

# APPENDIX B

## UHCC Strategic Outcomes and Performance Measures, 2008-2015

April 21, 2010 (revision)



UNIVERSITY of HAWAI'I\*  
**COMMUNITY  
COLLEGES**

Office of the Vice President for Community Colleges

**GOAL A: Educational Effectiveness and Student Success  
(UH System Strategic Plan 2002-2010)**

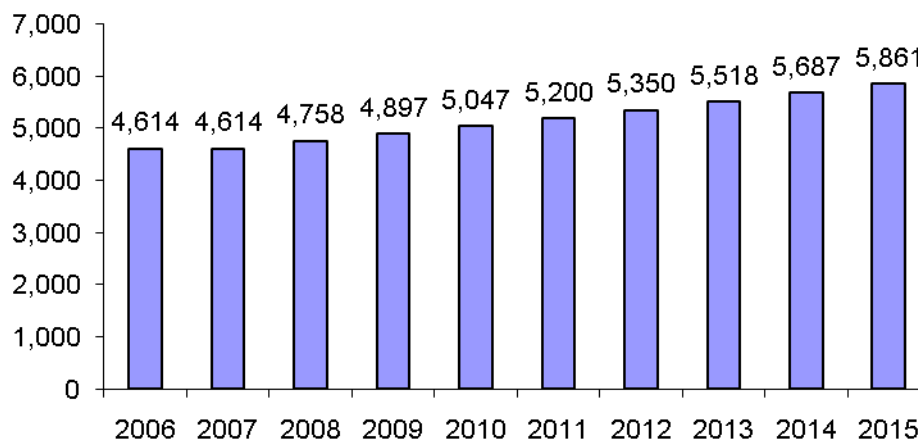
**GOAL A: Promote Learning & Teaching for Student Success  
(UHCC System Strategic Plan 2002-2010)**

**A. 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:

**Performance Measures**

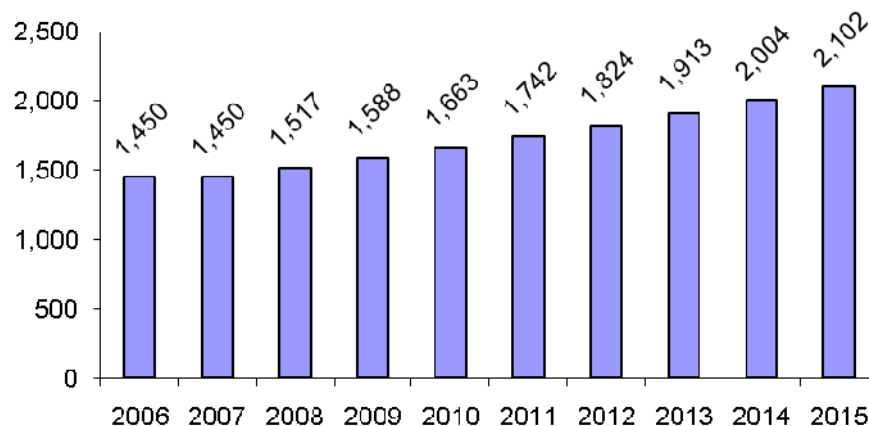
A1. Increase Native Hawaiian enrollment by 3% per year (5,861 students by 2015) particularly in regions that are underserved.

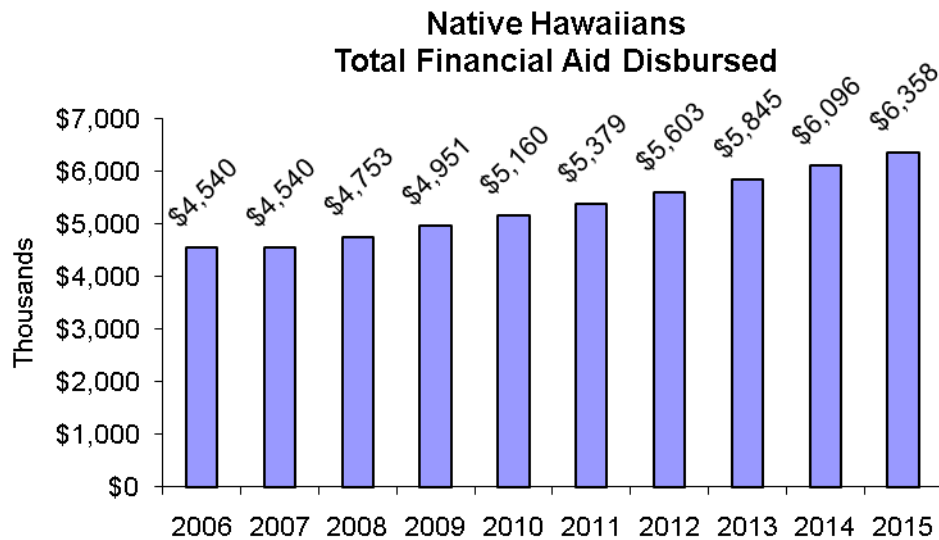
**Increase Native Hawaiian Enrollment**



A2. Promote low-income Native Hawaiian student success and graduation by increasing: the overall financial aid participation rate by 1-13% per year to 2,102 students, the total amount of financial aid disbursed to \$6,358,040, and the number of aid recipients making satisfactory financial aid progress by 2015.

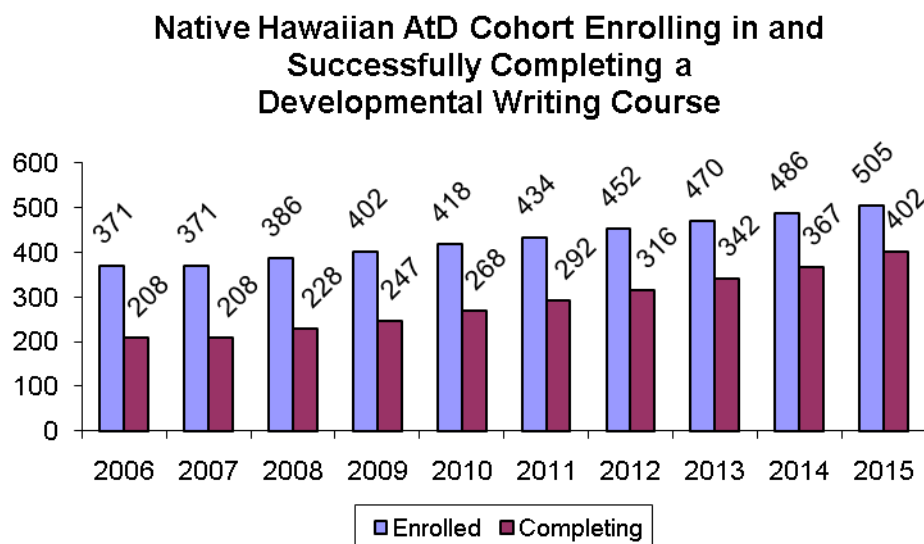
**Native Hawaiian Financial Aid Recipients**



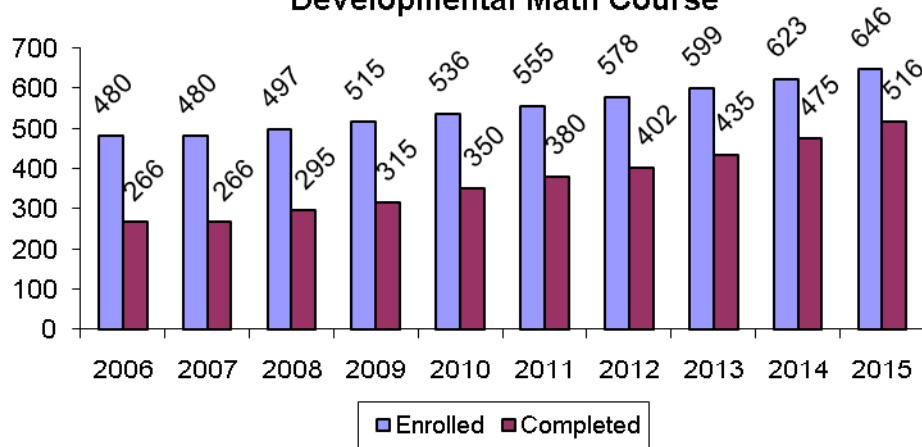


A3. Increase the number and percent of Native Hawaiian students enrolled in developmental intervention who successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree applicable instruction.

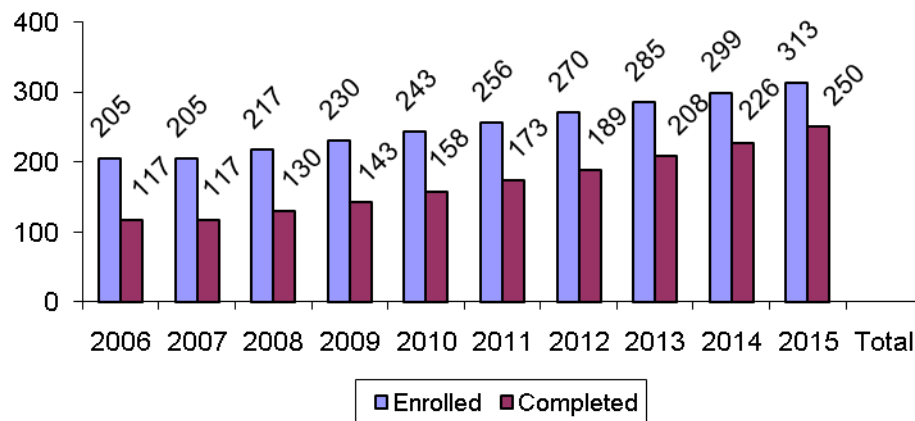
The following are measures of AtD Cohort students who enroll in any developmental course and successfully complete at least one developmental course within the first academic year.



