



UNIVERSITY of HAWAII®
LEEWARD
COMMUNITY COLLEGE

Strategic Outcomes & Performance Measures, 2008–2015

Strategic Plan Update July 2011

This document captures the Strategic Plan Update, *Strategic Outcomes & Performance Measures 2008–2015* as of July 2011. The annual up-dates provide a tangible method to assess which performance measures we're meeting or exceeding and where we need to improve. Our Strategic Plan is an evolving document. The UHCC System continues to refine performance measures with additional items added as we progress towards achievement of our goals.

Added items include: 1) performance measure on CCSSE Benchmark percentile rank for Active and Collaborative Learning benchmark and 2) strategies for increasing international student enrollment which were developed by the UH system International Education committee.

Data for all performance measures are available at www.leeward.hawaii.edu/oppa-strategic-plan.

This document also includes a section for each goal, entitled "The Leeward Context." These phrases were developed at the July 8, 2011 Leadership Workshop to provide a "close-to-home" interpretation of each goal.

GOAL A

STRATEGIC OUTCOME 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 Measure

- A1. Increase Native Hawaiian enrollment by 3% per year (1,129 students by 2015) particularly in regions that are underserved.
- A2. Promote low-income Native Hawaiian student success and graduation by increasing: the overall financial aid participation rate by 1-13% per year to 370 students, the total amount of financial aid disbursed to \$840,270, and the number of aid recipients making satisfactory financial aid progress by 2015.
- A3. Increase the number and percent of Native Hawaiian students enrolled in developmental intervention that successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree applicable instruction.
- A4. Increase by 6-9% per year 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.

STRATEGIC OUTCOME 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 Measure

- B1. Increase enrollment to 6,363 students by 2015, particularly in regions and with groups who are underserved.
- 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 \$4,142,298, and the number of aid recipients making financial aid satisfactory progress.
- B3. Increase the number and percent of students enrolled in developmental intervention that successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree applicable instruction.
- B4. Increase CCSSE Benchmark percentile rank for Active and Collaborative Learning benchmark to among the top performing institutions.
- B5. 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.

GOAL B

STRATEGIC OUTCOME **Globally Competitive Workforce**

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

Performance Measures

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, or where the average annual wage is at or above the U.S. average (2006=\$38,651).
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.
3. Increase by 6% per year degrees/certificates awarded in Science Technology, Engineering, and Math (STEM) fields.
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).
5. Increase International student enrollment by 3% per year.

GOAL C

STRATEGIC OUTCOME **Economic Contribution**

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

Performance Measure

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

GOAL D

STRATEGIC OUTCOME **Hawai'i's Educational Capital/Resources and Stewardship**

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

Performance Measures

1. Recruit, renew, and retain a qualified, effective, and diverse faculty, staff, and leadership.
2. 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.
3. Increase CCSSE Benchmark percentile rank for Support for Learners benchmark to among the top performing institutions. 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.

GOAL E

STRATEGIC OUTCOME **Resources and Stewardship E. 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

1. 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.
2. Increase non-state revenue streams by 3-17% per year.
3. Promote sustainability by making more efficient use of existing resources.
4. Develop and sustain an institutional environment that promotes transparency, and a culture of evidence that links institutional assessment, planning, resource acquisition, and resource allocation.

LEEWARD COMMUNITY COLLEGE

Strategic Outcomes & Performance Measures

2008–2015

Strategic Plan Update

July 2011

GOAL A

Educational Effectiveness and Student Success (UH System)

Promote Learning & Teaching for Student Success (UHCC System)

STRATEGIC OUTCOMES:

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.

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 region.

LEEWARD CONTEXT

Native Hawaiian Student Success

Academic Success; Empower and Inspire Native Hawaiian & Underserved Populations to Fulfill Their Potential

As an indigenous-serving institution we empower and inspire Native Hawaiian and underserved populations to fulfill their potential by increasing teaching effectiveness, recruitment, retention, academic success, completion and continuation of their education.

Goal A Strategic Outcome

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	Leeward CC Strategies
<p>A1. Increase Native Hawaiian enrollment by 3% per year (1,129 students by 2015) particularly in regions that are under-served. [Data: Table: 1.1]</p>	<p>a. Develop recruitment strategies that target Native Hawaiian students in order to increase enrollment. (A.A1.a)</p> <p>b. Increase College's presence within Native Hawaiian community. (A.A1.b)</p> <p>c. Increase number of educational options that meet the needs of the Native Hawaiian community. (A.A1.c)</p>
<p>A2. Promote low-income Native Hawaiian student success and graduation by increasing: the overall financial aid participation rate by 1-13% per year to 370 students, the total amount of financial aid disbursed to \$840,270, and the number of aid recipients making satisfactory financial aid progress by 2015. [Data: Table: 1.2]</p>	<p>Leeward CC Strategies</p> <p>a. Sustain and explore partnerships with Native Hawaiian focused institutions, groups, and community leaders to increase Native Hawaiian student financial aid awareness and participation. (A.A2.a)</p> <p>b. Identify and reduce the "roadblocks" that prevent Native Hawaiian students from receiving financial aid. (A.A2.b)</p> <p>c. Explore new technologies that will assist Native Hawaiian students in applying for financial aid. (A.A2.c)</p>
<p>A3. Increase the number and percent of Native Hawaiian students enrolled in developmental intervention that successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree applicable instruction. [Data: Table: 1.3]</p>	<p>a. Sustain and develop support services for Native Hawaiian students to facilitate their success in developmental courses. (A.A3.a)</p> <p>b. Explore alternative methods of instruction for developmental courses. (A.A3.b)</p> <p>c. Develop alternative pathways for developmental courses to prepare students for college level instruction. (A.A3.c)</p> <p>d. Unify developmental instruction by coordinating the English, Math, and Study Skills components as well as support services. (A.A3.d)</p>
<p>A4. Increase by 6-9% per year 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. [Data: Table: 1.4]</p>	<p>a. Increase Native Hawaiian student awareness and use of campus support services to facilitate student engagement, progress, graduation, and transfer. (A.A4.a)</p> <p>b. Increase Native Hawaiian student awareness of traditional and non-traditional career opportunities. (A.A4.b)</p> <p>c. Develop non-traditional learning environments to support Native Hawaiian students. (A.A4.c)</p> <p>d. Develop a comprehensive intervention strategy for Native Hawaiian students on academic warning and unsatisfactory academic progress. (A.A4.d)</p>

