Institutional Reaccreditation Report 2013

Prepared for the Western Association of Schools and Colleges Accrediting Commission for Senior Colleges and Universities

UNIVERSITY of HAWAI'I®
MAUI COLLEGE

Institutional Reaccreditation Report

February 21, 2013

Prepared for the Western Association of Schools and Colleges Accrediting Commission for Senior Colleges and Universities

Submitted by University of Hawai‘i Maui College
310 Ka‘ahumanu Avenue
Kahului, HI 96732

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Institutional Stipulations

University of Hawai'i Maui College will use the accreditation review process to demonstrate its fulfillment of the core commitments, will engage in the process with seriousness and candor, will present accurate data, and that it will fairly present itself in its institutional report and exhibits.

University of Hawai'i Maui College has published and publicly available policies as identified by the Commission. Such policies will be available for review on request throughout the period of accreditation.

University of Hawai'i Maui College will abide by procedures adopted by the Commission to meet United States Department of Education procedural requirements.

University of Hawai'i Maui College will submit, in a timely fashion, all regularly required data and any additional data specifically requested by the Commission during the period of accreditation or candidacy.

University of Hawai'i Maui College has reviewed its off-campus programs, distance education programs, international and joint degree programs to ensure that they have been approved as required by WASC policies.

CEO Signature:

CEO Name and Title: Clyde Sakamoto, Chancellor

Name of Institution: University of Hawai'i Maui College

UHMC Mission Statement

The University of Hawai‘i Maui College inspires students to develop knowledge and skills in pursuit of academic, career, and personal goals in a supportive educational environment that emphasizes community engagement, lifelong learning, sustainable living, Native Hawaiian culture, and global understanding.

UHMC Vision Statement

UH Maui College: We will prepare students to respond to emerging challenges of their lives, communities, and the world through compassion, leadership, problem solving, and innovation.

UHMC Core Values

The faculty and staff of UH Maui College aspire to embody the following Core Values through their work serving the educational needs of students:

- ***Aloha*** – Affection, compassion, sympathy, kindness, grace, charity; to show kindness, mercy, charity
- ***Kuleana*** – Right, privilege, concern, responsibility, title, business, property, estate, portion, jurisdiction, authority, liability, interest, claim, ownership; reason, cause, function, justification
- ***Lokahi*** – Unity, agreement, accord, unison, harmony; agreed, in unity
- ***Malama*** – To take care of, tend, attend, care for, preserve, protect, beware, save, maintain; care, preservation, support, loyalty; custodian, caretaker, keeper
- ***Mana’olana*** – Hope, confidence, expectation; to hope
- ***Pono*** – Goodness, uprightness, morality, moral qualities, correct or proper procedures, excellence, well-being, prosperity, welfare, benefit, behalf, equity, sake, true condition or nature, duty; moral, fitting, proper, righteous, right, just, virtuous, fair, beneficial, correct; should, ought, necessary

UHMC Institutional Learning Outcomes

To qualify for graduation, students demonstrate the following abilities at a level of rigor appropriate for their degree:

- Apply essential skills and knowledge of a technical or academic field to perform tasks, address challenges, and solve problems
- Address social, environmental, or economic issues through work that exemplifies effective interaction in real-world situations
- Integrate multiple perspectives and a broad context of understanding to interpret problems, issues, and artifacts
- Write and speak effectively to convey ideas that meet the needs of specific audiences and purposes
- Apply creativity and analytical thinking to convey ideas, address challenges, and solve problems
- Solve problems utilizing mathematical models, methods, and effective quantitative reasoning
- Find, evaluate, and share information effectively and responsibly

Introduction: Institutional Context

University of Hawai‘i Maui College (UHMC) appreciates the opportunity to submit its self-study report in response to Western Association of Schools and Colleges (WASC) Accrediting Commission for Senior Colleges and Universities (ACSCU)’s pilot program to redesign its accreditation process for institutions seeking reaccreditation. The material contained in this report addresses not only the WASC standards of accreditation, but also the meaning and rigor of the college’s degrees, graduation proficiencies, student success, and institutional capacity to adapt to future needs and changes.

UHMC acknowledges its brief history with ACSCU. As UHMC moves from a two-year community college culture to one embracing baccalaureate degrees, the college must adapt to a new ecology of learning and assessment. During this transition, UHMC has continued to focus on program development, assessment policies and practices, infrastructure, and resource development.