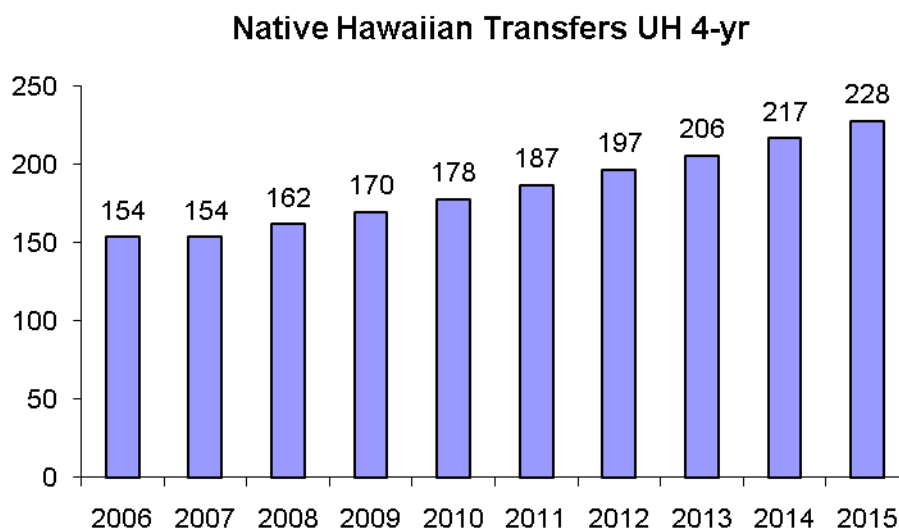
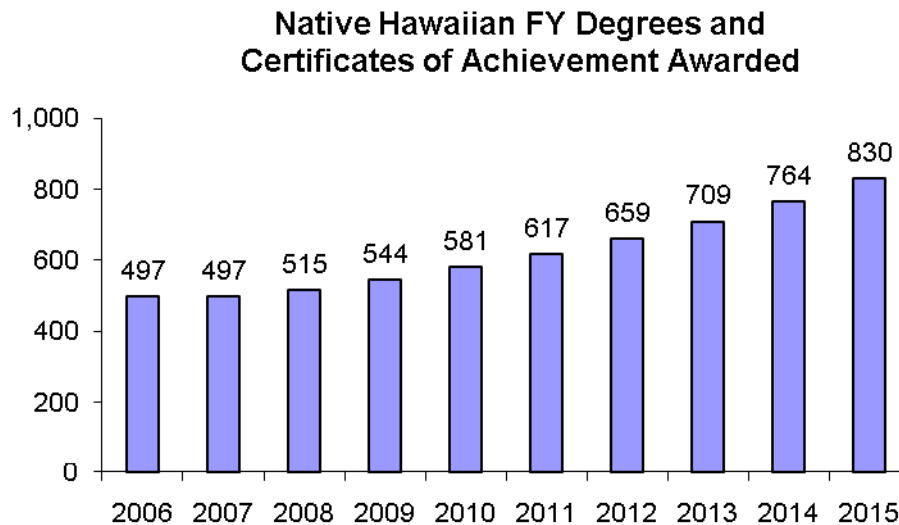
**Native Hawaiian AtD Cohort Enrolling in and  
Successfully Completing a  
Developmental Math Course**



**Native Hawaiian AtD Cohort Enrolling in and  
Successfully Completing a Developmental  
Reading Course**

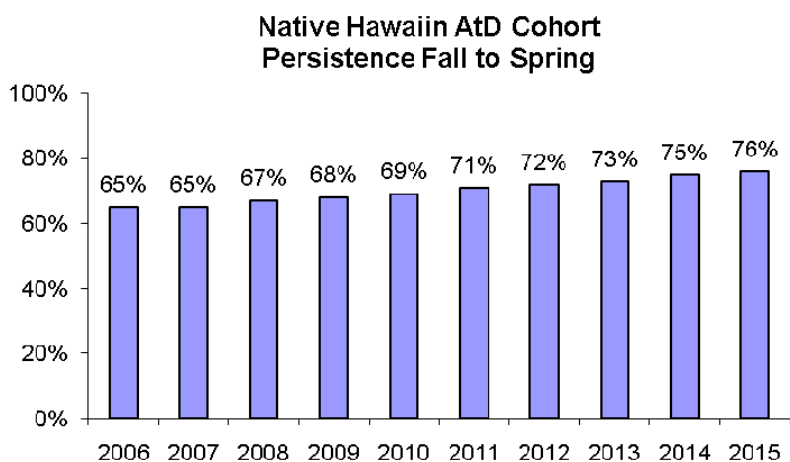
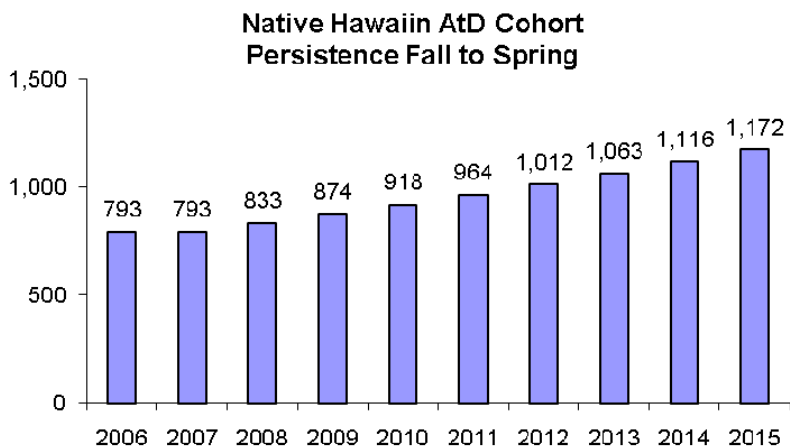


A4. Increase by 6-9% per year (830 students by 2015) the number of Native Hawaiian students who successfully progress and graduate, or transfer to baccalaureate institutions,

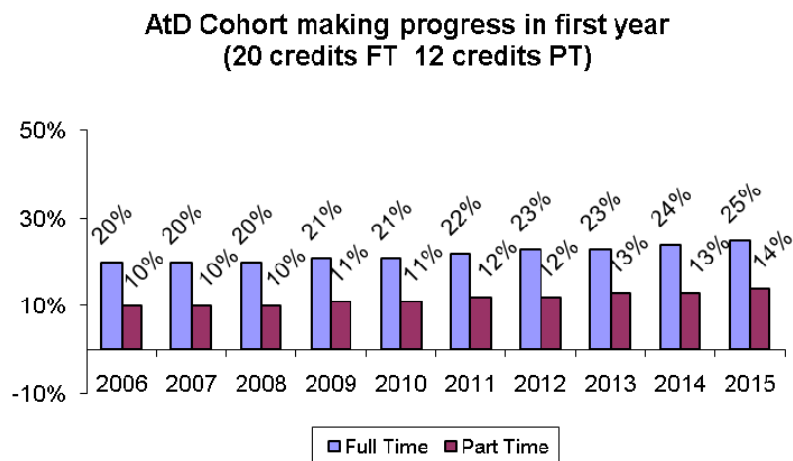


while maintaining the percentage (76% in 2006) of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution.

Successful completion and transfer requires that students persist from one term to the next.



Additionally, in order to make progress towards graduation, students need to make progress in each academic year. Entering full time students should successfully complete at least 20 credits within the first year; Part time students should complete at least 12 credits.