Goal A Strategic Outcome

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	Leeward CC Strategies
<p>B1. Increase enrollment to 6,363 students by 2015, particularly in regions and with groups who are underserved. [Data: Table 2.1]</p>	<ul style="list-style-type: none"> a. Develop comprehensive recruitment strategies to increase enrollment, with emphasis on under-served regions and groups. (A.B1.a) b. Increase College’s presence within community. (A.B1.b) c. Increase number of educational options that meet the needs of the community. (A.B1.c)
<p>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 \$4,142,298, and the number of aid recipients making financial aid satisfactory progress. [Data: Table 2.2]</p>	<ul style="list-style-type: none"> a. Sustain and explore partnerships with focused institutions, groups, and community leaders to increase student financial aid awareness and participation. (A.B2.a) b. Identify and remove the “roadblocks” that prevent students from receiving financial aid. (A.B2.b) c. Explore new technologies to assist students in applying for financial aid. (A.B2.c)
<p>B3. Increase the number and percent of students enrolled in developmental intervention that successfully complete at least one course in the developmental sequence within their first academic year thus making progress towards degree applicable instruction. [Data: Table 2.3]</p>	<ul style="list-style-type: none"> a. Sustain and develop support services to facilitate student success in developmental courses. (A.B3.a) b. Explore alternative methods of instruction for developmental courses. (A.B3.b) c. Develop alternative pathways for developmental courses to prepare students for college level instruction. (A.B3.c) d. Unify developmental instruction by coordinating the English, Math, and Study Skills components as well as support services. (A.B3.d)
<p>B4. Increase CCSSE Benchmark percentile rank for Active and Collaborative Learning benchmark to among the top performing institutions.</p>	<ul style="list-style-type: none"> a. Additional strategies may be needed if current strategies do not address Active and Collaborative Learning CCSSE benchmark. (A.B4.a)
<p>B5. 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. [Data: Table 2.4]</p>	<ul style="list-style-type: none"> a. Increase student awareness and use of campus support services to facilitate student engagement, progress, graduation, and transfer. (A.B5.a) b. Develop non-traditional learning environments to support students. (A.B5.b) c. Develop a comprehensive intervention strategy for students on academic warning and unsatisfactory academic progress. (A.B5.c)

GOAL B

A Learning, Research, and Service Network (UH System)

Functions as a Seamless State System (UHCC System)

Strategic Outcome

Globally Competitive Workforce

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

LEEWARD CONTEXT

ALL Student Success

Content, Curriculum, Access, Support

Performance Measures	Leeward CC Strategies
<p>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, or where the average annual wage is at or above the U.S. average (2006=\$38,651). [Data: Table 4.1]</p>	<ul style="list-style-type: none"> a. Implement student information system to track student progress for their entire career in the UH system. (B.1.a) b. Articulate associate degrees with baccalaureate programs in shortage areas at UH and other 4-year campuses to shorten time to degree. (B.1.b) c. Increase the number of students earning degrees or certificates by developing an advising model that closely monitors student academic progress and facilitates student access to advising information and assistance. (B.1.c) d. Market and recruit for programs that target occupations in identified shortage areas. (B.1.d)
<p>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. [Data: Table 4.2]</p>	<ul style="list-style-type: none"> a. Develop and market programs that target the incumbent worker. (B.2.a) b. Modify the traditional structure and delivery of programs to accommodate the full-time employed adult student and that shortens student time to degree. (B.2.b) c. Devise a job placement system that puts the student in touch with employment opportunities related to the degree and/or certificate earned. (B.2.c)
<p>3. Increase by 6% per year degrees/certificates awarded in Science Technology, Engineering, and Math (STEM) fields. [Data: Table 4.3]</p>	<ul style="list-style-type: none"> a. Develop degrees and/or certificates conferred in STEM fields. (B.3.a) b. Articulate associate degrees and/or certificates with baccalaureate programs in STEM fields at UH and other 4-year campuses to shorten time to degree. (B.3.b) c. Enhance partnerships with high schools to attract students interested in STEM fields. (B.3.c) d. Increase the number of students earning degrees or certificates in STEM fields by developing an advising model that closely monitors student academic progress and facilitates student access to advising information and assistance. (B.3.d)
<p>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). [Data: 4.4]</p>	<ul style="list-style-type: none"> a. Identify occupations where there is a demonstrated state of Hawai'i shortage of qualified workers and where the average income is at or above the U.S. average. (B.4.a) b. In consultation with business and industry in the shortage areas, create short-term training programs that will meet employer needs. (B.4.b) c. Devise a job placement service that puts the student in touch with employment opportunities related to the certificate earned. (B.4.c)
<p>5. Increase International student enrollment by 3% per year. [Data: Table 4.5]</p>	<ul style="list-style-type: none"> a. Identify emerging markets globally for recruiting international students and target those markets through focused marketing strategies via partnerships. (B.5.a) b. Increase the number of international partnerships and linkages with educational institutions in other countries. (B.5.b) c. Increase customized contract training programs for international groups. (B.5.c) d. Provide quality international student services to improve retention and student success through adequate staffing for advising and support services. (B.5.d)

GOAL C

A Model Local, Regional, and Global University (UH System)

Promote Workforce and Economic Development (UHCC System)

STRATEGIC OUTCOMES:

Economic Contribution

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

Performance Measures	Leeward CC Strategies
1. Increase by 3% per year the level of extramural fund support expended (E&E). [Data: Table 3.1]	<ul style="list-style-type: none">a. Create and provide resources for a Grant Manager position to coordinate and support all grant activities. (C.1.a)b. Identify areas that would generate extramural funds. (C.1.b)c. Implement strategies to increase targeted extramural funds. (C.1.c)d. Develop partnerships with business and industry. (C.1.d)

LEEWARD CONTEXT

Workforce Development and Extramural Funds

Partnerships, External Funding, Economic Catalyst

GOAL D

Investment in Faculty, Staff, Students, and Their Environment (UH System)

Develop our Human Resources: Recruitment/ Retention/Renewal (UHCC System)

STRATEGIC OUTCOMES:

Hawai'i's Educational Capital/Resources and Stewardship

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

Performance Measures	Leeward CC Strategies
1. Recruit, renew, and retain a qualified, effective, and diverse faculty, staff, and leadership. [Data: Table 5.1]	<ul style="list-style-type: none"> a. Develop and implement strategies to increase faculty and staff recruitment and retention enhancement efforts in order to address the anticipated challenges associated with future shortages of qualified personnel. (D.1.a) b. Increase funding dedicated to professional development for faculty, lecturers, staff, and administration. (D.1.b) c. Increase the number of faculty, lecturers, staff, and administrators engaged in professional development programs and activities. (D.1.c)
2. 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. [Data: Table 2.5]	<ul style="list-style-type: none"> a. Identify instructional/training programs in underserved regions where there is a workforce need, and can be delivered via distance education. (D.2.a) b. Establish policies that allow the campus to develop courses for distance instructional/training programs (leading to a degree or certificate) that the college “owns” and can be taught by multiple faculty members. (D.2.b) c. Provide resources to develop or modify student support services that specifically address the needs of the DE student. Develop partnership with high schools and other community organizations to use distance education resources. (D.2.c)
3. Increase CCSSE Benchmark percentile rank for Support for Learners benchmark to among the top performing institutions. 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.	<ul style="list-style-type: none"> a. Additional strategies may be needed if current strategies do not address Support for Learners CCSSE benchmark. (D.3.a)

LEEWARD CONTEXT

Professional Development

Training & Professional Development, Learning Environment and Culture/Climate

GOAL E

Resources and Stewardship (UH System)

Develop Sustainable Infrastructure for Student Learning (UHCC System)

STRATEGIC OUTCOMES:

Resources and Stewardship

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

LEEWARD CONTEXT

Facilities, Sustainability, & Planning

Responsible Stewardship of Human, Material & Financial Resources

Performance Measures	Leeward CC Strategies
<p>1. 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. [Data: Table 5.2]</p>	<ul style="list-style-type: none"> a. Create and adequately fund an environmentally sustainable, preventive maintenance program to include all campus infrastructure and facilities. (E.1.a) b. Acquire the available resources necessary to deliver educational programs and services to the underserved regions of the Leeward CC service area, with particular attention on securing a permanent facility for Leeward CC-Wai'anae. (E.1.b)
<p>2. Increase non-state revenue streams by 3-17% per year. [Data: Table 5.3]</p>	<ul style="list-style-type: none"> a. Identify areas that would generate long-term revenue streams. (E.2.a) b. Implement strategies to increase targeted revenue streams. (E.2.b)
<p>3. Promote sustainability by making more efficient use of existing resources. [Data: Table 5.4]</p>	<ul style="list-style-type: none"> a. Create and adequately fund an environmentally sustainable, preventive maintenance program to include all campus infrastructure and facilities. (E.3.a) b. Reduce electrical consumption through alternative energy applications and efficiency. (E.3.b) c. Develop and implement campus wide recycling program. (E.3.c) d. Develop and implement strategies to maximize use of all campus utilities and services. (E.3.d) e. Develop and implement strategies to increase the efficiency and effectiveness of the current communication infrastructure and to facilitate integration of new technologies. (E.3.e) f. Develop and implement a technology renewal program to improve operational capabilities and respond to changing technologies and informational needs. (E.3.f)
<p>4. Develop and sustain an institutional environment that promotes transparency, and a culture of evidence that links institutional assessment, planning, resource acquisition, and resource allocation. [Data: Table 5.5]</p>	<ul style="list-style-type: none"> a. Provide resources for the Office of Planning, Policy, and Assessment to support enhanced campus efforts in the areas of data collection, analysis, accreditation, program review, and assessment activities for budget, policy, and planning purposes. (E.4.a) b. Develop and implement an annual operating allocation budget process that links, tracks, and monitors 1) annual program review and assessment planning processes, 2) biennial and supplemental budget processes, and 3) UH, UHCC, and LCC strategic planning priorities. (E.4.b) c. Develop and implement a Capital Improvement Program (CIP) and Repair and Maintenance (R&M) budget planning process that links, tracks, and monitors annual program review and assessment activities with biennial budget request priorities. (E.4.c)

Identification of Strategic Plan Elements

GOAL B

A Learning, Research, and Service Network (UH System)

Functions as a Seamless State System (UHCC System)

Strategic Outcome

Globally Competitive Workforce

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

Performance Measures	Leeward CC Strategies
<p>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, or where the average annual wage is at or above the U.S. average (2006=\$38,651). [Data: Table 4.1]</p>	<p>a. Implement student information system to track student progress for their entire career in the UH system. (B.1.a)</p> <p>b. Articulate associate degrees with baccalaureate programs in shortage areas at UH and other 4-year campuses to shorten time to degree. (B.1.b)</p> <p>c. Increase the number of students earning degrees or certificates by developing an advising model that closely monitors student academic progress and facilitates student access to advising information and assistance. (B.1.c)</p> <p>d. Market and recruit for programs that target occupations in identified shortage areas. (B.1.d)</p>

Numbering

The Leeward CC Strategies are labeled with letters and numbers designating the Goal, Strategic Outcome, and Performance Measure.

For example, B.1.a identifies

Goal/Strategic Outcome	B
Performance Measure	1
Leeward CC Strategy	a

For GOAL A., the Strategic Outcome is split into two components—A. Native Hawaiian Educational Attainment and B. Hawaii's Educational Capital—so the label contains an additional letter to specify which Strategic Outcome component is being referenced.

Goal/Strategic Outcome	A
Performance Measure	A2
Leeward CC Strategy	c

The numbers in square brackets [] after each performance measure refer to the table in the Excel workbook containing the relevant performance measure values. Data for all performance measures is available at www.leeward.hawaii.edu/oppa-strategic-plan

GOAL

shared by UH System, UHCC System and the College

STRATEGIC OUTCOME

PERFORMANCE MEASURES

COLLEGE STRATEGIES

briefly describe what we are going to do to achieve the results described in the Performance Measures.

Charts

from Vice President John Morton's April 2011 update to the campus
providing a snapshot of College performance

Access and Success: Planning, Tracking and Innovating



Leeward Community College

John Morton
Vice President for Community Colleges

Spring 2011



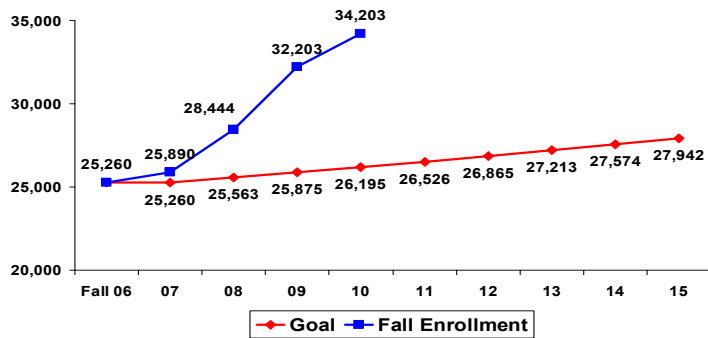
ENROLLMENT



2



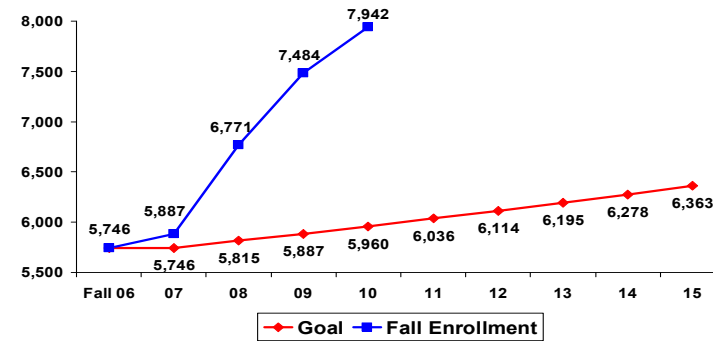
UHCC Fall Enrollment



3



LeeCC Fall Enrollment



4



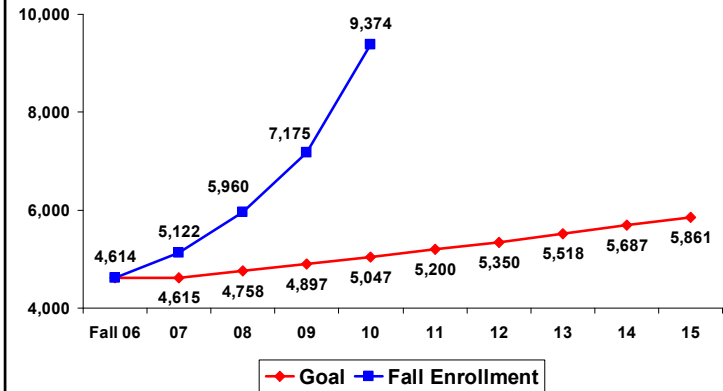
UHCC Fall 2010 Enrollment

Campus	# Over Goal	% Over Goal
LeeCC	1,982	33.3%
KapCC	1,758	23.3%
MauC	1,412	47.8%
HawCC	1,361	55.5%
WinCC	775	41.9%
HonCC	455	10.7%
KauCC	265	22.8%