Indeed, UHMC’s unique position in ACSCU will be revisited throughout this submission. This is especially important because of the college’s philosophy of open admission for its student population, many of whom are part time, and all of whom are living in a unique, small, island-based economy with a high cost of living. The challenges and opportunities faced by island colleges and communities differ economically, socially, and culturally from urban and mainland institutions.

Institutional context (CFR 1.1)

University of Hawai‘i Maui College (UHMC) is part of the University of Hawai‘i (UH) system, a postsecondary education system, and is one of the system’s seven community colleges and one of the system’s four baccalaureate degree-granting institutions. UHMC is the only post-secondary institution in the three islands of Maui, Moloka‘i, and Lāna‘i that comprise Maui County and it has the responsibility of providing an affordable, quality education to the citizens of the county and the state.

UHMC is the only public, open-admission institution among those located in California and Hawai‘i that grants certificates, two-year degrees, and bachelor of applied science degrees. Furthermore, UHMC University Center brokers baccalaureate, post-baccalaureate, and graduate degree programs in partnership with University of Hawai‘i Mānoa, University of Hawai‘i Hilo, University of Hawai‘i West O‘ahu, and Oregon State University.

Because of UHMC’s unique position, the college has chosen to participate in WASC’s Pilot Reaccreditation Design and Lumina’s Degree Qualification Profile (DQP) Projects as it prepares for its next accreditation review. The college is confident that participation in these pilots will be a learning experience for both the college and WASC and will, with the college and WASC working together, assist UHMC as it strives to fufill its mission.

To better match its transition to a baccalaureate degree-granting institution, UHMC has redrafted its mission statement through a faculty and staff-driven process. The next step will be for it to be approved by the UH Board of Regents. UHMC’s proposed mission is:

The University of Hawai‘i Maui College inspires students to develop knowledge and skills in pursuit of academic, career, and personal goals in a supportive educational environment that emphasizes community engagement, lifelong learning, sustainable living, Native Hawaiian culture, and global understanding.

To fulfill its mission, UHMC has the responsibility to provide affordable, quality education for all who enter the college. Through its comprehensive degree and certificate options, UHMC addresses the needs of a diverse student population of approximately 4,000 students in a geographically isolated three-island community with one of the highest costs of living in the state and country.

Given the college’s historical and continuing open admission policy (with selective admission to a small number of specific programs), the student population is older (average student age is 27) than those of four-year institutions. Students often have work and family obligations (part-time students comprise two thirds of the enrollment), and are among the first in their families to enroll in college or university (48% of the 2,855 financial aid recipients in 2011-12 were first-generation students). UHMC strives to address the needs of Maui County’s people and unique location by grounding its learning-centered mission and vision in Native Hawaiian values, a commitment to learning and improvement, inclusive campus governance processes, strong relationships with communities of interest, and quality campus infrastructure.

The ethnic and racial composition of UHMC students, faculty, and staff is diverse. In fall 2012, UHMC had a total enrollment of 4,382 students, of which the greatest percentage were Hawaiian or Pacific Islander (35.2%). Other ethnic groups included Asian Americans (23.4%), Caucasians (25%), Hispanics (1.9%), and others (14.5%). UHMC employs 117 full-time faculty and 163 part-time faculty (lecturers), representing a student to faculty/lecturer ratio of 15.7:1. Among the full-time faculty, 37 percent are male, 63 percent are female, and 44 percent are non-Caucasian. Among the lecturers, 34 percent are male, 66 percent are female, and 39 percent are non-Caucasian. Among the staff, 28% percent are male, 72% percent are female and 77% are non-Caucasian.

