporting procedures may have affected past continuing education enrollment statistics. Comparisons should therefore be interpreted with caution.

Distance/Distributed Learning Programs

GRADUATE DEGREES

- China International (CHIMBA)
- Computer Science (MS)
- Curriculum Studies (MEd)
- Early Childhood Education (MEd)
- Educational Foundations (MEd)
- Educational Technology (MEd)
- Executive MBA Vietnam (VIMBA)
- Human Resources Management (MHRM)
- Library & Information Science (MLISc)
- Music Education (MA)
- Neighbor Island MBA
- Nursing (MS and PhD)
- Rehabilitation Counseling (MEd)
- Social Work (MSW)
- Special Education (MEd)

GRADUATE CERTIFICATES

- Kahuawaiola Indigenous Teacher Education
- Post-baccalaureate Certificate in Secondary Education
- Post-baccalaureate Certificate in Special Education
- Public Health Certificate in Maternal and Child Health Leadership
- Telecommunication and Information Resource Management

BACHELOR'S DEGREES

- Accounting (BA)
- Early Childhood Education (BA)
- Elementary Education (BEd)
- General Business Administration (BBA)
- Interdisciplinary Studies (BA)
- Nursing (BS)
- Psychology (BA)
- Public Administration, Health Care Administration (BA)
- Social Sciences, Applied Track (BA)
- Social Sciences, Political Science (BA)

UNDERGRADUATE CERTIFICATES

- Disaster Preparedness and Emergency Management
- Health Care Administration
- Substance Abuse and Addiction Studies

ASSOCIATE/CERTIFICATES

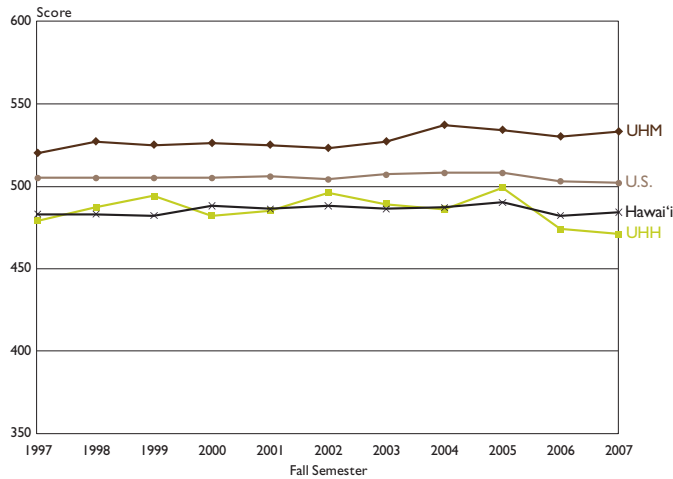
- Administration of Justice
- Agricultural Careers
- Applied Trades
- Business Careers
- Business Technology
- Care Home Operator
- Culinary Arts
- Early Childhood Education
- Educational Paraprofessional
- Fire and Environmental Emergency Respiration
- Forest TEAM
- Hawaiian Lifestyles
- Hospitality and Tourism
- Human Services
- Interpreting
- Liberal Arts
- Medical Assisting
- Nursing Aide
- Personal Care Attendant
- Substance Abuse Counseling

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

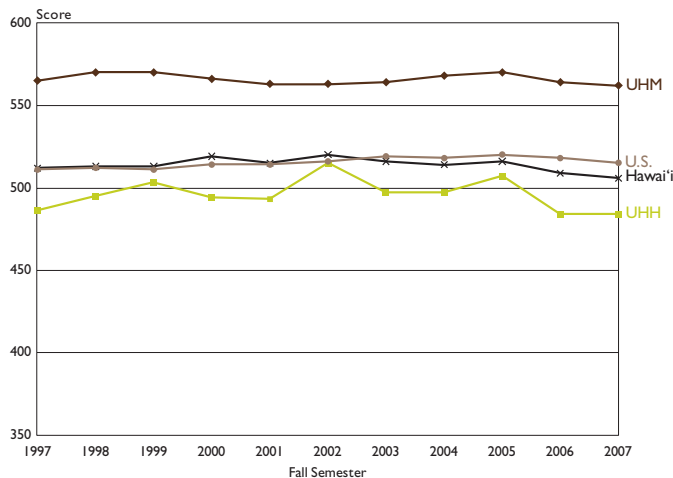
Average math and critical reading (formerly called verbal) Scholastic Assessment Test (SAT) scores for UH Mānoa first-time freshmen have been consistently above both the U.S. and Hawai'i state averages over the past decade.

UH Hilo's average critical reading scores have fluctuated slightly above and below state averages and reached a low of 471 in fall 2007. UH Hilo's average math scores have been below those of the state and nation.

Average SAT Critical Reading
UH Mānoa and UH Hilo



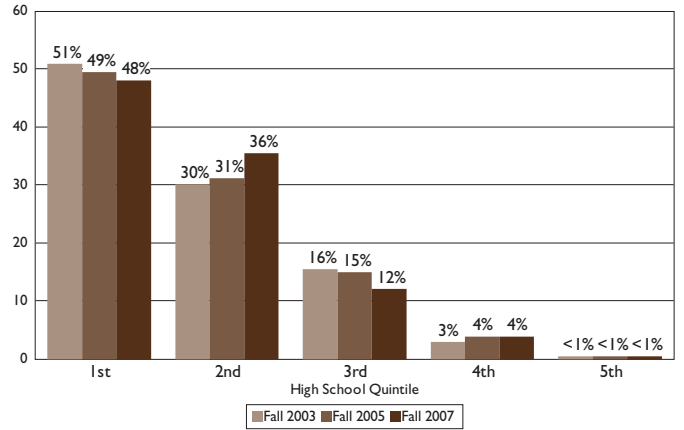
Average SAT Math
UH Mānoa and UH Hilo



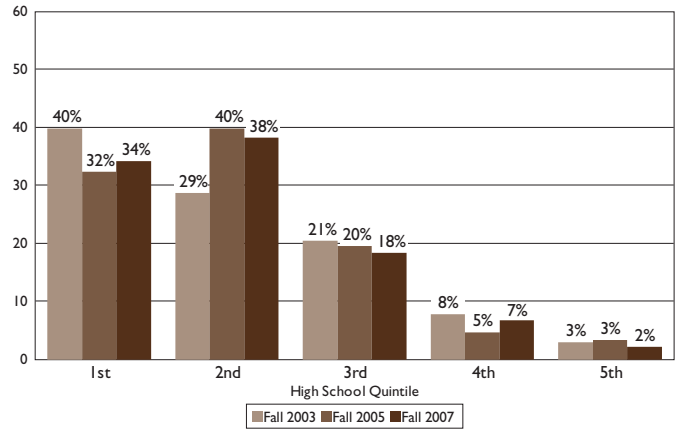
Note: The verbal section of the SAT was renamed critical reading effective March 2005. UH West O'ahu scores are not reported here. Unlike UH Mānoa and UH Hilo, the campus does not require SAT scores for admission of its first-time freshmen.

Approximately one-half of the first-time freshmen at UH Mānoa, and one-third of the first-time freshmen at UH Hilo, graduate in the top quintile (20%) of their high school class. The largest percentage of UH West O'ahu's inaugural freshmen class graduated in the third quintile (top 60%); the rest were evenly split among each of the remaining four quintiles.

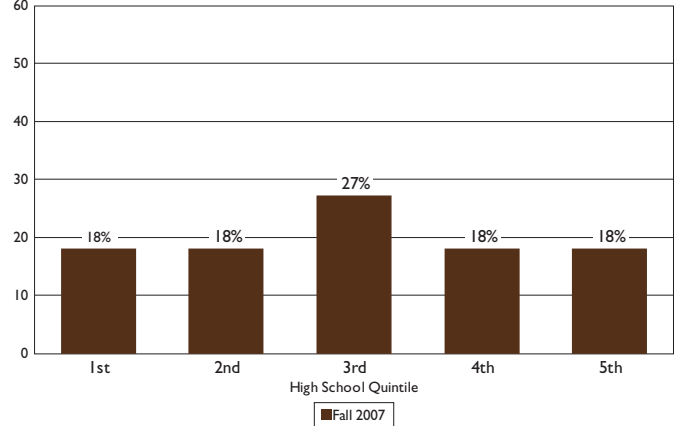
Matriculation by High School Rank
UH Mānoa



Matriculation by High School Rank
UH Hilo



Matriculation by High School Rank
UH West O'ahu



Note: Percentages are based on students for whom high school rankings are available. UH West O'ahu admitted its inaugural first-time freshman class of 35 students in fall 2007.

Student Engagement

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.

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

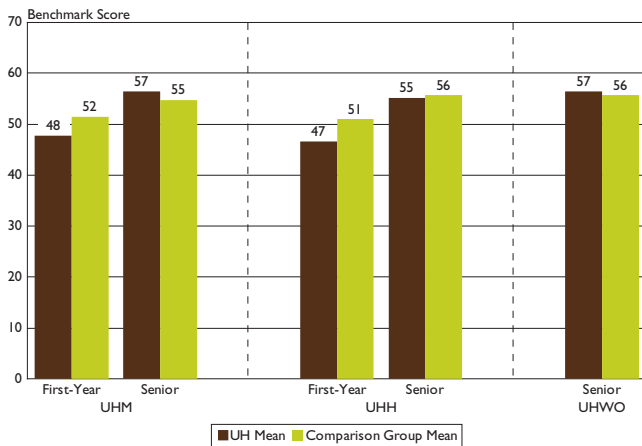
On the NSSE survey, five benchmarks of effective educational practice encompass multiple indicators. As benchmarks, these results provide comparisons with peer institutions and serve as baseline indicators against which future progress can be measured. UH Mānoa, UH Hilo, and UH West O'ahu participate in NSSE. Results from the 2007 survey are illustrated below.

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 and UH Hilo freshmen report lower levels of academic challenge than their peer counterparts. In contrast, their seniors perceive an increase in academic challenge, reporting comparable scores to their national counterparts. Likewise, UH West O'ahu seniors report a similar level of academic challenge to their peers.

Level of Academic Challenge

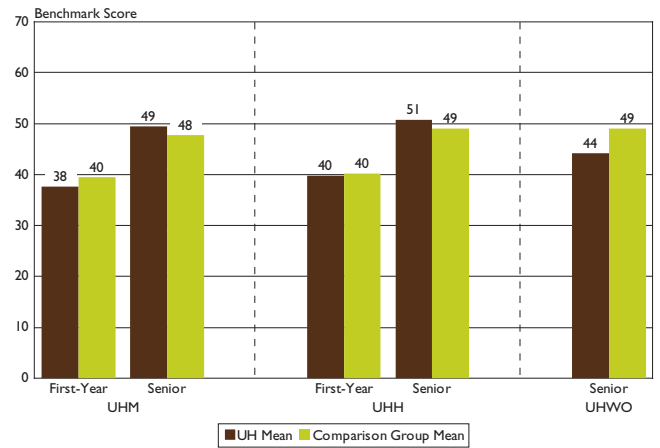


Benchmark #2 Active and Collaborative Learning

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

UH Mānoa and UH Hilo freshmen and seniors report fairly comparable levels of active and collaborative learning to their peer counterparts. UH West O'ahu seniors report lower levels relative to their peers.

Active and Collaborative Learning

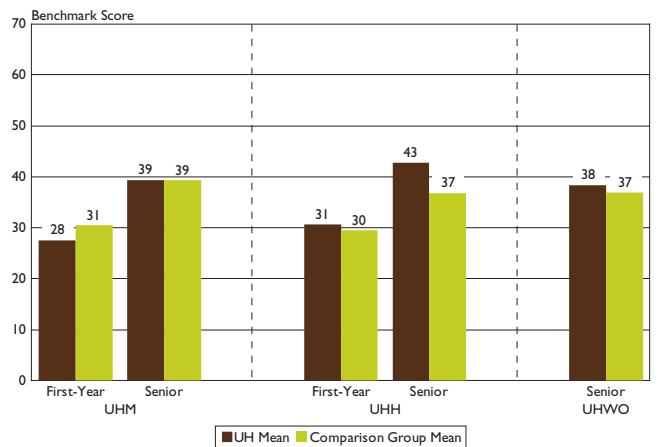


Benchmark #3 Student-Faculty Interaction

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.

UH students, both first-year and seniors, report levels of student-faculty interaction similar to their national counterparts. The exception is UH Hilo seniors whose scores indicate a higher level of student-faculty interaction than their peers.

Student-Faculty Interaction



Note: The NSSE survey was administered during UH West O'ahu's former standing as an upper division institution; therefore no first-year data are available.

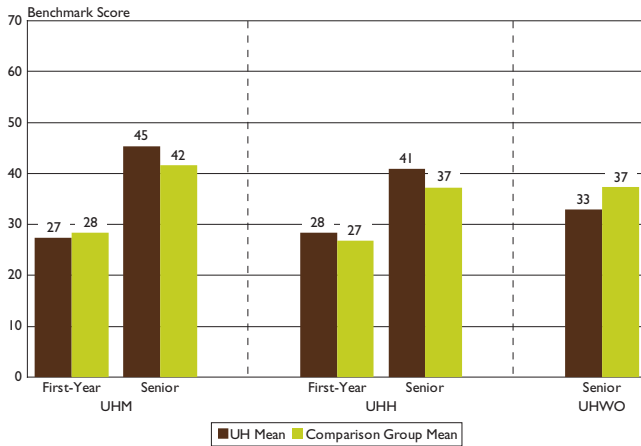
NATIONAL SURVEY OF STUDENT ENGAGEMENT 2007

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 and UH Hilo first-year students report having an enriching educational experience comparable to that of their peers while seniors report levels exceeding their peers. UH West O’ahu seniors report fewer activities that complement their academic progress compared to their national counterparts.

Enriching Educational Experiences

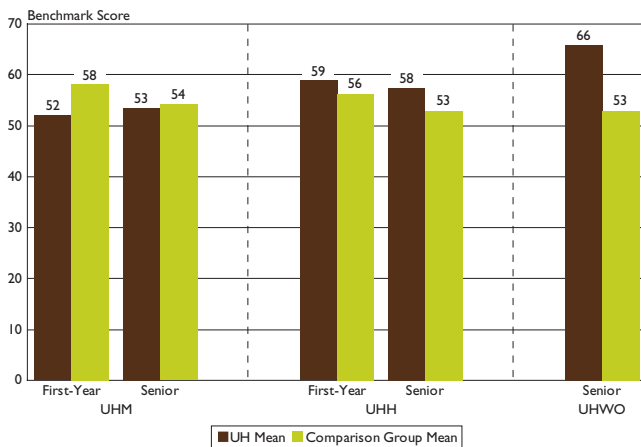


Benchmark #5 Supportive Campus Environment

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

In contrast to the previous benchmark, UH West O’ahu seniors report a level of support on their campus that greatly exceeds their peers. UH Hilo freshmen and seniors also report levels exceeding their peers. UH Mānoa freshmen report a less supportive campus environment.

Supportive Campus Environment



Note: The NSSE survey was administered during UH West O’ahu’s former standing as an upper division institution; therefore no first-year data are available.

NATIONAL SURVEY OF STUDENT ENGAGEMENT 2007

In fall 2008, UH West O’ahu launched its first Learning Community program designed to provide new freshmen with the skills necessary to succeed in college. Through the Learning Community, a small group of students take courses together, learn about university resources, and develop a greater understanding of the learning process. As reported by the Chronicle of Higher Education, Learning Community programs can help at-risk students feel more engaged in their studies and are more likely to remain in college into their senior year.

How engaged are University of Hawai’i students in their educational experience at community college 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.

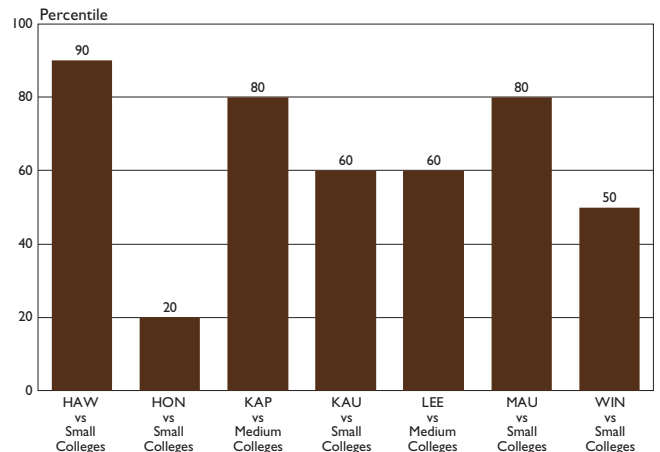
The following percentiles from the 2008 CCSSE survey demonstrate the performance of each UH community college relative to its comparably-sized peers. These results serve as baseline data against which future progress can be measured.

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, three out of seven UH community colleges are at or above the 80th percentile in the area of active and collaborative learning, three are at or above the 50th percentile, and one is at the 20th percentile.

Active and Collaborative Learning



Note: Prior to CCSSE 2006, Honolulu CC was a Medium College.

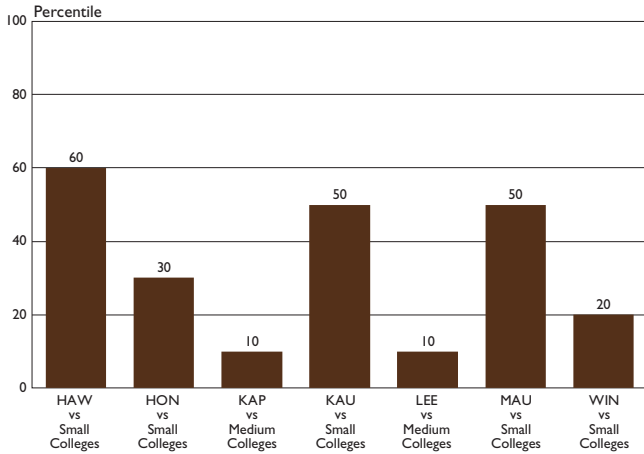
COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT 2008

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.

Of the five benchmark categories, the UH community colleges scored least favorably in the area of student effort. When compared to like institutions, three campuses scored in the 50th percentile or above. Two campuses scored at the 10th percentile.

Student Effort

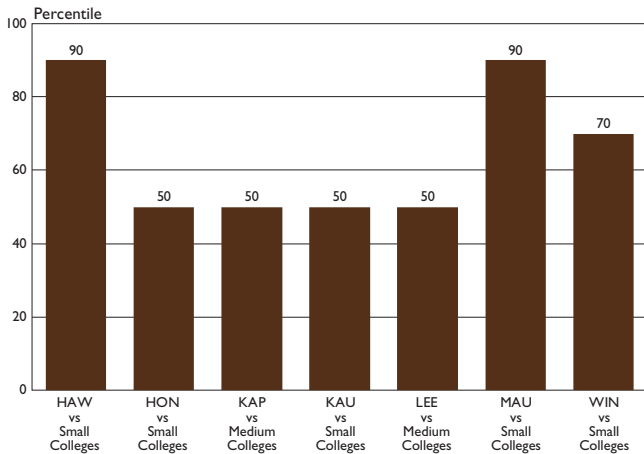


Benchmark #3 Academic Challenge

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 70th percentile at three out of seven campuses when compared to similar-sized colleges. Students at the remaining campuses report academic challenge at the 50th percentile, suggesting there is room for improvement in this area.

Academic Challenge

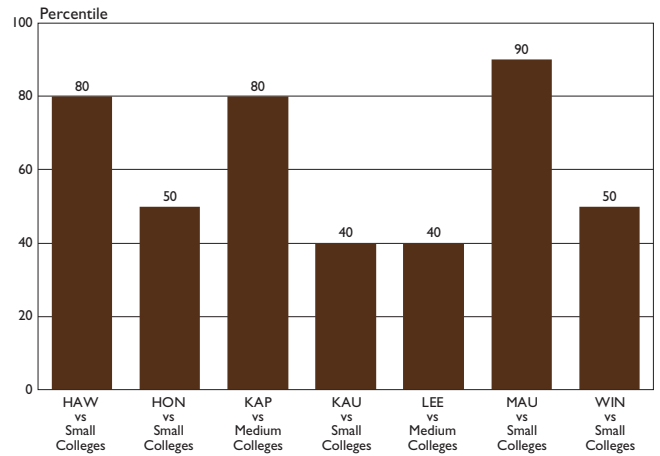


Benchmark #4 Student-Faculty Interaction

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

The UH community colleges' scores relative to their peers ranged from lows in the 40th percentile to a high in the 90th percentile.

Student-Faculty Interaction

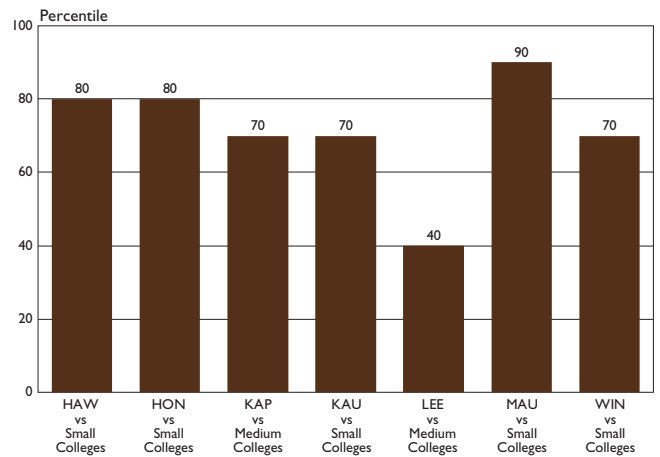


Benchmark #5 Support for Learners

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.

On this indicator, six of the colleges are at the 70th percentile or higher relative to comparable-sized colleges, suggesting a high level of support for learners at the UH community colleges.

Support for Learners



Note: Prior to CCSSE 2006, Honolulu CC was a Medium College.

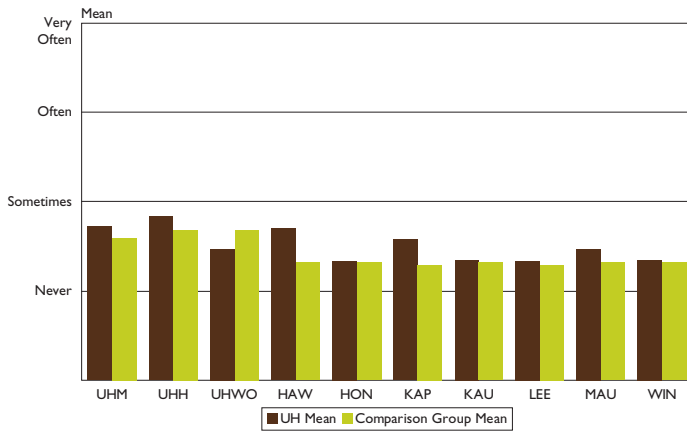
COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT 2008

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

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 students participate in community-based activities more often than their national counterparts, though as a whole, participation is low for all groups. UH and national comparison group responses fell somewhere between *Sometimes* (2.0) and *Never* (1.0).

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



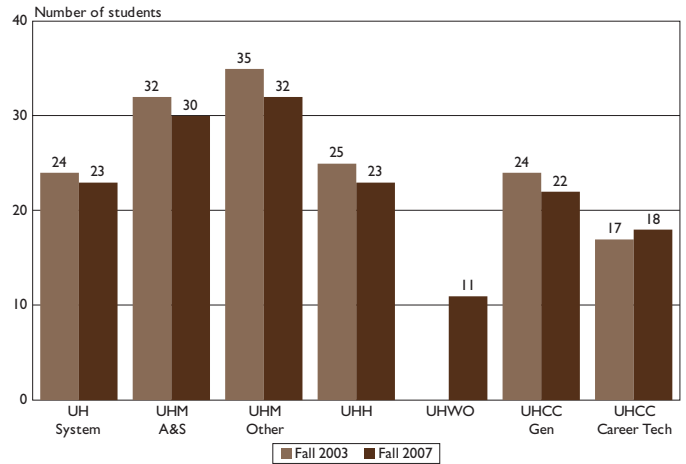
Note: Based on a 4.0 scale. Never=1; Sometimes=2; Often=3; Very Often=4. UHM, UHH, and UHWO reflect senior student responses.

NATIONAL SURVEY OF STUDENT ENGAGEMENT 2007
COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT 2008

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

The UH System lower division average class size was 23. Except for UH Community College Career and Technical Education classes, lower division average class sizes are lower than they were five years ago.

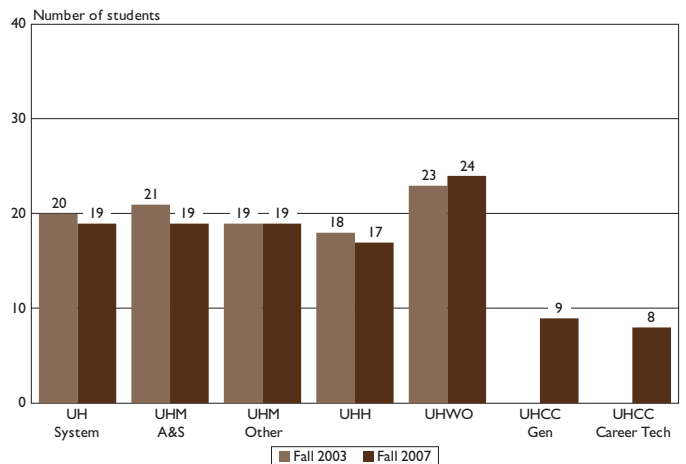
UH Average Class Size Lower Division



Note: UH West O'ahu admitted its first freshman class in fall 2007.

The UH System upper division average class size was 19 in fall 2007. In general, upper division average class sizes are slightly lower than they were five years ago. UH West O'ahu was the only unit with a slight increase.

