



UNIVERSITY  
*of* HAWAII®  
SYSTEM

**DRAFT**

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# **Strategic Outcomes and Performance Measures 2008-2015**

University of Hawai`i  
Community Colleges

# ***1. Native Hawaiian Educational Attainment***

Position the University of Hawai'i as one of the world's foremost indigenous-serving universities by supporting the access and success of Native Hawaiians.

# Action Outcomes

- 1.1 Increase Native Hawaiian enrollment by 1,231 students through 2015, particularly in regions that are underserved.
- 1.2 Promote low-income Native Hawaiian student success and graduation by increasing the financial aid participation rate by 257 students by 2015, and the total amount of financial aid awarded by \$600,000, and the number of recipients making satisfactory progress.
- 1.3 Increase the number and percent (to 80%) of Native Hawaiian students who, if assigned to a developmental intervention, successfully complete that sequence and move on to degree applicable instruction.
- 1.4 Increase by 382 the number of Native Hawaiian students who successfully progress and graduate or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.

# 1.1 Increase Native Hawaiian enrollment by 1,231 students by 2015.

Enrollment	Baseline Fall 2006	Benchmark	Goal Fall 2015	Source of Data ODS IRO_Base Ethnicity= HW
High School Graduates (previous Academic Year)	732		927	
Other < 22 Year Olds	1,754		2,222	
22-24 Year Olds	573		726	
25-49 Year Olds	1,407		1,780	
> 49 Year Olds	150		190	
Total	4,617		5,845	

**1.2 Promote low-income Native Hawaiian student success and graduation by increasing the financial aid participation by 257 students by 2015, and the total amount of financial aid awarded by \$600,000, and the number of recipients making satisfactory progress.**

Financial Aid(need based/no need based)	Baseline 2006	Benchmark	Goal 2015	Source
Participation Rate (scholarships, grants, loans)	17.6% (all students)	National = 46.8% (all students)	28%	VPCC's Financial Aid White Paper 2007 (for all students)
Number & Percent maintaining satisfactory progress				
Native Hawaiians in entering cohort receiving Pell Grant				AtD
Institutional Aid Awarded to Native Hawaiians	539 Recipients \$395,266		796 Recipients \$600,000	Subset UH Strategic Plan Outcome #1

**1.3** Increase the number and percent (to 80%) of Native Hawaiian students who, if assigned to a developmental intervention, successfully complete that sequence and move on to college level instruction. (cont'd)

Developmental Education	Baseline Cohort 2006	Benchmark	Goal 2015	Source
Entering Student (AtD cohort) enrollment in developmental reading and/or writing within first year (if placement is into developmental)	Reading = 252  Writing = 487		319  617 (planning estimates)	AtD
Successful completion of developmental Reading and/or writing	Reading = 58% (146/252)  Writing = 52% (252/487)		80%  80%	AtD
Student performance in subsequent classes.				AtD

**1.3 Increase the number and percent (to 80%) of Native Hawaiian students who, if assigned to a developmental intervention, successfully complete that sequence and move on to college level instruction. (cont'd)**

Developmental Education (Continued)	Baseline Cohort 2006	Benchmark	Goal 2015	Source
Entering Student (AtD cohort) enrollment in developmental math within first year (if placement is into developmental)	728		922	AtD campus data
Successful completion of developmental math	51% (369/728)		80%	AtD campus data
Student performance in subsequent classes.				AtD campus data

**1.4** Increase by 382 the number of Native Hawaiian students who successfully progress and graduate or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution. (cont'd)

1 <sup>st</sup> Year Progress	Baseline FAI 2006 Cohort	Benchmark	2015 Goal	Source
Full Time Entering Students (AtD Cohort) who complete at least 20 credits in the first academic year with a gpa $\geq 2.00$				AtD Cohort
Part Time Entering Students (AtD Cohort) who complete at least 10 credits in the first academic year with a gpa $\geq 2.00$				AtD Cohort
Total				AtD Cohort

**1.4** Increase by 382 the number of Native Hawaiian students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution. (cont'd)

Persistence/Graduation	Baseline	Benchmark	Goal 2015	Source
Entering AtD Cohort who re-enroll in Spring semester	1,216 (66%) (Cohort 2006)		1,540	AtD
Entering AtD Cohort who re-enroll in spring semester and subsequent fall				AtD
Annual Fiscal Year number degrees and certificates achievement awarded. Includes multiple awards to same student.	484 Degrees/ Certificates		715	ODS IRO_ DEGREE_UH ethnicity=HW

1.4 Increase by 382 the number of Native Hawaiian students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution. (Cont.)

