

Office of the Vice President for Community Colleges

SELF STUDY DEMOGRAPHIC INFORMATION AND ACHIEVEMENT DATA (DIAD)

FIGURES AND TABLES
UHCC SYSTEM

FALL 2009 Data

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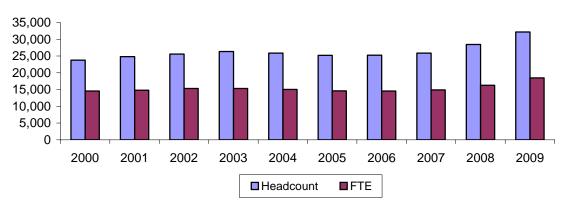
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STUDENT ENROLLMENT

Full Time Equivalent (FTE) is defined as the total student semester hours, summed across all course enrollments in regular credit courses, divided by 15.

Figure 1 - Historical Fall Headcount and Full-Time Equivalent (FTE) Enrollment



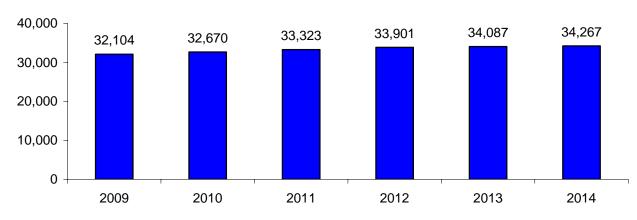


Source: MAPS – Fall Enrollment Report, University of Hawaii, Community Colleges Fall 2009, Table 1, Table 2

ENROLLMENT PROJECTIONS

Figure 2 - Enrollment Projections

UHCC Headcount Enrollment Credit Students Middle Projection Series Fall 2009 - Fall 2014

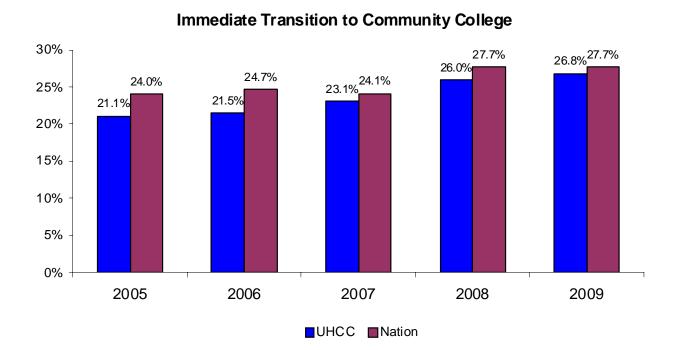


Source: MAPS – Enrollment Projections University of Hawaii Community Colleges Fall 2009 To Fall 2014, Table 1, Middle Projection Series

GOING RATE

Going Rate – Percentage Hawaii public and private June high school graduates who enroll in a community college the following fall semester

Figure 3 - Going Rate High School Graduates (percentage)



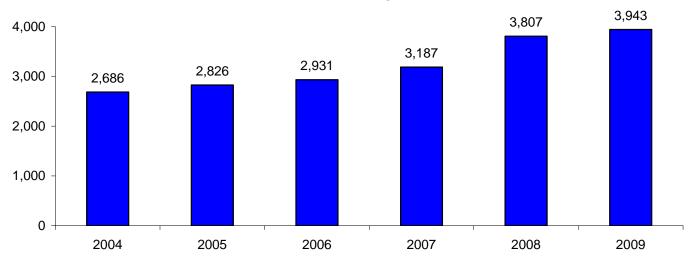
Sources:

- 1) Hawaii: MAPS High School Background of First-Time Students, Table 4 Includes public and private graduates
- 2) Nation: National Center for Education Statistics 2008. Digest Education Statistics: Table 395 College Enrollment and Labor Force Status of High School Completers tables.

<u>Figure 4 - Number High School Graduates Immediate Transition to UH Community</u>

Colleges

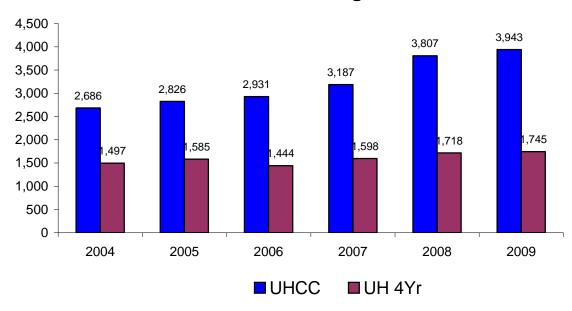




Source: MAPS - High School Background of First-Time Students, Table 4

<u>Figure 4.a - Number of High School Graduates Immediate Transition to UH System by Unit</u>

Fall Enrollment June Hawaii High School Graduates



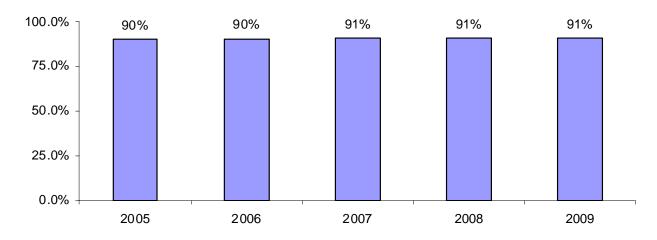
Source: MAPS - High School Background of First-Time Students, Table 4