UH Average Class Size Upper Division



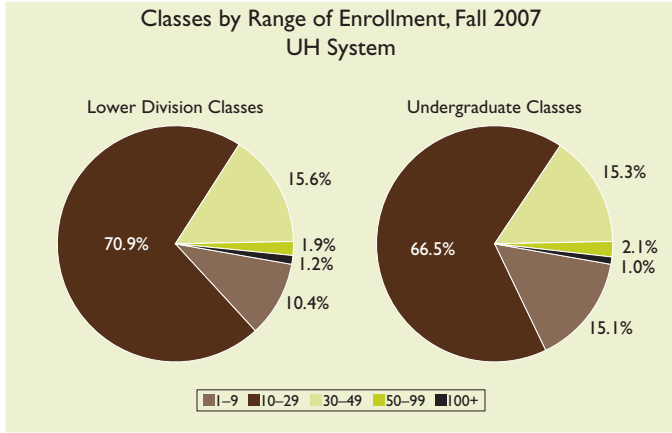
Note: UHCC upper division courses include Applied Business and Information Technology (ABIT) at Maui CC, Computing, Electronics, and Networking Technology (CENT) and Commercial Aviation (AVIT) at Honolulu CC, and Respiratory Care (RESP) at Kapi'olani CC.

Student Performance

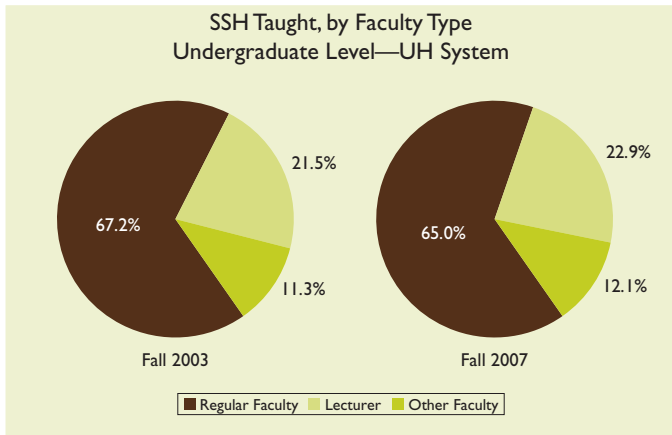
What are the UH graduation and retention outcomes for entering students?

UH graduation and retention rates have remained relatively stable over time with about half of the campuses experiencing slight increases in the past year. UH Mānoa's rates have ranged from 62–66 percent over five years; UH Hilo's rates have ranged from 37–42 percent; UH West O'ahu's rates have ranged from 71–82 percent over three years; and the UH community colleges' rates have ranged from 25–40 percent.

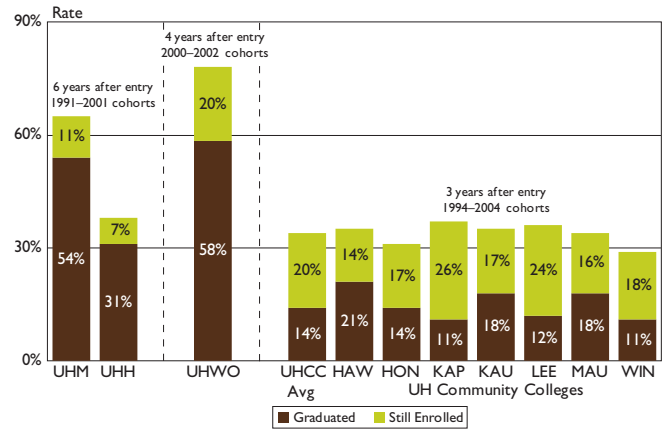
Approximately 80 percent of all UH lower division and undergraduate classes enroll less than 30 students.



At the undergraduate level, 65 percent or almost two-thirds of student semester hours were taught by regular faculty in fall 2007, down from 67 percent in fall 2003.



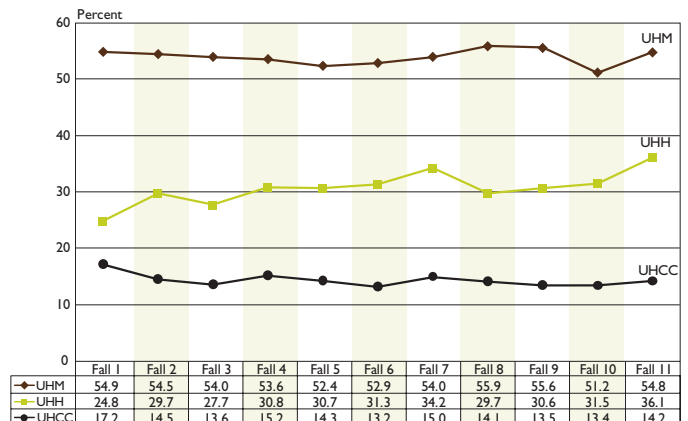
UH Average Graduation and Retention Rates by Campus



Note: Graduation rate is the percentage of full-time, first-time, degree/certificate-seeking undergraduates that graduated six years after entry at UHM and UHH and three years after entry at the UHCC. UHWO's graduation rate (pre-Banner data) is based on first-time transfers who graduated four years after entry into UHWO (or six years after entry into college). Retention rate is the percentage still enrolled at the same institution.

While the previous graph reflects a combination of graduation and retention data, the following illustrates UH graduation rates by cohort year. UH Mānoa's graduation rate has been in the low to mid-50 range, with its 2000 cohort reaching a low of 51 percent. UH Hilo rates have fluctuated around the 30 percent range with a moderate increase to 36 percent for its 2001 cohort. The UH community colleges have remained in the low to mid-teens after experiencing a high of 17 percent with their 1994 cohort.

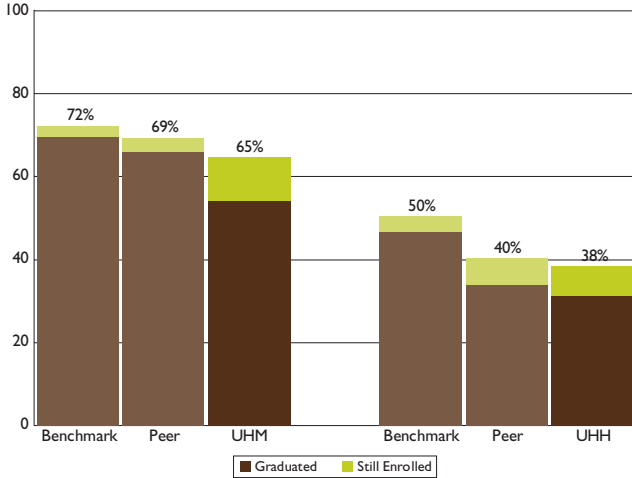
UH Graduation Rates by Cohort



Note: For UHM and UHH, Fall 1=1991 cohort, Fall 11=2001 cohort. For UHCC, Fall 1=1994 cohort, Fall 11=2004 cohort. UHM and UHH graduation rates based on completion within six years. UHCC graduation rate based on completion within three years. UHWO data are excluded due to limited cohort years.

Six-year graduation and retention rates for first-time students at both UH Mānoa and UH Hilo are lower than the average rates for their respective peer and benchmark groups.

Average Six-Year Graduation and Retention Rates
UH Mānoa (1990–2000) and UH Hilo (1994–2000) Cohorts

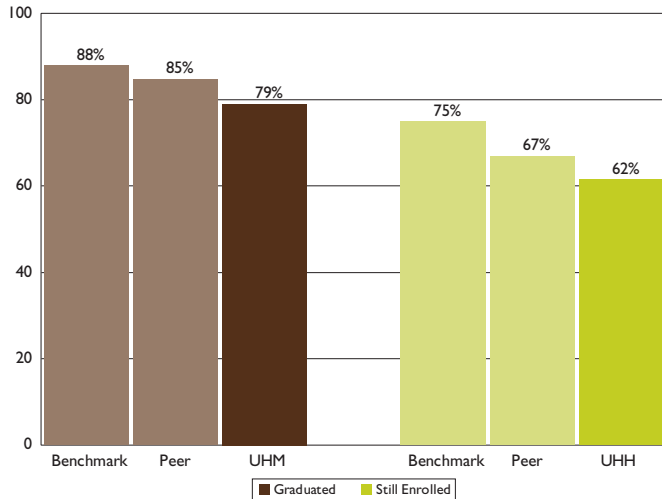


Note: First-time, full-time, degree-seeking freshmen.
UHM=F90–00 cohorts; UHH=F94–00 cohorts as of 2006.

CONSORTIUM FOR STUDENT RETENTION DATA EXCHANGE SURVEYS

The average one-year retention rate for first-time students at UH Mānoa and UH Hilo is lower than the average rates for their peer and benchmark groups.

Average One-Year Retention Rates
UH Mānoa (1990–2005) and UH Hilo (1994–2005) Cohorts



Note: First-time, full-time, degree-seeking freshmen.
UHM=F90–05 cohorts; UHH=F94–05 cohorts as of 2006.

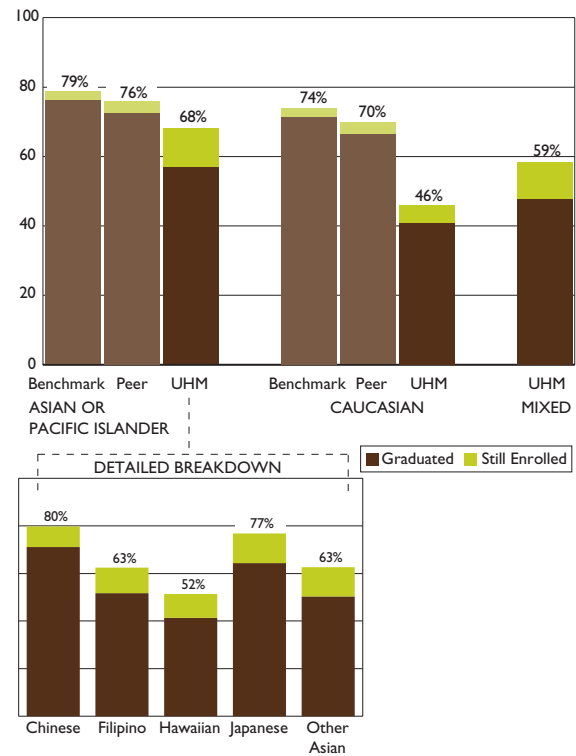
CONSORTIUM FOR STUDENT RETENTION DATA EXCHANGE SURVEYS

What are the graduation and retention outcomes for ethnic groups?

The graduation and retention rate for Asian/Pacific Islanders at UH Mānoa is lower than the rates for the peer and benchmark groups. Within UH Mānoa's Asian/Pacific Islander category, Chinese and Japanese graduation rates are higher than or comparable to the 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 the peer and benchmark groups.

Average Six-Year Graduation and Retention Rates by Ethnicity
UH Mānoa (1990–2000) Cohorts



Note: First-time, full-time, degree-seeking freshmen, F90–00 cohorts as of 2006. 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 SURVEYS

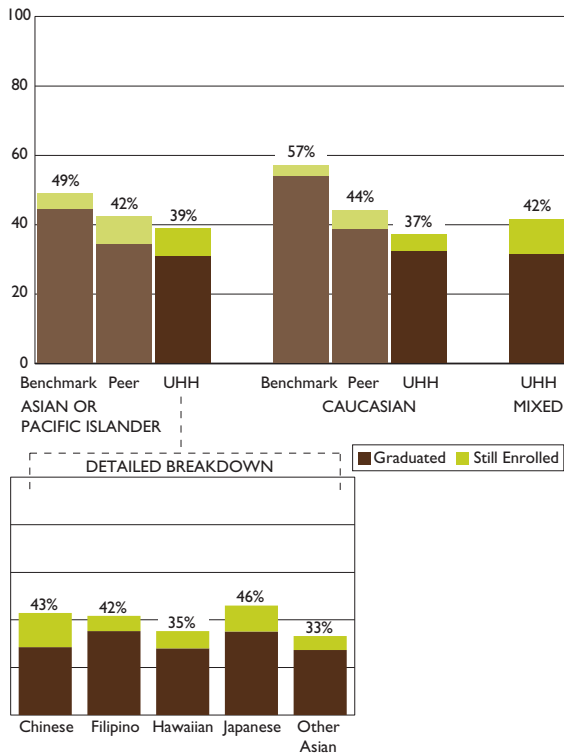
The graduation and retention rates for Asian/Pacific Islanders at UH Hilo is lower than the rates for the peer and benchmark groups. This gap, however, has decreased as UH Hilo's average six-year rates increased from 37 to 39 percent and the average benchmark and peer rates declined (51 to 49 percent and 44 to 42 percent, respectively) from two years ago (1994–98 cohort).

Within UH Hilo's Asian/Pacific Islander category, Japanese, Chinese, and Filipino students show higher or comparable graduation and retention rates to the peer group, while the rates for the Hawaiian and 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.

No comparable peer category exists for UH Hilo's Mixed ethnicity category; however, the combined graduation and retention rate for the Mixed group equals that of the Asian/Pacific Islander peer group. The Mixed group increased six percentage points from 36 percent (1994–98 cohort as reported in 2006) to 42 percent (1994–2000 cohort).

Average Six-Year Graduation and Retention Rates by Ethnicity UH Hilo (1994–2000) Cohorts



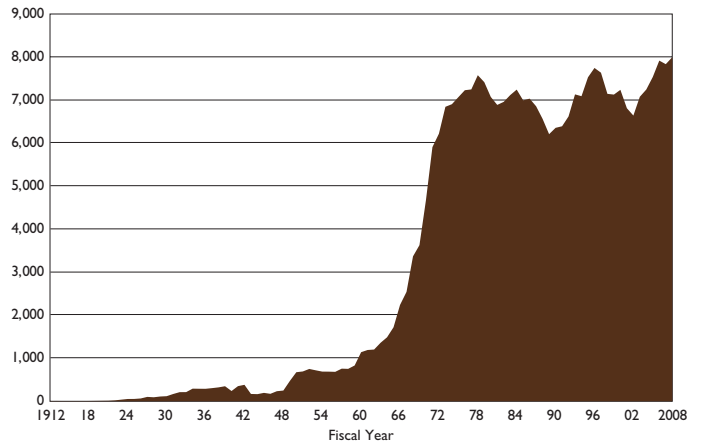
Note: First-time, full-time, degree-seeking freshmen, F94–00 cohorts as of 2006. Other institutions do not have a Mixed ethnic category and UHH enrollments for other ethnic groups such as Hispanics and African Americans are too small for comparison. Though U.S. Office of Management and Budget (OMB) federal 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 SURVEYS

What is the volume of degree credentials awarded annually by UH?

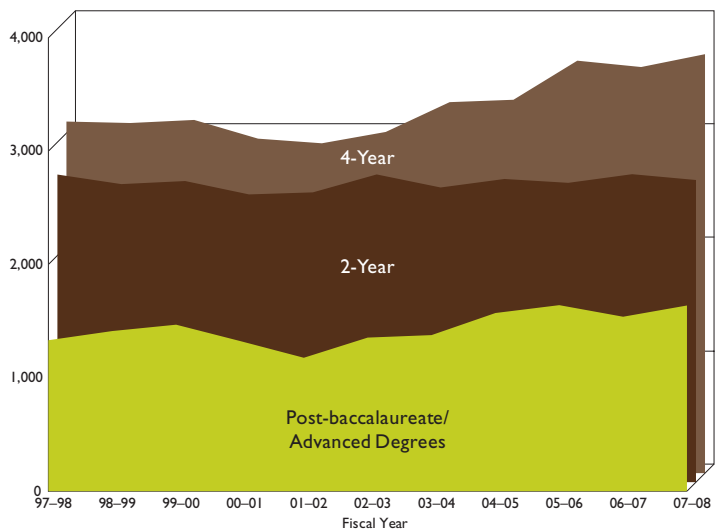
Since the early-1970's, more than 6,000 degrees and certificates have been awarded annually to UH students. In FY 2007–08, the University awarded a record 7,996 degrees and certificates. The three most recent fiscal years (FY 2005–06 through FY 2007–08) mark the highest three years of degrees and certificates awarded in UH history. These highs follow a similar trend with UH's record high enrollments over the past several years (refer to page 1).

Historical Degrees and Certificates Awarded



The number of two-year certificates awarded has remained stable over the last ten years. In contrast, both four-year and post-baccalaureate/advanced degree output dipped in the early part of this decade, then began to grow. Since FY 2001–02 four-year degree production increased 27 percent from 2,910 to 3,698. Over the same period, post-baccalaureate/advanced degree production increased 39 percent from 1,177 to 1,638.

UH Degrees and Certificates Awarded, by Level



Notes: Bachelor's degrees include the Bachelor of Applied Science (BAS) degree offered at Maui Community College, effective FY 2006–07. UH community college certificates refer to Certificates of Achievement (CA) and Advance Professional Certificates only; certificates below the CA are excluded.

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. During 2003–2005, over 90 percent of the UH community college graduates who sat for the following national and state licensing examinations passed on their first attempt.

Licensing Examination Passed	
Dental Assisting (MAU)	Physical Therapist Assistant (KAP)
Emergency Medical Technician (KAP)	Practical Nursing (HAW, KAP, MAU)
Medical Assisting (KAP)	Radiologic Technician (KAP)
Medical Laboratory Technician (KAP)	Respiratory Care (KAP)

Dental Hygiene. From 2006 through 2008, 98 percent of UH students taking the national licensing exam passed on their first attempt and 100% passed on their second attempt. The Hawai'i State Board of Dental Hygiene Examination reports statewide average pass rates for the same period at 92 percent for the clinical exam and 97 percent for the computer exam.

Education. In AY 2006–07, over 85 percent of UH Mānoa College of Education and UH Hilo education graduates passed the professional knowledge 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, AY 2006–07			
ASSESSMENT AREA	UHM COE PASS RATE	UHH ED PASS RATE	HAWAII PASS RATE
Principles of Learning & Teaching			
K–6	95%	100%	95%
7–12	98%	88%	98%
Elementary			
Curriculum, Instruction, & Assessment	89%	81%	89%
Content Area Exercises	100%	100%	100%
English			
Lang, Literature, & Composition Content	80%	–	92%
Lang, Literature, & Composition Pedagogy	86%	–	93%
Mathematics			
Content Knowledge	91%	–	88%
Pedagogy ¹	–	–	85%
Social Studies			
Content Knowledge	95%	–	98%
Pedagogy	94%	–	98%
Teaching Special Populations ²			
Application of Core Principles	95%	–	95%
Education of Exceptional Students	100%	–	100%

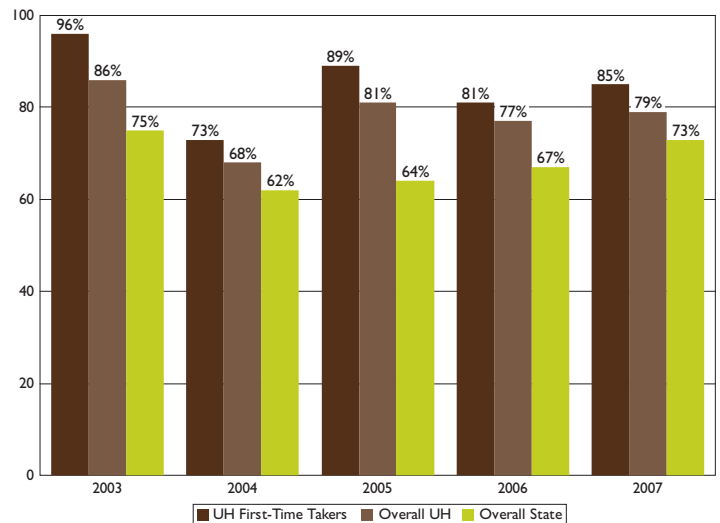
¹ For UHM, content areas with less than 10 test takers are not reported.
² Teaching Special Populations: Knowledge-Based Core Principles not reported.

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.

UH Hilo ETS Major Field Achievement Mean Test Scores								
	2005		2006		2007		2008	
	UHH	Nat'l	UHH	Nat'l	UHH	Nat'l	UHH	Nat'l
Accounting	43	45	44	45	47	50	47	50
Computer Science	172	149	162	149	155	149	152	149
Economics	48	43	44	43	48	48	49	48
Management	63	57	56	57	54	55	58	55
Quantitative Business Analysis	60	56	56	56	42	47	47	47
Finance	38	36	37	36	54	57	56	56
Marketing	54	47	51	47	52	53	51	53
Legal/Social Environment	52	50	47	50	45	46	43	46
International Issues	52	44	50	44	55	54	56	54

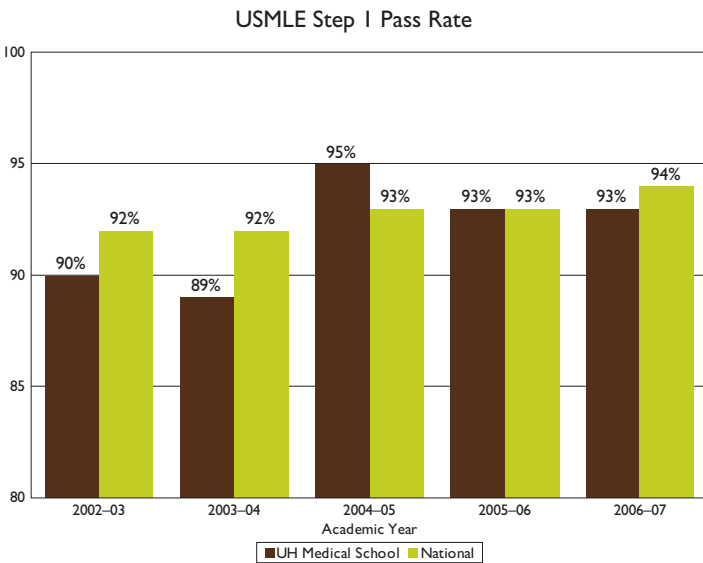
Law. Graduates of the UH Mānoa William S. Richardson School of Law consistently outperform Hawai'i bar exam test takers from other law schools. In 2007, 85 percent of UH Mānoa Law School graduates passed the Hawai'i state bar exam on their first attempt and the overall pass rate (79%) was higher than the state rate (73%).

Hawai'i State Bar Exam Pass Rate

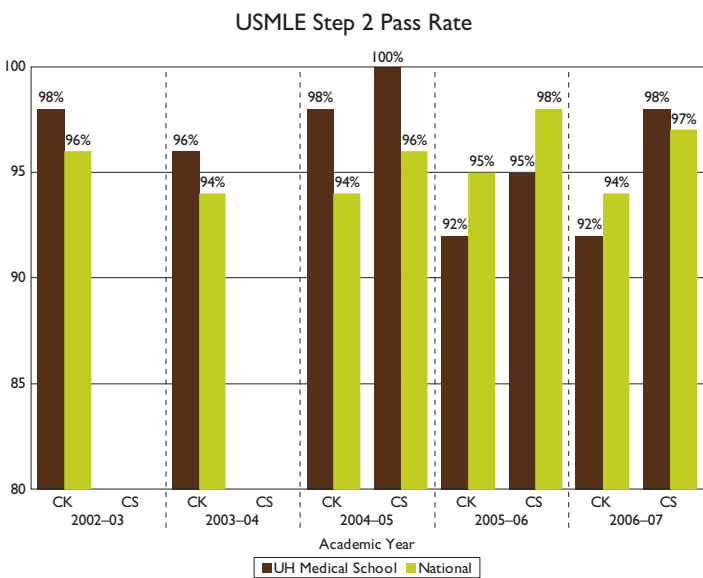


Medical Technology. In 2006–07, the first time pass rate of UH Mānoa graduates on the American Society for Clinical Pathology national certification exam was 91 percent (10 out of 11). The national pass rate was 77 percent.

Medicine. Medical students need to pass two exams prior to the completion of one year of residency. Students at the UH Mānoa John A. Burns School of Medicine (JABSOM) attained pass rates on the United States Medical Licensing Exam (USMLE) Step I Examination that are generally close or comparable to the national average.

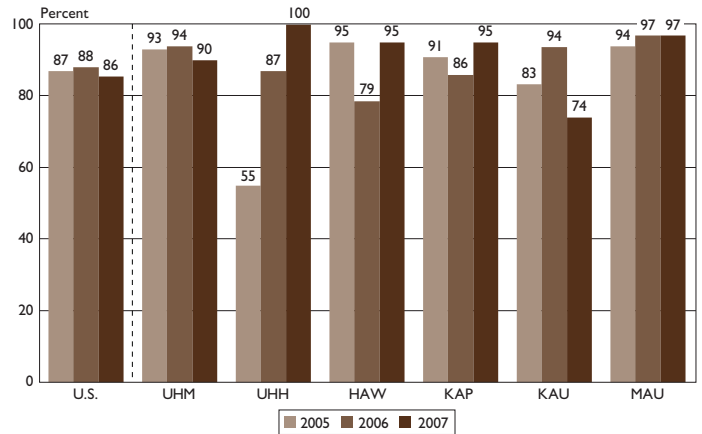


The USMLE Step 2 Clinical Skills (CS) test was first required as a licensing component in 2004–05 and is a separate component from the Clinical Knowledge (CK) test. UH's CK and CS pass rates have fluctuated above and below the national rates. Both UH and national scores have consistently been above the 90th percentile.



Nursing. Graduates of RN nursing programs must pass the National Council Licensure Examination for Registered Nurses (NCLEX_RN) before they may practice nursing. The purpose of this exam is to ensure the public's protection. The exam measures the competencies needed to safely and effectively perform as a newly licensed, entry-level registered nurse.

National Council for Licensing Examinations (NCLEX) Pass Rates



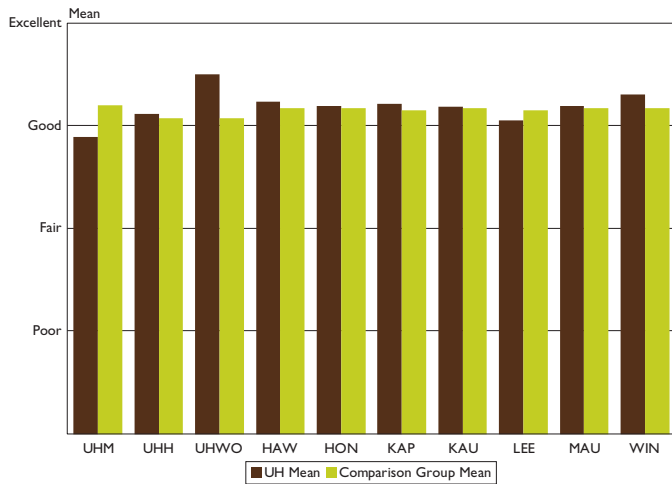
Note: First-time test takers; registered nurses (RN) only.