Transfer	Baseline	Benchmark	Goal 2015	Source
Transfers to Mānoa, UHH, UHWO Number average 1 <sup>st</sup> yr gpa	Number = ? 50 <sup>th</sup> percentile gpa = 2.93 (UHCC)	All students 50 <sup>th</sup> percentile gpa = 2.91 (national)		NCCBP data Form 3 (all students)
Transfers to Non-UH baccalaureate granting institutions 10 largest # transfers				Student Clearing house

## ***2. Hawai'i's Educational Capital***

Increase the educational capital of the state by increasing the participation and completion of students, particularly low-income students and those from underserved regions.

# Action Outcomes

- 2.1 Increase enrollment by 2,798 students through 2015, particularly in regions and with groups who are underserved.
- 2.2 Promote low-income student success and graduation by increasing the financial aid participation rate by 10 percentage points by 2015, increase the total amount of financial aid awarded, and the number of recipients making satisfactory progress.
- 2.3 Increase the number and percent (to 80%) of students who, if assigned to a developmental intervention, successfully complete that sequence and move on to degree applicable instruction.
- 2.4 Increase by 3% per year the number of students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.
- 2.5 Increase the number and diversity of programs offered to or in underserved regions by increasing the number and types of programs by at least one program every two years that can be completed through distance learning technologies.

**2.1 Increase enrollment by 2,798 students by 2015, particularly in regions and with groups who are underserved.**

Enrollment (All Students)	Baseline Fall 2006	Benchmark Annual	Goal Fall 2015	Source of Data ODS IRO_Base
Recent High School Graduates	2,931	21.5% (NCCBP national 50 <sup>th</sup> percentile = 19.53%)	3,713	NCCBP Form 13B
Other <22 Year Olds	9,797		9,797	
22-24 Year Olds	4,048		4,048	
25-49 Year Olds	7,574		9,595	
> 49 Year Olds	906		906	
Total	25,260		28,058	

**2.2 Promote low-income student success and graduation by increasing the financial aid participation by 494 students by 2015, the total amount of financial aid awarded by \$???,???, and the number recipients making satisfactory progress.**

Financial Aid (need & non need based)	Baseline	Benchmark	Goal 2015	Source
Participation Rate (scholarships,grants,loans)	17.6% (all students)	National = 46.8% (all students)	28%	VPCC's Financial Aid White Paper 2007
Number & Percent maintaining satisfactory progress				
All Students entering cohort receiving Pell Grant	1,034		1,528	AtD
Total Aid Awarded (scholarships, grants,loans)				

**2.3** Increase the number and percent (to 80%) of students who, if assigned to a developmental intervention, successfully complete that sequence and move on to degree applicable instruction. (cont'd)

Developmental Education (breakout by ethnicity, gender, Pell, college)	Baseline Cohort 2006	Benchmark	Goal 2015	Source
Entering Student (AtD cohort) enrollment in developmental reading and/or writing within first year (if placement is into developmental)	Reading = 1,064 Writing = 2,049		1,348 2,596 (planning estimates)	AtD
Successful completion of developmental Reading and/or writing	Reading= 618 (58%) Writing = 1,206 (59%)		1,072 (80%) 2,072 (80%)	AtD
Student performance in subsequent classes.				AtD

**2.3** Increase the number and percent (to 80%) of students who, if assigned to a developmental intervention, successfully complete that sequence and move on to degree applicable instruction.

Developmental Education (Continued)	Baseline Cohort 2006	Benchmark	Goal 2015	Source
Entering Student (AtD cohort) enrollment in developmental math within first year (if placement is into developmental)	3,178		4,026	AtD
Successful completion of developmental math	Math = 1,730 (54%)		3,202 (80%)	AtD
Student performance in subsequent classes.				AtD

**2.4** Increase by 5% per year the number of students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.

1 <sup>st</sup> Year Progress	Baseline Fall 2006	Benchmark	2015 Goal	Source
Full Time Entering Students (AtD Cohort) who complete at least 20 credits in the first academic year with a gpa $\geq 2.00$				AtD Cohort
Part Time Entering Students (AtD Cohort) who complete at least 10 credits in the first academic year with a gpa $\geq 2.00$				AtD Cohort
Total				AtD Cohort