5



UHCC Native Hawaiian Enrollment

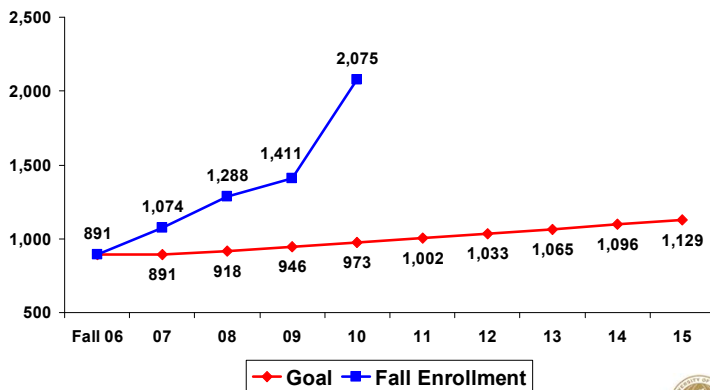


UHCC Native Hawaiian enrollment 27.4%
70% of all Native Hawaiians in UH System are enrolled at the Community Colleges

6



LeeCC Native Hawaiian Enrollment



7



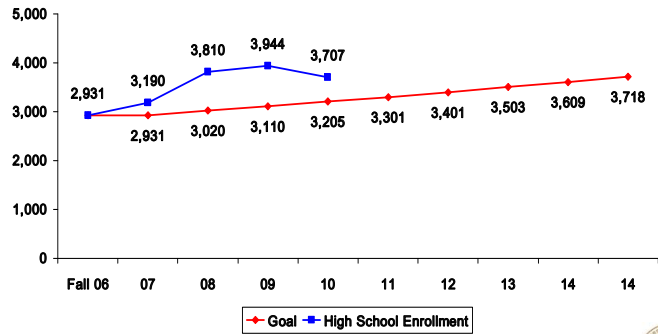
UHCC Fall 2010 Native Hawaiian Enrollment

Campus	# Over Goal	% Over Goal
LeeCC	1,102	113.3%
HawCC	840	110.1%
KapCC	664	72.3%
MauC	661	90.9%
WinCC	479	78.3%
HonCC	416	51.6%
KauCC	165	66.5%

8



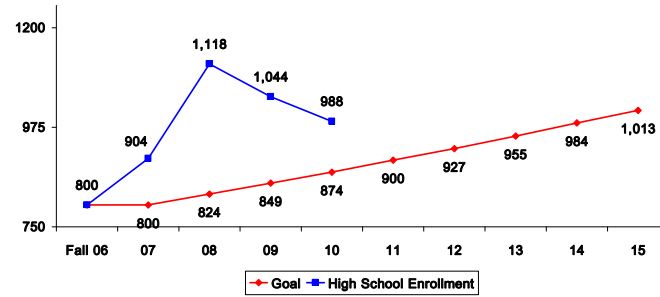
UHCC High School Enrollment



9



LeeCC High School Enrollment



10



UHCC Fall 2010 High School Enrollment

Campus	# Over Goal	% Over Goal
HawCC	143	40%
LeeCC	114	13%
KapCC	72	9%
WinCC	48	20%
MauC	45	43%
HonCC	27	6%
KauCC	<23>	<12%>

11



UNDERSERVED REGIONS

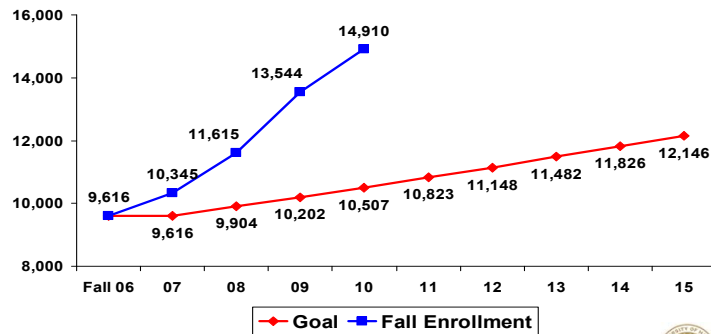


As identified in the UH Second Decade Project, the UH Community Colleges place special emphasis on regions of the state that have been underserved by postsecondary education and/or training. These regions are: Waianae, Ewa, and North Shore (Oahu), West Hawai'i and East Hawai'i (Hawai'i), and Maui County.

12



UHCC Fall Enrollment Students from Underserved Regions



13 Underserved Regions are Waianae/ Ewa/ West Hawai'i/ Maui County/ North Shore Oahu/ East Hawai'i



UHCC Enrollment Initiatives

- Targeting Near-Degree Returning Students
- Dual Enrollment Programs
- Distance Delivery
- Build-out of West Hawai'i and Waianae

14



Performance Funding Measures



15



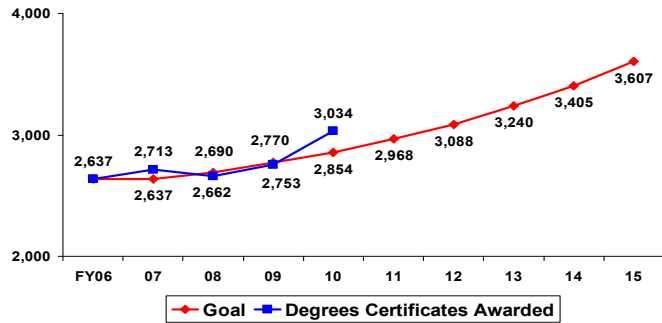
Performance Funding Measures

- Degrees and Certificates Achievement
- Native Hawaiian Degrees and Certificates Achievement
- STEM Degrees and Certificates Achievement
- Pell Recipients
- Transfers to UH 4-yr Institutions

16



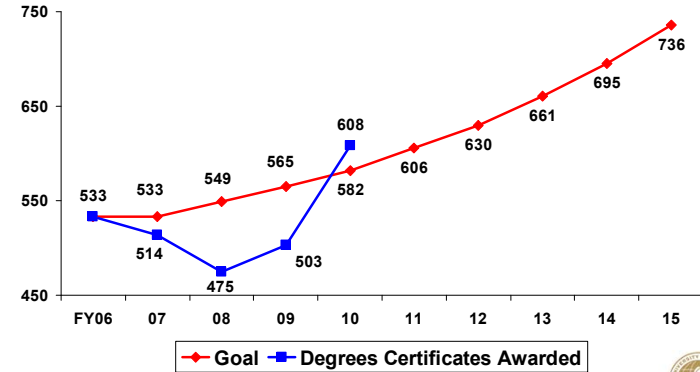
UHCC Performance: All Students Degrees and Certificates Achievement