Student Satisfaction

How satisfied are students with their educational experience?

The 2007 NSSE and 2008 CCSSE student surveys include one direct measure of student satisfaction: "How would you evaluate your entire educational experience at this institution?" The responses of students enrolled at the ten UH campuses ranged from 2.90 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 comparison group institutions is 3.08 to 3.21. Most UH campuses reported similar levels of satisfaction to their peers. UH Mānoa seniors responded slightly less positively and UH West O'ahu seniors responded more positively than their comparison group counterparts.

How Would You Evaluate Your Entire Educational Experience?

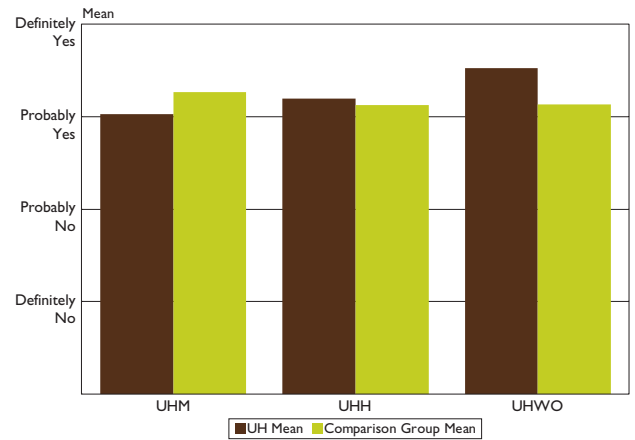


Note: Based on a 4.0 scale. Poor=1; Fair=2; Good=3; Excellent=4.

NATIONAL SURVEY OF STUDENT ENGAGEMENT 2007
COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT 2008

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 3.03 at UH Mānoa to 3.53 at UH West O'ahu) indicates that students attending the three upper division campuses would *Probably* attend the same institution if they could start over again. The range of responses from peer institutions was 3.13 to 3.27. UH West O'ahu's seniors indicated a level of satisfaction that exceeded their comparison group.

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. UHM, UHH, and UHWO reflect senior student responses.

NATIONAL SURVEY OF STUDENT ENGAGEMENT 2007

Similarly, UH community college students were asked by CCSSE if they would recommend their college to a friend or family member. Between 95 and 98 percent responded positively.

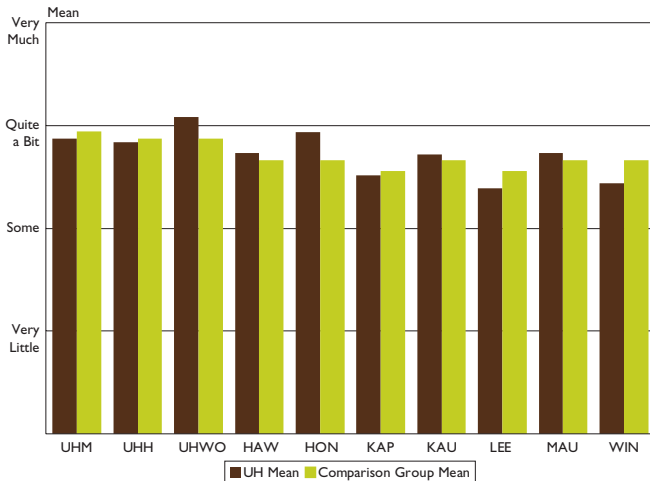
COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT 2008

How prepared do UH students 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 between *Some* and *Quite a Bit*.

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



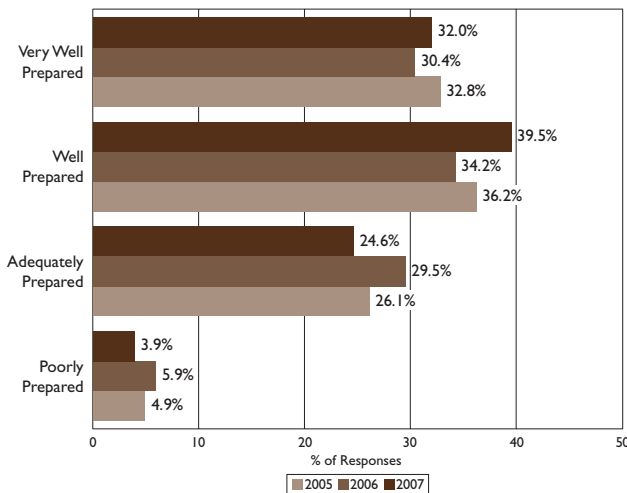
Note: Based on a 4.0 scale. Very Little=1; Some=2; Quite a Bit=3; Very Much=4. UHM, UHH, and UHWO reflect senior student responses.

NATIONAL SURVEY OF STUDENT ENGAGEMENT 2007
COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT 2008

GRADUATES

In 2007, 96 percent of UH community college graduates and leavers indicated they were *Adequately* to *Very Well Prepared* for their current primary job.

UH Community Colleges Graduates and Leavers Job Preparation for Current Primary Job



Note: Results for 2005 and 2006 are included only as points of reference for the current year. Any comparisons should be interpreted with caution as respondents and data distribution vary by study.

COMMUNITY COLLEGES GRADUATE AND LEAVERS SURVEY

Diversity

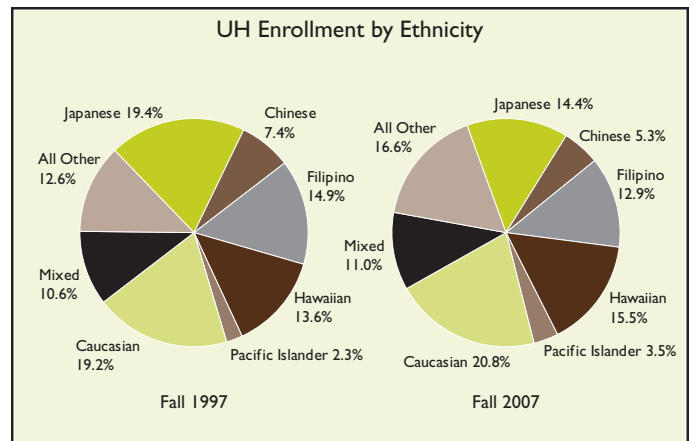
What are the demographic trends in the composition of the UH student body?

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.

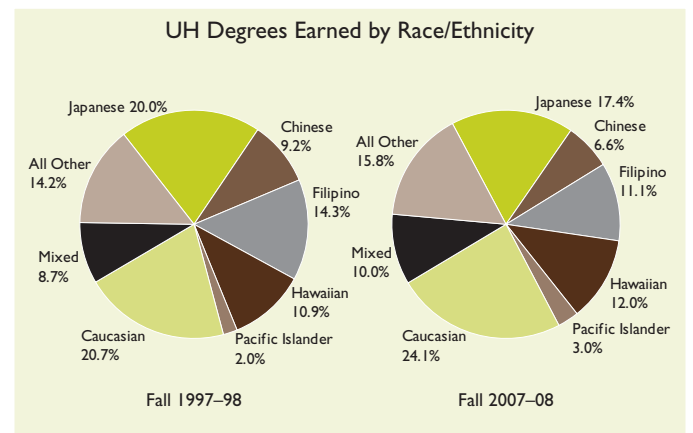
ETHNICITY

UH is one of the most ethnically diverse institutions of higher learning in the nation—20.8 percent of the students are Caucasian, 15.5 percent are Hawaiian or Part-Hawaiian, 14.4 percent are Japanese, 12.9 percent are Filipino, 5.3 percent are Chinese, and 11.0 percent report Mixed ethnicity.

Students of Japanese ethnicity no longer comprise the largest share of enrollment as they did ten years ago. Likewise, the percentages of Chinese and Filipino students have decreased while the percentages of Hawaiian, Caucasian, Pacific Islander, and Mixed ethnic students have increased. Currently, the share of enrollment of Hawaiian students are second only to the Caucasian ethnic group.



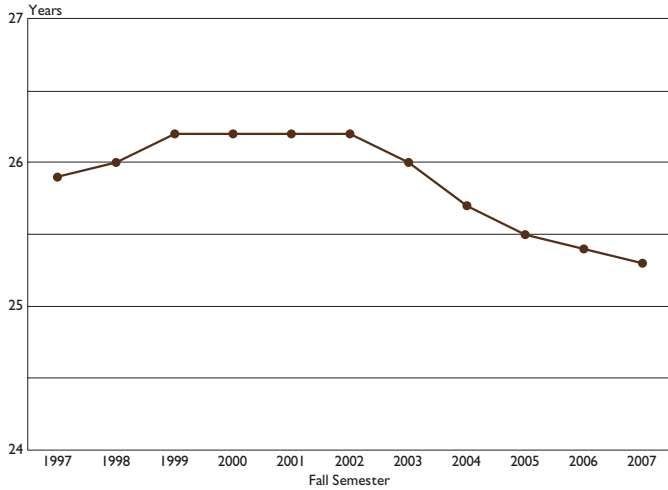
Similar to the trend in enrollment, the shares of degrees earned by Japanese, Chinese, and Filipino students have decreased over the past decade. Shares of degrees earned by Caucasian, Hawaiian/part-Hawaiian, Pacific Islander, Mixed, and the All Other ethnic categories increased over the same period with Caucasians posting the largest increase.



AGE

The mean age for the UH System has declined over the past five years. In 2007, the mean age was 25.3 years.

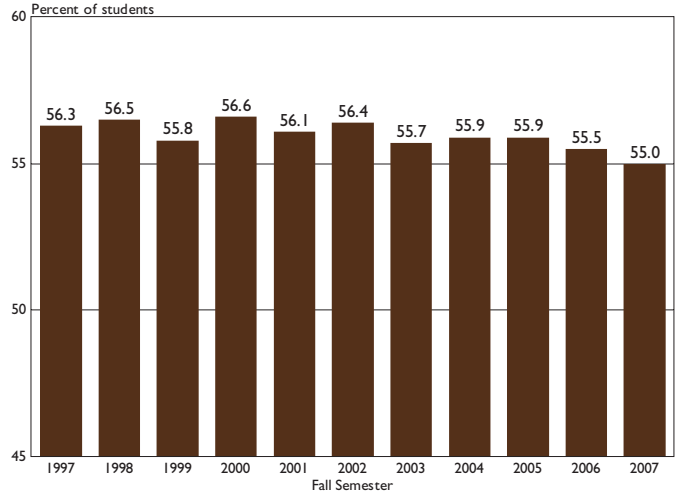
Mean Age of UH Students



FULL-TIME STATUS

UH full-time enrollment has declined slightly over the last ten years, from 56.3 percent to 55.0 percent.

UH Full-Time Enrollment

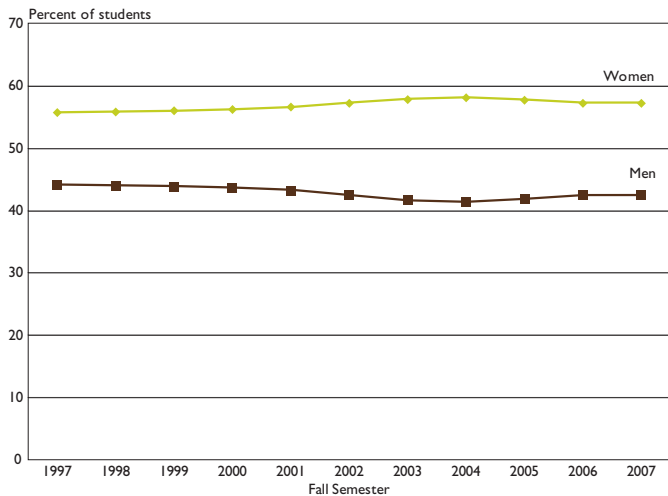


Note: Demographic data on ethnicity, age, gender, and full-time status include undergraduate and graduate level students.

GENDER

The percentage of total enrollment comprised by women at UH has ranged from 55.8–58.2 percent over the last ten years. Women comprised 57 percent of UH's enrollment in fall 2007. This gender disparity is consistent with a national trend in which the educational progress of males in higher education over several decades has been on a slow decline. According to a January 2007 article from *The Chronicle for Higher Education* entitled "The New Gender Divide," women make up 58 percent of college undergraduates nationally. Women outperform men in many measures: they earn better grades, study more, hold more leadership positions, earn more honors and awards, and are more likely to earn a bachelor's degree. The Chronicle article cites an American Council on Education (ACE) report that found the gender gap was greatest among low-income students, and disappeared for students from high-income families. The ACE report concludes that the disparity may be due to race and class, rather than gender.

UH Enrollment by Gender

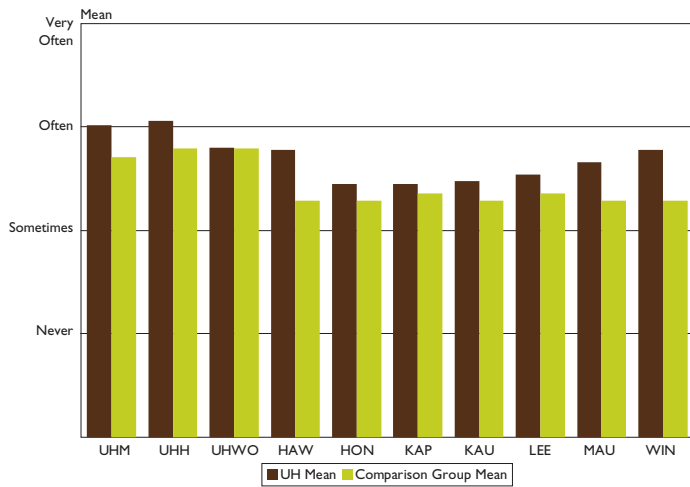


How do UH students relate to issues of diversity?

Hawaii'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.

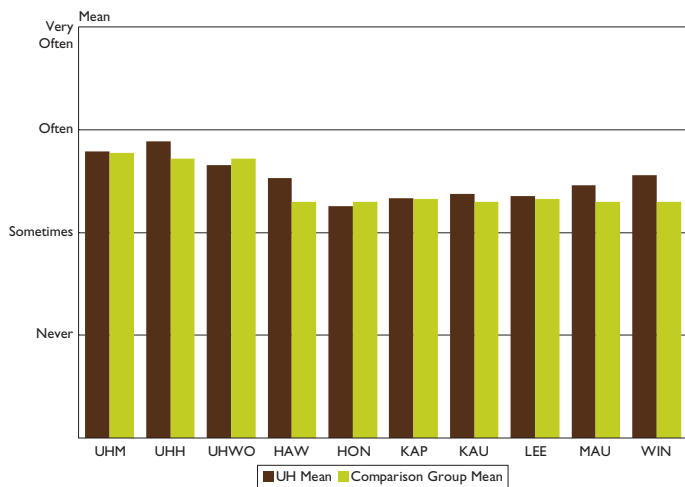
The 2007 NSSE and 2008 CCSSE survey results indicate UH students interact with students from different ethnic backgrounds more frequently than do their national counterparts. They tend to have the same number of or more frequent conversations involving differing beliefs, opinions, and personal values.

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



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

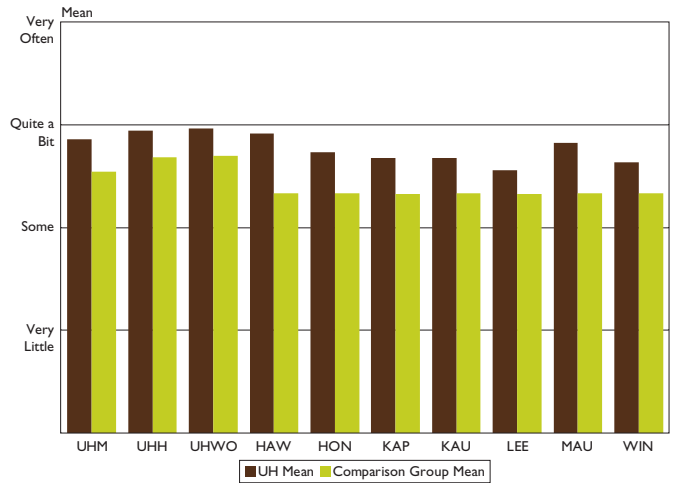
How Often Have You Had Serious Conversations with Students Who Differ from You in Terms of Their Religious Beliefs, Political Opinions, or Personal Values?



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

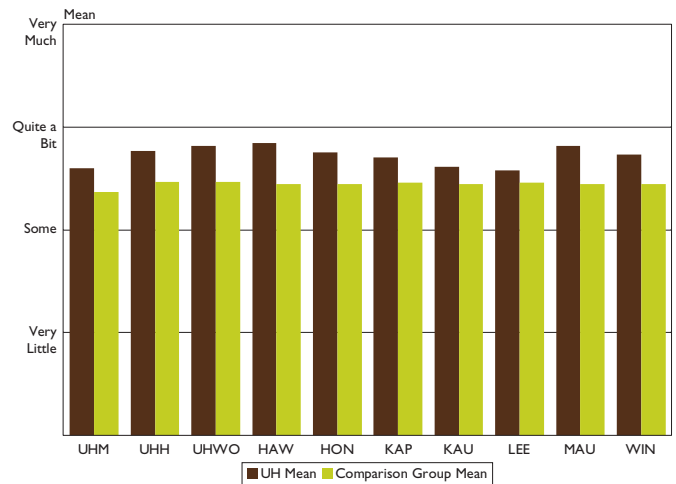
Survey results suggest UH students have a greater understanding of and more frequent interaction with others from different backgrounds than their national comparison group counterparts.

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.

NATIONAL SURVEY OF STUDENT ENGAGEMENT 2007
COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT 2008

GOAL 2: A Learning, Research, and Service Network

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

Affordability

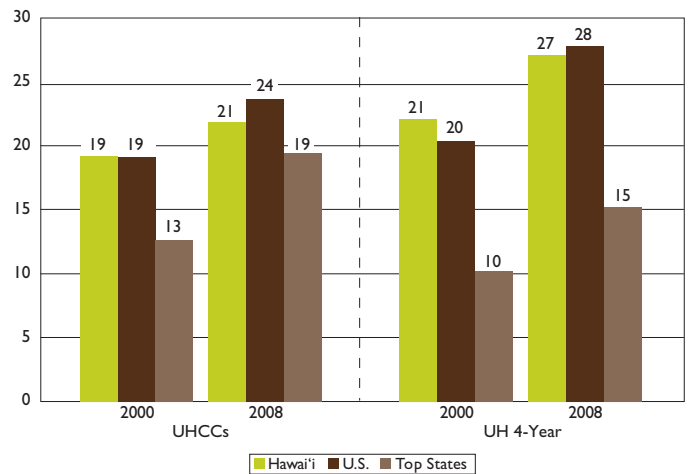
How affordable is higher education in the U.S. and in Hawai'i for students and their families?

College affordability in the U.S. as a whole has been on the decline as higher education institutions deal with growing expenses and decreasing state support. Families in Hawai'i, as well as nationally, can be expected to devote a larger share of their family income to pay for college in the future.

According to an October 2008 report by the National Center for Public Policy and Higher Education and Public Agenda entitled "The Iron Triangle: College Presidents Talk About Costs, Access, and Quality," increasing costs are attributed to higher salaries, healthcare costs, need for greater campus security, and more remedial help for struggling students. With less state funding to support public institutions, most university presidents are concerned about the need to raise tuition, which places a greater burden on students and families and makes higher education less accessible. As described in the following section, UH has substantially increased financial aid to address access.

The share of family income needed to pay for college has risen on average in the U.S., even in the top states. To attend public two-year colleges in Hawai'i, students and families pay less than the U.S. average but more than those in the best performing states. To attend public four-year colleges, they pay close to the national average, which is more than those in the best states pay.

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



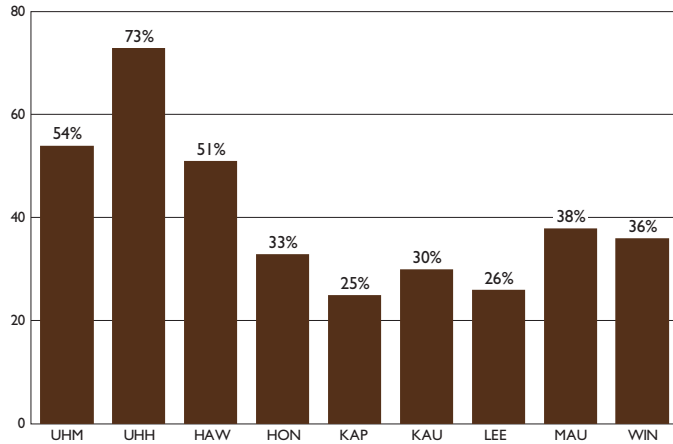
Note: Better performance is indicated by lower figures.

THE NATIONAL CENTER FOR PUBLIC POLICY AND HIGHER EDUCATION
MEASURING UP 2008 ©2008

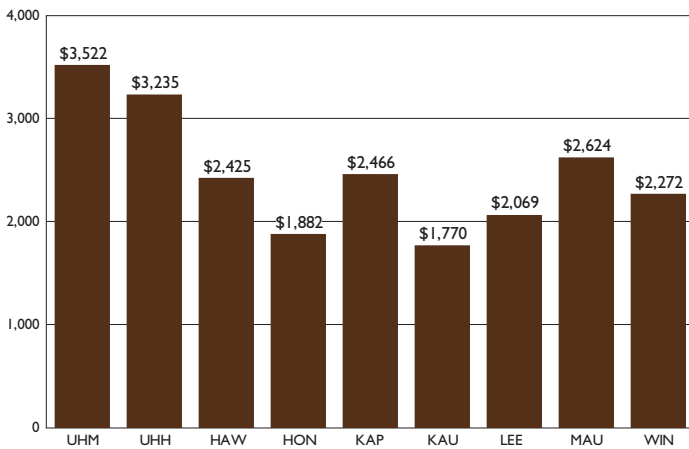
What is the distribution of financial aid at UH campuses?

The share of first-time freshmen receiving aid in AY 2006–07 ranged from 73 percent (UH Hilo) to 25 percent (Kapi’olani CC). Average financial aid ranged from \$3,522 (UH Mānoa) to \$1,770 (Kaua’i CC).

**Financial Aid to UH First-Time Freshmen
Percent Receiving Aid, AY 2006–07**



**Financial Aid to UH First-Time Freshmen
Average Aid Amount Received, AY 2006–07**

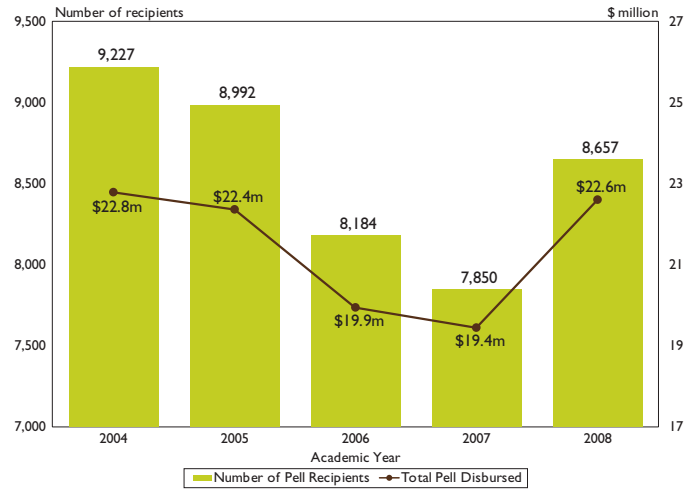


Note: Consists of fall 2006 first-time, full-time, degree/certificate-seeking undergraduate students (IPEDS survey terminology). For UH purposes, this equates to “first-time freshmen.” UHWO admitted its first freshman class in fall 2007 and is therefore not included. Financial aid includes federal, state, and institutional grants (no pay back required) and student loans (pay back required).

How many students received Pell awards and what was the total value disbursed?

The number of federal Pell recipients and the total value disbursed by UH decreased three consecutive years, from AY 2004–05 through AY 2006–07. A U.S. Department of Education change in the Expected Family Contribution (EFC) formula in AY 2005–06 accounted for part of the decline in the latter two years while a slight increase in UH enrollments and larger numbers of applicants for federal financial aid accounted for the recent AY 2007–08 increase.

UH Disbursement of Pell Grants



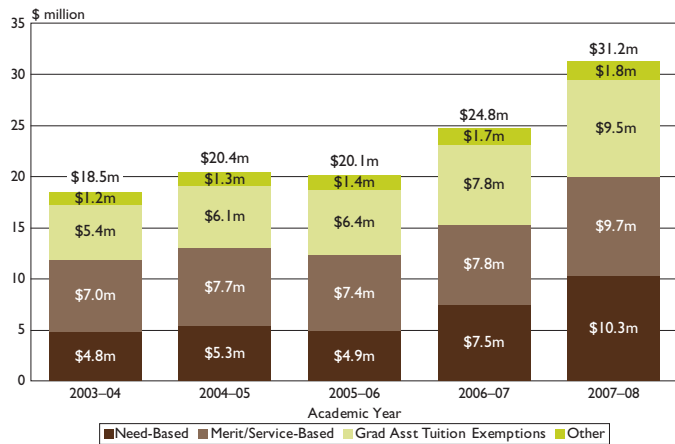
Note: Average amount awarded: AY 2003–04, \$2,471; AY 2004–05, \$2,488; AY 2005–06, \$2,437; AY 2006–07, \$2,477; AY 2007–08, \$2,612.

What is the breakdown of financial assistance awarded by UH?

The total amount of financial assistance awarded increased by 69 percent over five years, most notably in AY 2007–08, when a new financial assistance program was instituted. This new BOR Financial Assistance Policy converted most tuition waivers to scholarships, enabling campuses to use more of their tuition revenues to increase financial assistance to students.