**2.4** Increase by 1,874 the number of students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution. (cont'd)

Persistence/Graduation	Baseline	Benchmark	Goal 2015	Source
Entering AtD Cohort who re-enroll in Spring semester	3,925 (7,1%) (Cohort 2006)		5,799 (83%)	AtD/Student Tracking
Entering AtD Cohort who re-enroll in spring semester, and subsequent fall				AtD/Student Tracking
Annual Fiscal Year number degrees and certificates awarded. Includes multiple awards to same student.	3.054 degrees/ certificates (FY 2007)		4,512	ODS IRO_DEGREE_UH Ethnicity=HW

**2.4** Increase by 1,874 the number of students who successfully progress and graduate, or transfer to baccalaureate institutions, while maintaining the percentage of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.

Transfer	Baseline Fall 2005	Benchmark	Goal 2015	Source
Transfers to Mānoa, UHH, UHWO	Number = ? 50 <sup>th</sup> percentile gpa = 2.93 N=755	50 <sup>th</sup> percentile gpa = 2.91 (national)		NCCBP data Form 3
Transfers to Non-UH baccalaureate granting institutions - 10 largest # transfers	Fall 2005 N= 295			Student Clearing house

**2.5 Increase the number and diversity of programs offered in underserved areas by increasing the number and types of programs by at least one every two years that can be completed through on-site instruction, or distance learning technologies.**

Underserved Regions and People (per UH Second Decade)	Baseline	Benchmark	Goal 2015	Source
Distance Learning – degrees and certificates awarded by distance learning technology (annual)	21			2006 UH Measuring Our Progress (p.3)
Student Enrollment in underserved regions of the state -- Waianae/ Ewa/ West Hawai'i/Maui/ North Shore O'ahu/ East Hawai'i				UH 2 <sup>nd</sup> Decade --Need Post secondary Ed-Very High/High Feb 2007
Degrees awarded to students from underserved regions of the state -- Waianae/ Ewa/ West Hawai'i/Maui/ North Shore O'ahu/ East Hawai'i				UH 2 <sup>nd</sup> Decade --Need Post secondary Ed-Very High/High Feb 2007

### ***3. Economic Contribution***

Contribute to the state's economy and provide a solid return on its investment in higher education through research and training.

# Action Outcomes

- **3.1** Increase by 3% per year the number of graduates in programs, or students who transfer to baccalaureate programs, that lead to occupations where the average wage is at or above the U.S. average.
- **3.2** Contribute to the development of a high-skilled, high-wage workforce through the establishment of new education and training programs that lead to employment in emerging fields identified as innovative and knowledge-intensive opportunities (e.g., the Hawaii State DBED&T).

**3.1 Increase by 3% per year the number of graduates in programs, or students who transfer to baccalaureate programs, that lead to occupations where the average wage is at or above the U.S. average (\$38,651).**

Economic Development	Baseline	Benchmark	Goal	Source
Student Graduation – degrees and certificates awarded in selected fields, or transfers into selected baccalaureate fields (annual #s)	792 Degrees/ Certificates 2005-2006		1,146	
Student graduation in selected fields, or transfers into selected baccalaureate fields within 3 years (drill down)				
Student graduation in selected fields, or transfers into selected baccalaureate fields within 3 years (drill down)				

**3.2** Contribute to the development of a high-skilled, high-wage workforce through the establishment of new education and training programs that lead to employment in emerging fields identified as innovative and knowledge-intensive opportunities (e.g., the Hawaii State DBED&T).

Economic Development	Baseline	Benchmark	Goal	Source
Annual number of degrees/ certificates awarded in emerging innovation fields				MAPS
Annual number of degrees/ certificates awarded in emerging innovation fields within 3 years of entering (drilldown)				AtD
Annual number of degrees/ certificates awarded in emerging innovation fields within 6 years of entering (drilldown)				AtD

## **4. *Globally Competitive Workforce***

Address critical workforce shortages and prepare students (undergraduate, graduate, and professional) to be leaders in a globally competitive economy.