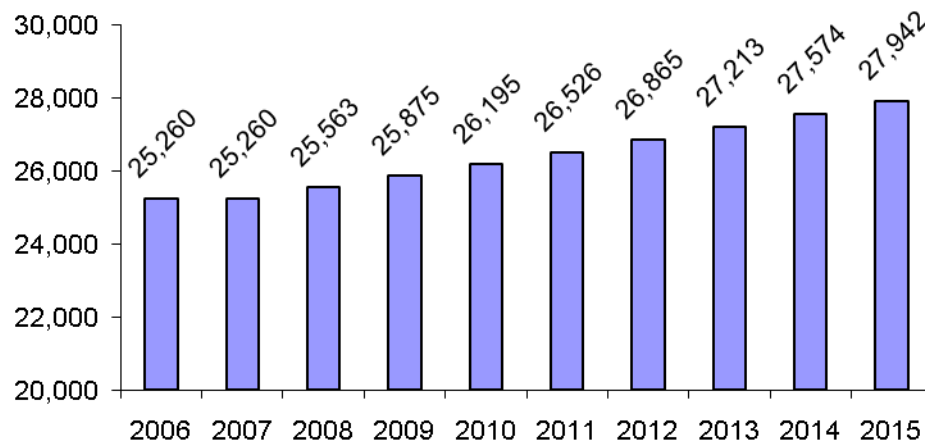


B. **Hawaii's Educational Capital** - Increase the educational capital of the state by increasing the participation and completion of students, particularly low- income students and those from underserved regions

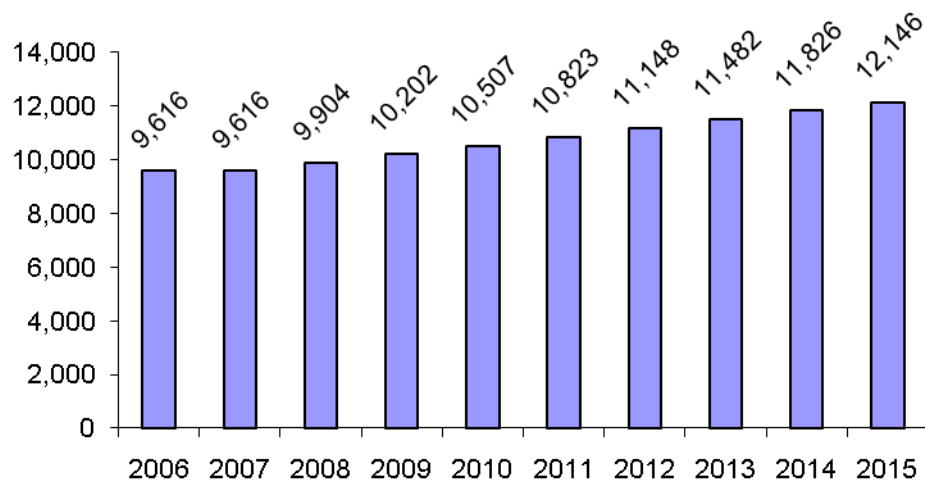
### **Performance Measures**

B1. Increase enrollment to 27,943 students by 2015, particularly in regions and with groups who are underserved (as identified in the UH Second Decade Project)

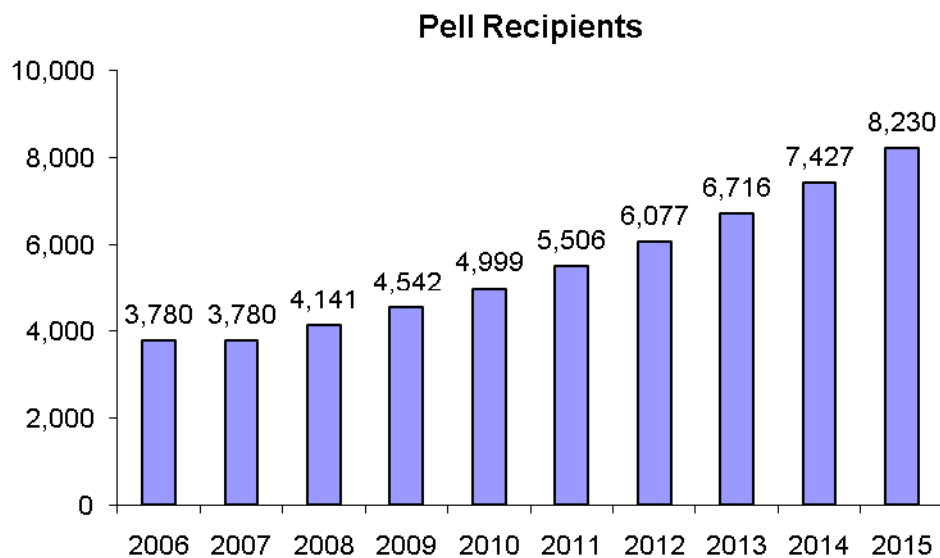
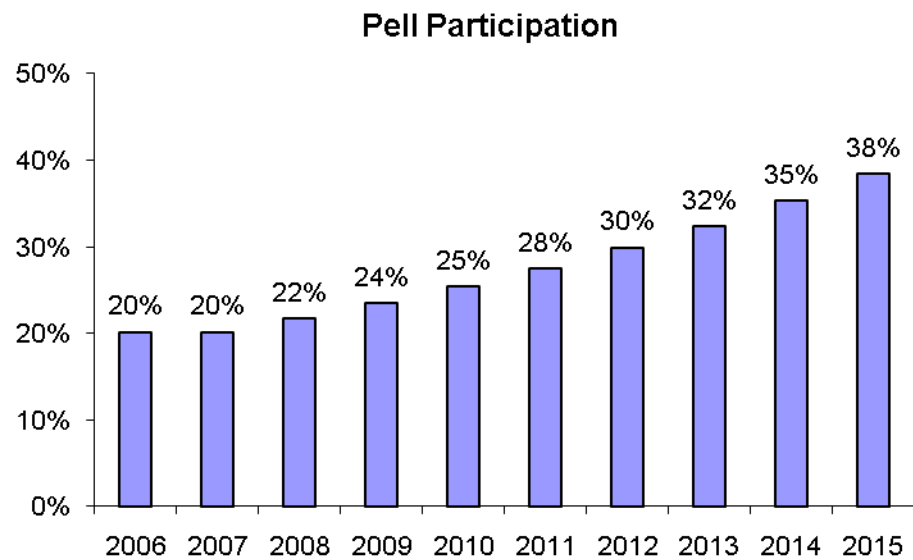
**UHCC Enrollments**



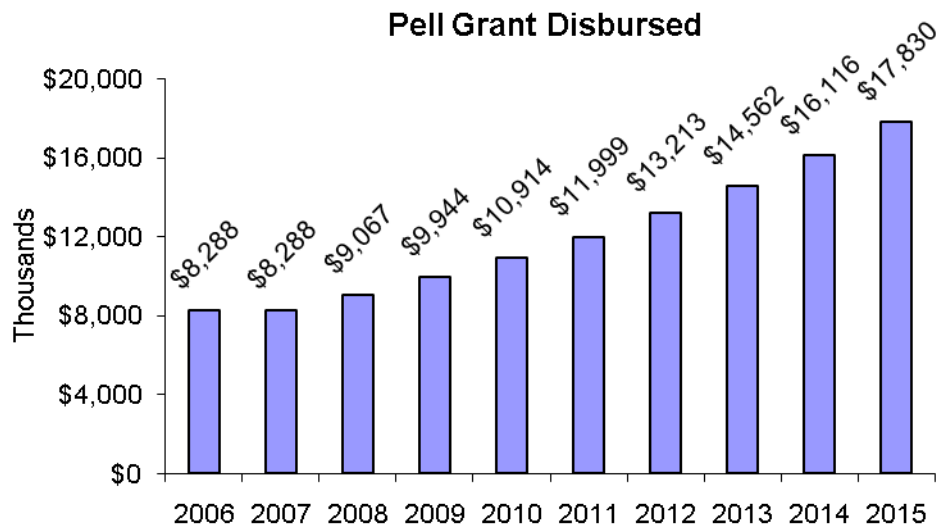
**Enrollment from Underserved Regions**



B2. Promote low-income student success and graduation by increasing the Pell Grant participation rate to 38% by 2015; the total annual amount of Pell Grant disbursed to \$17,829,872, and the number of aid recipients making financial aid satisfactory progress.