17



LeeCC Performance: All Students Degrees and Certificates Achievement



18



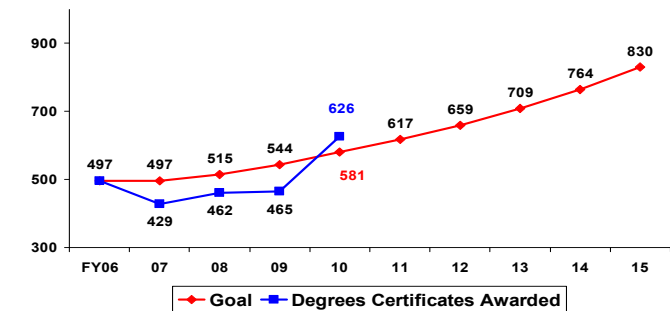
UHCC Degrees and Certificates Achievement

Campus	# Over Goal	% Over Goal
KapCC	83	11.9%
HawCC	66	18.3%
KauCC	37	29.6%
LeeCC	26	4.5%
MauC	23	5.9%
WinCC	5	3.4%
HonCC	<60>	<11.0%>

19 2009-2010



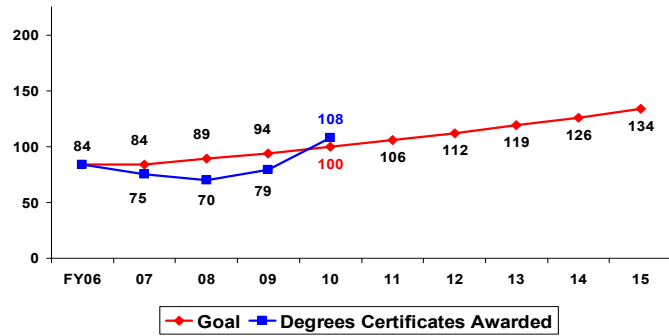
UHCC Performance: Native Hawaiian Degrees and Certificates Achievement



20



LeeCC Performance: Native Hawaiian Degrees and Certificates Achievement



21



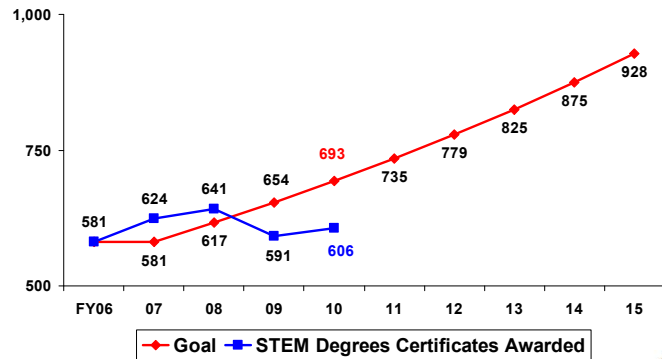
UHCC Performance: Native Hawaiian Degrees and Certificates Achievement

Campus	# Over Goal	% Over Goal
MauC	29	40.8%
HawCC	28	20.9%
LeeCC	8	8.0%
WinCC	7	14.0%
KapCC	6	8.3%
KauCC	<8>	<29.6%>
HonCC	<25>	<19.7%>

22 2009-2010



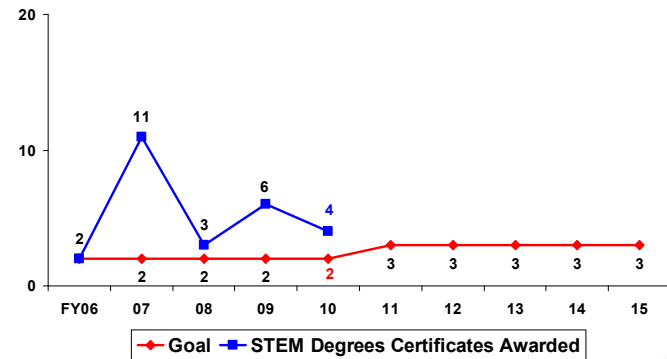
UHCC Performance: STEM Degrees and Certificates Achievement



23



LeeCC Performance: STEM Degrees and Certificates Achievement



24



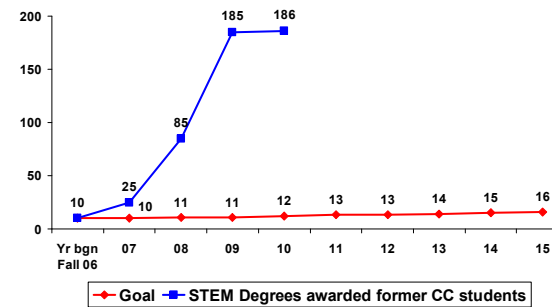
UHCC Performance: STEM Degrees and Certificates Achievement

Campus	# Over Goal	% Over Goal
MauC	10	8.5%
KauCC	6	14.0%
WinCC	3	300.0%
LeeCC	2	100.0%
HawCC	<16>	<23.9%>
HonCC	<34>	<16.1%>
KapCC	<58>	<23.0%>

25 2009-2010



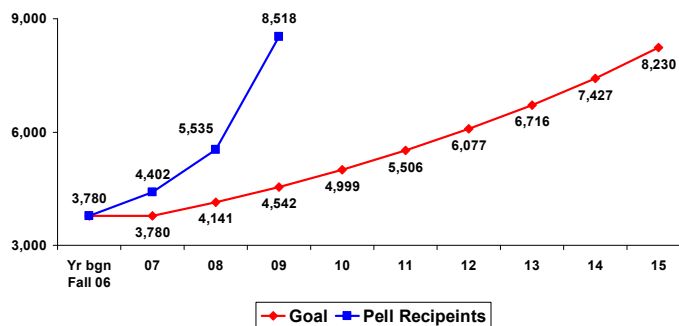
Degrees Awarded in STEM at UHM, UHH, UHWO to Former CC Students



26 2009-2010



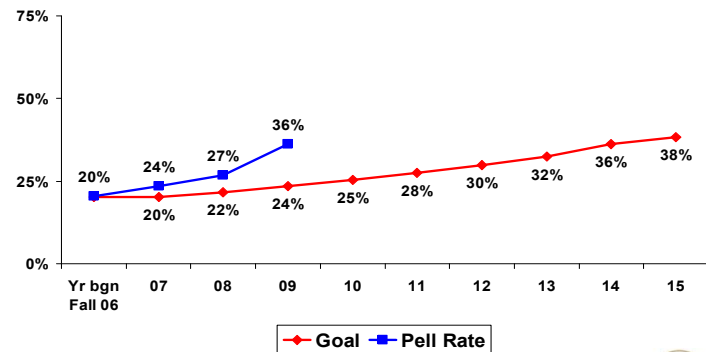
UHCC Performance: Pell Recipients



27 Dollar values increased from \$8,288,315 in 2006 to \$26,572,331 in 2009



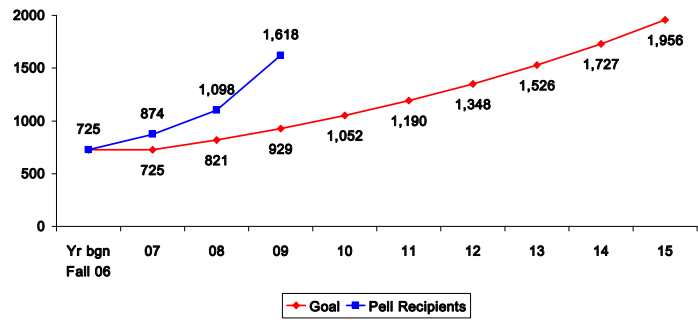
UHCC Pell Participation Rate: All Students