# Action Outcomes

- 4.1 Increase by 3% per year the number of degrees awarded, and/or transfers to UH baccalaureate programs that lead to occupations where there is a demonstrated state of Hawai'i shortage of qualified workers and where the average wage is at or above the U.S. average (\$38,651 YR2006) .
- 4.2 Contribute to meeting the State's incumbent worker education goal by increasing enrollment of 25-49 years old in credit programs by 3% per year.
- 4.3 Increase by 3% per year the number of individuals enrolled in non-credit certificates programs that lead to occupations where there is a demonstrated state of Hawai'i shortage of qualified workers, and where the average wage is at or above the U.S. average. (\$38,651 YR2006) .
- 4.4 Increase by 3% per year degrees/certificates awarded in Science Technology, Engineering, and Math (STEM).

**4.1** Increase by 3% per year the number of degrees awarded, and/or transfers to UH baccalaureate programs that lead to occupations where there is a demonstrated state of Hawai'i shortage of qualified workers and where the average wage is at or above the U.S. average. (\$38,651 YR2006)

Workforce Preparation	Baseline	Benchmark	Goal	Source
Graduation – annual # degree and certificates awarded				
Graduation within three years entry				AtD cohorts
Graduation within six years entry				AtD cohorts
Transfer to high demand/wage program				

**4.2** Contribute to meeting the State’s incumbent worker education goal by increasing the enrollment of 25-49 years olds in credit programs by 3% per year.

Workforce Preparation –	Baseline Fall 2006	Benchmark	Goal 2015	Source
Enrollment 25-49 years old	7,574		9,595	ODS IRO_Base Frozen Census

**4.3** Increase by 3% per year the number of degrees and/or certificates conferred in Science, Technology, Engineering, and Math (STEM).

Workforce Preparation	Baseline	Benchmark	Goal 2015	Source
Degrees and/or certificates conferred in STEM.				

**4.4** Increase by 3% per year the number of individuals enrolled in non-credit certificates programs that lead to occupations where there is a demonstrated state of Hawai'i shortage of qualified workers, and where the average wage is at or above the U.S. average. (\$38,651 YR2006)

Workforce Preparation	Baseline	Benchmark	Goal 2015	Source
Enrollment in non-credit programs by age and program				

## ***5. Resources and Stewardship***

Acquire, allocate, and manage public and private revenue streams and exercise exemplary stewardship over all of the University's resources, for a sustainable future.

# Action Outcomes

- 5.1 Recruit, renew, and retain a qualified, effective, and diverse faculty, staff, and leadership.
- 5.2 Maintain and improve campuses' physical facilities.
- 5.3 Develop, maintain, and use appropriate technologies for communication, instruction and academic, student and administrative support services.
- 5.4 Develop and sustain fully integrated process that links institutional evaluation, planning, resource acquisition and resource allocation.

**5.1 Recruit, renew, and retain a qualified, effective, and diverse faculty, staff, and leadership.**

(e.g. by increasing opportunities for professional and staff development by budgeting 3% of personnel costs for this purpose, and by engaging 75% of employees by 2015)

Professional Development	Baseline	Benchmark	Goal	Source
Annual Expenditure for professional/staff development as percent of total personnel expenditures				
Annual number and percentage of individuals participating in professional development activities.  Number Percent				

## 5.2 Maintain and improve campuses' physical facilities.

- ❑ Sustain infrastructure by expending \$ for repair and maintenance per year.
- ❑ Improve energy efficiency by reducing the KWH/Gross Sq. Ft consumed per year.
- ❑ Build and/or acquire appropriate facilities to deliver educational programs and services in underserved regions of the State.

Facilities	Baseline	Benchmark	Goal 2015	Source
Annual expenditures on repair and maintenance as a percentage of the total value of facilities				
Annual KWH/Gross Sq. Ft consumed per year				
Facilities – gross Sq FT in the regions of the state				

### 5.3 Develop, maintain, and use appropriate technologies for communication, instruction and academic, student and administrative support services.

	Baseline	Benchmark	Goal	Source
Environment that enables and supports the dissemination and sharing of information.	2.29 Summary			* Part II
Provide and renew the infrastructure and technologies needed for instruction and academic, student, and administrative support	\$3.5 Mil			E & E rpt.
Strengthen student information and institutional analysis offices with the staffing, training, and data tools that support implementation of a systemwide Culture of Evidence.	1.86			* Part II (a.)

\* [UHCC Community College Inventory 2007](#)

**5.4** Develop and sustain a “Culture of Evidence” that links resource acquisition and allocation with planning and assessment activities.

	Baseline	Benchmark	Goal	Source
Part III - Strategic Focus, Planning, and Resource Allocation	2.71			*

\* [UHCC Community College Inventory 2007](#)