ENROLLMENT BY RESIDENCY FOR TUITION STATUS

Table 1 - Enrollment by Residency for Tuition Status, Fall 2005 to Fall 2009

| | Fall 2005 | | Fall | 2006 | Fall 2 | 2007 | Fall 2008 | | Fall 2 | 2009 |
|-----------------------------|-----------|-------|--------|-------|--------|-------|-----------|-------|--------|-------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Resident | 22,466 | 89.00 | 22,542 | 89.20 | 23,202 | 89.60 | 25,524 | 89.73 | 28,975 | 89.98 |
| Resident Converted | 269 | 1.10 | 282 | 1.10 | 246 | 1.00 | 264 | 0.93 | 262 | 0.81 |
| Residents Subtotal | 22,735 | 90.10 | 22,824 | 90.40 | 23,448 | 90.60 | 25,788 | 90.66 | 29,237 | 90.79 |
| Not Exempted | 1,271 | 5.00 | 1,297 | 5.10 | 1,338 | 5.20 | 1,494 | 5.25 | 1,618 | 5.02 |
| West Undergraduate Exchange | 19 | 0.10 | 37 | 0.10 | 44 | 0.20 | 45 | 0.16 | 58 | 0.18 |
| Military Exemption | 776 | 3.10 | 693 | 2.70 | 669 | 2.60 | 707 | 2.49 | 793 | 2.46 |
| Faculty/Staff Exemption | 20 | 0.10 | 16 | 0.10 | 20 | 0.10 | 23 | 0.08 | 30 | 0.09 |
| Institutional Exemption | 226 | 0.90 | 220 | 0.90 | 119 | 0.50 | 61 | 0.21 | 24 | 0.07 |
| Student Exchange | 1 | 0.00 | 0 | 0.00 | 1 | 0.00 | 4 | 0.01 | 0 | 0.00 |
| Pacific-Asian Exemption | 11 | 0.00 | 16 | 0.10 | 14 | 0.10 | 9 | 0.03 | 1 | 0.00 |
| East-West Center | 0 | 0.00 | 2 | 0.00 | 1 | 0.00 | 1 | 0.00 | 0 | 0.00 |
| Hawaiian Exemption | 171 | 0.70 | 155 | 0.60 | 161 | 0.60 | 184 | 0.65 | 251 | 0.78 |
| Rev Institutional/Exempt | | | | | 60 | 2.50 | 111 | 0.39 | 162 | 0.50 |
| Hawai'i National Guard & | | | | | 12 | 0.50 | 17 | 0.06 | 29 | 0.09 |
| Reserve | | | | | 12 | 0.50 | 17 | 0.06 | 29 | 0.09 |
| Non-Resident Subtotal | 2,495 | 9.90 | 2,436 | 9.60 | 2,439 | 9.40 | 2,656 | 9.34 | 2,966 | 9.21 |
| No Data | 3 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 | 0 | 0.00 |
| GRAND TOTAL | 25,233 | 100 | 25,260 | 100 | 25,887 | 100 | 28,444 | 100 | 32,203 | 100 |

Percent Community College Students Paying Resident Tuition



Source: MAPS – Fall Enrollment Report University of Hawaii Community Colleges, Table 3 Selected Characteristics of Credit Students

INTERNATIONAL STUDENT ENROLLMENT

The University's long-standing interest in International Education has attracted a wealth of academic expertise, resources, and linkages. The University of Hawaii Community Colleges are engaged in a variety of international programs and projects, reflecting their commitment to developing institutional expertise in international education, with a particular focus on the Asia and Pacific region.

Table 2 - International Student Enrollment Fall 2009

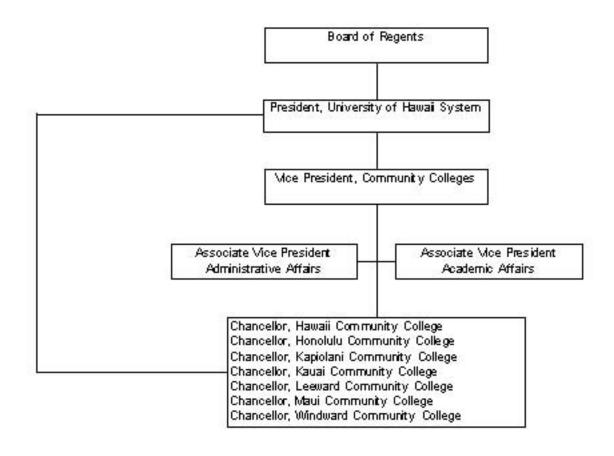
| Region of Origin | HAW | HON | KAP | KAU | LEE | MAU | WIN | UHCC |
|------------------|-----|-----|-----|-----|-----|-----|-----|------|
| Africa | | | 1 | | | | | 1 |
| Americas | 2 | 3 | 19 | 1 | 7 | 8 | 1 | 41 |
| Asia | 39 | 22 | 466 | 3 | 33 | 19 | 1 | 583 |
| Australia | | 1 | | | | 1 | | 2 |
| Europe | 2 | 3 | 10 | 1 | 2 | 2 | 1 | 21 |
| Middle East | 1 | | 1 | | | 1 | | 3 |
| Oceania | | 1 | 7 | | | | | 8 |
| Total | 44 | 30 | 504 | 5 | 42 | 31 | 3 | 659 |
| Region of Origin | HAW | HON | KAP | KAU | LEE | MAU | WIN | UHCC |