28



LeeCC Performance: Pell Recipients

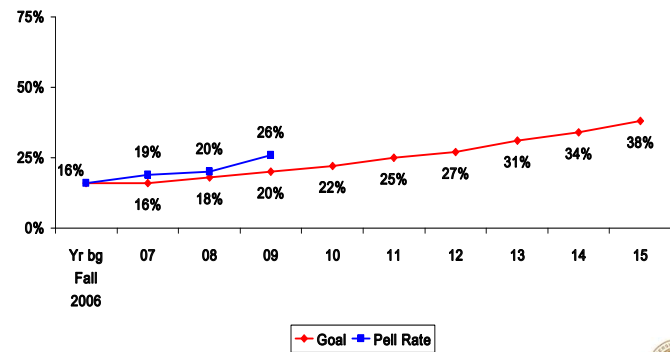


29

Dollar values increased from \$1,536,279 in 2006 to \$4,880,840 in 2009



LeeCC Pell Participation Rate: All Students



30



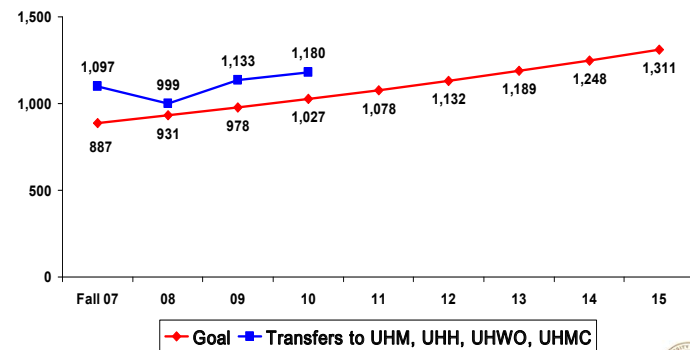
UHCC Pell Recipients 2009-2010

Campus	# Over Goal	% Over Goal
MauC	1,092	159.2%
HawCC	787	115.6%
LeeCC	689	74.2%
KapCC	526	56.9%
WinCC	515	110.0%
KauCC	192	85.7%
HonCC	175	27.8%

31 2009-2010



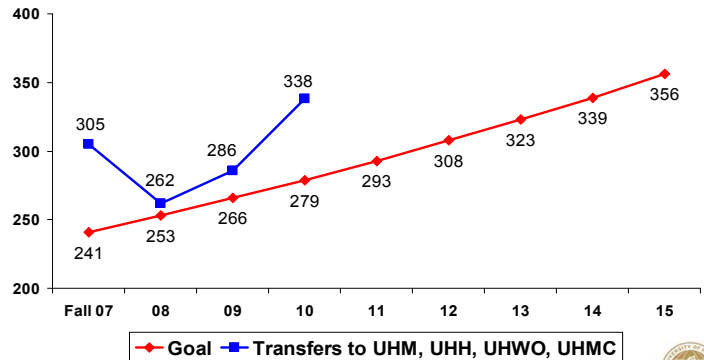
UHCC Performance: Transfers to UH 4-yr Institution



32



LeeCC Performance: Transfers to UH 4-yr Institution



33



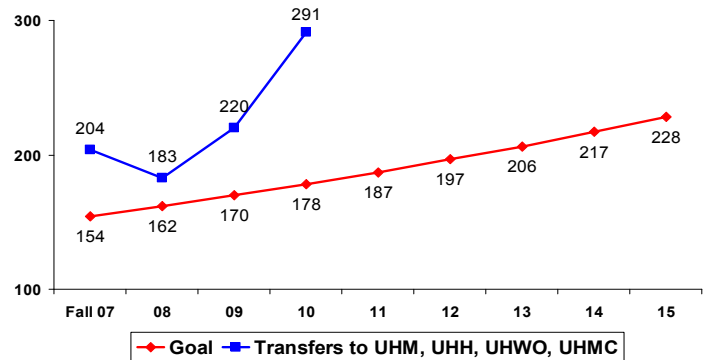
UHCC Fall 2010 Transfers to UHM, UHH, UHWO, UHMC

Campus	# Over Goal	% Over Goal
KapCC	92	31.1%
LeeCC	59	21.1%
HonCC	48	38.7%
WinCC	34	38.6%
HawCC	30	26.5%
KauCC	7	25.0%
MauC	0	0.0%

34



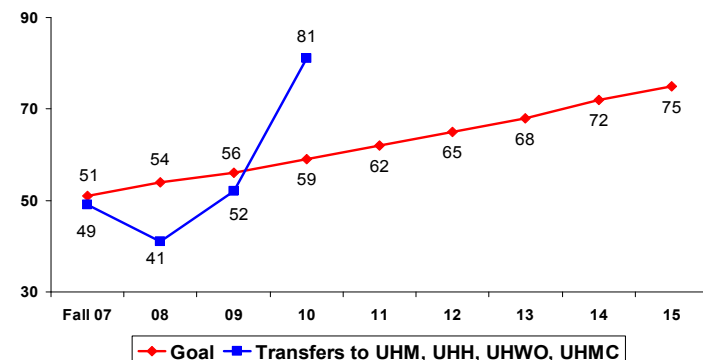
UHCC Transfers to UH 4-yr Institution: Native Hawaiians



35



LeeCC Transfers to UH 4-yr Institution: Native Hawaiians



36



UHCC Fall 2010 Transfers to UHM, UHH, UHWO, UHMC: Native Hawaiian

Campus	# Over Goal	% Over Goal
HawCC	32	133.3%
KapCC	30	107.1%
WinCC	28	116.7%
LeeCC	22	37.3%
HonCC	14	93.3%
MauC	13	52.0%
KauCC	6	300.0%