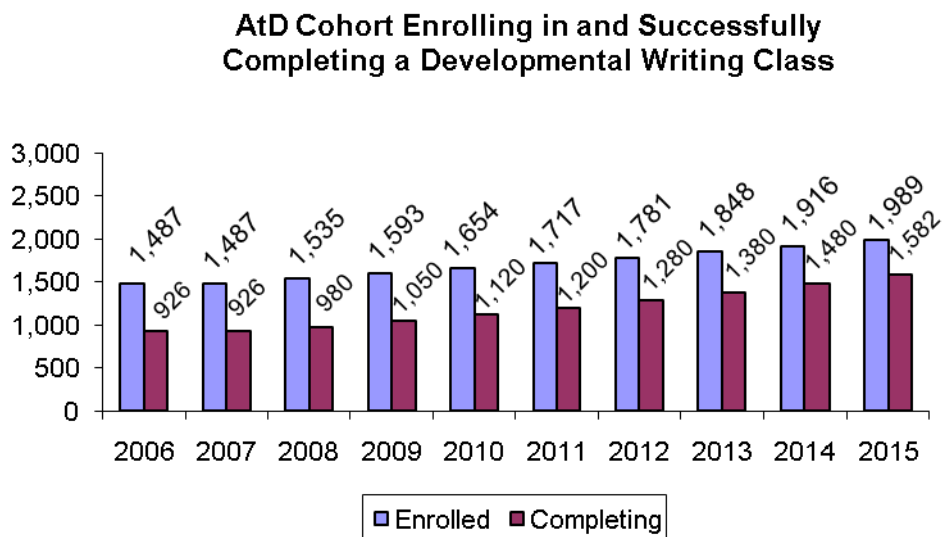




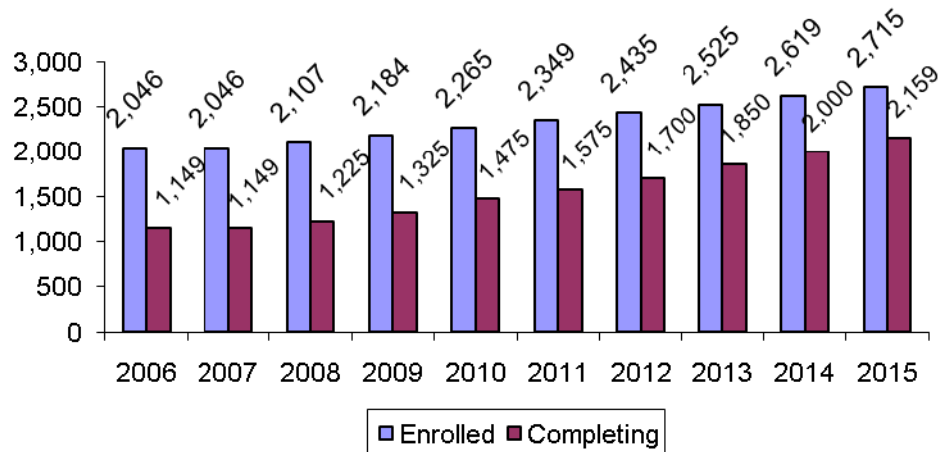


B3. Increase the number and percent of students enrolled in developmental intervention who successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree applicable instruction.

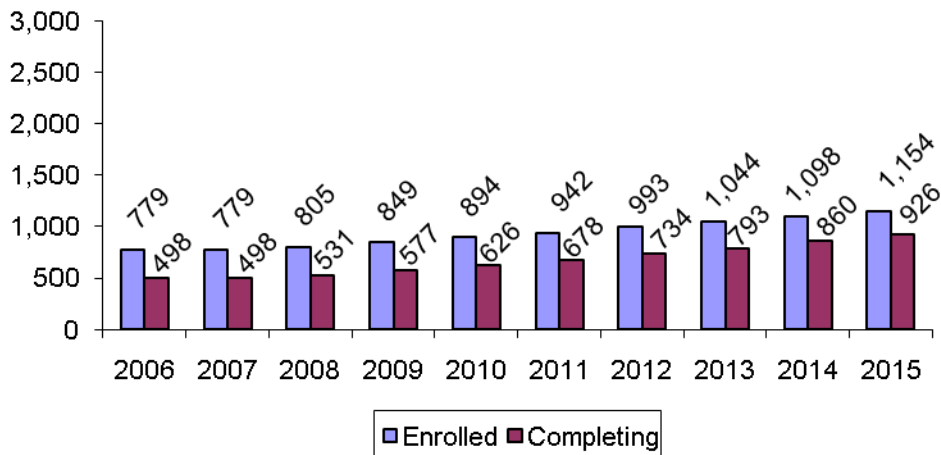
The following are measures of AtD Cohort students who enroll in any developmental course and successfully complete at least one developmental course within the first academic year.



### AtD Cohort Enrolling in and Successfully Completing a Developmental Math Course



### AtD Cohort Enrolling in and Successfully Completing a Developmental Reading Class

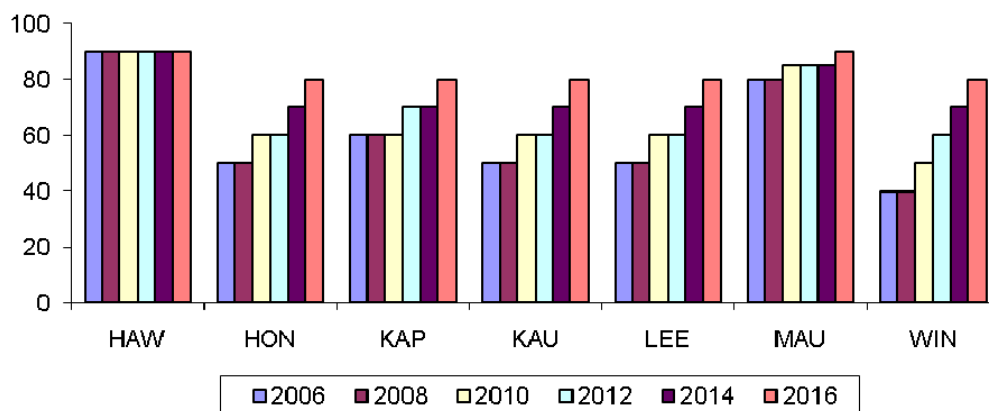


## Increase CCSSE Active and Collaborative Learning Benchmark.

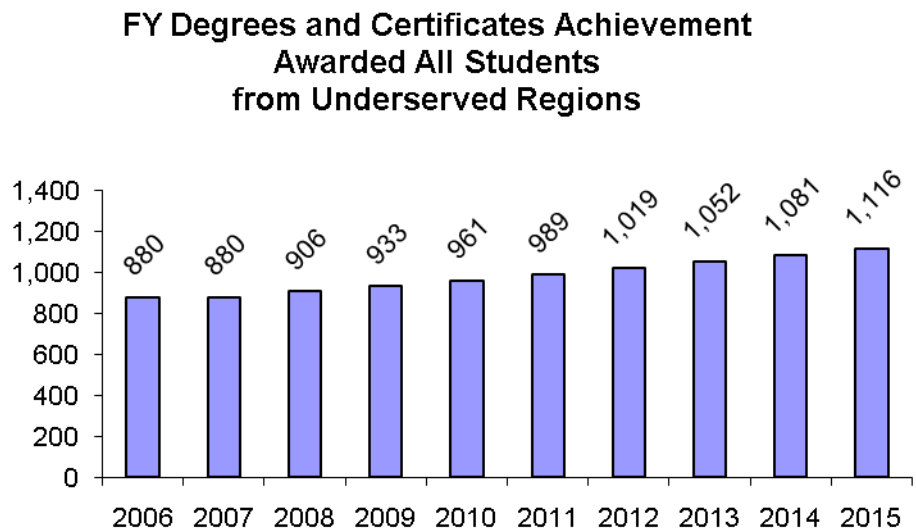
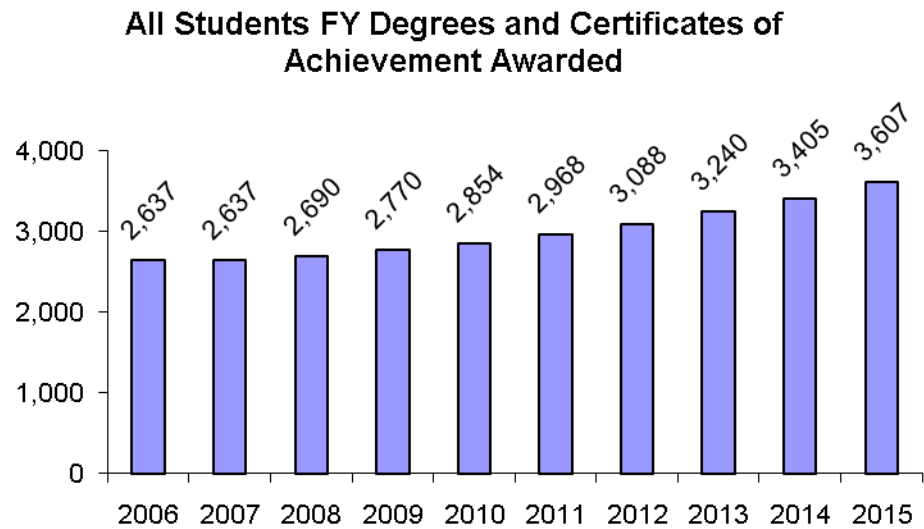
Research shows that the more actively engaged students are – with college faculty and staff, with other students, and with the subject matter they study – the more likely they are to learn and persist toward achieving their academic goals. Student engagement, therefore, is a valuable yardstick for assessing whether, and to what extent, an institution is employing educational practices likely to produce successful results.

(Note: Percentile scores represent the point at which the percentage of college benchmark scores fall relative to same size institutions).