Source: ODS – IRO_BASE_UH (End of Semester)

ORGANIZATIONAL CHART

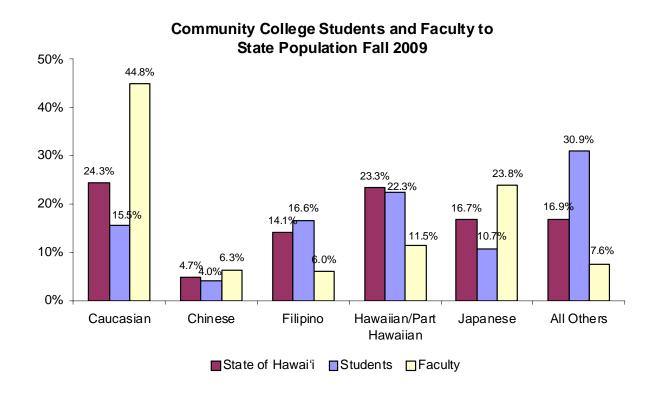
Figure 5 - University Hawaii Community College System Organizational Chart

ORGANIZATIONAL CHART



DIVERSITY

Figure 6 - State of Hawaii, Students, and Faculty Diversity



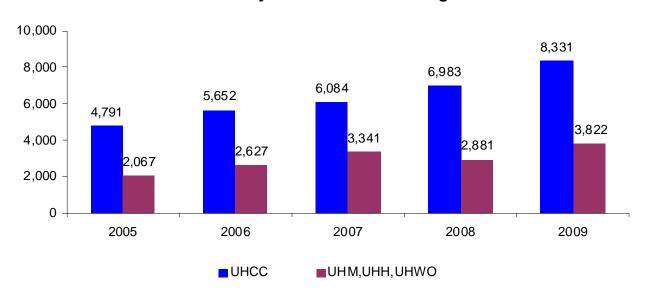
Sources:

- 1) State of Hawaii: Population Profile of General Demographic Characteristics: 2000, Data Set: Census 2000 Summary File 1 (SF1) 100 Percent Data; Geographic Area: Hawaii (Native Hawaiian Race Alone or in combination with one or more races)
- 2) Students: ODS IRO_BASE_UH (Census)
 UH System MAPS UHCC Fall 2009 Enrollment Report Table 4
- 3) Full Time Faculty: Community Colleges Human Resource Office

HAWAIIAN AND PART HAWAIIAN ENROLMENT

Figure 7 - Hawaiian/Part Hawaiian Students Enrolled University of Hawaiii System

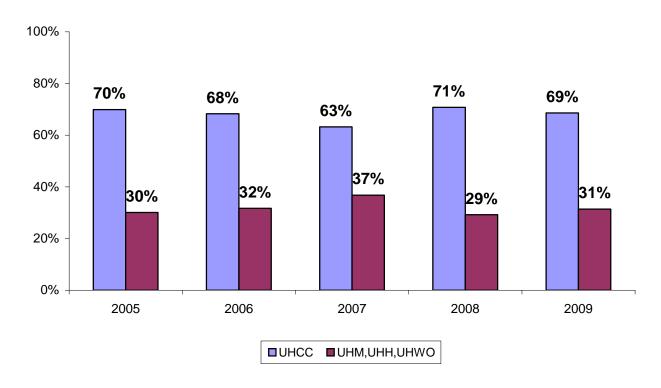
Hawaiian Ancestry Fall Enrollment Undergraduate



Source: UH System MAPS UHCC Fall 2009 Enrollment Report Table 4

Figure 8 - Where Hawaiian/Part Hawaiian Students Enroll (Fall Semester)