37



UHCC Performance Initiatives

- Achieving the Dream
- Complete College America
- Financial Aid
- Policy Review

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MOMENTUM MEASURES

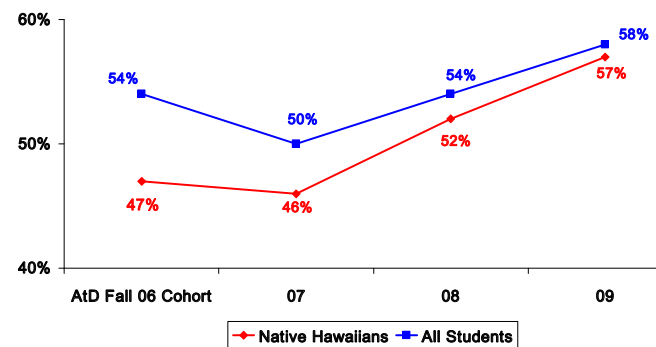
Get Ready for College



39



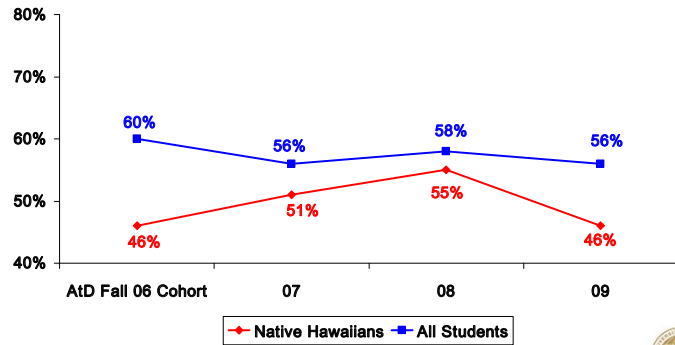
UHCC Remedial/ Developmental Math Success



40



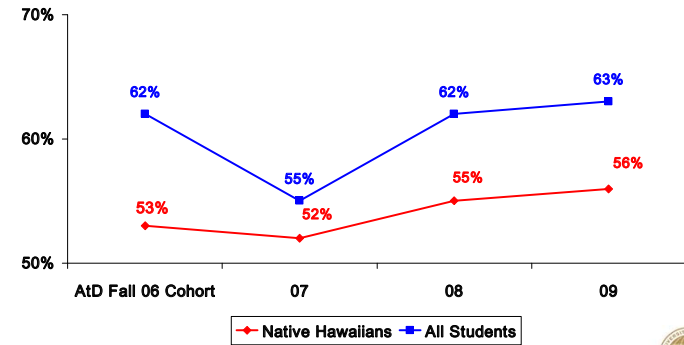
LeeCC Remedial/Developmental Math Success



41



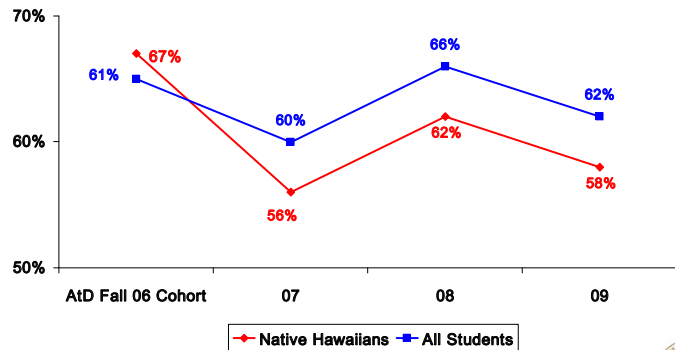
UHCC Remedial/Developmental Writing Success



42



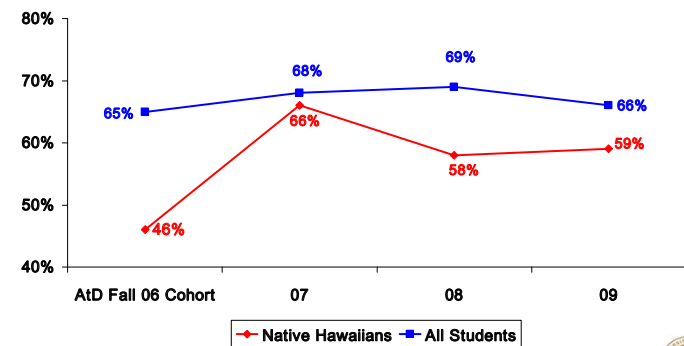
LeeCC Remedial/Developmental Writing Success



43



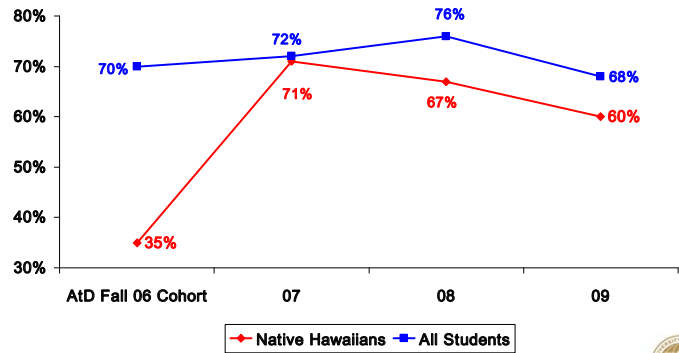
UHCC Remedial/Developmental Reading Success



44



LeeCC Remedial/Developmental Reading Success



45



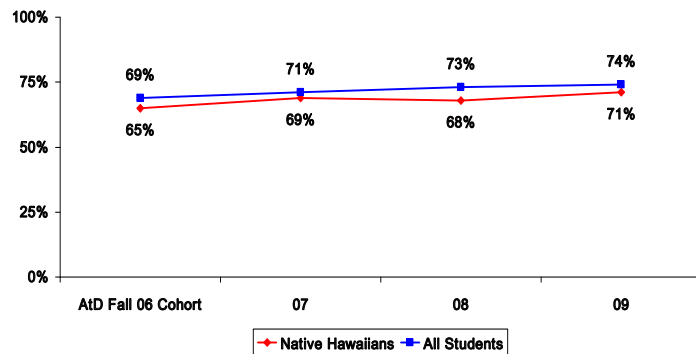
UHCC Remedial/Developmental Success

	Math		Writing		Reading	
	All	NH	All	NH	All	NH
HawCC	74%	75%	59%	55%	68%	64%
HonCC	45%	35%	50%	50%	n/a	n/a
KapCC	56%	44%	70%	58%	65%	58%
KauCC	61%	38%	64%	44%	65%	53%
LeeCC	56%	46%	62%	58%	68%	60%
MauC	64%	65%	71%	64%	59%	44%
WinCC	63%	67%	65%	60%	48%	33%

46 AtD Fall 09 Cohort



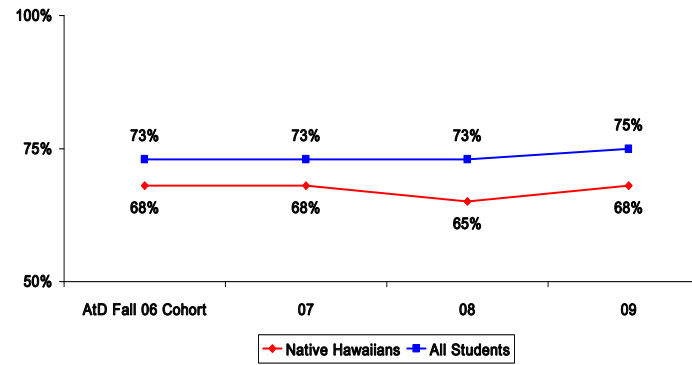
UHCC Persistence (Fall to Spring)