In AY 2006–07, the first year of the current six-year tuition schedule, the amount of need-based aid awarded by UH was 1.5 times the amount awarded in AY 2005–06. In AY 2007–08, the AY 2005–06 amount was doubled. UH's commitment is to quadruple the amount of need-based aid by the end of the tuition schedule in AY 2011–12.

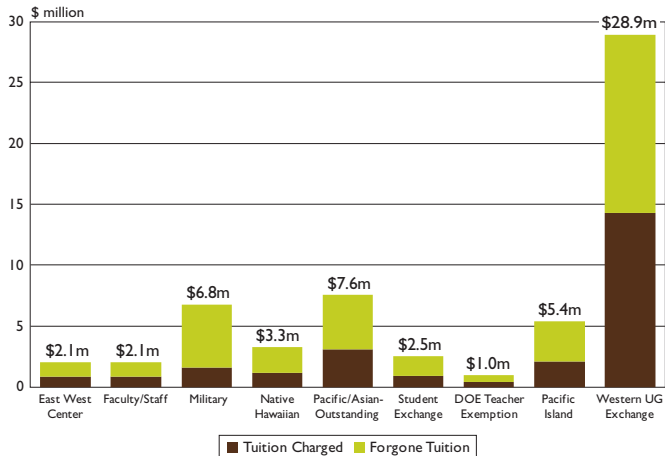
Financial Assistance by Type



Note: "Other" includes Regents, Presidential, and Pacific Asian scholarships, band, institutional agreements, employee, summer session, extension, and undergraduate nursing clinical categories.

Certain nonresident students, by BOR policy, are afforded the benefit of paying resident rates as shown below. Pacific Island students (from islands without a baccalaureate-granting institution) and those participating in the Western Undergraduate Exchange (WUE) program (a reciprocal program for Hawai'i residents) pay 150% of the resident rate.

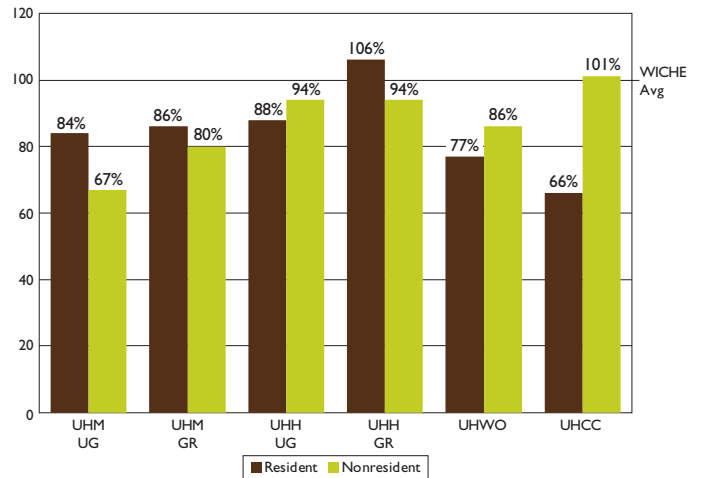
Nonresident Tuition Exemptions, AY 2007–08



How do UH tuitions compare with like institutions elsewhere?

UH resident tuition rates are below WICHE (institutions from 15 states that are members of the Western Interstate Commission for Higher Education) averages except for UH Hilo's graduate rate, which is slightly above the average. All UH nonresident rates are below the WICHE average, except the UH community colleges rate, which is slightly above.

2007–08 UH Tuition and Required Fees as a Percentage of 2007–08 WICHE Averages



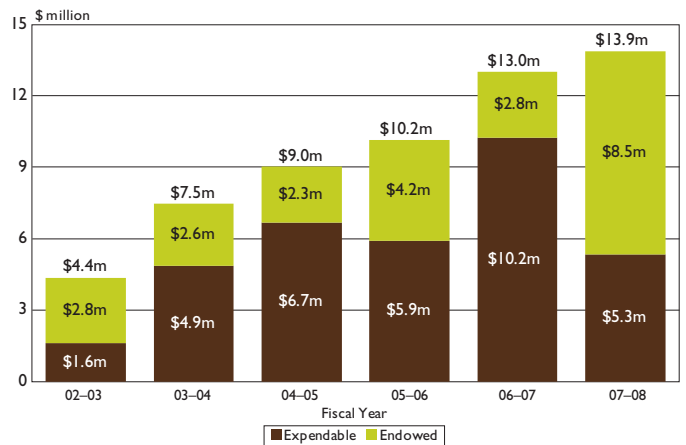
Note: WICHE law and medicine tuition comparisons were discontinued.

How much in private aid has been raised for UH students?

The amount of student assistance funds raised through the UH Foundation's ongoing Centennial Campaign has steadily increased since it began in FY 2002–03. Private support has been provided by individuals, corporations, and foundations.

The total market value of endowed funds for student assistance as of June 30, 2008 was \$63.3 million. The total expendable funds available for AY 2008–09 for student assistance is \$12.5 million.

UH Foundation Student Assistance Funds Raised by Fiscal Year

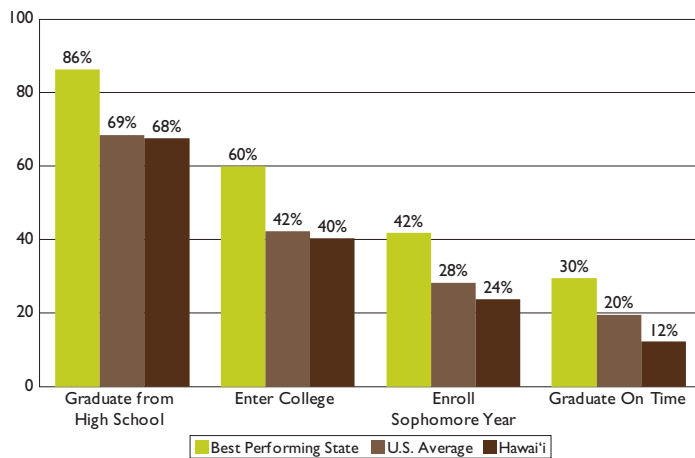


Educational Pipeline

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

Data assembled by the National Center for Higher Education Systems (NCHEMS) in 2008 indicate that the outcomes of the Hawai'i pipeline are slightly below the national average and considerably below that of each best performing state in four transition areas of the educational pipeline. The differences between the U.S. and Hawai'i's averages increase as students enter their second year of college and move toward graduation.

Success Rate Per 100 Ninth Graders at Each Transition Point
U.S. and Hawai'i, 2006



Notes: "Graduate on time" is defined as within three years for an associate degree and six years for a baccalaureate degree. For more detailed information, see www.higheredinfo.org.

NCHEMS INFORMATION CENTER FOR STATE HIGHER EDUCATION
POLICYMAKING AND ANALYSIS, 2008

If current trends continue, the current generation of Hawai'i's young people will be less well-educated than previous generations. In the past, Hawai'i's working age adults have consistently held educational attainment levels above the national average; however, the educational attainment level of our state's younger cohort of 25- to 34-year-olds is lower than that of their predecessors.

In partnership with the State Department of Education and the Good Beginnings Alliance, the University provides leadership for **Hawai'i P-20 Partnerships for Education**, a statewide effort to strengthen the educational pipeline from early childhood through higher education. The Hawai'i P-20 Council set a goal of 55 percent of Hawai'i's working age adults having a two- or four-year college degree by the year 2025 to enhance Hawai'i's global competitiveness.

The University's Strategic Outcomes address the P-20 Council's goal directly. The strategic performance indicators of college going rates and degrees completed are aligned with the goal of increasing Hawai'i's educational capital. The University is actively involved in working with its Hawai'i P-20 partners to improve the educational pipeline by:

- Leading the **Hawai'i P-3 Initiative: Capturing the Momentum**, funded by a \$10 million grant from the W.K. Kellogg Foundation. The goal is for every child in Hawai'i reading at grade level by third grade. This effort includes increasing access to higher education courses via online course options to promote workforce development for early childhood education.

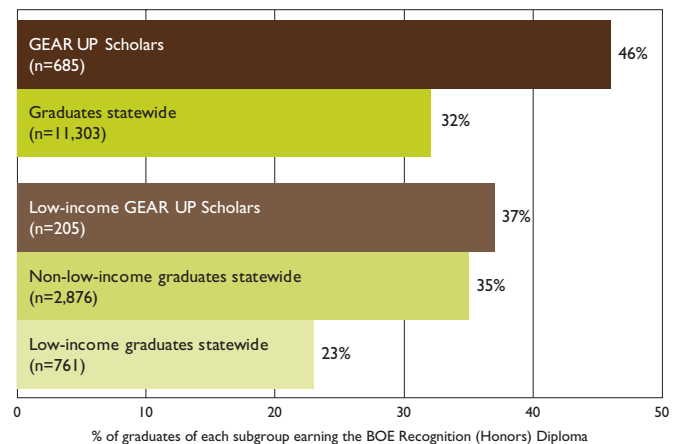
- Participating in national initiatives, including the **American Diploma Project**, **Achieving the Dream**, and **Access to Success**, which bring educational leaders together to develop and implement strategies to improve college and career success for all of Hawai'i's students.

In joining the American Diploma Project, Hawai'i committed to raising high school standards, strengthening assessments and curricula, and aligning high school requirements with the expectations of colleges and employers. In March 2008, the Hawai'i State Board of Education revised its high school graduation requirements to encourage students to take a more rigorous curriculum that prepares them for success in careers and college. The University is providing incentives for graduates earning the rigorous diploma by aligning its eligibility criteria for the State of Hawai'i B Plus Scholarship with the rigorous diploma requirements and communicating that students earning the rigorous diploma with honors will have met academic requirements for admission to its campuses. For more information, go to www.p20hawaii.org.

- Implementing **GEAR UP Hawai'i**, a federally-funded program to increase the number of students, particularly those from low-income communities, prepared to enter and succeed in college. A \$15.3 million federal GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grant is designed to encourage and support students to stay in school, study hard, and take classes that will prepare them for college. GEAR UP funds support college preparation efforts at DOE and outreach to high schools by UH campuses.

In 2008, 1,489 GEAR UP Scholars graduated from DOE schools, and these Scholars earned the BOE Recognition Diploma (an honors diploma for achieving a 3.0 or higher grade point average) at a much higher rate than all graduates statewide. In addition, low-income GEAR UP Scholars closed the achievement gap by earning the BOE Recognition Diploma at the same rate as non-low-income graduates statewide.

DOE Graduates Receiving BOE Recognition (Honors) Diploma
Academic Year 2007-08



HAWAII DEPARTMENT OF EDUCATION

What is the status of articulation within the UH System?

Articulation is the acceptance of courses from one campus to another which enables students to transfer. The University has taken great measures to make transfer within the system simpler and more predictable. Completion of an Associate of Arts degree with a GPA of 2.0 or higher from a UH community college fulfills admission and lower division general education (GE) core requirements at all UH baccalaureate degree-granting institutions. All courses that are 100 level and higher transfer across UH campuses. Their applicability or how the credits apply toward graduation is determined by the requirements of a specific degree.

Articulation agreements have been developed to provide for a smooth transfer to specific programs. These agreements describe the courses that transfer and the requirement they fulfill. Current articulation agreements are available at www.hawaii.edu/vpaa/system_aa/articulation/articulation.html.

Degree Pathway Agreements allow for dual admission and dual enrollment of students at the UH community colleges and UH baccalaureate degree-granting campuses. Current agreements exist between UH Mānoa and Kapi'olani CC, and between UH West O'ahu, Kapi'olani CC, and Honolulu CC.

GENERAL EDUCATION REQUIREMENTS

Since 2001, with the adoption of the current GE requirements based on "hallmarks" or specific characteristics rather than specific courses, the number of courses that transferred into UH Mānoa and met a specific GE requirement increased sixfold. Eight UH campuses (UH Mānoa, UH West O'ahu, Honolulu CC, Kapi'olani CC, Kaua'i CC, Leeward CC, Maui CC, and Windward CC), have adopted similar hallmarks, increasing the number of transfer courses that meet GE requirements and adding to the ease and predictability of student transfer between campuses.

UH Mānoa. The majority of past articulation issues have centered on transfer to UH Mānoa. With the adoption of the hallmarks approach to GE, a number of issues have been resolved. A list of courses that transfer from other UH campuses is available online (www.hawaii.edu/gened/articulation.htm).

In addition, courses not offered at UH Mānoa have the potential to meet a UH Mānoa GE requirement. A more streamlined process now makes it possible to have courses approved within a few weeks. Multicampus boards, such as the Foundations Multicampus Board, allow other UH campuses to approve their own courses to meet specific GE requirements at UH Mānoa. A similar board on Hawaiian, Asian, and Pacific (HAP) GE requirements has been established.

UH Hilo. The campus continues to refine its transfer evaluation policy to maximize the applicability of transfer credits. Formal articulation agreements have been signed or are being finalized between UH Hilo and the UH community colleges to foster seamless transfer. Services to UH community college students include special advising, dual enrollment, and priority registration. Course to course equivalencies for all UH campuses to UH Hilo are available online (www.hilo.hawaii.edu/studentaffairs/admissions/TransferInformation.php).

UH West O'ahu. Prior to 2007, UH West O'ahu was an upper division campus that focused on meeting the academic needs of transfer students. With its first freshman class admitted in fall 2007, the campus' revised mission statement states in part, "UH West O'ahu is committed to providing access to residents throughout the state of Hawai'i through its partnerships with the UH community colleges and its delivery of distance education programs." New programs include a Bachelor of Applied Sciences (BAS) designed to meet the academic and professional needs of community college graduates who earned an associate in science degree, and the Bachelor of Arts in Social Sciences with a concentration in Early Childhood Education, which builds upon the Associate of Science in Early Childhood offered at four UH community colleges. In fall 2008, the BAS degree will offer concentrations in Computing, Electronics, and Networking Technology (CENT), Culinary Management, and Respiratory Care.

UH West O'ahu adopted the common hallmarks for their GE requirements. Program articulation agreements with UH West O'ahu are located at www.westohu.hawaii.edu/articulation.

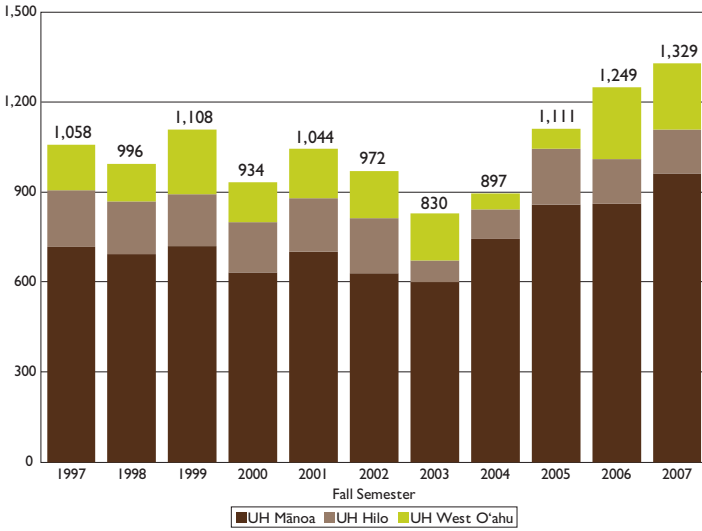
RELATED LINKS

- *Transfer to a UH Campus* (www.hawaii.edu/admissions/transfers.html) consolidates various websites related to transfer among UH campuses.
- *UH Master Course List* (myuh.hawaii.edu/uhdad/bwckctlg.p_disp_dyn_ctlg) lists all active courses offered by UH campuses and is a helpful resource to avoid course duplication, identify gaps, prevent course numbering conflicts, etc.
- *UH System Course Transfer Database* (www.hawaii.edu/transferdatabase) is a systemwide articulation database that provides students with information on how specific courses transfer across UH campuses.
- *STAR, What If Journey* (www.star.hawaii.edu) allows a student to determine how his/her credits will transfer to another UH campus in a specific major. For example, a Hawai'i CC student interested in business can check how his/her credits will transfer and meet the requirements of accounting programs at UH Mānoa, UH Hilo, and UH West O'ahu, and based on this analysis, choose the campus to which to transfer.

What is the number of UH community college students who transfer to UH four-year campuses?

Transfers from the UH community colleges to UH four-year campuses has increased steadily since 2003.

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

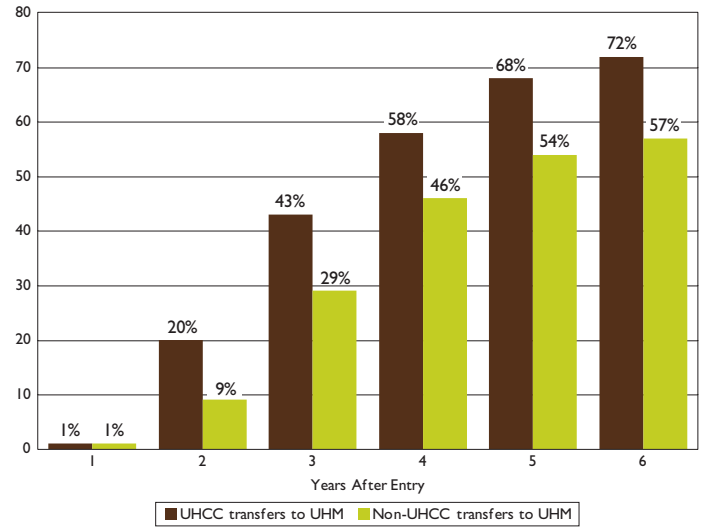


Note: UH West O'ahu transitioned from an upper division institution to a four-year campus in fall 2007. Therefore, fall 2007 data includes sophomores while previous years included only juniors and seniors.

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

UH community college transfers to UH Mānoa consistently 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



Note: UHM=F90-F05 cohorts as of 2006.

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 400 individuals from University of Hawai'i programs are recommended for teacher licensure in Hawai'i. However, the Hawai'i Department of Education (DOE) needs more than 1,600 new teachers each year.

The University has made a special effort to increase numbers of teachers in critical areas. A large federal grant to the UH Mānoa College of Education (COE) provides scholarships and other assistance to individuals preparing to teach mathematics or science in Hawai'i schools.

All UH Mānoa COE teacher licensure programs are available to anyone statewide on all of the neighbor islands. At this time over 250 individuals are enrolled in statewide programs. In addition, the college provides programs on-site on the leeward coast, an area with high teacher turnover.

The UH Mānoa COE continues to provide a wide variety of routes to teaching in order to attract and accommodate as many potential teachers as possible. The college offers initial teacher preparation programs at the baccalaureate, post-baccalaureate, and master's degree levels. The Master of Education in Teaching (MEDT) program offers three tracks leading to licensure: a school track, the Hawaiian Language Immersion and Hawaiian communities focus, and a partnership with the DOE in support of Teach for America.

UH Hilo's education department offers a Teacher Education Program (TEP) which leads to licensure in the state. From FY 2005–08, an average of 46 students completed the Elementary or Secondary Teaching program each year.

UH West O'ahu developed a baccalaureate degree program (BA) in early childhood education in cooperation with Hawai'i, Kapi'olani, Kaua'i, and Maui Community Colleges. Enrollments in this program began in fall 2006 with 38 students. Seventy students enrolled in fall 2008. A Bachelor of Education (BEEd) program started in fall 2007 with 45 students. One hundred students enrolled in fall 2008.

Leeward Community College's Associate in Arts in Teaching (AAT) degree program is designed to attract students to teaching and prepare them for entry to a licensure program at a four-year campus. The Leeward AAT has articulated agreements with UH Mānoa, UH West O'ahu, and Chaminade University. The degree pathway was established to address the critical shortage of teachers in Hawai'i.

Kapi'olani and Leeward CC expanded teacher assistant certificate and associate degree programs in an effort to prepare more teaching assistants, attract more people into teaching, and meet the requirements of the federal law, No Child Left Behind.

Nurses. The six UH nursing programs, through the coordinated leadership of the UH Statewide Nursing Consortium, developed a statewide baccalaureate nursing curriculum with multiple exit points. The Consortium is designed to meet the current and future health needs of the people of Hawai'i by responding to the nursing shortage and providing for a more educated workforce. Students will begin the nursing courses in the statewide curriculum in fall 2010.

The Hawai'i State Center for Nursing, established in the UH Mānoa School of Nursing and Dental Hygiene, has taken the lead in compiling supply and demand data for the state's nursing workforce and in developing innovative programs to address the shortage. The following table on admissions and enrollments of nursing students in UH programs during AY 2005–06 reports that the associate of science in nursing (ADN) and master of science in nursing (MSN) programs were filled to capacity and licensed practical nursing (LPN) and PhD programs were very close to capacity.

Capacity of UH Nursing Education Programs and Enrollment AY 2005–06						
	Programs					
	LPN	Ladder	ADN	BSN	MSN	PhD
Number of admission slots	40	130	90	139	lim/ unspec	12
Newly enrolled students	39	82	90	126	41	11
Number of unfilled slots	1	48	0	13 ¹	0	1

¹ All unfilled slots are in the RN to BS program.

HAWAII STATE CENTER FOR NURSING
SURVEY OF NURSING EDUCATION PROGRAMS, 2005–06

Despite ongoing efforts to address this workforce shortage, demand for RNs in Hawai'i is expected to grow by 24 percent while supply is expected to grow by seven percent between 2006 and 2018. Nursing programs will require an aggressive growth in capacity to produce enough graduates to address the gap.

The UH Institutional Research Office reports 113 LPN, 138 AS, 131 BS, 21 MS, and 10 PhD graduates in AY 2005–06.

Tourism and Hospitality. To meet the management demands of the state's leading industry, UH Mānoa offers certificate, bachelor's degree, and master's degree programs in travel industry management (TIM). Undergraduate enrollment is currently 419 as of fall 2007. Ninety percent of graduates gain entry-level management or higher positions. The TIM faculty are currently developing an online BS program to better serve the neighbor islands.

Graduates from the UH community colleges hotel operations programs fill entry level positions in Hawai'i's tourism industry. The community college programs also attract industry workers who wish to upgrade their skills. These graduates then qualify for supervisory positions.

Construction. The Construction Academy was initiated in 2004 with a \$1.4 million grant from the U.S. Department of Labor, and more recently, with \$5.5 million from the state legislature. The academy is a partnership between Honolulu Community College and Department of Education schools to meet the state's need for more qualified construction workers. Students actively participate in an integrated program that promotes the use of math, reading, and writing in the classroom with the

technical, academic, and employability skills necessary to pursue a career in the construction industry. The Construction Academy has grown from servicing over 200 students at eight pilot schools during the 2005–06 school year to a capacity of over 2,220 students in 35 high schools statewide in fall 2008.

Students benefit by entering college better prepared and with a greater skill set. The Academy's goals are to help produce qualified workers for an industry that is experiencing tremendous growth, standardize a building and construction curriculum with the DOE, create teacher mentorship and internship opportunities with businesses, and establish a statewide industry advisory council.

Honolulu Community College hosted an inaugural event known in many states as the Construction Career Day. This was the first time the state of Hawai'i has hosted such an event. The partnership included the Hawai'i Local Technical Assistance Program, the Hawai'i Department of Transportation, and more than a hundred volunteers. More than 800 students were bused to the event from public and private high schools, as well as some home-schools. There were many hands-on activities to stimulate and engage the high school students. One student reported on the evaluation form, "What made this event different from the rest was the hands-on activity and getting a chance to talk to the pros about their trade." Planning is underway for the second Construction Career Day.

Rapid Response Fund. The Rapid Response Fund, created last year by the Legislature to meet workforce related high-demand training needs, is being used by the University of Hawai'i community colleges, in cooperation with the State of Hawai'i Workforce Investment Board, to assist recently displaced workers by setting aside approximately \$70,000 for special education and training. The fund provides a one-time only, 50 percent discount on the cost of tuition, up to a maximum of \$500 per eligible laid-off employee. The funds are available on a first-come, first-served basis until funds are exhausted or until the tuition discount expires on June 30, 2009.

Science, Technology, Engineering, and Math (STEM). STEM occupations in Hawai'i are expected to demand about 1,650 new workers per year to fill vacant positions as well as newly created jobs. About 77 percent of those jobs will require postsecondary education. Hawai'i's community colleges and universities offer a wide array of the STEM programs needed to grow the state's science and technology industries.

INNOVATION AND TECHNOLOGY IN HAWAII: AN ECONOMIC AND WORKFORCE PROFILE
WWW.HISCITECH.ORG

The Department of Information and Computer Sciences (ICS) at UH Mānoa offers six degree programs that provide students the means to support Hawai'i's high technology information infrastructure. These degrees consist of a bachelor of arts, a bachelor of science, a master of science, a master of library and information science, a PhD in computer science, and a certificate program that focuses on technology. Two of the four programs participate in an interdisciplinary PhD in Communications and Information Sciences offered by the ICS department and the College of Business. Through these degree offerings, the department provides higher education to over 700 students. In AY 2006–07, 126 bachelor's, master's, and doctoral degrees were earned in the areas of Computer Science, Communication and Information Science, Information and Computer Sciences, and Library and Information Science. Students from

these programs are recruited by organizations both in private industry and government, and are involved in fields such as aerospace, intelligence, software development, and networking.

UH Hilo received a 2008 Hewlett-Packard Technology for Teaching grant valued at more than \$77,000 to enhance learning in engineering, math, science, or computer science. Computer science students will use wireless HP tablet PCs to develop custom software applications for field volcanology applications with the Center for the Study of Active Volcanoes.

UH Hilo's College of Pharmacy is the only school in the Pacific basin to offer a doctorate in pharmacy degree. The degree, also called a Pharm.D., is a professional degree requiring four years of study after completion of at least two years in a pre-pharmacy program in an accredited college or university. The college enrolled 91 students in its first fall 2007 cohort and 87 students in its second fall 2008 cohort.

UH West O'ahu received \$2.5 million in Title III grant funding from the U.S. Department of Education to support the development of a highly interactive, interpersonal learning environment and the expansion of its academic curriculum following the transition to a four-year baccalaureate institution. The money will be awarded over the next five years to develop programs to promote academic and psychosocial engagement and increase student participation in STEM disciplines.