Where Undergraduate Students of Hawaiian Ancestry Enroll Fall Semester



Source: UH System MAPS UHCC Fall 2009 Enrollment Report Table 4

EMPLOYEE PROFILE

Table 3 - Staff by Ethnicity and Gender Fall 2009

| UHCC | Tot | al | Exec/ | Mgr | Admin, Prof | & Tech | Civil Se | ervice | Instruct Faculty | | Other Fa | aculty |
|-------------------------------|-------|------|-------|-----|-------------|--------|----------|--------|------------------|------|----------|--------|
| OHCC | Count | | Count | | Count | | Count | | Count | | Count | |
| All Employees | 1,798 | | 51 | 2.8 | 340 | 18.9 | 440 | 24.5 | 611 | 34.0 | 356 | 19.8 |
| | | | | | | | | | | | | |
| Asian and Pacific Islander | 850 | 47.3 | 28 | 1.6 | 194 | 10.8 | 254 | 14.1 | 227 | 12.6 | 147 | 8.2 |
| Chinese | 109 | 6.1 | 1 | 0.1 | 21 | 1.2 | 26 | 1.4 | 43 | 2.4 | 18 | 1.0 |
| Filipino | 195 | 10.8 | 3 | 0.2 | 37 | 2.1 | 97 | 5.4 | 24 | 1.3 | 34 | 1.9 |
| Indian Subcontinent | 10 | 0.6 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 | 9 | 0.5 | 0 | 0.0 |
| Japanese | 509 | 28.3 | 24 | 1.3 | 131 | 7.3 | 125 | 7.0 | 136 | 7.6 | 93 | 5.2 |
| Korean | 25 | 1.4 | 0 | 0.0 | 3 | 0.2 | 5 | 0.0 | 15 | 0.8 | 2 | 0.1 |
| Laotian | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Thai | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Vietnamese | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Other Asian | 2 | 0.1 | 0 | 0.0 | 1 | 0.1 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| Hawaiian and Pacific Islander | 316 | 17.6 | 4 | 0.2 | 59 | 3.3 | 123 | 6.8 | 72 | 4.0 | 58 | 3.2 |
| Guam Chamorro | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Hawaiian/Part Hawaiian | 263 | 14.6 | 4 | 0.2 | 54 | 3.0 | 95 | 5.3 | 61 | 3.4 | 49 | 2.7 |
| Micronesian | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Samoan | 7 | 0.4 | 0 | 0.0 | 0 | 0.0 | 4 | 0.2 | 0 | 0.0 | 3 | 0.2 |
| Tongan | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Other Pacific Islander | 46 | 2.6 | 0 | 0.0 | 5 | 0.3 | 24 | 1.3 | 11 | 0.6 | 6 | 0.3 |
| Mixed Pacific Islander | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Mixed Asian Pacific Islander | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Other Ethnic Groups | 617 | 34.3 | 19 | 1.1 | 86 | 4.8 | 50 | 2.8 | 312 | 17.4 | 150 | 8.3 |
| African American | 11 | 0.6 | 1 | 0.1 | 1 | 0.1 | 1 | 0.1 | 4 | 0.2 | 4 | 0.2 |
| American Indian/Alaska Native | 12 | 0.7 | 0 | 0.0 | 2 | 0.1 | 2 | 0.1 | 6 | 0.3 | 2 | 0.1 |
| Caucasian | 567 | 31.5 | 18 | 1.0 | 76 | 4.2 | 37 | 2.1 | 294 | 16.4 | 142 | 7.9 |
| Hispanic | 27 | 1.5 | 0 | 0.0 | 7 | 0.4 | 10 | 0.6 | 8 | 0.4 | 2 | 0.1 |
| Mixed | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| No Response | 15 | 0.8 | 0 | 0.0 | 1 | 0.1 | 13 | 0.7 | 0 | 0.0 | 1 | 0.1 |
| Gender | | | | | | | | | | | | |
| Female | 991 | 55.1 | 21 | 1.2 | 188 | 10.5 | 293 | 16.3 | 307 | 17.1 | 182 | 10.1 |
| Male | 818 | 45.5 | 30 | 1.7 | 152 | 8.5 | 147 | 8.2 | 304 | 16.9 | 185 | 10.3 |