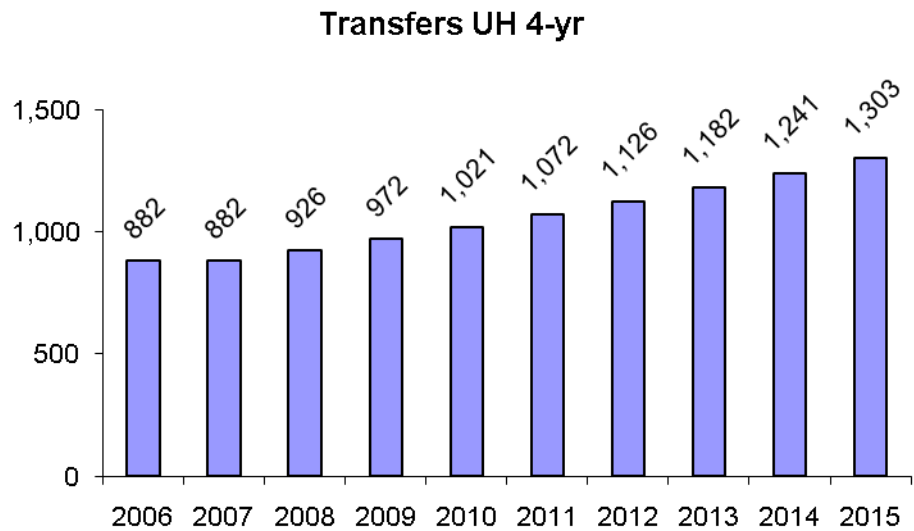
### Active and Collaborative Learning



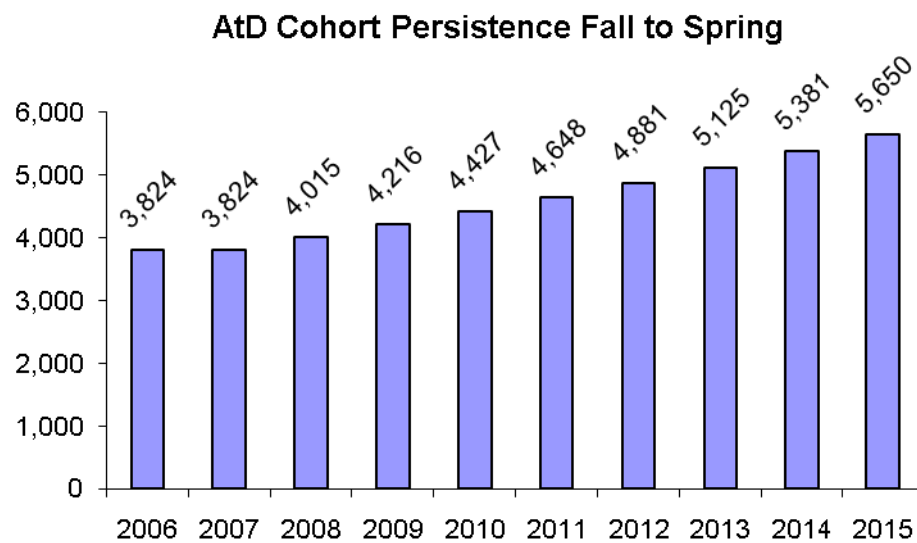
B4. Increase by 3% per year the number of students who successfully progress and graduate (3,607 degrees by 2015),



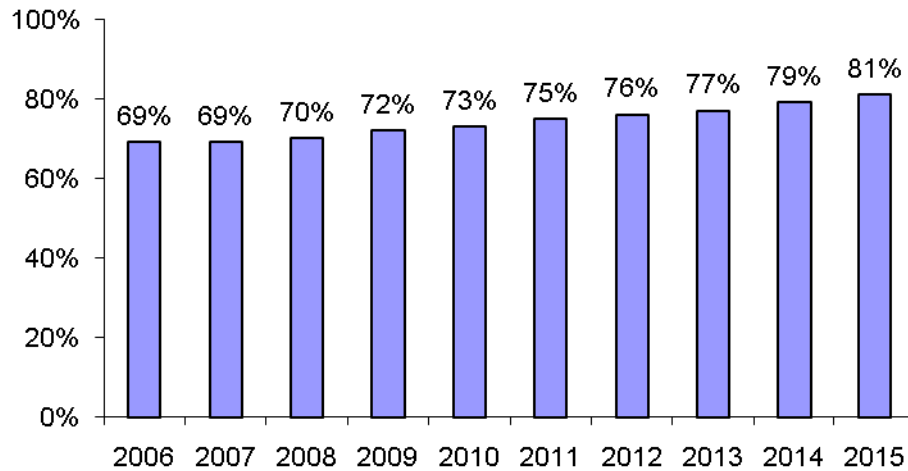
or transfer to baccalaureate institutions, while maintaining the percentage (81% 2006) of transfers who achieve a first year GPA of 2.0 or higher at the transfer institution



Successful completion and transfer requires that students persist from one term to the next.

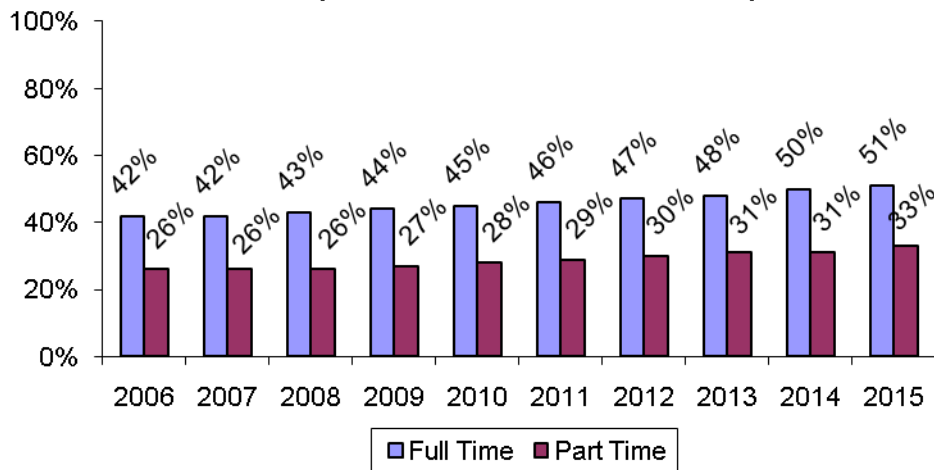


### AtD Cohort Persistence Fall to Spring



In order to make progress towards graduation, students need to make progress in each academic year. Entering full time students should successfully complete at least 20 credits within the first year; Part time students should complete at least 12 credits.

### AtD Cohort making progress in first year (20 credits FT 12 credits PT)



**GOAL B: A Learning, Research, and Service Network  
(UH Strategic Plan 2002-2010)**

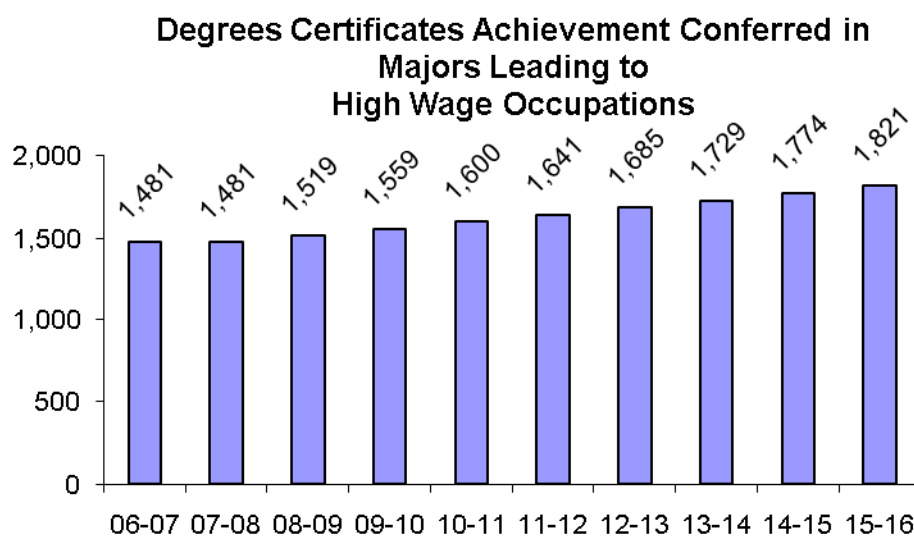
**GOAL B: Functions as a Seamless State System  
(UHCC Strategic Plan 2002-2010)**

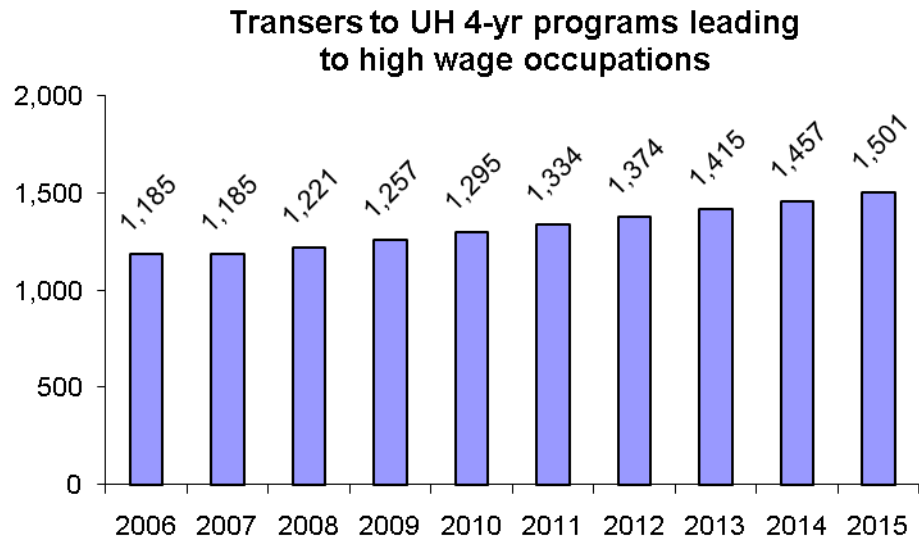
**STRATEGIC OUTCOME: Globally Competitive Workforce (UH/UHCC  
Strategic Outcomes and Performance Measures, 2008-2015):**

**Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.**

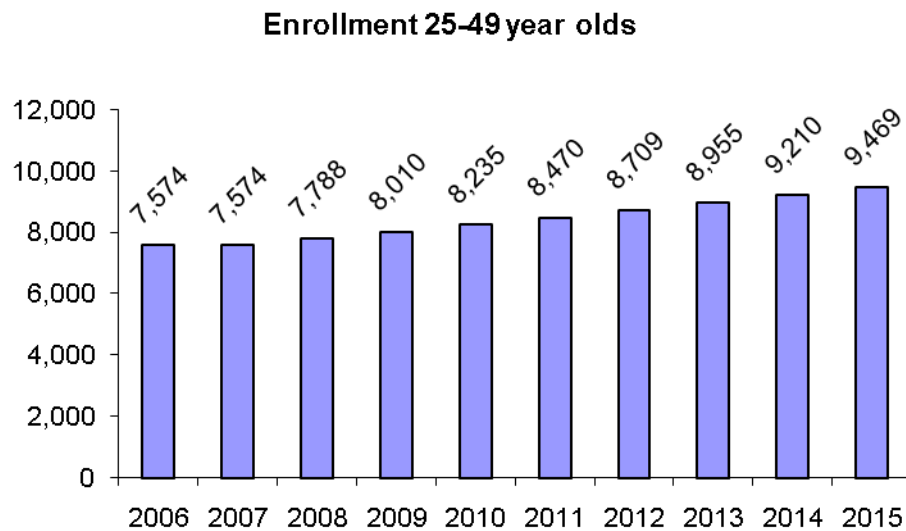
**Performance Measures**

B1. 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, or where the average annual wage is at or above the U.S. average (2006=\$38,651).



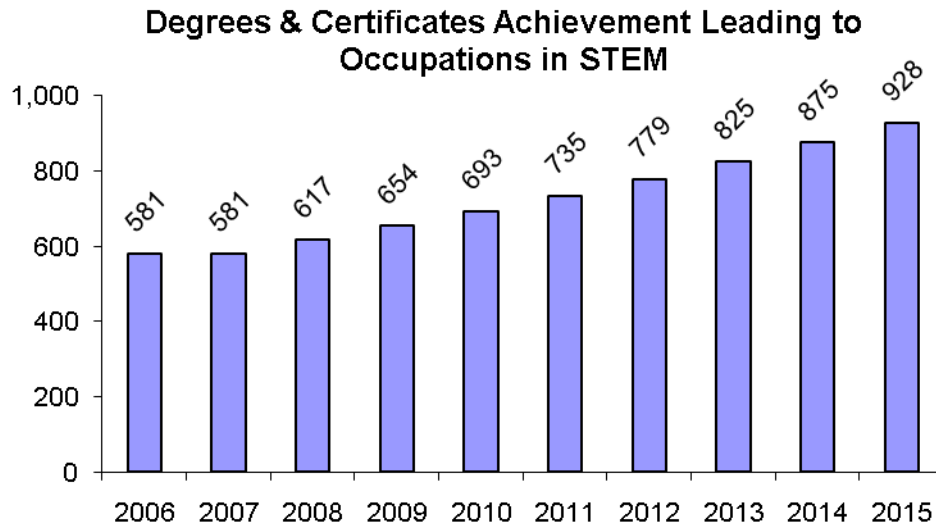


B2. Contribute to meeting the State's incumbent worker education goal by increasing enrollment of 25-49 years old in credit programs by 3% per year.

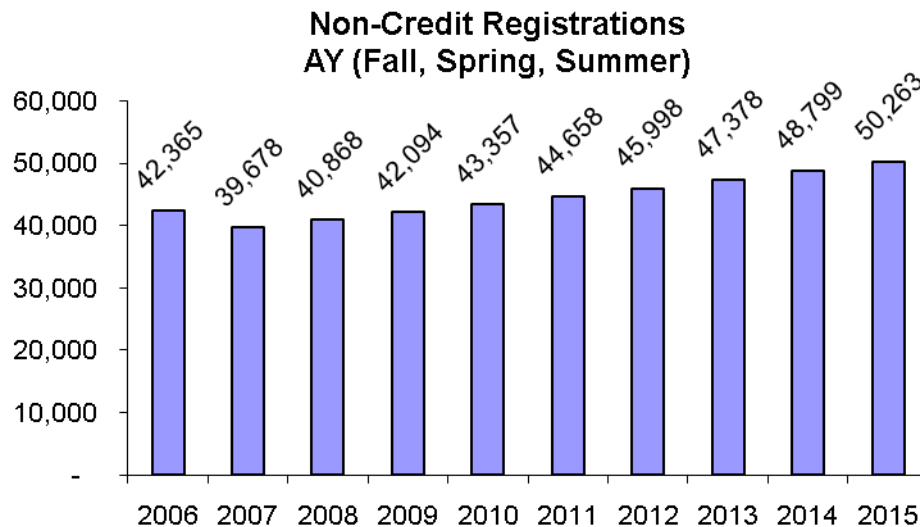




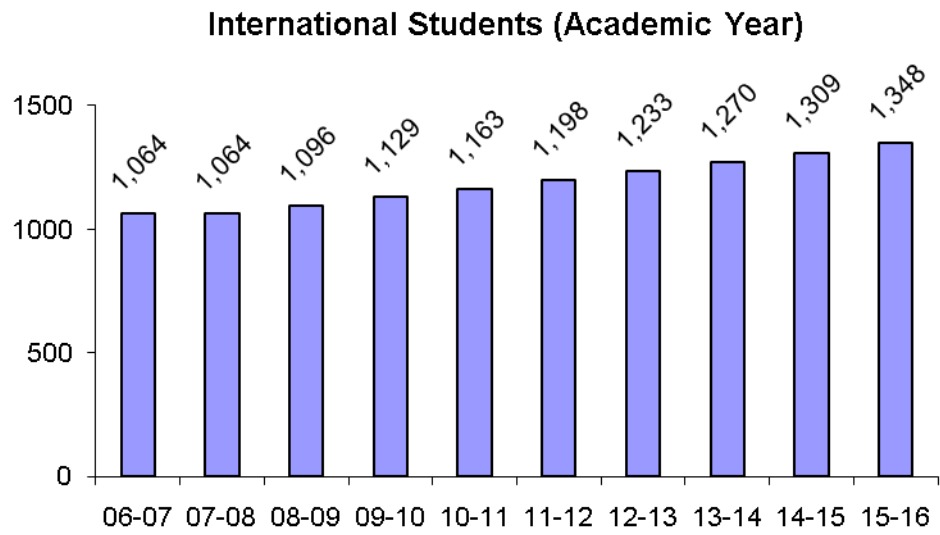
B3. Increase by 6% per year degrees/certificates achievement awarded in Science, Technology, Engineering, and Math (STEM) fields.



B4. Increase by 3% per year the number of individuals enrolled in non-credit certificate 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).



B5. Increase International student enrollment by 3% per year.



**GOAL C: A Model Local, Regional, and Global University  
(UH System Strategic Plan 2002-2010)**

**GOAL C: A Model Local, Regional, and Global University  
(UH System Strategic Plan 2002-2010)**

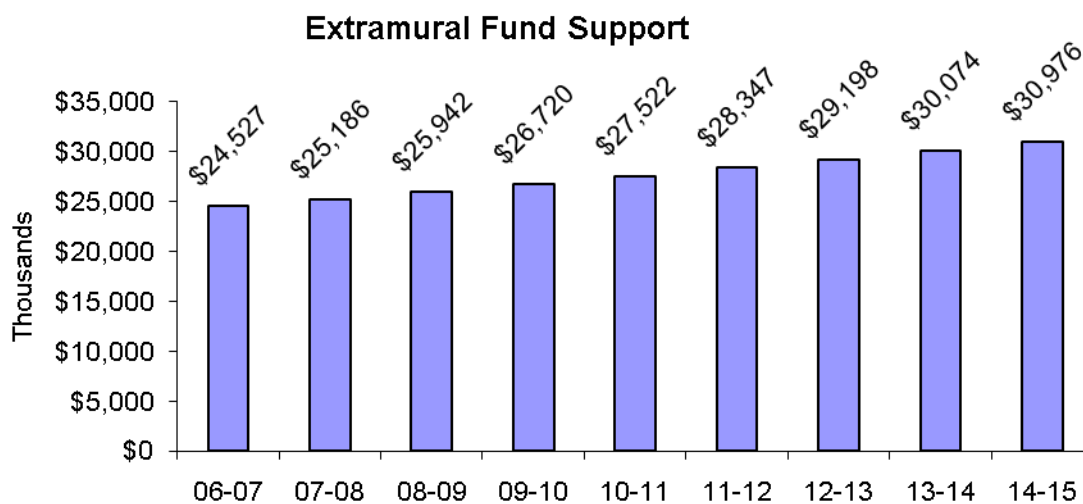
**GOAL C: Promote Workforce and Economic Development  
(UHCC System Strategic Plan 2002-2010)**

**STRATEGIC OUTCOME: Economic Contribution (UH/UHCC Strategic Outcomes and Performance Measures, 2008-2015):**

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

**Performance Measure**

C1. Increase by 3% per year the level of extramural fund support expended (E&E).