UHMC serves communities across three islands with its main campus located in Kahului, Maui. UHMC outreach education centers are located on Maui in Hana and Lahaina, and on the islands of Moloka‘i and Lāna‘i. The main campus comprises 40 buildings on 78 acres and includes five new buildings and several renovated buildings constructed over the past 18 years. A 400-bed privately-owned student housing facility was built a short distance from campus to build capacity for neighbor island, out-of-state, and international students. A new $26 million science building will house

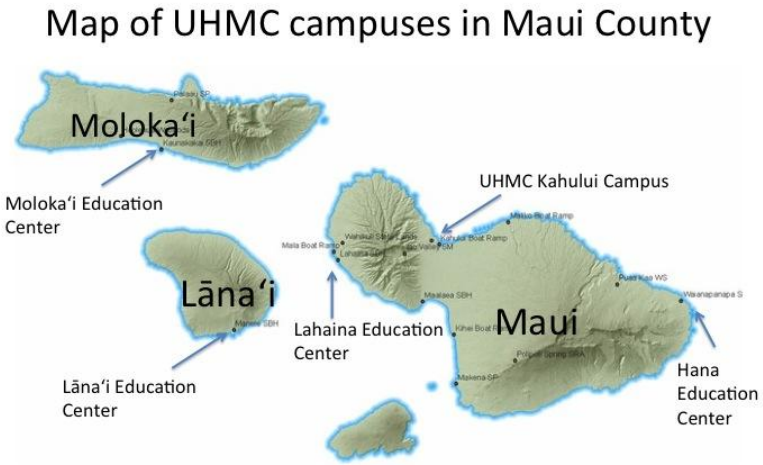


Figure 1: Map of UHMC campuses in Maui County

various laboratories, classrooms, faculty offices and a student study/tutoring hall in spring 2013. This provides state-of-the-art facilities for Science Technology Engineering and Math programs, two of which are applied baccalaureate degree programs.

Infrastructure and Operations (CFRs 1.8, 3.9)
As part of the University of Hawaiʻi, UHMC is tied directly to the system in its policies, budget, and infrastructure. All ten campuses are governed by one Board of Regents whose members are appointed by the Governor of Hawaiʻi. The Regents appoint the UH System President. The UH Community College (UHCC) System Vice-President is the chief executive officer for all the community colleges and reports to the UH President. The UHMC Chancellor reports dually to the UH System President and UHCC Vice-President and is responsible for all aspects of the UHMC operation. As part of the UH System, UHMC partners with the other campuses and is thereby able to leverage those campus resources to strategically increase its offerings to meet the needs of its community.

Fiscal stability at UHMC is addressed by balancing legislatively appropriated general funds, tuition and fees, and other special funds obtained from noncredit courses, summer sessions and regular instructional programs against rising academic demands and expenses. A few programs, such as Automotive Technology and Agriculture and Natural Resources, have created revenue-generating mechanisms to fund improvements on a continuing basis. Of the various sources of college revenues, excluding extramural funding, approximately 65 percent of total revenues is derived from the State's general funds while 35 percent is generated from student tuition and fees. Extramural funding is a large source of revenue for UHMC. In the fiscal year 2012, UHMC received $11.8 million in extramural grants, with indirect costs also contributing to UHMC resources.

How the Economic Context of Maui Affects UHMC Students, Degree Programs, and Graduation Performance
UHMC embraces its critical role as the only higher education and training resource for Maui, Molokaʻi and Lānaʻi islands, whose total resident population in 2010 was 156,000. Hawaiʻi is the most remote archipelago in the world, and sustaining an economy that supports these tri-isle residents poses atypical educational and economic development challenges and demands for UHMC. The relatively modest level of state funding challenges the operations of programs, services, and facilities in relation to the number of students UHMC serves.

The college's educational and economic complexity relates directly to the high cost of food, power, energy, clothing, and housing materials that need to be imported. This results in the highest cost of living in the country. Hawai`i's cost of living is 1.67 times the national average (Missouri Economic Research and Information Center, Jan 2012). In addition to paying higher costs for goods and services, the mean annual wage for a Hawai`i worker is $43,740—lower than the national average (Bureau of Labor Statistics, 2010).

DAILY COSTS OF LIVING			
	Maui	Moloka`i	National
Milk	$9.79	$10.99	$3.56
Gasoline	$4.42	$4.98	$3.38
Median Home Value7	$597,100	$334,423	$179,900
Average Rent7	$1,287	$1,002	$855
Source: Local Supermarket and Gas Station prices 1/15/12; Bureau of Labor Statistics, Consumer Price Index, last update Nov 2011; U.S. Energy Information Administration, Gasoline & Diesel Fuel Update 1/9/12; U.S. Census Bureau, ACS, CPO4: Selected Housing Characteristics, 2010.			