Source: UH Community Colleges Human Resources Office, December 2010

FACULTY BY RANK, ETHNICITY, AND GENDER

Table 4 - Full Time Faculty by Rank, Ethnicity, and Gender Fall 2009

| UHCC SYSTEM | Tot | al | Profe | ssor | Associate | | Assistant | | Instru | ctor |
|-------------------------------|-------|------|-------|------|-----------|------|-----------|------|--------|------|
| OHCC STSTEW | Count | | Count | | Count | | Count | | Count | |
| All Faculty | 988 | 100 | 262 | 26.5 | 151 | 15.3 | 216 | 21.9 | 359 | 36.3 |
| | | | | | | | | | | |
| Asian and Pacific Islander | 401 | 40.6 | 127 | 12.9 | 62 | 6.3 | 95 | 9.6 | 117 | 11.8 |
| Chinese | 62 | 6.3 | 22 | 2.2 | 11 | 1.1 | 13 | 1.3 | 16 | 1.6 |
| Filipino | 59 | 6.0 | 8 | 0.8 | 6 | 0.6 | 20 | 2.0 | 25 | 2.5 |
| Indian Subcontinent | 9 | 0.9 | 3 | 0.3 | 2 | 0.2 | 2 | 0.2 | 2 | 0.2 |
| Japanese/Okinawan | 235 | 23.8 | 83 | 8.4 | 41 | 4.1 | 52 | 5.3 | 59 | 6.0 |
| Korean | 17 | 1.7 | 6 | 0.6 | 1 | 0.1 | 4 | 0.4 | 6 | 0.6 |
| Laotian | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Thai | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Vietnamese | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Other Asian | 19 | 1.9 | 5 | 0.5 | 1 | 0.1 | 4 | 0.4 | 9 | 0.9 |
| Hawaiian and Pacific Islander | 117 | 11.8 | 12 | 1.2 | 6 | 0.6 | 35 | 3.5 | 64 | 6.5 |
| Guam Chamorro | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Hawaiian/Part Hawaiian | 114 | 11.5 | 12 | 1.2 | 6 | 0.6 | 34 | 3.4 | 62 | 6.3 |
| Micronesian | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Samoan | 3 | 0.3 | 0 | 0.0 | 0 | 0.0 | 1 | 0.1 | 2 | 0.2 |
| Tongan | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Other Pacific Islander | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Mixed Pacific Islander | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Mixed Asian Pacific Islander | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| Other Ethnic Groups | 469 | 47.5 | 123 | 12.4 | 83 | 8.4 | 85 | 8.6 | 178 | 18.0 |
| African American | 8 | 0.8 | 1 | 0.1 | 1 | 0.1 | 1 | 0.1 | 5 | 0.5 |
| American Indian/Alaska Native | 8 | 0.8 | 2 | 0.2 | 0 | 0.0 | 1 | 0.1 | 5 | 0.5 |
| Caucasian | 443 | 44.8 | 119 | 12.0 | 82 | 8.3 | 81 | 8.2 | 161 | 16.3 |
| Hispanic | 10 | 1.0 | 1 | 0.1 | 0 | 0.0 | 2 | 0.2 | 7 | 0.7 |
| Mixed | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| No Response | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 |
| Gender | | | | | | | | | | |
| Female | 509 | 51.5 | 122 | 12.3 | 81 | 8.2 | 107 | 10.8 | 199 | 20.1 |
| Male | 468 | 47.4 | 130 | 13.2 | 70 | 7.1 | 108 | 10.9 | 160 | 16.2 |

Source: UH Community Colleges Human Resources Office, December 2010

STUDENT PROFILE

<u>Table 5 - Student Enrollment - Ethnicity and Gender Fall 2009</u>

| | All Stud | ents | Male |) | Fema | le | No Dat | ta |
|--------------------------------|----------|------|--------|------|--------|------|--------|-----|
| | Count | % | Count | % | Count | % | Count | % |
| All Students | 32,20 | 3 | 13,667 | 42.4 | 18,371 | 57.0 | 165 | 0.5 |
| Asian and Pacific Islander | 21,471 | 66.7 | 9,161 | 28.4 | 12,229 | 38.0 | 81 | 0.3 |
| Asian | 13,264 | 41.2 | 6,024 | 18.7 | 7,199 | 22.4 | 41 | 0.1 |
| Chinese | 1,276 | 4.0 | 627 | 1.9 | 647 | 2.0 | 2 | 0.0 |
| Filipino | 5,349 | 16.6 | 2,271 | 7.1 | 3,053 | 25.0 | 18 | 0.1 |
| Indian Subcontinent | 28 | 0.1 | 11 | 0.0 | 17 | 0.0 | 0 | 0.0 |
| Japanese | 3,450 | 10.7 | 1,564 | 4.9 | 1,882 | 4.0 | 4 | 0.0 |
| Korean | 680 | 2.1 | 307 | 1.0 | 371 | 2.0 | 2 | 0.0 |
| Laotian | 59 | 0.2 | 26 | 0.1 | 33 | 0.0 | 0 | 0.0 |
| Mixed Asian | 1,956 | 6.1 | 990 | 3.1 | 959 | 7.0 | 7 | 0.0 |
| Other Asian | 144 | 0.4 | 77 | 0.2 | 66 | 1.0 | 0 | 0.0 |
| Thai | 47 | 0.1 | 16 | 0.0 | 31 | 0.0 | 0 | 0.0 |
| Vietnamese | 275 | 0.9 | 135 | 0.4 | 140 | 0.0 | 0 | 0.0 |
| Hawaiian and Pacific Islander | 8,207 | 25.5 | 3,137 | 9.7 | 5,030 | 15.6 | 40 | 0.1 |
| Guam Chamorro | 78 | 0.2 | 32 | 0.1 | 46 | 0.1 | 0 | 0.0 |
| Hawaiian Part Hawaiian | 7,175 | 22.3 | 2,733 | 8.5 | 4,408 | 13.7 | 34 | 0.1 |
| Micronesian | 191 | 0.6 | 69 | 0.2 | 121 | 0.4 | 1 | 0.0 |
| Samoan | 242 | 0.8 | 96 | 0.3 | 146 | 0.5 | 0 | 0.0 |
| Tongan | 87 | 0.3 | 26 | 0.1 | 59 | 0.2 | 2 | 0.0 |
| Mixed Pacific Islander | 285 | 0.9 | 127 | 0.4 | 155 | 0.5 | 3 | 0.0 |
| Other Pacific Islander | 149 | 0.5 | 54 | 0.2 | 95 | 0.3 | 0 | 0.0 |
| Other Ethnic Groups | 10,732 | 33.3 | 4,506 | 14.0 | 6,142 | 19.1 | 84 | 0.3 |
| African American | 388 | 1.2 | 195 | 0.6 | 190 | 0.6 | 3 | 0.0 |
| American Indian/Alaskan Native | 147 | 0.5 | 48 | 0.1 | 98 | 0.3 | 1 | 0.0 |
| Caucasian | 5,008 | 15.6 | 2,095 | 6.5 | 2,872 | 8.9 | 41 | 0.1 |
| Hispanic | 784 | 2.4 | 300 | 0.9 | 477 | 1.5 | 7 | 0.0 |
| Mixed | 3,875 | 12.0 | 1,605 | 5.0 | 2,254 | 7.0 | 16 | 0.0 |
| No Response | 530 | 1.6 | 263 | 8.0 | 251 | 8.0 | 16 | 0.0 |