**GOAL D: Investment in Faculty, Staff, Students, and Their Environment  
(UH System Strategic Plan 2002-2010)**

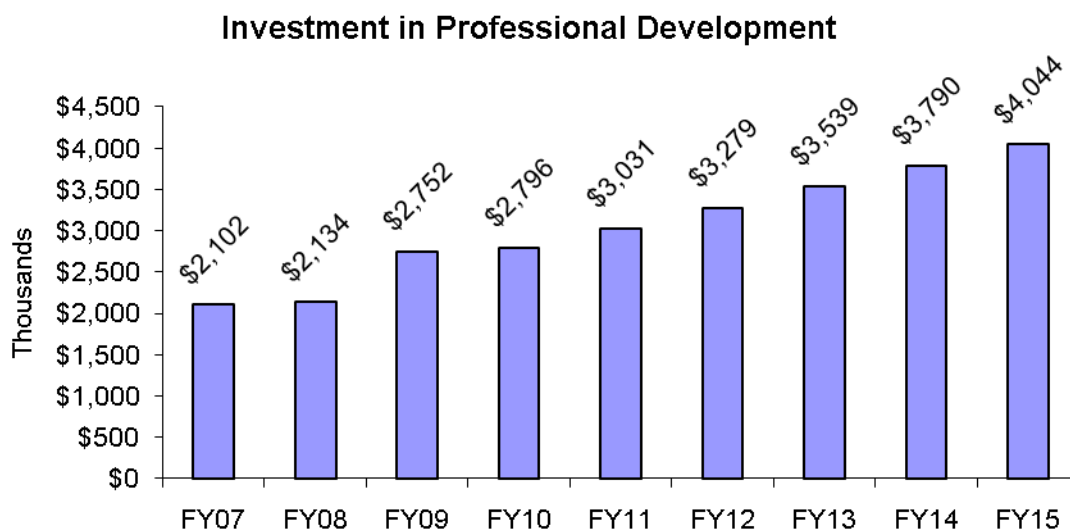
**GOAL D: Develop our Human Resources: Recruitment/ Retention/Renewal  
(UHCC System Strategic Plan 2002-2010)**

**STRATEGIC OUTCOME: Hawai'i's Educational Capital/Resources and Stewardship (UH/UHCC Strategic Outcomes and Performance Measures, 2008-2015):**

**Recognize and invest in human resources as the key to success and provide them with an inspiring work environment.**

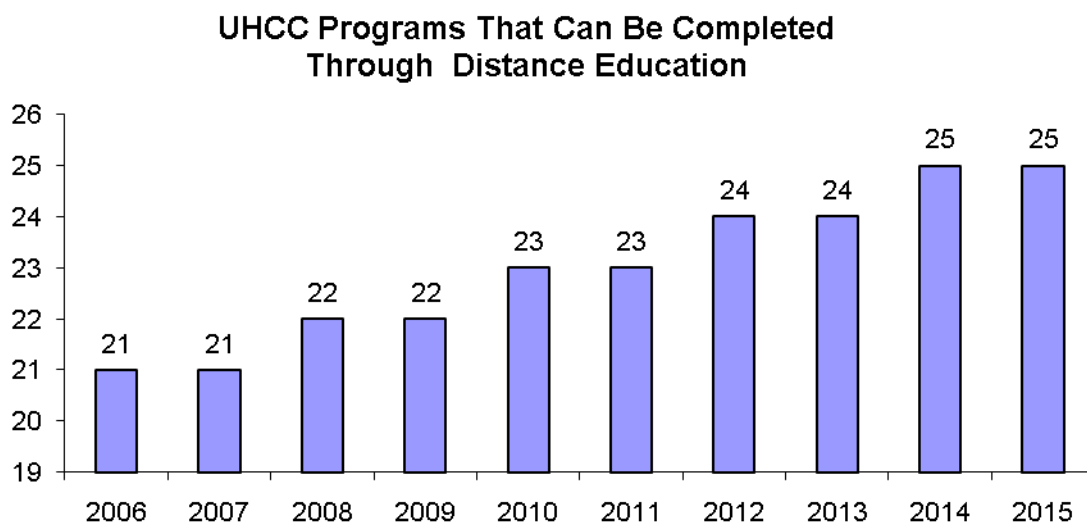
**Performance Measures**

D1. Recruit, renew, and retain a qualified, effective, and diverse faculty, staff, and leadership \*.



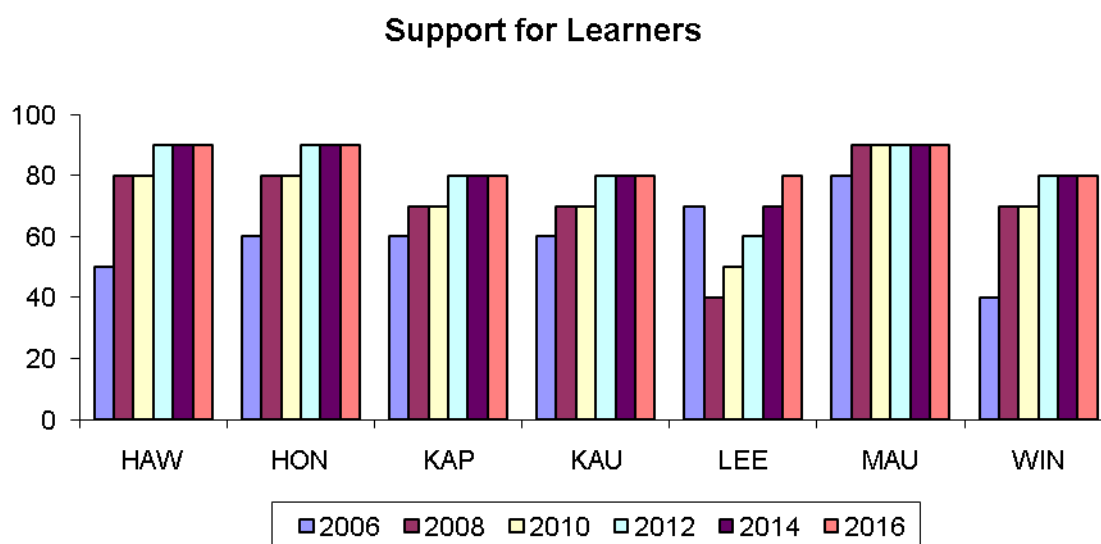
\* UH Foundation funding (e.g. Wo Leadership funds, the Tsunoda development CCLDI), funds, Hale Aina Culinary funds, etc.) reported by colleges and may not be included for all colleges.

- D2. 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.



- D3. Increase CCSSE Support for Learners Benchmark. Research shows that services that target, support, and assist students with academic and career planning, academic skill development, and other issues affect both learning and retention.

(Note: Percentile scores represent the point at which the percentage of college benchmark scores fall relative to same size institutions).



**GOAL E: Resources and Stewardship**  
**(UH System Strategic Plan 2002-2010)**

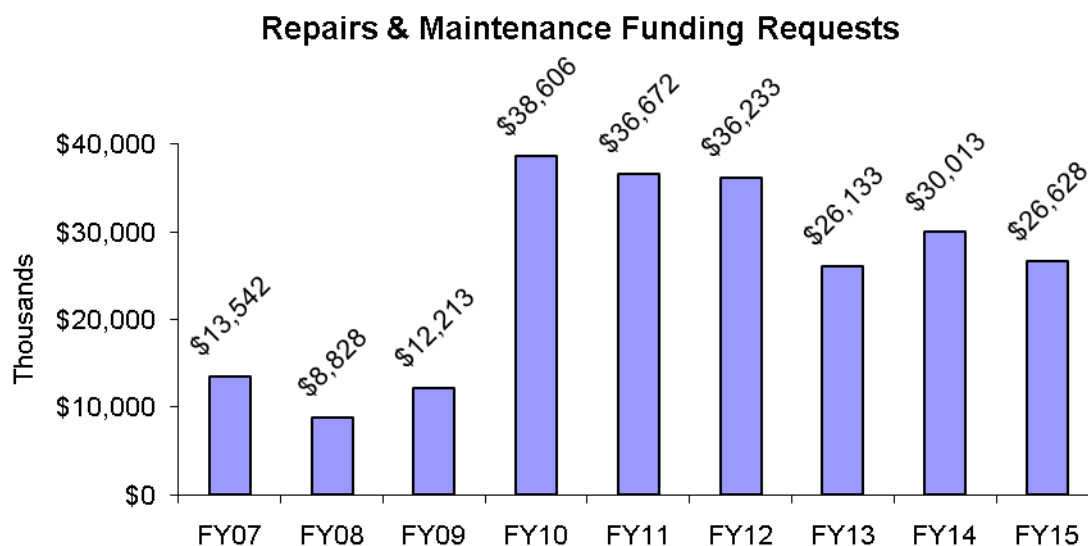
**GOAL E: Develop Sustainable Infrastructure for Student Learning**  
**(UHCC System Strategic Plan 2002-2010)**