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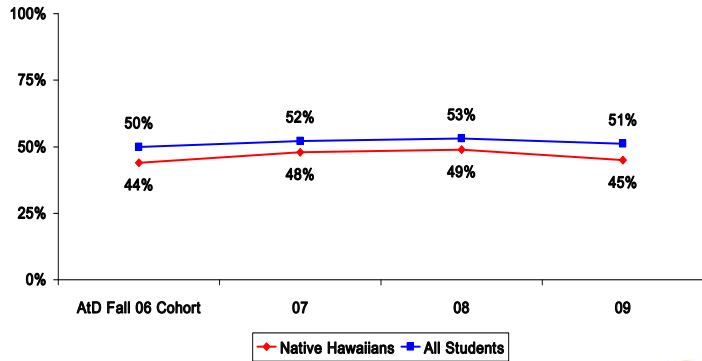
LeeCC Persistence (Fall to Spring)



48



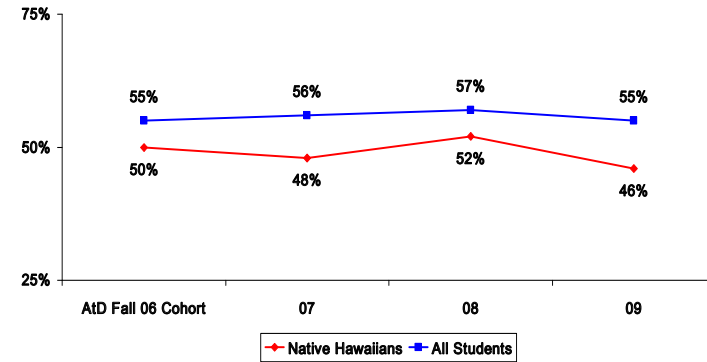
UHCC Persistence (Fall to Fall)



49



LeeCC Persistence (Fall to Fall)



50



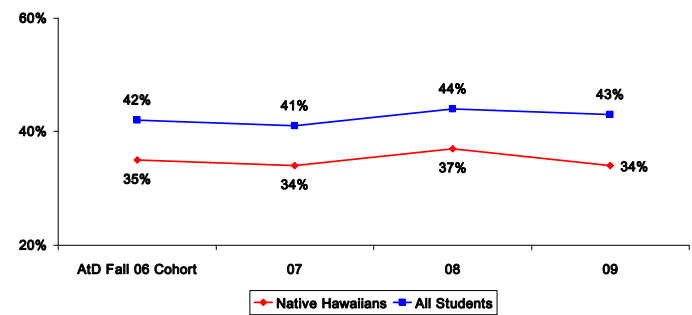
UHCC Persistence

	Fall to Spring ¹		Fall to Fall ²	
	All	NH	All	NH
HawCC	75%	75%	47%	47%
HonCC	69%	64%	43%	36%
KapCC	76%	73%	53%	40%
KauCC	74%	63%	53%	42%
LeeCC	75%	68%	55%	46%
MauC	75%	73%	53%	51%
WinCC	72%	75%	47%	51%

51 ¹AtD Fall 09 Cohort ²AtD Fall 08 Cohort



UHCC First Year Success: Full-Time

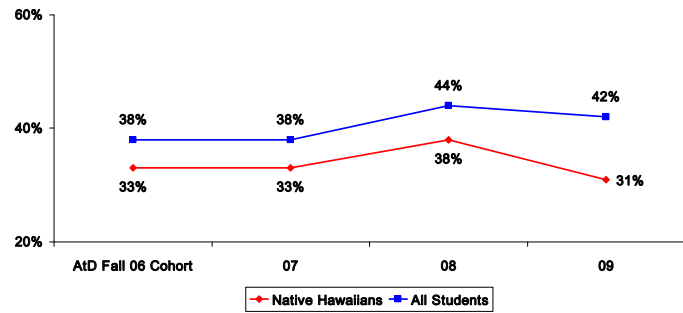


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AtD Cohort Full-Time in Fall who complete 20 Credits in first year with a GPA at least 2.0



LeeCC First Year Success: Full-Time



AtD Cohort Full-Time in Fall who complete 20 Credits in first year with a GPA at least 2.0

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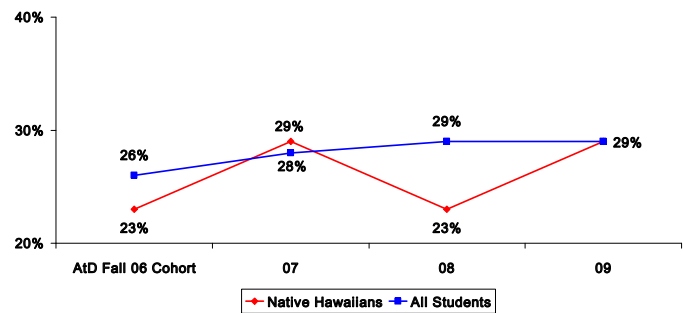
UHCC First Year Success: Full-Time

	# Over Goal		% Over Goal	
	All	NH	All	NH
HawCC	43	38	18.9%	49.4%
HonCC	<13>	0	<5.4%>	0.0%
KapCC	65	10	20.3%	28.6%
KauCC	40	8	48.2%	66.7%
LeeCC	111	20	33.0%	39.2%
MauC	94	21	72.9%	70.0%
WinCC	13	10	13.0%	35.7%

54 AtD Fall 09 Cohort



UHCC First Year Success: Part-Time

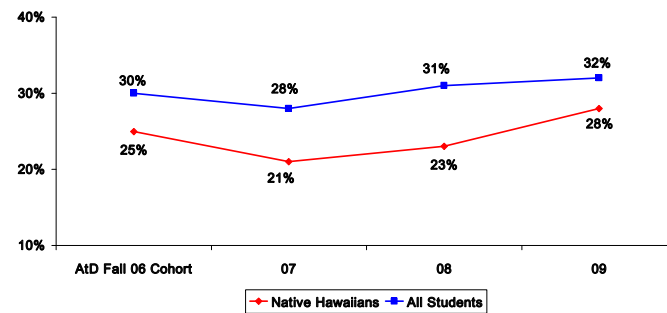


AtD Cohort Part-Time in Fall who complete 12 Credits in first year with a GPA at least 2.0

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LeeCC First Year Success: Part-Time



AtD Cohort Part-Time in Fall who complete 12 Credits in first year with a GPA at least 2.0

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UHCC First Year Success: Part-Time

	# Over Goal		% Over Goal	
	All	NH	All	NH
HawCC	32	24	33.3%	82.8%
HonCC	<23>	<2>	<18.9%>	<8.7%>
KapCC	77	18	50.0%	75.0%
KauCC	7	<1>	26.9%	<25.0%>
LeeCC	5	1	2.4%	2.9%
MauC	85	22	163.5%	200.0%
WinCC	21	22	40.4%	169.2%



UHCC First Year Success

	Full-Time		Part-Time	
	All	NH	All	NH
HawCC	50%	43%	33%	32%
HonCC	38%	29%	22%	21%
KapCC	44%	30%	27%	29%
KauCC	50%	29%	26%	18%
LeeCC	42%	31%	32%	28%
MauC	42%	35%	33%	32%
WinCC	34%	30%	28%	33%