Source: ODS - IRO_BASE_UH (Census)

STUDENT RETENTION, PERSISTENCE, AND DEGREES AND CERTIFICATES AWARDED

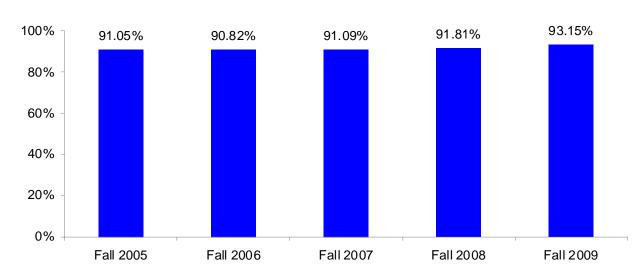
The following figures show measures of student success in meeting educational objectives and demonstrating student movement.

RETENTION

Retention rate refers to those students who are enrolled in a course at the fall census date and who do not drop or withdraw before the end of the semester. Within the University of Hawai'i Community College System, this has also been called Course Completion Rate.

Figure 9 - Retention





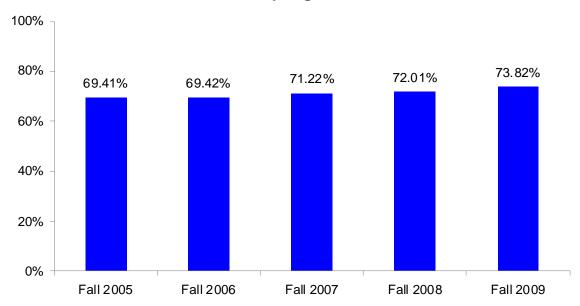
Source: ODS – IRO_REGS_UH (End of Semester)

PERSISTENCE

Persistence refers to students enrolled in the college at the fall census fall, for whom the college is their "home" campus, and who are also enrolled in that college in the following spring.

Figure 10 - Persistence

UHCC Fall to Spring Persistence

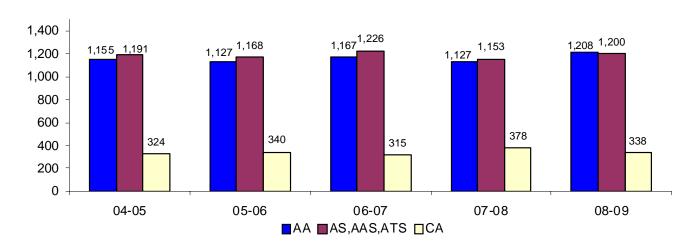


Source: ODS - IRO_REGS_UH (Census)

DEGREES AND CERTIFICATES AWARDED

Figure 11 - Annual Number Degrees and Certificates Awarded

Degrees and Certificates Achievement Awarded

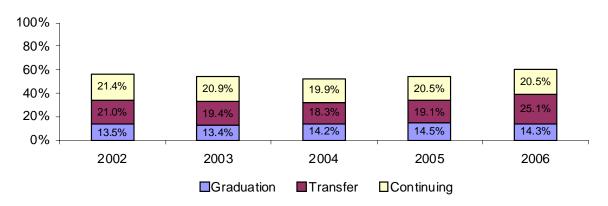


Source: MAPS - Degrees and Certificates Earned Fiscal Year Table 1

CONTINUING ENROLLMENT, TRANSFER, AND GRADUATION

<u>Figure 12 - Continuing Enrollment, Transfer, and Graduation of first-time, full-time, degree-seeking students within 150 of first time enrollment</u>

UHCC First-Time, Full-Time, Students Three Years After Entering



Source: IPEDS - Graduation Rate Survey

Notes:

- 1) Numbers are unduplicated
- Graduation first time, full time students who received a degree or certificate within 150 of time from first time enrollment
- 3) Transfer first time, full-time students who transfer (as matched by National Student Clearinghouse data) to another postsecondary institution within 150 of time from first time enrollment
- 4) Continuing first time, full time students who are still enrolled at the same institution within 150 of time from first time enrollment and who have not received a degree or certificate

TRANSFERS TO COLLEGES AND UNIVERSITIES

Table 6 looks at the transfer behaviors of students whose last term of attendance was between the semesters of Fall 2005 to Summer 2009 compared against National Student Clearinghouse (NSC) data in August 2010. As some students have attended multiple colleges, the first college that a student attended was selected for this analysis.