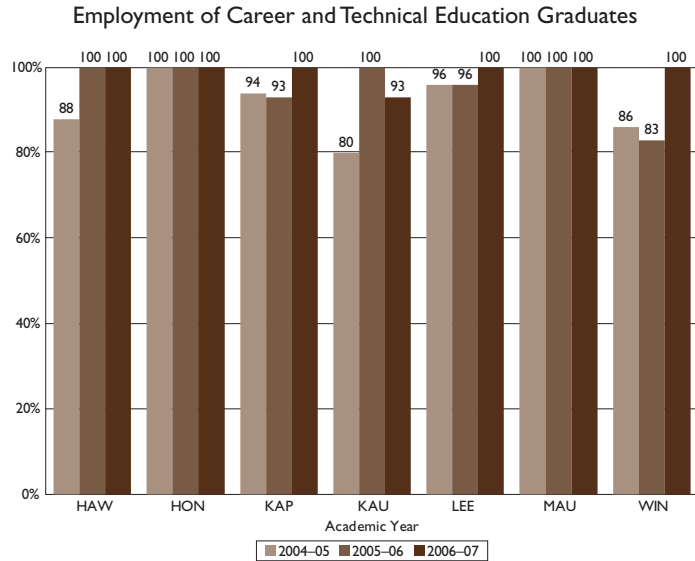
The Hawai'i Excellence in Science and Technology (HiEST) Academy program is a partnership between the Department of Education high schools and the University of Hawai'i community colleges. The purpose of the HiEST Academy is to increase the readiness of Hawai'i high school graduates for postsecondary training and career options in science, technology, engineering, and mathematics disciplines. The program embeds college faculty into the teaching environment at the high schools. Funded through a contract between the state's Department of Human Services and the UH community colleges, the HiEST Academy currently has seven Department of Education high schools participating statewide with plans to expand to other high schools in upcoming years.

From 2006–2008, Kapi'olani Community College garnered more than \$3.25 million in external grants to strengthen its Science, Technology, Engineering and Math programs. The campus also established the first Associate of Science Degree in Natural Sciences with concentrations in Physical Science and Life Science.

Maui Community College received high performance computing equipment in 2008 from IBM valued at more than \$400,000 for use in its Electronics and Computer Engineering Technology (ECET) program. The grant is part of a Shared University Research (SUR) awards program, created to demonstrate the partnership between academia and the technology industry to explore research in areas essential to innovation. Students will have direct access to computing capabilities that will aid them in the high technology field. Maui Community College is investigating innovative ways to integrate the new supercomputer with other ECET programs such as the "Marine Animal Life Tracking" project and a National Science Foundation grant on telescope data. The campus is also looking at ways to integrate the new system into its Applied Business and Information Technology (ABIT) program.

What is the likelihood of a UH community college career and technical education student getting a job in Hawai'i?

UH career and technical education graduates have a very good chance of getting a job in Hawai'i. For those seeking employment in 2006–07, between 93 and 100 percent indicated they were successful.



Note: Career and Technical Education was formerly known as Vocational-Technical Education. Past survey results are included only as a point of reference to the current year. Any comparisons should be interpreted with caution as respondents and data distribution vary by study.

COMMUNITY COLLEGES GRADUATE AND LEAVERS SURVEY

Information and Technology Resources

LIBRARY

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

UH Mānoa ranks 87th among the 113 ranked university libraries (2006–07) that are members of the Association of Research Libraries (ARL). This ranking is down from 77th ten years earlier.

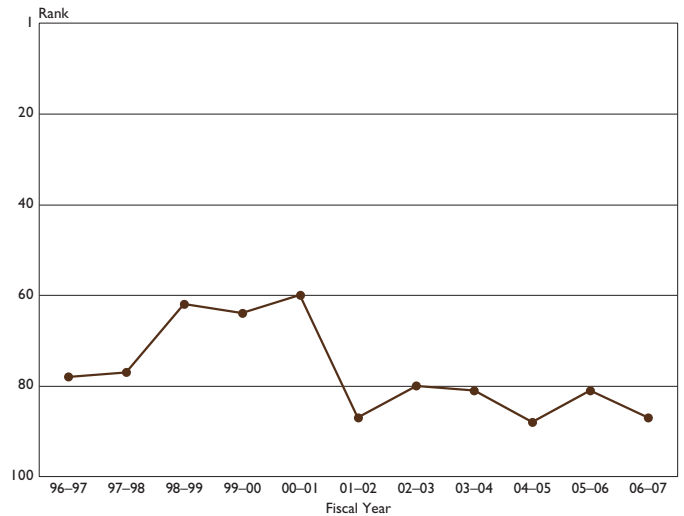
2006-07 ARL MEMBERSHIP AND STATISTICS

Since 2002–03, ARL's ranking is based on total expenditures (library materials, staff, equipment, and total operating costs). Prior to that, the ranking also included library holdings as part of its indexing formula.

Though the library's ranking has declined since the late 1990's and early 2000's, increased subscriptions to electronic journals and databases have helped UH Mānoa library maintain quality services to students and faculty. The Asia and Pacific special collections enhance UH Mānoa's Hamilton Library as a premier resource for research and scholarship in the region.

Ground floor restoration construction from the October 2004 flood will be completed in 2009, enabling staff to return to appropriate working quarters. The restored section will be converted back to its former public services and library shelving areas.

UH Mānoa Library Rankings Among Ranked ARL Member Libraries



Note: The number of university libraries that are ARL members may change from year to year.

UH MĀNOA LIBRARY SERVICES

How is UH capitalizing on technological change?

INFORMATION TECHNOLOGY RESOURCES

As with any university, the primary activities of UH involve the creation, preservation, and dissemination of knowledge. In the 21st century, these activities are increasingly enabled by the capability of modern information technologies. Despite funding levels well below national benchmarks and peers, UH continues to make substantial progress in harnessing technologies to support teaching & learning, research, and administration. Centralization of key information systems and services at the UH System provides substantial economies of scale and consistency of service for campuses and students throughout the state of Hawai'i.

ELECTRONIC COMMUNICATION

- UH has implemented and tested a new emergency communications framework that enables speedy notification of registered students, faculty, and staff throughout the state via email, phone, and/or text messaging.
- Use of UH's Internet-based videoconferencing capability has grown to support thousands of course and administrative meetings among six islands as well as national and international events via Internet2.

TEACHING & LEARNING

- UH replaced its aging commercial online learning system with a new open-source software learning and collaboration package developed by higher education for higher education. This package is interfaced with UH's systemwide student information system to synchronize course rosters and enable online grading.
- A new Internet-based online meeting system provides the capability for real-time web-based audio and video interactions among connected students and faculty.
- UH was the first university system in the country to participate in Apples iTunesU, which enables free distribution of educational and information podcasts.

RESEARCH

- UH has been ranked as "excellent" in its management of the Maui High Performance Computing Center (MHPCC), one of the largest supercomputer operations in the world and the cornerstone of the high technology industry on Maui.
- To overcome Hawai'i's severe disadvantages in maintaining competitive network access, UH has partnered with the Australian Academic Research Network, the University of Southern California, the University of Washington, and the National Science Foundation to dramatically improve global access to the Mauna Kea Observatories.
- UH regularly hosts international meetings between the U.S. and Asia-Pacific advanced networking communities to promote and coordinate the use of Cyberinfrastructure in education and research.

BUSINESS PROCESSES

- UH operates the leading public e-Procurement system in the state of Hawai'i, which integrates the current UH Financial Management Information System, the Purchasing Card (P-Card) program, and a locally-run online open request for quotation system.
- The first phase of an electronic research administration software package has been implemented to improve management of UH's growing number of extramural proposals and projects.
- All timesheets for student assistants throughout the UH System are now entered and processed online.
- UH is beginning implementation of the open source web-based Kuali Financial System, which is being developed through a transformational national initiative that UH helped found.

UH INFORMATION TECHNOLOGY SERVICES

This map illustrates Hawai'i's participation in the Global Lambda Integrated Facility (GLIF) multi-gigabit optical network for research and education.



GLIF MAP VISUALIZATION BY ROBERT PATTERSON, THE NATIONAL CENTER FOR SUPERCOMPUTING APPLICATIONS AT THE UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN. DATA COMPILATION BY MAXINE BROWN, UNIVERSITY OF ILLINOIS AT CHICAGO.

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

ONLINE

Online courses represent courses which are taught primarily using online technologies which include the web-based applications, podcasts, and other instructional technologies. WebCT is the web-based, online course management tool institutionally supported by Information Technology Services (ITS). The numbers in the table below represent courses that use WebCT, podcasts, and other instructional technologies to deliver fully online courses. Many courses now use a hybrid approach to teaching and learning that incorporates both face-to-face and online methodologies.

After almost 10 years of using WebCT as the University's course management system, beginning fall 2008, the University switched to an open source learning management system. With the purchase of WebCT by Blackboard, there was a requirement from Blackboard for UH to move to another version of WebCT, which would have required significant changes in both infrastructure and faculty experience and a significant increase in license fees. The decision was made to review all options. Laulima, our implementation of Sakai Open Source, was selected as it provides integration with SCT Banner, our student information system, and provides a collaborative platform in addition to a course management system. All credit courses at UH have Laulima accounts beginning fall 2008.

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, or 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. UH programming is on public access channel 55 statewide.

Use of Electronic Media in Coursework		Fall 2006	Spring 2007	Fall 2007	Spring 2008
Online	Classes	207	281	380	417
	Student accounts*	4,179	5,653	7,731	9,074
ITV	Classes	74	65	64	62
	Students*	1,220	1,063	1,171	1,125
Public Access Cable	Classes	33	36	36	36
	Students*	795	993	962	1,016

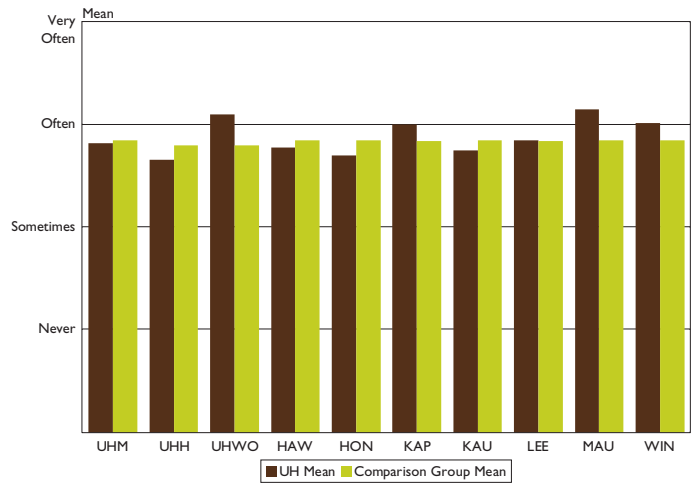
* duplicated headcount

UH INFORMATION TECHNOLOGY SERVICES

E-MAIL AND OTHER ELECTRONIC MEDIA

According to the results of the NSSE/CCSSE surveys, UH students often employ the use of electronic media for coursework. Their level of use approximates that of their peer and national counterparts.

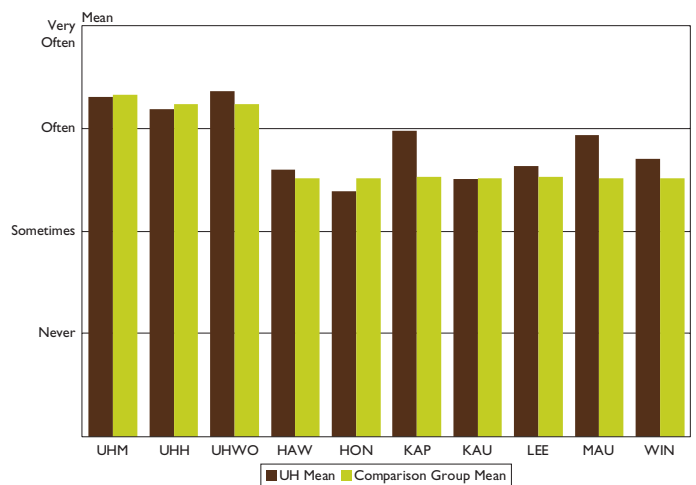
How Often Have You Used an Electronic Medium (List-Serve, Chat Group, Internet, etc.) to Discuss or Complete an Assignment?



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

UH students use e-mail as frequently or more frequently to communicate with their instructors than their peer and national counterparts. Within UH, students at four-year campuses use e-mail for this purpose more often than students at two-year campuses.

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

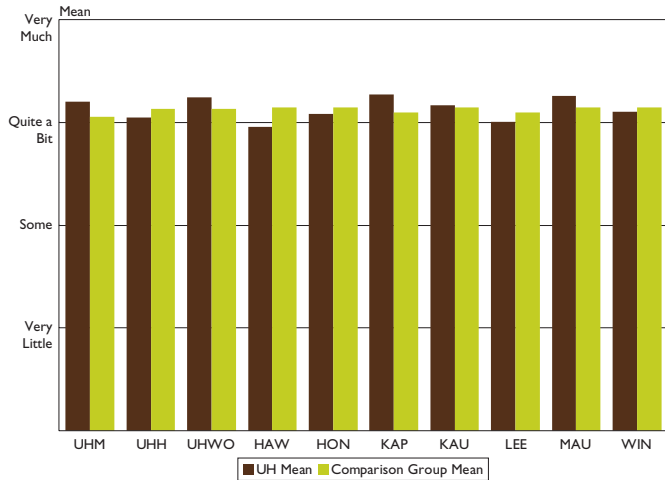


Note: Based on a 4.0 scale. Never=1; Sometimes=2; Often=3; Very Often=4. UHM, UHH, and UHWO reflect senior student responses.

NATIONAL SURVEY OF STUDENT ENGAGEMENT 2007
COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT 2008

UH students feel that their campus experience contributed *Quite a Bit* to their use of computing and information technology. Their responses are similar to national norms.

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



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.

NATIONAL SURVEY OF STUDENT ENGAGEMENT 2007
COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT 2008

Research and Scholarly Productivity

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

Extramural funds—grants and contracts from federal, state, private, and foreign sources—have held steady at over \$300 million the last two years following a record high of over \$400 million in FY 2006. Preliminary FY 2008 figures report UH received extramural awards of \$373 million, \$221 million for research, and \$152 million for non-research (i.e., training).

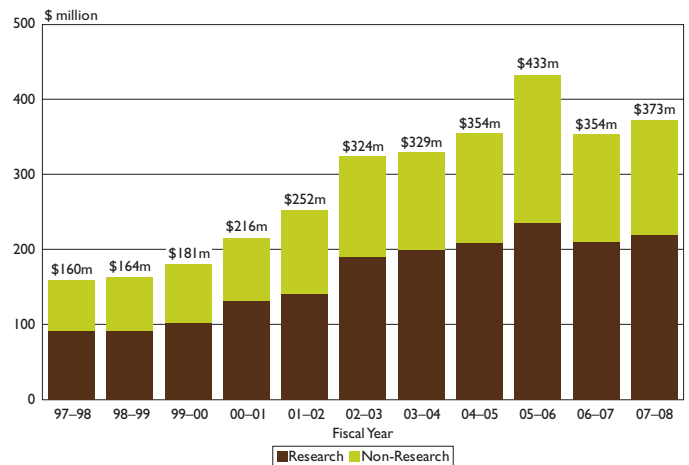
Several of the larger funded research organizations at UH Mānoa include: the School of Ocean and Earth Science and Technology (receiving \$77 million), the John A. Burns School of Medicine (receiving \$50 million), and the Institute for Astronomy (receiving \$30 million).

Several graduate programs at UH Mānoa ranked among the nation's top 10 in the 2008 Faculty Scholarly Productivity Index, a listing of programs ranked on faculty output in the *Chronicle of Higher Education*. They include oceanography; physical sciences (2nd); marine sciences (4th); teacher education (second-language acquisition) (6th); geophysics (7th); and epidemiology (8th). The index ranks faculty members' scholarly output from 8,182 doctoral programs at 387 of the nation's universities.

The National Science Foundation reports that in FY 2006, UH Mānoa's rankings among U.S. institutions were:

- 49 out of 607 for federal research and development expenditures
- 68 out of 200 for total research and development expenditures

UH Office of Research Services Extramural Fund Support



Note: FY 2007-08 data are preliminary.

UH OFFICE OF RESEARCH SERVICES

RESEARCH BREAKTHROUGHS IN THE LAST TWO YEARS

- Research by a UH Mānoa professor may lead to an improved technique for human in-vitro fertilization (IVF). The findings were published in the *Proceedings for the National Academies of Science*.
- A research team led by UH Mānoa celebrated the completion of a 35-day stratospheric balloon flight around Antarctica to find the elusive neutrino, a particle that could unlock the secrets of the universe.
- Researchers at UH Mānoa's John A. Burns School of Medicine (JABSOM) have linked the usage of crystal methamphetamine or "ice" to severe heart problems. The study was the first scientific documentation of the profound cardiac effects of "ice" which is now, along with alcohol, identified as a major cause of heart disease in young people.
- A UH Mānoa professor at the Hawai'i Institute of Geophysics and Planetology (HIGP) discovered a new origin for iron meteorites. The study was published in *Nature*.
- A UH Mānoa assistant professor participated in an unprecedented four-month Mars simulation mission. This mission was the longest and most isolated human-Mars simulation ever conducted.
- UH became the first university in the world with the capability to design, build, launch, and control its own satellites. The Mānoa campus established the Hawai'i Space Flight Laboratory combining researchers from the College of Engineering and the School of Ocean and Earth Science and Technology.
- The National Chronic Fatigue and Immune Dysfunction Syndrome Foundation awarded a JABSOM pathology professor the 2007 Outstanding Researcher Award for his discovery of ciguatoxin in the blood of Chronic Fatigue Syndrome patients.
- A UH astronomer was a member of a research team that won the \$500,000 Gruber Cosmology Prize for the discovery that the expansion of the universe is accelerating.
- A UH Mānoa professor and a UH Mānoa alumnus were part of a team that developed a new way of detecting lightning outbreaks within a hurricane over the ocean in real time from thousands of miles away. The study appeared in the *American Meteorological Society's Monthly Weather Review*.
- "Tropic Sunrise," an anthurium bred by UH Mānoa's College of Tropical Agriculture and Human Resources, won the Blue Ribbon in the Society of American Florists' 2007 Outstanding Varieties Competition.
- Almost 30 years after the discovery of Pluto's large moon, Charon, a UH astronomer has used a ground-based telescope to take an image of the Pluto system that exceeds the sharpness possible with the Hubble Space Telescope.
- An assistant researcher from UH Mānoa's HIGP was a team member on the MESSENGER space mission. The spacecraft made a close flyby of the planet Mercury to collect photos and data of an area never photographed before. It was the first spacecraft to visit to Mercury in 33 years.
- A UH Mānoa astronomer and his colleagues discovered that some of the first massive galaxies in the universe formed when huge gas clouds rapidly collapsed. New images from the Hubble Space Telescope challenged the previous idea that all of the earliest massive galaxies formed when smaller galaxies merged.
- Researchers at UH Mānoa's Institute for Astronomy discovered an extremely rare quartet of stars that orbit each other within a region smaller than Jupiter's orbit round the Sun.
- A UH Mānoa professor of meteorology and his research team discovered that the Gulf Stream anchors a precipitation band with upward motions and with cloud formations that can reach seven miles high and penetrate the upper troposphere, affecting weather and climate patterns over the whole Northern Hemisphere, and perhaps worldwide.
- A team of scientists led by a UH graduate student found the first evidence of deposits of chloride salts in numerous places on Mars. The salt deposits point to places where water was once abundant and where evidence of former Martian life may exist.
- UH Mānoa researchers working on the Belle experiment in Tsukuba, Japan reported the discovery of a new class of subatomic particle in an issue of *Physical Review Letters*.
- An international team of scientists led by researchers at UH Mānoa Pacific Biosciences Research Center's Kewalo Marine Lab have made significant progress on understanding the patterns of early animal evolution. The study was published in *Nature*.
- An international papaya consortium led by UH Mānoa researchers deciphered the genetic code of the disease-resistant transgenic SunUp papaya. The findings appeared as a cover story in *Nature*.
- A joint UH Mānoa/Carnegie Institution study was the feature cover story in the May edition of the journal *Nature Geosciences*. The study found that over millions of years carbon dioxide levels in the atmosphere have been moderated by a finely-tuned natural feedback system, a system that human emissions have recently overwhelmed.
- Researchers at UH Mānoa's Cancer Research Center of Hawai'i found that oral contraceptives can protect women from the most common kind of ovarian cancer; epithelial, affecting cells on the outer surface of the ovary even with short-term use.
- A UH Mānoa zoology doctoral candidate discovered that the female Laysan albatross copes with a shortage of males by employing a strategy called reciprocity, where unrelated females pair together and take turns raising offspring. This unusual strategy may explain why the Laysan Albatross are successfully re-colonizing islands.
- A UH Mānoa biology student won first prize for her research poster at the national American Association of Anatomists convention. Her research, which focused on a brain deformity discovered in a mouse, uncovered the existence of a previously unknown gene regulating tumor formation and brain development.
- A UH Hilo associate professor of physics and astronomy introduced the concept of "dynamical frustration," a division of three manifestations addressing computational, geometrical, and multiple-scale processes. His argument that the crucial common feature of complex systems is the simultaneous existence of opposing trends unable to defeat each other was published in *Science*.
- A Windward Community College professor of geology and oceanography is researching the largest volcanic eruption in human history in the Mediterranean as a Fulbright scholar grantee. He will attempt to merge the fields of archaeology and geology into a new discipline—geoarchaeology. His work has been featured in numerous programs on NBC, BBC, the National Geographic, Learning, and Discovery Channels.

Economic Impact on Hawai'i

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

Statewide. The University of Hawai'i is a \$1.66 billion enterprise and represents a major economic force in Hawai'i.

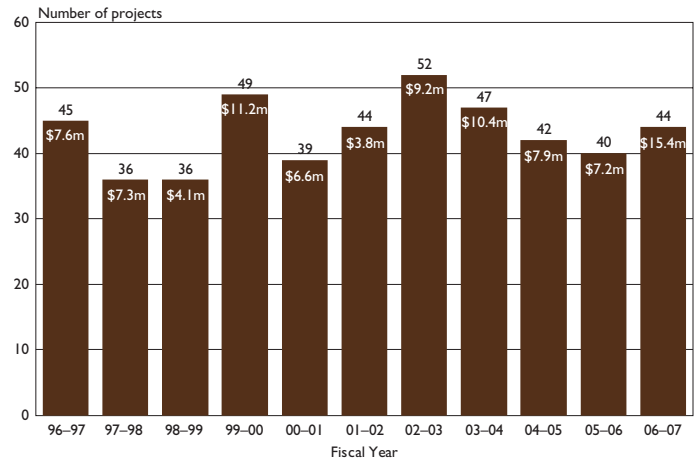
The following statements are based on "The Contribution of the University of Hawai'i to Hawai'i's Economy in 2006," an analysis conducted by a faculty member in UH Hilo's Department of Economics published in September 2007. This is the second update to an Economic Impact Study initially completed in 2000 and updated in 2004. Highlights from the 2006 update indicate:

- Total UH spending was \$1.15 billion, of which \$575 million came from state general funds.
- Total UH-related expenditures in FY 2006 directly and indirectly generated \$2.44 billion of business sales, over 37,000 jobs, and \$1.49 billion of earnings to households.
- For every dollar of general funds appropriated by the state, the UH System generates another \$1.88 of education-related expenditures in the economy.
- For every \$1 million of state general funds invested in UH, 65 jobs are generated.
- Total UH expenditures generated \$148 million in state tax revenues during FY 2006. These expenditures represent 3.33 percent of total state tax revenues.

FOREIGN INVESTMENT IN UH

The external non-U.S. economic investment in the UH continues to be substantial. For the past eleven years, the average number of awards from foreign sources was 43 and the average amount awarded was \$8.2 million.

Awards from Foreign Sources



UH OFFICE OF RESEARCH SERVICES

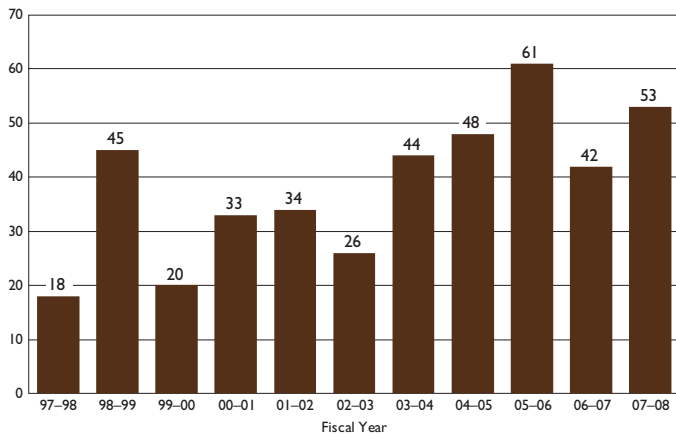
TECHNOLOGY TRANSFER

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.

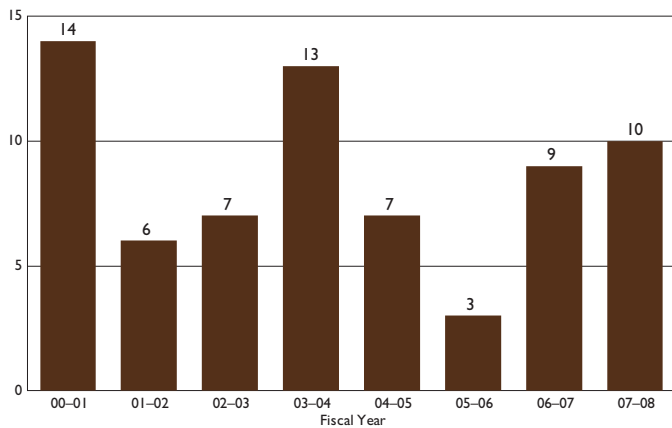
Licensing to startups has taken on a new importance as the University's commitment to diversifying Hawai'i's economy becomes ever more evident. Due to the often complicated and time-consuming nature of working with startups, fluctuations in the number of annual licenses signed is expected. Nonetheless, OTTED is optimistic about the future of many of these companies, several of which have returned sponsored research dollars to the University, have hired UH graduates, and are already making an impact on the local economy through their fundraising and other business activities.