**STRATEGIC OUTCOME: Resources and Stewardship (UH/UHCC Strategic Outcomes and Performance Measures, 2008-2015):**

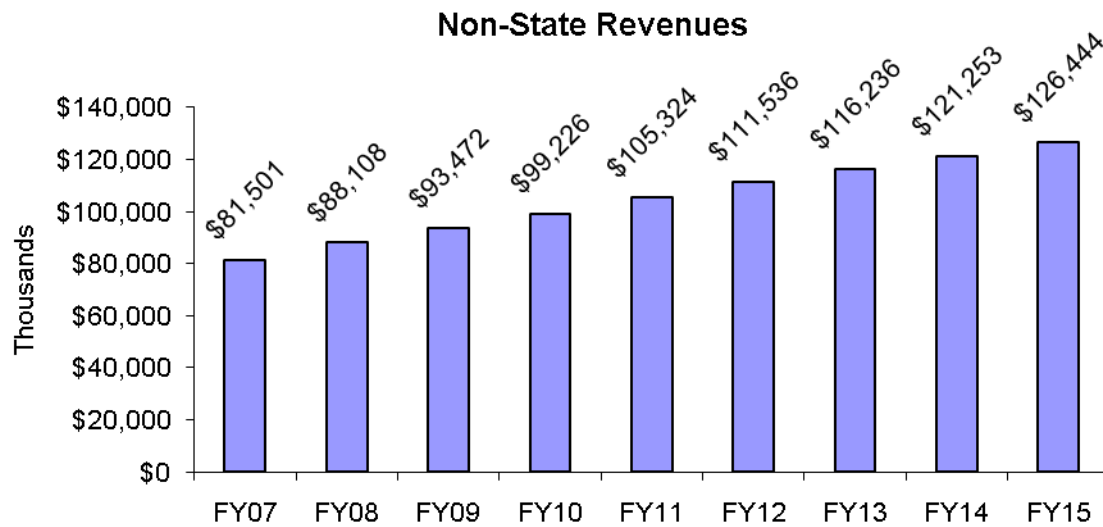
**Acquire, allocate, and manage public and private revenue streams and exercise exemplary stewardship over all of the University's resources, for a sustainable future.**

**Performance Measures**

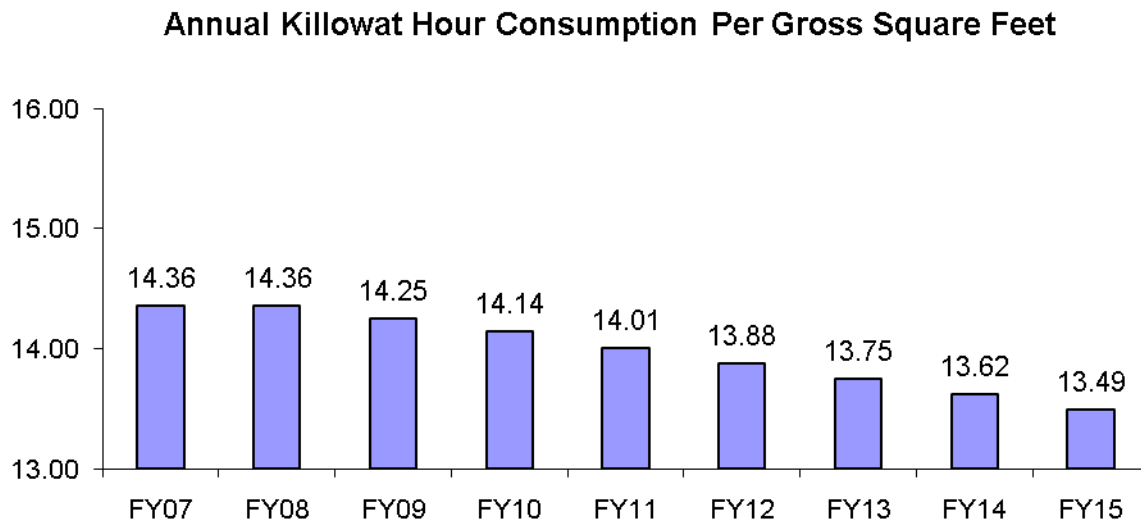
E1. Build and/or acquire appropriate facilities to deliver educational programs and services in underserved regions of the State, and identify repairs and maintenance requirements to properly maintain the facilities.



E2. Increase non-state revenue streams by 3-17% per year

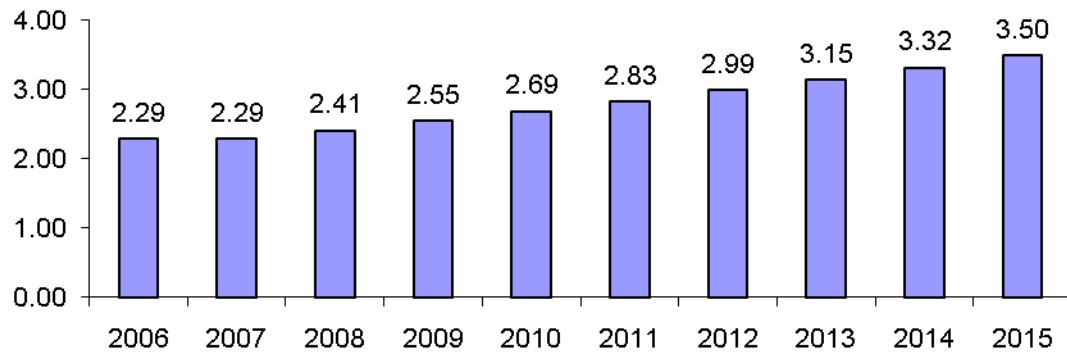


E3. Promote sustainability by making more efficient use of existing resources.

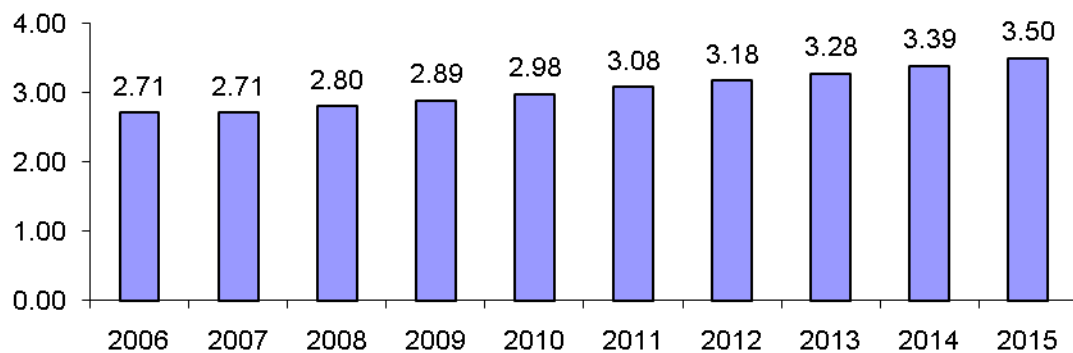


- E4. Develop and sustain an institutional environment that promotes transparency, and a culture of evidence that links institutional assessment, planning, resource acquisition, and resource allocation.

**Culture of Evidence --  
Sharing Information**

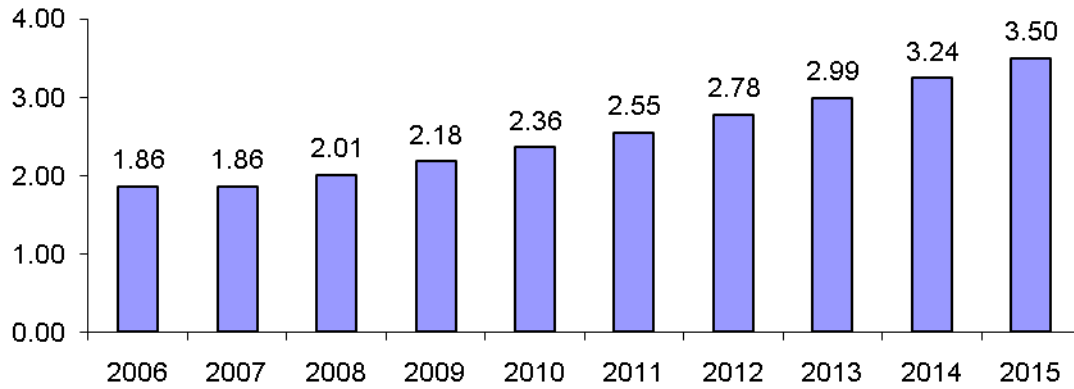


**Culture of Evidence --  
Strategic Focus, Planning, and Resource Allocation**





**Culture of Evidence --  
Strengthen Student Information and Institutional Analysis**



University of Hawai'i Community Colleges