Table 6 - Transfer Numbers and Rates

| Last Term Attended | Total Number of Records | Total Transfers | | Transfer to UH 4-Year Institutions | | Transfers to a UH Community College | | Transfers to Hawaii Private Institutions | | Transfer to Out of State Institutions | |
|--------------------|----------------------------------|--------------------|-------|------------------------------------|-------|-------------------------------------|-------|---|-------|---|-------|
| | | N | | N | | N | | N | | Ν | |
| Fall 2005 | 5,294 | 2,121 | 40.06 | 542 | 25.55 | 689 | 32.48 | 140 | 6.60 | 750 | 35.36 |
| Fall 2006 | 5,315 | 2,107 | 39.64 | 510 | 24.21 | 771 | 36.59 | 131 | 6.22 | 695 | 32.99 |
| Fall 2007 | 5,304 | 1,899 | 35.80 | 489 | 25.75 | 673 | 35.44 | 140 | 7.37 | 597 | 31.44 |
| Fall 2008 | 5,888 | 1,896 | 32.20 | 488 | 25.74 | 683 | 36.02 | 154 | 8.12 | 571 | 30.12 |
| Fall 2009 | 7,549 | 1,464 | 19.39 | 272 | 18.58 | 572 | 39.07 | 151 | 10.31 | 469 | 32.04 |
| Spring 2006 | 5,789 | 2,399 | 41.44 | 492 | 20.51 | 997 | 41.56 | 149 | 6.21 | 761 | 31.72 |
| Spring 2007 | 5,910 | 2,459 | 41.61 | 565 | 22.98 | 1062 | 43.19 | 122 | 4.96 | 710 | 28.87 |
| Spring 2008 | 6,322 | 2,302 | 36.41 | 553 | 24.02 | 997 | 43.31 | 113 | 4.91 | 639 | 27.76 |
| Spring 2009 | 7,297 | 2,140 | 29.33 | 492 | 22.99 | 1022 | 47.76 | 128 | 5.98 | 498 | 23.27 |
| Summer 2006 | 1,371 | 880 | 64.19 | 121 | 13.75 | 433 | 49.20 | 35 | 3.98 | 291 | 33.07 |
| Summer 2007 | 1,342 | 809 | 60.28 | 114 | 14.09 | 396 | 48.95 | 44 | 5.44 | 255 | 31.52 |
| Summer 2008 | 1,280 | 707 | 55.23 | 106 | 14.99 | 321 | 45.40 | 31 | 4.38 | 249 | 35.22 |
| Summer 2009 | 1,301 | 619 | 47.58 | 76 | 12.28 | 266 | 42.97 | 30 | 4.85 | 247 | 39.90 |

Sources:

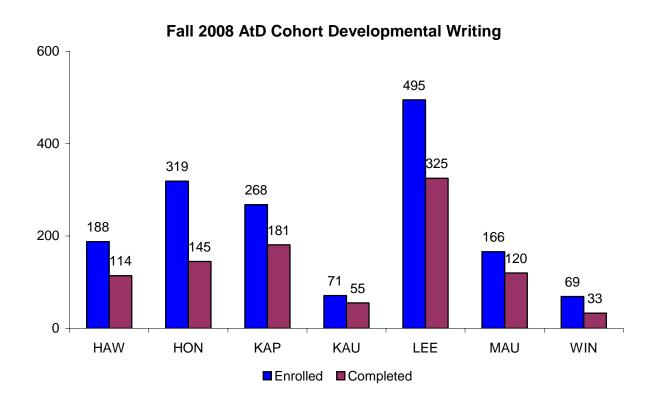
- 1) National Student Clearinghouse
- 2) Operational Data Store (ODS)

DEVELOPMENTAL EDUCATION COMPLETION

Students lacking academic preparation for their chosen college programs are a national and local concern. The University of Hawaii Community College system is committed to increasing the number and percent of students enrolled in developmental intervention who successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree applicable instruction.

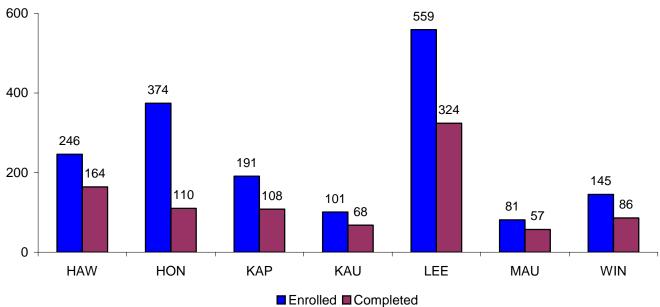
The following are measures of the Achieving the Dream Cohort students who enroll in any developmental course and successfully complete at least one developmental course within the first academic year.