Year to year variations in invention disclosure and patent activity are common, as seen by the fluctuations over time.

UH Invention Disclosures



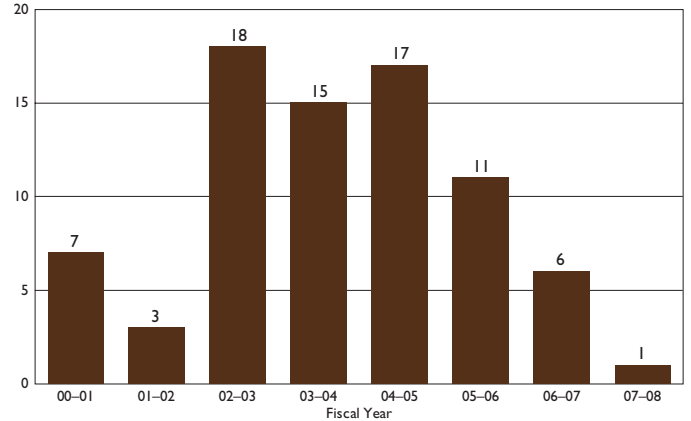
U.S. Patents Issued



The downward trend in annual licensing activity and income over the past several years reflects, in large part, OTTED's recent focus on licensing UH technologies to Hawai'i-based start up companies.

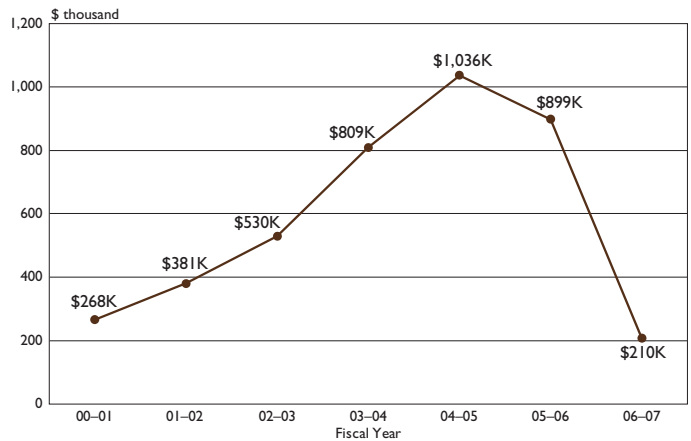
As with invention disclosures, the number of licenses and options tends to fluctuate annually. OTTED granted licenses to 16 UH-technology based startups over the past six years. Four (25%) no longer exist, six (38%) have just started or are hanging on, and six (38%) have good to excellent prospects.

Annual UH Licenses/Options Signed



Annual licensing revenues peaked in FY 2004-05, when a patent for a diagnostic test for cervical cancer generated nearly 90 percent of total licensing revenues over the last two years prior to its expiration. Other licensing revenues have helped offset some of the impact of the expiring cervical cancer patent. It should be noted that large revenue-generating licenses are infrequent and their royalties typically grow slowly. Several recent licenses, however, have the potential to eventually replace and surpass the royalties earned from the diagnostic test.

UH Licensing Revenues



UH OFFICE OF TECHNOLOGY TRANSFER AND ECONOMIC DEVELOPMENT

ECONOMIC DEVELOPMENT HIGHLIGHTS

- At Windward Community College's Bioprocessing Medicinal Garden Complex, students cultivate flower extracts for cooking and perfumes and produce herbal teas, lotions, and assorted flavors of wine using plants from Asia, the Pacific Islands, and the Americas as part of the Plant Biotechnology program. The program focuses on stimulating bioprocessing entrepreneurship and prepares students for success in medicine, biology, pharmacology, pharmacy, horticulture, aquaculture, medicinal botany, and agribiotechnology. Supported primarily through grants from the USDA, the Bioprocessing Medicinal Garden Complex is the fourth facility to be built since 2001. Other facilities include the Tropical Plant and Orchid Identification Facility—Kuhi Lā'au, the climate-controlled greenhouse, and the Tissue Culture and Plant Biotechnology Lab.
- The Center on Disability Studies in UH Mānoa's College of Education received two new grants totaling \$1.9 million from the U.S. Department of Education. The funding will benefit indigenous students with disabilities, including learning disabilities.
- The School of Ocean and Earth Science and Technology (SOEST) at UH Mānoa established the Center for Microbial Oceanography: Research and Education, focusing on the microbial inhabitants of the sea. The center was established with the assistance of a professor of oceanography, through a five-year, \$19 million award from the National Science Foundation (NSF).
- The University of Hawai'i dedicated its newest telescope, the PSI, on the summit of Haleakalā. This telescope is a prototype for the larger Panoramic Survey Telescope and Rapid Response System that will be used for scanning the skies for "killer asteroids."
- UH Mānoa secured \$8 million in grants for the 2006–10 period from the U.S. Department of Education's Title VI program. The funds will support the University's five Title VI centers: a National Foreign Language Resource Center; three National Resource Centers (East Asian Studies, Southeast Asian Studies, and Pacific Island Studies) and the Center for International Business Education and Research.
- The Department of Defense has awarded a \$26 million Navy contract to UH's Applied Research Laboratory covering 232,200 staff hours of research and development and engineering services in ocean environmental effects, astronomical research, advanced electro-optical systems, laser and remote sensing detection systems, and other areas. It is estimated the laboratory could bring in \$50 million in federal funds to the state over five years.
- Honolulu Community College and the Pacific Center for Advanced Technology Training (PCATT) received an in-kind software gift with a commercial value of \$327 million from Siemens PLM Software. The PLM software will allow PCATT to provide students with the latest in technological advancements and to incorporate new courses into its Architectural, Engineering and CAD Technologies, Information and Computer Science, and Computing, Electronics, and Networking Technology programs.
- The John A. Burns School of Medicine (JABSOM) received a five-year National Institutes of Health grant of \$11.5 million for a Center of Biomedical Research Excellence that will be part of the Center for Cardiovascular Research at Kaka'ako.
- A UH Mānoa professor of physical chemistry led an interdisciplinary group of researchers from around the world in their study of the atmosphere around Titan, Saturn's moon. The group was awarded a five-year, \$2.4 million grant from the NSF's Collaborative Research in Chemistry Program.
- The National Oceanic and Atmospheric Association awarded SOEST a \$2 million grant to support ocean observing efforts in Hawai'i and U.S.-affiliated Pacific Islands, specifically to support the continued development of the Pacific Islands Ocean Observing System and associated management efforts.
- Kapi'olani Community College's Culinary Institute of the Pacific at Diamond Head received a \$5 million donation from the Conrad N. Hilton Foundation. Plans for the new \$32 million facility feature two laboratory buildings, a classroom building, an administrative and faculty office facility, a culinary amphitheater, and a world-class restaurant designed to serve as a training site for culinary students. The Diamond Head facility will welcome its first students in 2011–12.
- A team of researchers led by the JABSOM Director of the Cancer Research Center of Hawai'i Thoracic Oncology Program and Chair of Pathology received the 2008 Landon Foundation-AACR Innovator Award for International Collaboration in Cancer Research, a two-year, \$100,000 grant to support the work of promising cancer researchers.
- SOEST's Hawai'i Natural Energy Institute has been selected to establish one of two National Marine Renewable Energy Centers by the U.S. Department of Energy. The Department of Energy will provide a grant of approximately \$1 million per year for up to five years to conduct renewable energy research and development of technologies that harness the power of waves and ocean thermal energy conversion.
- UH Mānoa's Pacific Business Center Program garnered two top honors at the 2008 University Economic Development Association's Annual Summit. This marks the sixth year that the program has participated in the summit, earning five national awards and one national finalist award.
- Dedicated on October 12, 2007, Lanihuli Observatory is the latest venue in a complex of educational resources developed and operated by Windward Community College's Center for Aerospace Education (CAE). Under its 16-foot rotating dome, visitors are able to view the planets, moon, and stars through a 16-inch optical telescope, listen to the sounds of Jupiter, the sun, and Milky Way galaxy, watch real-time images of weather conditions surrounding the Hawaiian Islands, and observe extra large-scale views of the sun. Other CAE facilities include the Hōkūlani Imaginarium (planetarium/multi-media theater), Aerospace Exploration Lab (interactive exploratorium), and NASA Flight Training Lab (computer simulation classroom).

GOAL 3: A Model Local, Regional, and Global University

Establishing the University as a distinguished resource in Hawaiian and Pacific-Asia affairs depends on a strong commitment to perpetuating Hawaiian culture and language and on 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?

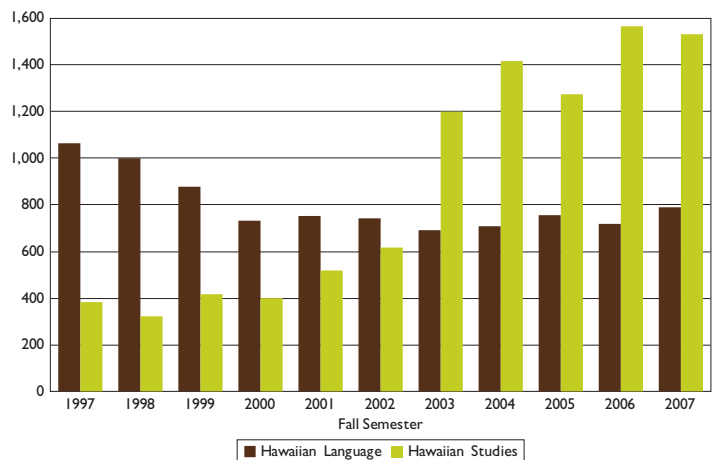
Hawaiian studies courses offered at UH Mānoa, UH Hilo, and the UH community colleges continue to grow in popularity.

Hawai'iinuiākea School of Hawaiian Knowledge at UH Mānoa offers programs in Hawaiian language (Kawaihuelani Center for Hawaiian Language) and Hawaiian studies (Kamakakūokalani Center for Hawaiian Studies). The school also hosts an experiential learning laboratory in traditional and contemporary 'āina related activities at Ka Papa Lo'i o Kānewai, which serves large numbers of students from pre-K through high school, UH Mānoa students and researchers, and community groups.

Undergraduate degrees are offered in Hawaiian language and Hawaiian studies. Each semester, between 1,100 and 1,500 students enroll in a general education course focusing on Hawaiian, Pacific, and Asian issues.

Hawai'iinuiākea offers two graduate degrees, one in Hawaiian studies and another in Hawaiian language. Improved funding of Hawaiian programs in the recent past and strong faculty leadership have contributed toward building consistent governance and coordinated growth.

Registration in Hawaiian Language and Hawaiian Studies Courses
UH Mānoa



The Kīwila Civics Curricula Project, developed by the UH Mānoa College of Education's Center on Disability Studies, was awarded \$1.3 million over three years by the U.S. Department of Education. The project is one of nearly two dozen Native Hawaiian Education programs on O'ahu, Maui, and the island of Hawai'i that have been selected to receive more than \$1.6 million to develop, assist, and expand innovative programs that provide supplemental services and address the educational needs of Native Hawaiian children and adults.

UH Mānoa's College of Education Curriculum Research and Development Group received first place in the School Evaluation and Program Development Division's outstanding publications competition in 2007 with a DVD presentation using traditional Hawaiian culture to enhance the education of today's Native Hawaiian children.

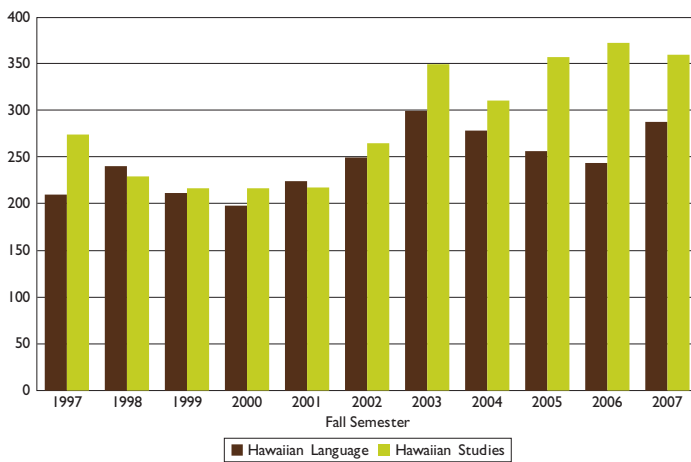
Pacific-Asia Focus

How is UH strengthening its Pacific-Asia focus?

At UH Hilo, registrations in Hawaiian language increased in the past year, while registrations in Hawaiian studies courses have decreased slightly, but still remain strong.

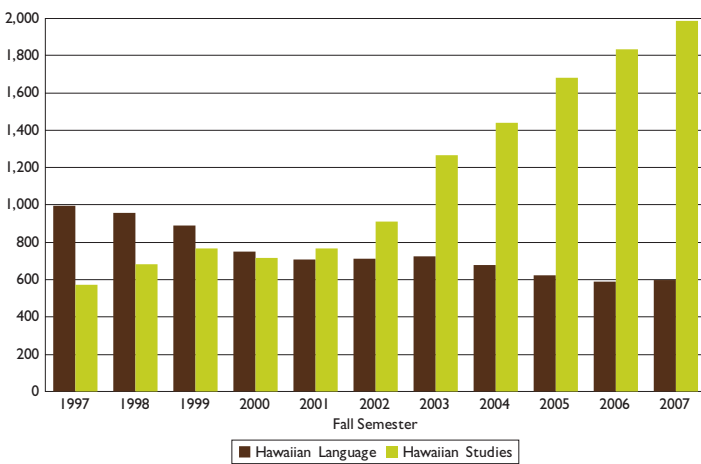
The Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language has offered introductory Hawaiian language courses online and asynchronously to students across the state, on the mainland, and internationally.

Registration in Hawaiian Language and Hawaiian Studies Courses
UH Hilo



At the UH community colleges, student registrations in Hawaiian studies courses continue their upward trend and are currently at their peak.

Registration in Hawaiian Language and Hawaiian Studies Courses
UH Community Colleges



- UH Mānoa's Art Gallery received two awards from the American Association of Museums for its catalog and instructional website accompanying its exhibition, "Excelling the Work of Heaven: Personal Adornment from China," which featured jewelry and adornment from the Ming and Qing dynasties (1368–1911).
- UH Mānoa's School of Travel Industry Management established UHM Singapore, Ltd. to operate Singapore-based education programs leading to educational degrees, to engage in activities related to teaching, research, and consultancy, and for the advancement of education.
- The International Pacific Research Center at UH Mānoa studied climate variations in the Pacific and Indian Oceans, the influence of western-boundary currents on Asia-Pacific climate, the predictability of the Asian-Australian monsoon system, and relationships between global environmental change and Asia-Pacific climate.
- The first conference on Pacific Preparedness was sponsored by the Pacific Emergency Management, Preparedness and Response Information Network and Training Services, and UH Mānoa's College of Social Sciences.
- The University of Hawai'i and Okinawa's University of the Ryukyus celebrated the 20th anniversary of their sister-university relationship.
- In 2007, the UH Alumni Association established an official chapter in Tokyo, Japan.
- A UH West O'ahu faculty member was co-organizer of Samoa's 2007 Head of State Visit to UH where she presented a lecture at the UH Mānoa William S. Richardson School of Law on Samoan Jurisprudence and the Samoan Lands and Titles Court.
- UH West O'ahu expanded its curriculum to include greater breadth and depth in Pacific content. Effective fall 2008, two new courses (intermediate and third-level Hawaiian I) provide advanced training in the Hawaiian language. Other courses in the Hawaiian-Pacific Studies concentration include Introduction to Hawaiian Studies, Hula Foundations, Geography of the Pacific, and Pacific Islanders Diaspora Experiences.
- In 2008, Kapi'olani Community College received its third grant in four years from the Freeman Foundation, enabling students to continue immersing themselves in Chinese, Japanese, and Korean languages through a semester Study Abroad program. Since the program's inception, Vietnam has been added.
- The Pacific Pre-Pharmacy Program at UH Hilo is designed to help students in the Pacific region who plan to apply to the College of Pharmacy. The program, funded by a grant from the U.S. Department of Education, has the potential to influence the economy of the Pacific region, according to administrators from the College of the Marshall Islands. The pre-pharmacy program expands UH Hilo's existing pre-pharmacy program to meet the needs of rural areas of the Pacific that might not have access to formal training opportunities.

Internationalizing the Campus Experience

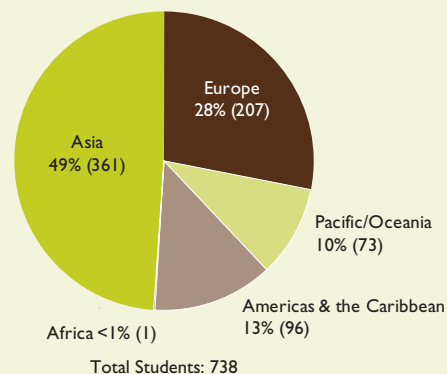
How is the University ensuring an international dimension to students' education?

- The East-West Center's fall 2007 enrollment was 481, the largest student body since 1973, with students from 55 nations, including East-West Center Asia Pacific Leadership fellows and students in UH Mānoa degree programs.
- The 21-month Shidler China International MBA program, which offers a comprehensive foundation in business fundamentals with an Asia-Pacific focus for students interested in doing business in or with China, enrolled its second cohort consisting of 10 students in fall 2008.
- The 25th annual Summer Asian Field Study Program, through UH Mānoa's Pacific Asian Management Institute, took 23 students to India, China, Japan, and Vietnam.
- Project Adapted Physical Education Resource Teacher, in the Department of Kinesiology and Leisure Science, was funded with approximately \$777,000 to focus on personnel preparation to recruit, develop, graduate, place, and track physical education teachers from the South Pacific and rural Hawai'i to serve pupils with disabilities from ages 3 to 21.
- In 2008, the Dan and Maggie Inouye Distinguished Chair in Democratic Ideals was awarded to a native of Kenya who is internationally acclaimed for his publications and known for his activism.
- Sponsored by grants from the U.S. Startalk and the Chinese Ministry of Education, the Center for Chinese Studies' Confucius Institute conducted its second Chinese Language Intensive Summer Sports Camp for 27 children ranging in age from 12 to 17 from Hawai'i and the U.S. mainland.
- UH Mānoa School of Architecture students participated in studio travel that took them to Seoul, Korea and Tokyo, Japan where they experienced these cities first-hand and gained insights into modern culture, architecture, and urban design.
- UH West O'ahu students were offered courses that enrich their knowledge and understanding of the Japanese community in Hawai'i, Philippine culture, and the history of Southeast Asia, China, Korea, and Japan.
- Six students from UH Mānoa's Academy for Creative Media were selected to show their films at the 11th Shanghai International Film Festival in June 2008. These students partnered with students from Shanghai University to shoot short films on location in China. This was the first U.S.-China film co-production under the Student Media Art Exchange Program.
- The UH community colleges, through the Honda International Center, provide an integrated approach to international education services, including enrollment management and student services; international agreements and partnerships; customized contract training; and study abroad. Among the programs are: student immersion in New Zealand Maori culture; cosmetology training; health care practices in Okinawa; EMS training; culinary training; ESL programs; and Hawaiian culture for groups abroad.
- From 2006–08, the American Council on Education recognized Kapi'olani Community College for its International Learning Outcomes Assessment and for its exemplary multicultural and international education program.

OVERSEAS STUDY/RESEARCH PROGRAMS

Of the 738 students who participated in an international program of study, research, internship, or service learning in calendar year 2007, almost half went to Asia, 28 percent went to Europe, and the remainder went to the Pacific/Oceania region, the Americas, and the Caribbean. Students from UH Mānoa comprised 72 percent of the participants.

Student Participation in Education Abroad, UH System, CY 2007



- UH Mānoa sent 100 graduate and undergraduate students to Rapa Nui (Easter Island) as part of the Anthropology/Archeology Field School, which started in 2001.
- Twenty-three students participated in UHM's 25th annual Asian Field Study, which took them to Tokyo, Shanghai, Delhi, Bangalore, and Hanoi.
- Students at UH West O'ahu have the option to take up to six credits in a Study Abroad course offered through the Division of Social Sciences.

FACULTY/STAFF ACTIVITIES

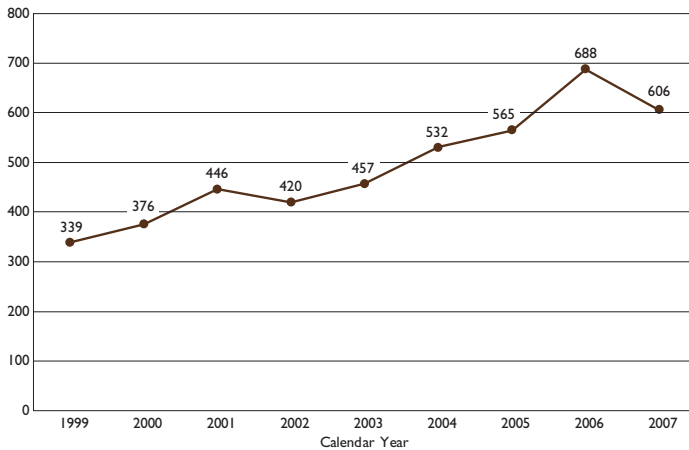
- A total of 536 UH Mānoa faculty and administrators reported going overseas to participate in teaching and research, present at international conferences, recruit international students, escort student groups on service learning projects, and engage in field schools. Of the 94 countries and American Territories visited, 32 were in Asia and the Pacific.
- The Republic of Korea awarded its Citizen's Medal of Merit (Mokryongjang) to the interim dean of UH Mānoa's School of Pacific and Asian Studies (and former director of the Center for Korean Studies) for his contributions toward developing U.S.-Korea relations and his support of the Korean community in Hawai'i.
- A UH Mānoa College of Education professor emeritus was decorated by the government of Japan with the Order of the Rising Sun, Gold Rays with Rosette for her accomplishments in national and public services and for promoting mutual understanding between Japan and the United States.
- A Leeward Community College drama professor wrote a historical and descriptive study of a classical performance art form of Southeast Asia that has been published as *Earth in Flower: the Divine Mystery of the Cambodian Dance Drama*. The book was featured on the cover of Publisher's Weekly and was selected by the Kiriya Prize committee as a Notable Title of 2007.

- A UH Hilo College of Agriculture, Forestry and Natural Resource Management professor presented his research on Japanese and Hawaiian attitudes toward genetically modified fruit at an international conference at the Universidad Politecnica, Spain.
- A UH West O'ahu political science faculty member and a UH Mānoa political science and women's studies faculty member co-authored and co-edited *Gender and Globalization in Asia and the Pacific: Methods, Practice, Theory*, a compilation of essays that examines and tests the critical feminist theories about women, gender, and their sexualities within the context of Asian and Pacific Island communities.
- Kapi'olani Community College is the lead campus working with university and hotel partners in Vietnam to plan, implement and manage a hospitality/culinary training center in-country.

VISITING SCHOLARS AND INTERNATIONAL FACULTY

In calendar year 2007, 606 international faculty/staff and visiting scholars taught, conducted research, worked in academic institutional support positions, or participated in international exchange activities under UH sponsorship. More than 52 percent came from Asia, 30 percent from Europe, and the remainder from Canada, Mexico, Latin America, Oceania, the Middle East, and Africa. The largest number was from China, followed by Japan, South Korea, Germany, and Canada.

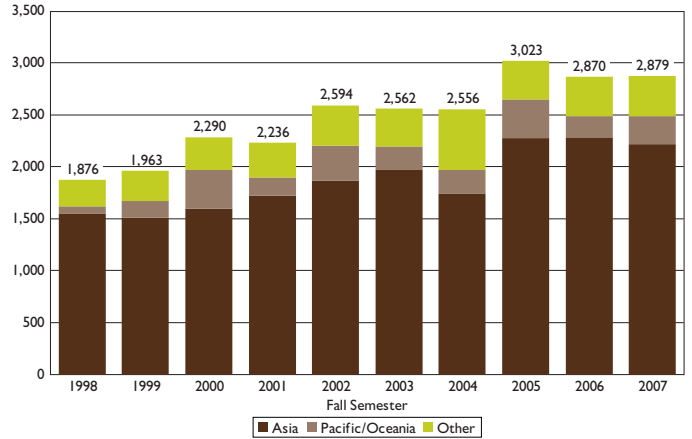
Visiting Scholars and International Faculty



INTERNATIONAL STUDENT ENROLLMENT

In fall 2007, 2,879 international degree-seeking students were enrolled at a UH campus, with the majority coming from Asia.

Enrollment of Degree-Seeking International Students UH System



Note: Students who did not specify place of origin are included in the "Other" category.

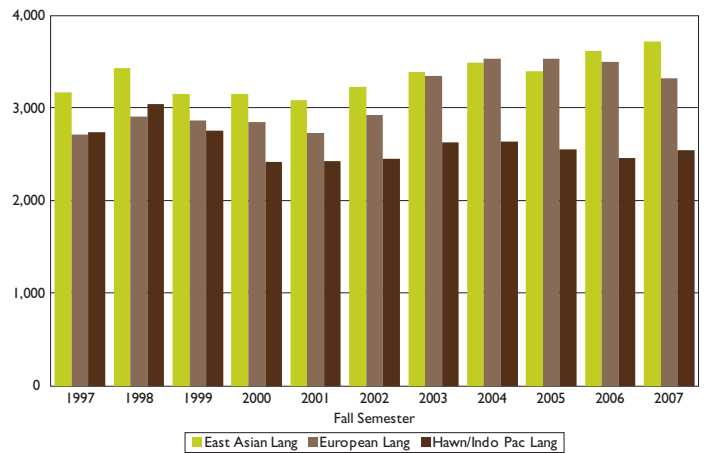
LANGUAGE STUDY

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 30 languages other than English.

Over the past decade, registrations in foreign languages increased 11 percent overall.

- East Asian Languages (+17%)
- European Languages (+23%)
- Hawaiian/Indo-Pacific Languages (-7%)

Registration in Languages UH System



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 investing in its most important assets.

Investment in Faculty and Staff

How are campuses investing in their faculty and staff?

UH SYSTEM

The President's Emerging Leaders Program, now in its second year, is a professional development opportunity for highly motivated UH faculty and staff sponsored by the UH President's Office and ten chancellors' offices. The program seeks to identify and develop future campus and system leaders by investing in the University's most valuable asset, its human resources, and creating an institutional culture that honors diversity and inclusion. Participants in the President's Emerging Leader Program have the opportunity to:

- Examine strategic and management decisions in meeting academic and statewide objectives and reflect on how leaders make a vital difference
- Explore the perspectives of internal and external stakeholders of the University, inherent tensions and positive opportunities
- Analyze differences in campus missions and how they affect the overall enterprise
- Discuss the process and culture of shared governance within an academic environment and explore avenues for participation and leadership
- Explore leadership styles and improve skills in communication and working with others
- Identify academic and nonacademic career paths
- Apply problem solving, decision making, and team work skills to current issues facing the University
- Build a collegial network of professional support, energy, and trust

UH's inaugural program began in AY 2007–08 with a cohort of 30. The AY 2008–09 cohort consists of 27 participants.

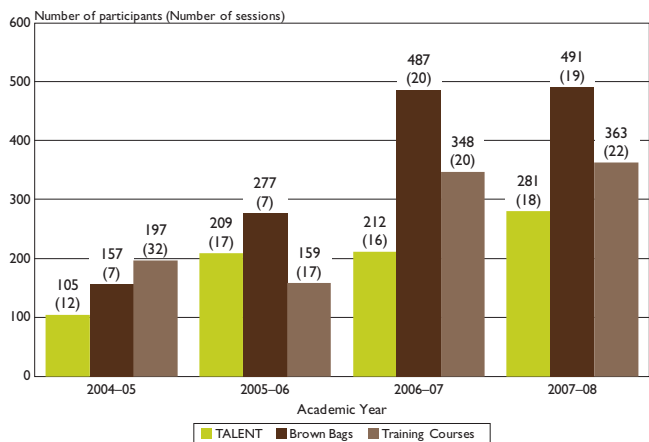
President's Emerging Leaders Program Evaluation, AY 2007–08 Cohort

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Learned new facts/ concepts/principles of higher ed	59%	41%	–	–	–
Increased understanding of higher ed central issues	55%	41%	4%	–	–
Developed a broader perspective of UH issues	63%	26%	7%	4%	–
Developed a clearer sense of where to make a difference as a leader	22%	59%	15%	4%	–
Developed a better appreciation of how various units contribute to UH's success	55%	41%	4%	–	–
Increased understanding of the resources/ data needed to make informed decisions	27%	54%	19%	–	–
Better prepared to work with others to solve problems	26%	63%	11%	–	–

Information Technology Services (ITS)

- Teaching and Learning with Electronic Networked Technologies (TALENT) is a faculty development program available to all UH campuses. TALENT seminars and workshops are designed to introduce faculty to distributed learning and application programs that can be used in both face-to-face and online environments.
- Brown Bags are specialized training and informational sessions that ITS coordinates for information technology and technical support staff throughout the UH System.
- ITS offers short (1–2 session) training courses which are open to faculty and staff and are hands-on lab-based courses.

Participation in ITS Training and Informational Sessions



UH INFORMATION TECHNOLOGY SERVICES

Sabbatical and Professional Leave

The University invests in faculty and staff by providing funding for leaves of six months at full pay or twelve months at half pay to pursue scholarly activities and academic renewal. In 2007, the University supported 184 employees on sabbatical and professional leaves.

UH Sabbatical/Professional Improvement Leave

Employee Type	2005	2007
Staff	5	6
Faculty	161	178
Total	166	184

UH OFFICE OF HUMAN RESOURCES

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, Center for Instructional Support, and Faculty Mentoring Program. Through the following programs and services, OFDAS attempts to address pedagogical and professional issues that relate directly to teaching and learning and to ethical and professional development: lecture series on professional development; 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; library of dossiers; faculty mentoring; and assessment workshops.

UH HILO

The UH Hilo Faculty Research Council awards intramural grants for conference travel, and start-up projects, as well as grants for scholarly activity in academic fields that have relatively little opportunity for external funding. Grants are awarded for scholarly and/or creative activities, as well as for training to enhance instructional capabilities.

Through a five-year Science, Technology, Engineering, and Math (STEM) grant, science and math faculty are learning different approaches to studying the natural world and adapting to different student learning styles. The new Student Learning and Success Center, scheduled to open in 2009, will offer faculty workshops and guidance in improving pedagogy, especially in high risk gateway courses. UH Hilo faculty have participated in several series of on-campus workshops on instructional technology and online instruction, including podcasting and production of multimedia materials for online delivery.

UH WEST O’AHU

UH West O’ahu offers professional development activities, including a professional development day for the faculty prior to the start of each semester, as well as workshops and seminars throughout the year for faculty and staff. Intramural funds are provided for seed money research grants and for funding faculty travel to conferences. The campus funded a substantial amount of these expenses for faculty and staff in AY 2006–07 and AY 2007–08.

UH COMMUNITY COLLEGES

The UH community colleges support professional development efforts through system and campus planning and resource allocation. New and continuing initiatives are funded by chancellors, fundraisers, and external grants. Workshops on assessing student learning outcomes and support for faculty travel are among the types of professional development activities offered. All colleges have staff and faculty development committees and have continued the annual practice of a college-wide, non-instructional professional development and enrichment day. The Wo Learning Champions and the Tsunoda Community College Leadership Champions programs are examples of major investments in faculty and staff development by the community colleges.

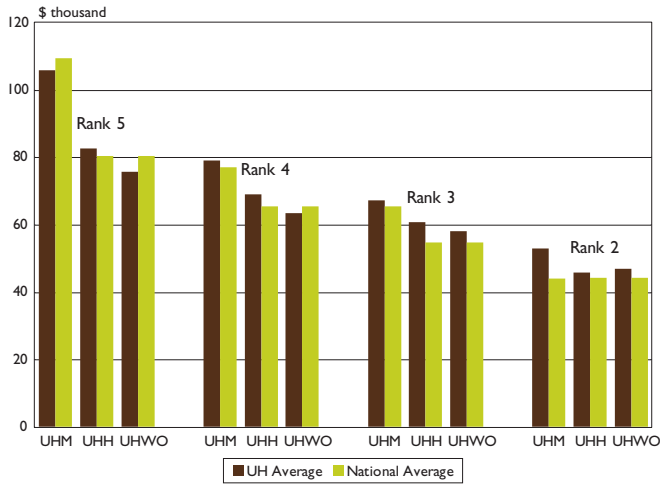
The Wo Learning Champions are a representative group of faculty and staff from each of the community colleges and the Employment Training Center whose purpose is to design professional development activities to promote learning, foster innovation, and build community. The Wo Learning Champions program invests in junior members of the academic community, renews its senior faculty, and promotes the enrichment of all at the state’s community colleges. This initiative is funded by a \$1 million endowment generously donated by the Robert and Betty Wo Family Foundation and James and Juanita Wo Family Foundation.

The Tsunoda Community College Leadership Champions are a representative group of faculty and staff from the seven community colleges whose focus is to develop the next generation of community college leaders, committed to the values and mission of the community college.

How do UH faculty salaries compare with national averages?

Faculty salaries at the University of Hawai'i campuses compare favorably to their national public institution counterparts. The average salaries of all ranks at UH Hilo exceed the national averages in its category. Salaries in ranks 2, 3, and 4 at UH Mānoa exceed those of other public doctoral level institutions, while at UH West O'ahu salaries in ranks 2 and 3 exceed those of their counterparts.

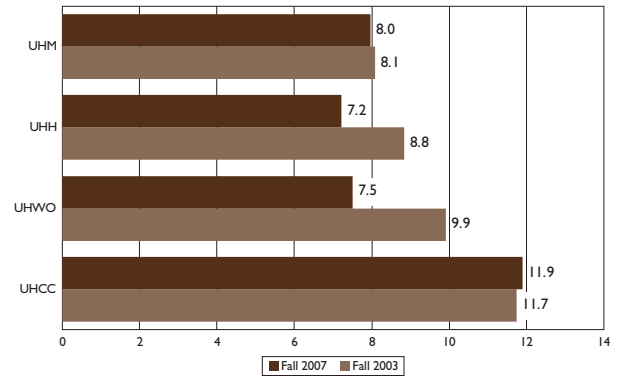
Comparison of Average Faculty Salaries with Other Public Institutions, 2007–08
UH Mānoa, UH Hilo, UH West O'ahu



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

Instructional workload remained about the same at UH Mānoa and the UH community colleges, but decreased at UH Hilo and UH West O'ahu from fall 2003 to fall 2007. UH regular faculty teach from two to four courses a semester and some teach five. For comparative purposes, equivalent semester hours per regular faculty at the UH community colleges include general academic instruction only.

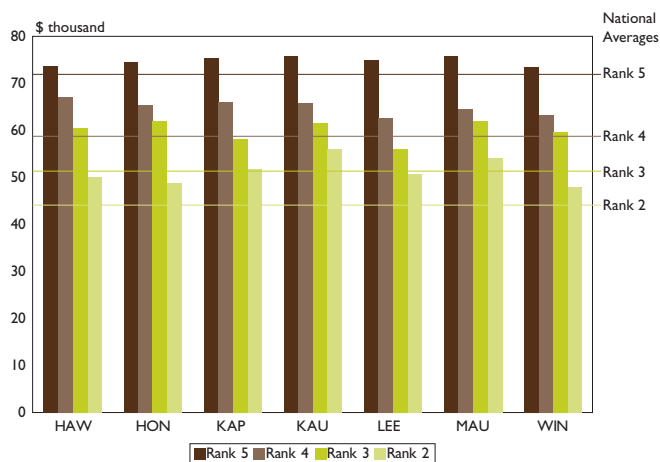
UH Equivalent Semester Hours/Regular Faculty



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

UH community college faculty salaries continue to reflect favorably in relation to their national public institution counterparts. Salaries at all ranks exceed the national averages in comparison to other public two-year institutions with academic ranks.

Comparison of Average Faculty Salaries with Other Public Institutions, 2007–08
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.

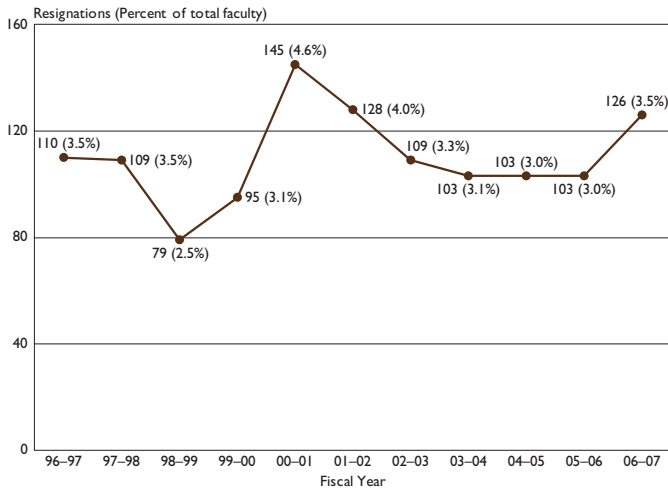
ACADEME MAR/APR 2008 BULLETIN OF THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS (AAUP)

What is the turnover rate for faculty (excluding retirement)?

The number of faculty resignations has fluctuated over the last ten years, reaching a low in 1998–99 and a high in 2000–01. After remaining constant over the last three years, faculty turnover rates increased half a percentage point (+23) from FY 2005–06 to FY 2006–07. The reasons for leaving tend to be fairly consistent from year to year. In FY 2006–07, the top reasons faculty left UH were:

- Seeking a better paying job.
- Seeking a position with more opportunities for advancement.
- Seeking a job in an area with lower cost of living/housing.
- Desire to relocate.
- Seeking a more challenging position.
- Seeking a permanent or tenure track position.
- Seeking a career change.

UH Faculty Resignations (Turnover Rate)



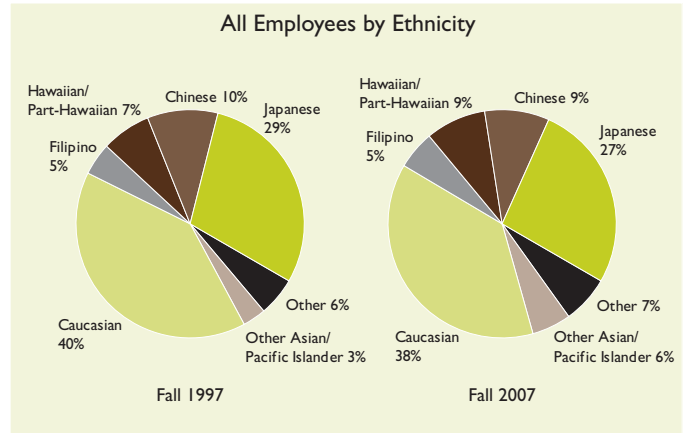
Note: Does not include retirements.

PERSONNEL EXIT QUESTIONNAIRE, UH OFFICE OF HUMAN RESOURCES

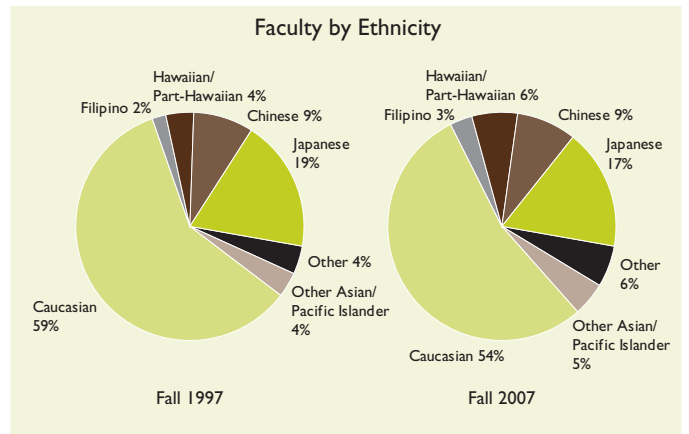
What are the demographic trends in the composition of UH employees?

ETHNICITY

The ethnic makeup among all UH employees has shifted slightly from a decade ago, with an increase in Hawaiian/Part-Hawaiian and Other Asian/Pacific Islander employees.



The share of UH faculty members with Hawaiian/Part-Hawaiian, Filipino, and Other Asian/Pacific Islander ethnicities increased while the largest decrease was in the Caucasian category.

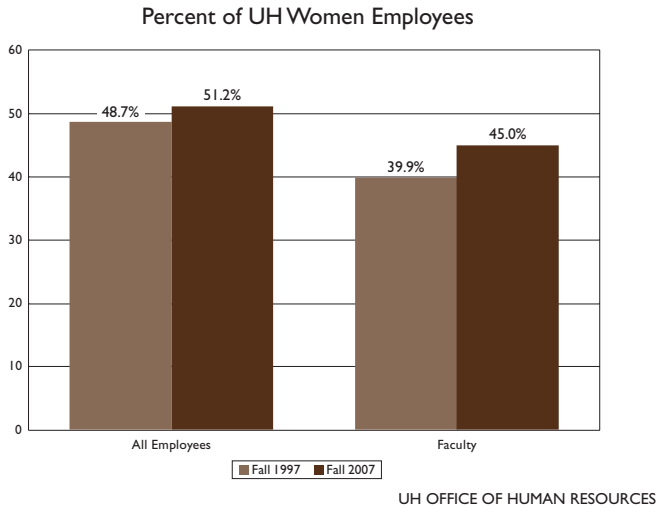


UH OFFICE OF HUMAN RESOURCES

GENDER

Women comprise slightly more than half of the University's workforce. A decade ago, that share was slightly less than half. Similarly, the number of women in the faculty ranks increased, representing 45 percent of UH faculty in fall 2007.

UH Mānoa's John A. Burns School of Medicine was ranked first in the U.S. for its percentage of women department chairs in 2007. These departments include cell and molecular biology, psychiatry, medicine, complementary and alternative medicine, geriatric medicine, Native Hawaiian health, and obstetrics.



Investment in the Physical Plant

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

State capital improvements program (CIP) appropriations totaled \$322 million in fiscal years 2008 and 2009.

MEANS OF FINANCE	ACT/FISCAL YEAR							
	259/2002	177/2003	200/2004	41/2005	178/2006	160/2007	213/2008	158/2009
General Funds	0	0	0	0	0	42,500	0	12,500
General Obligation Bond Fund	69,515	84,044	22,804	88,561	128,783	62,988	183,036	126,446
Other ¹	150,000	0	0	0	0	0	0	0
TOTAL	219,515	84,044	22,804	88,561	128,783	105,488	183,036	138,946

¹ Includes \$150m (revenue bonds) from Act 14, Third Special Session of 2001

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

During fiscal year 2007–08, the University conducted its first comprehensive survey of the condition of its facilities. The survey identified a maintenance backlog of \$351 million, a figure significantly higher than previously reported. The difference is attributed to a change in methodology in collecting building data, the inclusion of off-campus facilities and non-general funded facilities, and infrastructure that was omitted from prior reports.

CAMPUS	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008 ¹
UH Mānoa	\$52,635,390	\$82,902,000	\$99,105,500	\$100,588,000	\$114,159,000	\$242,754,000
UH Hilo	\$22,664,453	\$30,090,000	\$36,209,500	\$23,236,000	\$34,576,000	\$40,467,000
UH West O'ahu	\$0	\$0	\$0	\$0	\$440,000	\$0
UH Community Colleges	\$29,622,549	\$48,053,876	\$39,981,890	\$40,830,671	\$50,939,000	\$68,273,000
Total Unfunded Deferred R&M	\$104,922,392	\$161,045,876	\$175,296,890	\$164,654,671	\$200,144,000	\$351,494,000

¹ Includes entire UH facility inventory, including on- and off-campus facilities, and facilities that are self-supporting

The University has received significant support from the state in addressing its repairs and maintenance (R&M) needs through the CIP budget.

STATE FUNDING	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Capital Renewal and Deferred Maintenance	\$5,000,000	\$30,000,000	\$35,000,000	\$50,000,000	\$32,067,000	\$58,511,000

Although the University received sizable support in the CIP budget for R&M, the University projects an average capital renewal requirement of \$58.7 million a year for the next six fiscal years. This \$58.7 million average, in 2008 dollars, is the minimum required to keep from adding to the University's maintenance backlog.

UH OFFICE OF CAPITAL IMPROVEMENTS

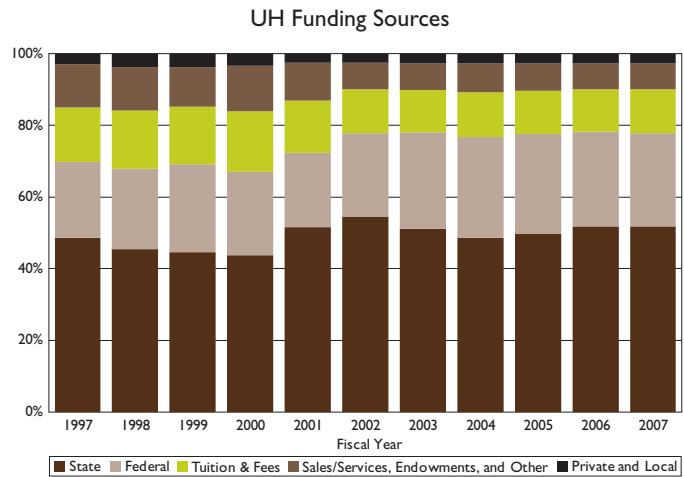
GOAL 5: Resources and Stewardship

Achieving the goals of the University's strategic plan depends on the University's ability to acquire, allocate, and manage public and private revenue streams and exercise exemplary stewardship over these assets. Measures of INVESTMENT FROM THE STATE, INVESTMENT FROM PRIVATE SOURCES, ENVIRONMENTAL INITIATIVES, 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

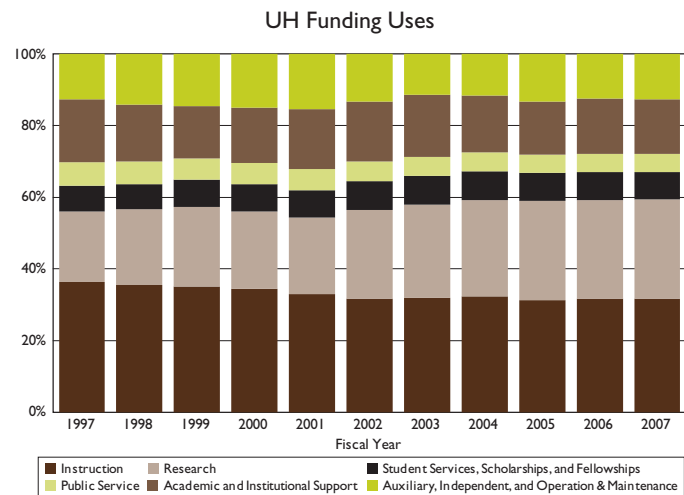
What proportion of UH's revenues come from the state?

About half of the University's funding comes from state general fund appropriations. The University's share of federal funds has increased over the past decade, due in large part to the outstanding performance of its research communities.



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

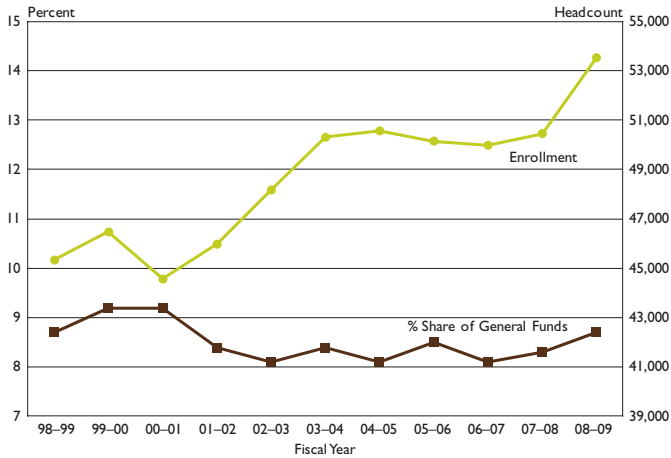
The primary use of funds continues to be in support of instruction and research. The increased expenditure in research is consistent with the increase in external funding received by the University.



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

UH enrollment increased from approximately 45,000 to a high of 53,526 over the past decade while the share of general funds has remained steady (8–9%). This trend suggests that the University’s reliance on tuition and fee revenues has increased.

UH Enrollment and Share of State General Funds



Note: Enrollment figures are as of the fall semester.

MAPS (ENROLLMENT DATA); UH BUDGET OFFICE (GENERAL FUNDS DATA)

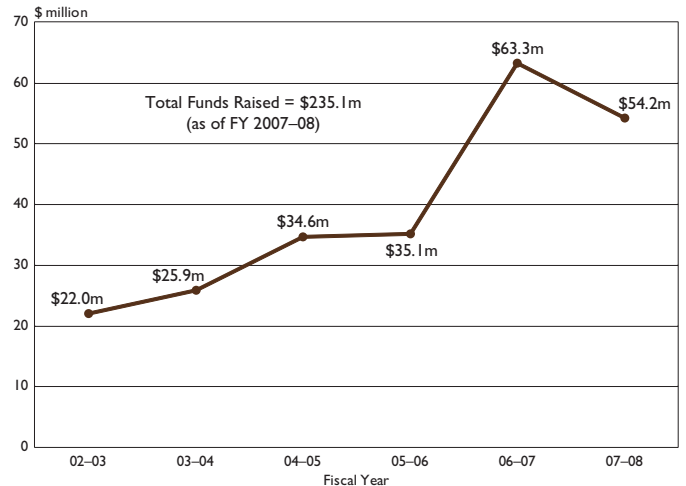
Investment from Private Sources

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

Private giving to the University through the UH Foundation is an increasingly important source of revenue. The University and Foundation are in the final year of a comprehensive Centennial Campaign, which began on July 1, 2002 and ends June 30, 2009. The fundraising goal for the campaign is \$250 million. As of October 2008, that goal has been exceeded with funds raised of \$251 million. Fundraising efforts will continue through June 30, 2009 with prospects to exceed the goal by 10 percent. In addition to the fundraising goal of \$250 million the UH Foundation has a goal of \$50 million for bequest intentions during the campaign period. So far \$48 million has been identified toward this goal.

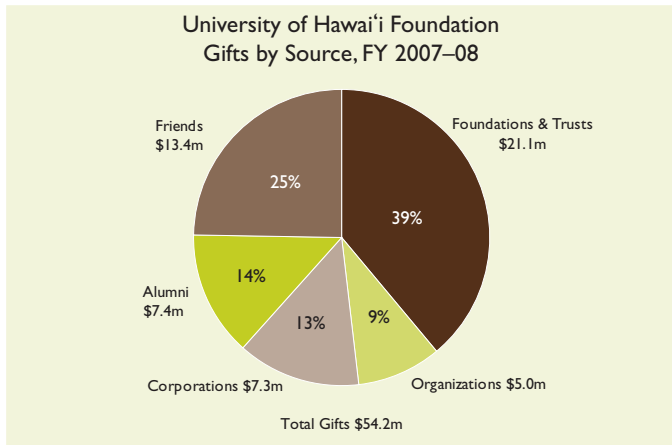
In FY 2006–07, the University received the largest gift in its history—\$25 million for the Shidler College of Business. Results for FY 2007–08 include numerous seven figure gifts, suggesting a positive culture of philanthropy is taking hold in the community in support of the University.