Figure 13 - Developmental Education Completion



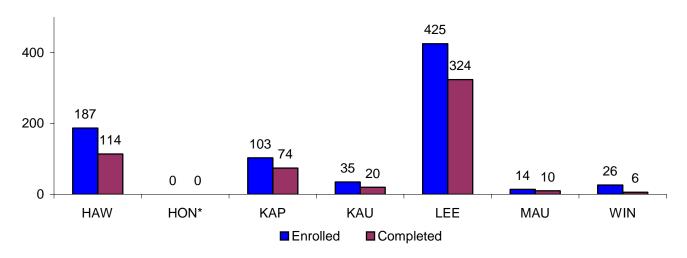
Source: AtD -- from UHCC Strategic Plan 2.3





Source: AtD -- from UHCC Strategic Plan 2.3

Fall 2008 AtD Cohort Developmental Reading

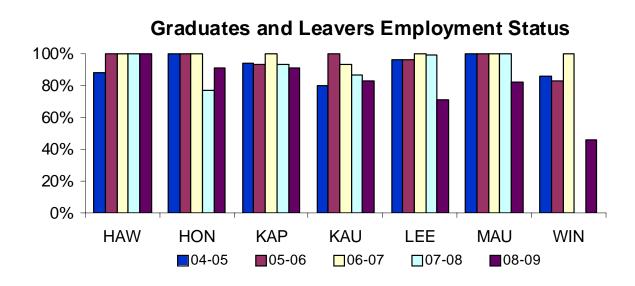


Source: AtD -- from UHCC Strategic Plan 2.3

^{*}Developmental Reading not offered at Honolulu in 2008-2009

Job Placement and Preparation

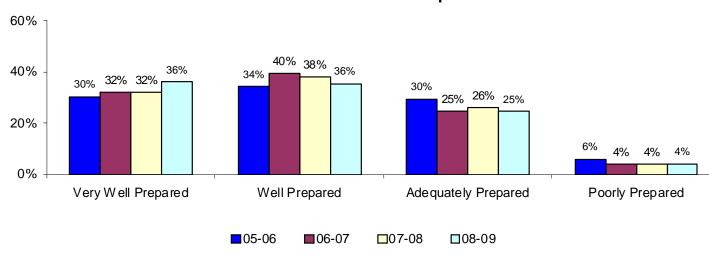
Figure 14 - Employment Status



Source: UH Community Colleges campus Graduate and Leavers surveys

Figure 15 - Graduates and Leavers Job Preparation

Graduates and Leavers Job Preparation

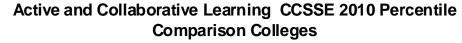


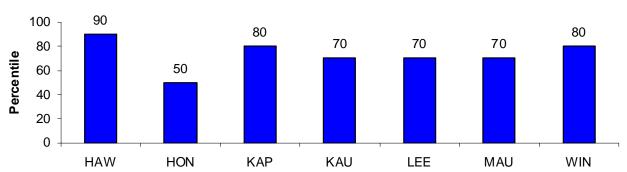
Source: UH Community Colleges campus Graduate and Leavers surveys

STUDENT ENGAGEMENT

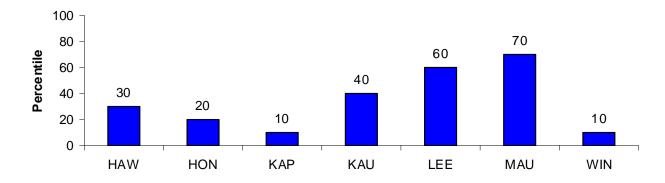
Research shows that the more actively engaged students are —with college faculty and staff, with other students, and with the subject matter they study — the more likely they are to learn and persist toward achieving their academic goals. Student engagement, therefore, is a valuable yardstick for assessing whether, and to what extent, an institution is employing educational practices likely to produce successful results. Scores are displayed in percentiles against all other Community College Survey Student Engagement (CCSSE) colleges surveyed of similar size.

Figure 16 - CSSE Benchmark Percentiles

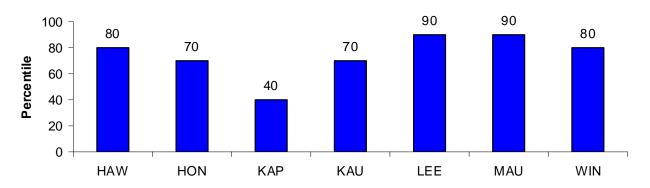




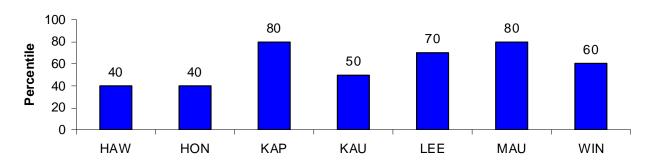
Student Effort CCSSE 2010 Percentile Comparison Colleges



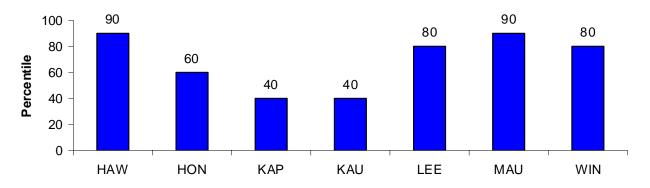
Academic Challenge CCSSE 2010 Percentile Comparison Colleges



Student-Faculty Interaction CCSSE 2010 Percentile Comparison Colleges



Support for Learners CCSSE 2010 Percentile Comparison Colleges



Source: CCSSE 2008 National Report