University of Hawai'i Foundation Funds Raised by Campaign Year

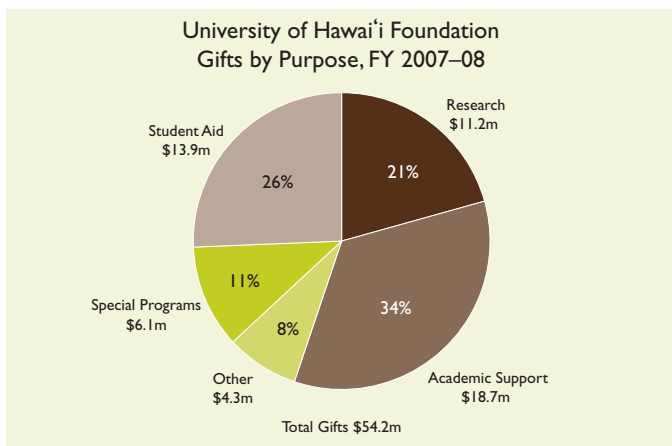


UH FOUNDATION

Private gifts come from a wide variety of sources. In FY 2007–08, \$20.8 million, nearly 40 percent of the total, came from alumni and friends of the University.



Private support helps the University in a variety of ways. In FY 2007–08, \$13.9 million was raised to provide support for students. Refer to page 20 for more detail on student scholarships raised.

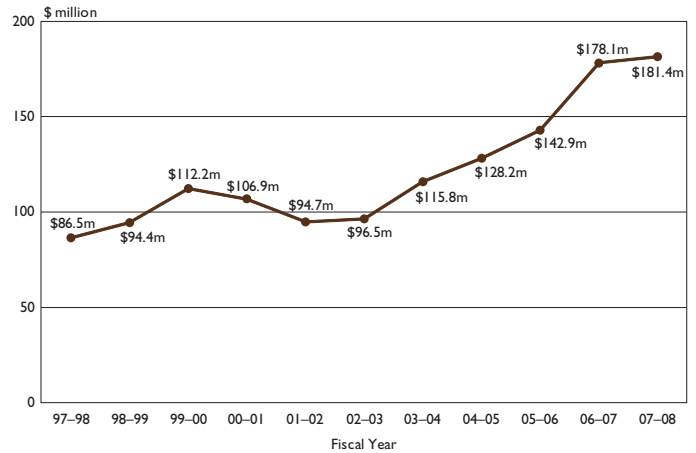


UH FOUNDATION

What is the status of the University's endowment?

The endowment grew modestly in fiscal year 2008. The total investment return was -1.7%. This return was offset by new donations to the endowment.

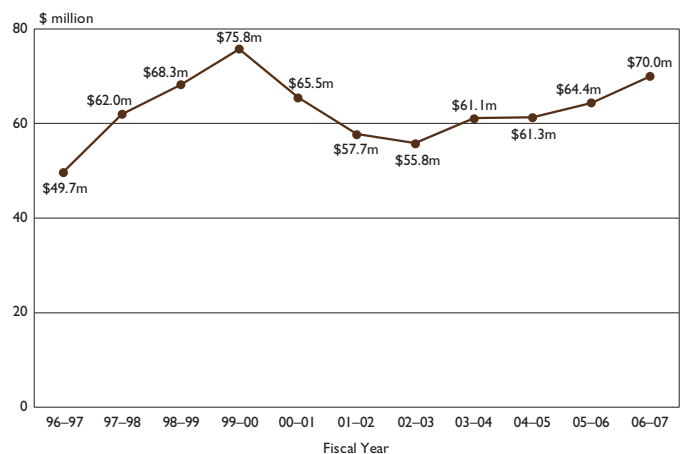
University of Hawai'i Foundation Investment Portfolio (Market Value)



UH FOUNDATION

The University holds a second endowment from private and institutional donors which, invested separately, had a market value of \$70.0 million in FY 2006–07.

University of Hawai'i Net Assets/Endowment Fund Balance (Market Value)



UH GENERAL ACCOUNTING AND LOAN COLLECTION OFFICE

Environmental Initiatives

What measures has the University taken in the area of sustainability?

UH SYSTEM

The eWaste Disposal Days 2008 recycling program successfully topped its 2006 electronics recycling numbers with the collection of 1.5 million pounds of eWaste. This amount represents 75 shipping containers of broken and obsolete electronic equipment that will not go into Hawai'i's landfills, but will be responsibly recycled and disposed of. Containers collected per island: O'ahu 65.25, Big Island 6.25, Maui 3.00, and Kaua'i 0.50.

UH has reduced printing of routine administrative reports by about 75 percent with an online system that enables viewing anywhere and anytime via the Internet.

UH MĀNOA

As one of the state's largest consumers of energy and water, UH Mānoa is committed to transforming its campus into one that is more sustainable, and providing first-class educational opportunities to students who want to graduate with the knowledge and skills to effect positive environmental change. Since the 2006 Chancellor's Energy Summit established a benchmark of energy use across the campus, numerous activities and projects that promise to yield long-term benefits to the environment and the university community have begun.

Educational Curriculum

- UH Mānoa offers undergraduate and graduate educational programs in such fields as environmental engineering, architecture, planning, landscape design, science, economics, agriculture, and law. Many include opportunities for field work and other practical projects to provide hands-on experience.
- The UH Mānoa Sustainability Council is working on a number of projects, including adding more sustainability courses to the academic and research curricula for students and providing better publicity for these academic opportunities.

Energy Efficiency and Renewable Energy

- Goals for efficiency and renewables include generating 25 percent of the campus's electricity from renewable sources by 2020 and becoming energy independent by 2050.
- UH Mānoa became the first university in the country—and the first organization in the state—to be a founding member of the Climate Registry, a non-profit organization established to measure and publicly report greenhouse gas emissions in a common, accurate, and transparent manner consistent across industry sectors. The campus also signed the American College and University Presidents Climate Commitment and created the Mānoa Climate Change Commission.
- The Mānoa Climate Change Commission is conducting a comprehensive greenhouse gas inventory for all campus-related activities. It will be holding workshops on carbon accounting and a series on climate change adaptation from 2008–10.
- The Facilities Management Office is considering the construction of large-area photovoltaic applications on campus parking lots and looking at more appropriate building scheduling to reduce unnecessary usage.

- Plans for the Saunders Hall roof include connecting a demonstration vertical-axis wind turbine to the campus grid and construction of a photovoltaic array.
- Retrofit and delamping opportunities in campus buildings are ongoing along with an incandescent light bulb "search-and-destroy" program. Delamping at Saunders Hall is expected to save \$15,000 in energy costs annually.

Student Involvement in Campus Sustainability Efforts

- Sustainable Saunders HUB (Help Us Bridge) provides a network for students, faculty, and staff to tap into sustainability projects and get involved at the grassroots level. Efforts include the organization and management of Earth Day, as well as promoting healthier and more sustainable options in campus food service.
- Mānoa Energy Performance Assessment (MEPA) teams, consisting mostly of students, have been established to identify and quantify low-cost/no-cost energy savings opportunities.

Construction and Renovation Projects

- Leadership in Energy and Environmental Design (LEED) Silver is the minimum target for new construction (based on state law requirements) and renovation where cost-effective. The LEED System was developed by the U.S. Green Building Council in 1998 to encourage environmentally sustainable construction. A rating of Certified, Silver, Gold, or Platinum is awarded based on the number of credit points earned in six categories, including sustainable sites, water efficiency, energy and atmosphere, materials and resources, indoor environmental quality, and innovation and design.
- Frear Hall, the new campus resident hall, is applying for LEED silver certification and, if awarded, will be the first LEED-certified building on campus.
- LEED charettes have been held for new construction at the William S. Richardson School of Law, the College of Education, Information Technology Services, and Kennedy Theater.
- Energy and water-efficient retrofits in routine renovations are applied where feasible.
- The Pauley Lab on Coconut Island is being renovated with the intention of making it an example of a sustainable marine laboratory.
- Chilled water loop and associated air conditioning upgrades around campus are saving significant amounts of energy.
- The Facilities Management Office has made a broad commitment to implement sustainable engineering practices and adopt relevant energy efficiency standards.

Alternative Transportation

- The campus vehicle fleet includes 14 hybrids and 3 electric vehicles. Also, Campus Security and Parking Operations use a fleet of 12 electric carts to patrol the campus.
- The pre-tax bus subsidy program averages 110 passes per month and is expected to grow significantly. Student UPASSes (discounted bus fares) have averaged around 3,000 per semester and 550 for the summer.
- Students and staff are participating in the Mānoa Neighborhood Bike Plan development process and the Facilities Management Office is sponsoring a bike repair cooperative.
- The UH Mānoa campus has its own bus stop for public transportation, while an on-campus shuttle bus service encourages car-free transportation.

- The campus planning process supports a pedestrian, bike, and skateboard-friendly environment, including future construction of more housing close to campus for faculty, staff, and students.

Recycling and Composting Programs

- UH Mānoa has a campus recycling program for containers, with a planned expansion to paper.
- All green waste is composted.

Other Sustainability Initiatives in Administration or Policy Development

- UH Mānoa signed a partnership agreement in October 2007 with Hawaiian Electric Company to better support energy efficiency research, demonstration, development, and implementation.
- The Mānoa Climate Change Commission is advising the campus on how to achieve emissions reduction goals and undertaking other interdisciplinary initiatives on mitigation and adaptation.
- The Energy Advisory Committee provides advice and facilitation of interactions between faculty, staff, and administration on energy policy on campus, and oversees the MEPA teams, which review individual buildings for energy-saving opportunities.
- UH Mānoa has established a campus energy website to provide information on campus energy policies and projects (www.soest.hawaii.edu/UHMEnergy).

UH HILO

The campus's Student Life Center may become the Big Island's first building to earn a LEED Gold rating. Currently, the only LEED rated buildings on the island are the 'Imiloa Astronomy Center of Hawai'i (Certified) and the Hawai'i Gateway Energy Center at the Natural Energy Laboratory of Hawai'i Authority (Platinum). The Student Life Center employs natural elements to reduce energy use and its landscaping will utilize native or adapted species which require no irrigation. The project has recycled 17 tons of scrap drywall into usable products.

UH WEST O'AHU

Design plans for phase I of UH West O'ahu's new campus in Kapolei involve developing a sustainable, state-of-the-art campus with a complementary mix of residential, commercial, retail, and mixed-use facilities to create a well-planned community to support the long term growth of the campus. Through the incorporation of sustainable features, the focus will be on creating a healthy, energy efficient, and environmentally sound campus.

UH COMMUNITY COLLEGES

"Going Green" was the theme of the 18th Annual Leeward Community College Family Fun Fair on November 15, 2008. The fair featured an array of informational exhibits and practical activities dealing with sustainability and environmental responsibility, including drive-through recycling, a new car show featuring energy efficient models, and a local food market offering organic produce and locally baked goods.

Maui Community College is the 2008 winner of the Bellwether Award in the category of Workforce Development. This award recognizes the nation's best and most innovative educational programs and practices in community colleges throughout the U.S. The campus was recognized for its groundbreaking practices in sustainability and in meeting present and future workforce and institutional development needs. Its presentation, entitled "Sink or SLIM: A Model to Promote Sustainable Change Through Education, Partnerships, and Workforce Development," highlights the campus's numerous initiatives and partnerships that promote sustainability on the campus and in the community while preparing students for living wage careers.

Efforts include creating the Sustainable Living Institute of Maui (SLIM), which promotes sustainability initiatives on campus and in the community, providing funds for student internships, securing a 250 kW windmill so students will have access to the latest in energy technology, implementing campus-wide recycling programs, hosting a community Water Resources Forum and an international Islands of the World Conference, and creating strong public and private partnerships that support the college's educational efforts. An example of a successful partnership is Maui Community College's Rural Development Project, which has trained over 21,000 residents in rural Hawai'i since 1997 and generated over \$83.7 million since 1990 to benefit workforces in Maui County and rural Hawai'i. The campus continues to work toward overcoming challenges faced by the community, such as the high cost of energy, housing, and fuel, workforce shortages, and providing living wage careers in a service-based economy. Maui Community College's presentation will be published in the *Community College Journal of Research and Practice* and will serve as a model for other community colleges across the nation.

Since 2004, Windward Community College's Department of Natural Sciences Pacific Center for Environmental Studies (PaCES) has offered an intensive summer program on education and research in environmental science to high school juniors and seniors. Students participate in an integrated mix of conventional lectures, hands-on laboratory exercises, outdoor field exercises, field trips, research projects, and stewardship activities. The program broadens their understanding of watersheds and coral reef ecosystems, introduces them to pioneering scientific research and adds to their knowledge of current scientific methodology and research techniques. The program is a partnership between PaCES and UH Mānoa's Hawai'i Institute of Marine Biology situated on Coconut Island in Kāne'ohe Bay.

Accountability

How does the University demonstrate its accountability to the public?

ACCOUNTABILITY

This document, *Measuring Our Progress*, responds to Act 161 of the 1995 Legislature to provide benchmarks and performance indicators that reflect the systematic assessment of UH programs and services. This 2008 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*. Each campus demonstrates its accountability through accreditation, program review, and institutional assessment activities.

In addition, the University reviewed its system strategic plan in 2008 and developed ten specific and measurable outcomes. These outcomes focus the University's priorities on meeting the higher education needs of the state of Hawai'i through 2015.

ACCREDITATION

Regional Accreditation

All ten campuses of the University of Hawai'i 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.

University of Hawai'i Status of Accreditation		
Campus	Accrediting Body	Status
UH Mānoa	WASC-Senior Commission	Accreditation reaffirmed, 2003 for seven years. Capacity and preparatory review, spring 2009. Educational effectiveness review, spring 2011.
UH Hilo	WASC-Senior Commission	Accreditation reaffirmed, 2004 for ten years. Special visit, fall 2009. Capacity and preparatory review, spring 2013. Educational effectiveness review, fall 2015.
UH West O'ahu	WASC-Senior Commission	Accreditation reaffirmed, 2005 for seven years. Capacity and preparatory review, fall 2011. Institutional effectiveness review, spring 2013.
UH Community Colleges		
Hawai'i	WASC-ACCJC Commission	Each college is separately accredited. Accreditation reaffirmed for all colleges, 2007 for six years—the maximum allowed by ACCJC policy. Comprehensive visits to all seven campuses, fall 2012.
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	

Each UH community college, as well as the Office of the Vice President for Community Colleges, prepared for the regular professional peer review that is part of the accreditation process for an institution. Campuses conducted rigorous self-appraisals in terms of the Accrediting Commission for Community and Junior Colleges (ACCJC) Standards. Self-appraisal requires a conscious and self-reflective analysis of strengths and weaknesses and an examination of every aspect of institutional function against Commission Standards. The ultimate goal of accreditation is to help an institution improve attainment of its own mission—improving student learning and student achievement. The results of the appraisal, the institutional Self Study 2006, are posted on each college's website.

The UH community colleges received a positive report from the Accrediting Commission of Community and Junior Colleges (ACCJC) after a team visited the colleges in fall 2007. According to the report, UH has improved its participatory, data-driven structure and enhanced the effectiveness of its community college organization.

Professional Accreditation

More than 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. UH Mānoa has 25 professionally accredited programs which are reviewed 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, 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, business, and education programs at UH Hilo are separately accredited. The pharmacy program was admitted to candidacy status in fall 2007.

UH Community Colleges. Twenty-five community college programs hold separate accreditation, including: a variety of culinary and nursing programs at multiple campuses; aeronautics maintenance; architectural engineering and CAD technology; auto body repair and painting; automotive maintenance; children's center programs; commercial aviation; computers, electronics, and networking technology; cosmetology; dental assistant; hospitality; human services/substance abuse counseling; information and computer science; intensive English; medical assistant; medical lab technician; motorcycle safety; occupational therapy; paralegal; phlebotomy; physical therapy; radiologic technology; respiratory care; surgical technology.

ACADEMIC PROGRAM ACTIONS AND CENTERS

The heart of the University is its instructional programs. Campuses routinely review established academic programs, assess the need for new programs, make major modifications of curriculum, and update the names of departments and degrees.

During AY 2007–08, the Board of Regents

- approved nine new degrees or certificates,
- moved three programs from provisional to established status, and
- terminated one provisional associate in applied science (AAS) program.

The UH administration

- approved 18 new certificates or concentrations,
- approved planning for six new programs,
- extended provisional status to one program,
- approved one provisional program stop-out of admissions, and
- removed one provisional program stop-out of admissions.

In all, 214 academic programs underwent review in this past academic year.

In accordance with Board of Regents policy, instruction, research, and public services centers are reported on annually. During AY 2006–07, the University administration approved three new centers and closed six centers. As of June 2007, the University of Hawai'i housed 95 centers.

INSTITUTIONAL ASSESSMENT AND RESEARCH

UH Mānoa. UH Mānoa's assessment of student learning outcomes addresses WASC accreditation standards and UH Mānoa's mission as a research university. Assessment is conducted by faculty and academic leaders in individual programs as a scholarly endeavor informed by data, comparative information with peer institutions, and other evidences of educational performance.

All UH Mānoa departments are engaged in the regular assessment of their programs. Capstone programs/courses, 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 and newly hired assessment specialists.

Departmental assessment efforts are posted at www.manoa.hawaii.edu/assessment/.

UH Hilo. The UH Hilo Office of Institutional Research responds to priorities identified by the Faculty Congress General Education & Assessment Support Committees and routinely engages in institutional effectiveness and learning outcomes assessment efforts through: a) administering student, alumni, and community surveys; b) developing specialized studies and analyses to evaluate and enhance academic programs and student learning/developmental outcomes; and c) supporting campus goals through dissemination and discussion of findings.

UH West O'ahu. The Office of Assessment & Institutional Research maintains institutional data; tracks graduation/retention rates; conducts surveys, course evaluations, and pre- and post-testing; and develops ad hoc reports for special projects.

In 2005 and 2006, the Director of Assessment completed a series of Collaborative Assessment Project (CAP) workshops to assist faculty in developing measurable learning outcomes and assessment tools. In 2007 and 2008, the campus held retreats and workshops on student learning and assessment for faculty and staff in preparation for accreditation reviews and to ensure educational effectiveness.

UH Community Colleges. Ongoing leadership and support of institutional effectiveness comes from the Office of the Vice President for Community Colleges and the Council of Community College Chancellors. Programs and activities that provide data to support assessment for institutional effectiveness include the community colleges' Comprehensive Program Reviews, annual reviews of program data, annual Program Health Indicator reports, UH Community Colleges Fact Book, participation in the national Community College Survey of Student Engagement (CCSSE) as individual colleges and as a consortium, Strategic Planning Key Performance Indicators, and the analysis of the current course placement process and placement testing procedures.

Distinctions and Achievements

Honolulu Community College received a Norman Loui Estate Gift of over \$3 million which will be used for student financial support. It is the largest single donation awarded to a UH community college.

HONOLULU COMMUNITY COLLEGE

UH Mānoa's College of Education received the United States Distance Learning Association's 21st Century Award for Best Practices in Distance Learning.

UH MĀNOA

UH West O'ahu professors will co-produce "Primal Quest," a high-definition, full-length feature film sequel to "The Great Dance: A Hunter's Story," a groundbreaking documentary heralded for its epic portrayal of the rare "running hunt" of the Kalahari San Bushman. "Primal Quest" is being prepared for worldwide cinema and television release as part of a larger educational package which includes a scholarly book and website articulated with courses at a variety of university campuses.

UH WEST O'AHU

The 'Imiloa Astronomy Center of Hawai'i received a \$670,000 grant from the Moore Foundation to assist in its goal of having every Big Island student visit its facility over the next two years. More than 8,000 elementary school students from the Big Island, neighbor islands, the U.S. mainland, Saipan, Okinawa, and Japan visited the Center in AY 2007–08.

UH HILO

The Shidler College of Business awarded 211 scholarships totaling over \$735,000 for AY 2008–09, an increase of more than 26 percent from the previous academic year.

UH MĀNOA

Hawai'i Community College ranked 16th out of 30 among "America's Best Community Colleges" which indicated smaller "two-year institutions actually offer more rigorous and successful teaching than many four-year universities ranked in the U.S.'s top tier."

THE WASHINGTON MONTHLY

The American Scholastic Press Association, which serves over 2,000 schools, honored Windward Community College's literary and art journal, *Rain Bird*, with a first place award in their annual magazine competition.

WINDWARD COMMUNITY COLLEGE

A professor and former interim dean of the UH School of Travel Industry Management was elected as the first woman president of the International Academy for the Study of Tourism, which she will lead for the next two years.

UH MĀNOA

A former chancellor and her two sisters established a scholarship fund to benefit students in financial need at Kaua'i Community College. Preference will be given to single parents and first generation college students.

KAUA'I COMMUNITY COLLEGE

A John A. Burns School of Medicine second year student was one of only 12 medical students in the country named a 2008 Minority Scholars Award recipient by the American Medical Association Foundation. He is the first student of Native Hawaiian heritage to win the scholarship.

UH MĀNOA

Kapi'olani Community College was selected by the Carnegie Foundation for the Advancement of Teaching as one of 14 colleges and universities nationally to assist in the development of a new elective classification of community engagement.

KAPI'OLANI COMMUNITY COLLEGE

Leeward Community College was recognized as the "Most Productive Site—Tax Season 2008" by the Lieutenant Governor. Leeward and UH West O'ahu students completed over 400 tax returns for low-income families during the January to April tax season.

LEEWARD COMMUNITY COLLEGE

William S. Richardson law students earned top honors at national competitions. The Native American Moot Court Teams brought home four awards and the Environmental Law Moot Court Team won third place overall.

UH MĀNOA

A team of UH Hilo student delegates received the Distinguished Delegation award at the 2008 National Model United Nations competition in New York City. The team placed in the top ten percent among 290 universities. This was the third consecutive year a UH Hilo team won an award at this international competition.

UH HILO

A UH Mānoa scientist has been reappointed to serve on the Space Studies Board of the National Academy of Sciences until 2010. He is one of 23 members chosen from across the United States that currently serve on the Space Studies Board.

UH MĀNOA

Windward Community College's Atelier is the only workshop of its kind in Hawai'i and one of the few atelier experiences in the United States where students train intensively for six weeks in the classical drawing and painting techniques of great European masters.

WINDWARD COMMUNITY COLLEGE

Distinctions and Achievements

Real estate entrepreneur Jay Shidler donated an additional gift of over \$1 million (in addition to his original gift of \$25 million) for ongoing renovations at the Shidler College of Business.

UH MĀNOA

Ka 'Ohana, Windward Community College's student newspaper, received its 12th first-place national honor award from the American Scholastic Press Association in 2007.

WINDWARD COMMUNITY COLLEGE

The 2008 edition of Who's Who Among Students in American Universities and Colleges includes the names of 50 UH Hilo students who have been selected as national outstanding campus leaders.

UH HILO

A UH Hilo marine science major was awarded a National Oceanic and Atmospheric Administration Hollings Scholarship. Each year, approximately 100 two-year scholarships are awarded to eligible college sophomores.

UH HILO

UH Mānoa's law, education, social work, and library and information science graduate programs are ranked among the nation's best in the 2009 edition of America's Best Graduate Schools.

U.S. NEWS AND WORLD REPORT

According to *Princeton Review's* 2006 Best Law School rankings, the William S. Richardson School of Law ranks second for Best Environment for Minority Students and fifth for Most Diverse Faculty.

THE PRINCETON REVIEW

Maui Community College awarded its first bachelor's degrees in Applied Business and Information Technology during its spring 2007 commencement ceremony.

MAUI COMMUNITY COLLEGE

A \$5 million Clarence T. C. Ching Foundation donation will assist in transforming Cooke Field, UH Mānoa's only on-campus, all-purpose track and field, football, soccer, and recreational facility, into a center of student activity.

UH MĀNOA

A UH Mānoa assistant professor of physics received a highly competitive U.S. Department of Energy Advanced Detector Research Award for the second time. He was one of three recipients nationwide.

UH MĀNOA

UH Hilo computer science teams took first and second place honors in the 2007 Association for Computing Machinery International Collegiate Programming Contest. Teams must combine technical programming skills with mathematical abilities to find solutions to difficult programming problems.

UH HILO

In 2007, Honolulu Community College's architectural engineering and CAD students won first place in the Pacific International Space Center for Exploration Systems (PISCES) competition held to design a lunar habitat. PISCES was a collaborative project of the Japan-U.S. Science, Technology & Space Applications Program, the Hawai'i State Department of Business, Economic Development & Tourism, and UH Hilo.

HONOLULU COMMUNITY COLLEGE

The UH Mānoa football program received a \$2.195 million gift from James Bolte to support its facilities and to provide student scholarships for members of the team.

UH MĀNOA

UH faculty continue to receive top honors in a variety of fields, including:

- astronomy (2008 Newton Lacy Pierce Prize, 2008 Ross Prize);
- cancer research (2008 Landon Foundation AACR Innovator Award for International Collaboration in Cancer Research);
- geology/geophysics (2007 U.S. Coast Guard's Distinguished Public Service award);
- horticulture (2008 American Society for Plasticulture Best Paper Award);
- medicine (2007 member of the Institute of Medicine);
- oceanography (2007 fellow of the American Academy of Sciences, 2007 Rosenstiel Award); and,
- planetology (2008 Leonard Medal).

UH MĀNOA

A Hawai'i Community College student was the only community college student in the computer science category to receive an award at the national Society for Advancement of Chicanos and Native Americans in Science conference.

HAWAII COMMUNITY COLLEGE

Honolulu Community College offered its first courses in music business in fall 2007. The new program, Music and Entertainment Learning Experience, offered two introductory courses in the History of the Recording Business and Survey of Music Business.

HONOLULU COMMUNITY COLLEGE

The School of Ocean and Earth Science and Technology and College of Engineering have established the Hawai'i Space Flight Laboratory. The first launch of a small satellite into Earth's orbit from Kaua'i is slated for fall 2009.

UH MĀNOA

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Philip Castille, UH Hilo
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Doug Dykstra, Hawai'i Community College
Erika Lacro, Honolulu Community College
Charles Ramsey, Kaua'i Community College
Louise Pagotto, Kapi'olani Community College
Mike Pecsok, Leeward Community College
Suzette Robinson, Maui Community College
Richard Fulton, Windward Community College

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Linda K. Johnsrud
Vice President for Academic Planning and Policy



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