Figure 2: Table of Daily Costs of Living in Maui

The average salary of the poorest 40 percent of Hawai`i's residents is $24,149 (The National Center for Public Policy and Higher Education, Measuring Up, 2008) and cost-of-living demands on Maui, Molokaʻi, and Lānaʻi require a high proportion of the local workforce to maintain two jobs. Approximately one-third of Hawai`i's employment is in lower-paid occupations such as food service, hospitality, and retail (Bureau of Labor Statistics, 2010). UHMC's part-time students are often part-time workers in these occupations. Studies show that part-time status often affects graduation performance: "Part-time students rarely graduate. Even when given twice as long to complete certificates and degrees, no more than a quarter ever make it to graduation day (Complete College America, 2011)."

UHMC Degree Offerings Responding to the Needs of the Community (CFR 4.1)
The college is responsive to the needs of the community and state by offering programs and degrees based on economic and workforce development and sustainability. All degrees and programs are developed in consultation with community and industry members through community meetings, surveys, and campus committees. The county has evolved over time and economic diversification continues to be a county and state priority.

UHMC's response to the rapidly changing communications and technology industry is a good example of UHMC's ability to meet community needs. According to the *Maui News*, there has been a shift to high-technology jobs in Maui: "When MEDB [Maui Economic Development Board] started in 1982, only 150 to 175 people worked in high-technology jobs on Maui. . . . Now, the best available estimate is that 2,300 residents are employed in high-technology positions, with workers earning an average of $70,000 annually" (Maui News, December 31, 2012).

However, even as high technology employment grew, the opportunities were filled largely by highly-qualified mainland professionals. Local resident access to these highly compensated positions was limited by their educational access to two-year degrees. Although the college created a University Center on Maui with four-year and graduate degrees through sister institutions at UH Mānoa, UH Hilo, and UH West Oʻahu, these distance education solutions did not meet the high technology and entrepreneurial diversification needs, opportunities and aspirations of its residents. These continuing demands triggered the development of the UHMC Bachelor of Applied Science degree.

UHMC Fulfilling Its Mission Through Learning without Borders (CFR 3.7)
UHMC meets the needs of its diverse tri-isle student body through a variety of modes of educational delivery. In addition to traditional live classes, UH students are served by distance classes delivered online and via cable TV and the Hawaiʻi Interactive Television System (HITS).

UHMC's Media Center and television studio support the delivery of high definition TV classes broadcast on the local cable provider. These classes allow students access to "live" and taped versions. This mode of delivery is also available and open to the community to watch on UHMC's cable television station. In fall 2012, cable classes had 419 enrollments.

Figure 3: History 151 via HITS at Lahaina Education Center

HITS classes allow students from the UHMC Education Centers located in Hana, Molokaʻi, Lahaina and Lānaʻi to attend "live" classes through interactive video conferencing. In fall 2012 HITS classes had 454 enrollments, allowing interaction between students and instructors in geographically dispersed areas.

Online delivery at UHMC has expanded in course registrations from 472 enrollments in fall 2007 to 962 enrollments in fall 2012. UHMC also offers hybrid classes, which require a portion of the credit hours to be conducted in live class meetings, with the remaining credit hours conducted online.

In addition to technology-driven innovations, UHMC has new international partnerships with foreign colleges and universities, such as Shanghai Normal University in China, Kure National College of Technology in Japan, and Mariano Marcos State University in the Philippines that include faculty and student exchanges.

UHMC Fulfilling Its Mission Through Learning Innovations (CFR 3.8)
UHMC's educational delivery is not only varied in format, but also in the population it serves. In an effort to help Maui County high school students be prepared for college and increase graduation rates, UHMC offers classes to high school students in two forms. The first is in sheltered sections, where UHMC college-level classes are taught by UHMC instructors and offered on high school campuses for college credit. The second is through Running Start, a statewide program that provides opportunities for academically qualified juniors and seniors to enroll in college classes at UHMC as part of their high school coursework. This unique partnership between the Hawai`i State Department of Education and the University of Hawai`i System allows public high school students to attend college classes during the fall, spring, and summer while earning both high school and college credits.

From 2008 to 2012, UHMC offered a Weekend College Cohort program that allowed 24 working students to earn credits toward a college degree in designated weekend and evening classes. The program was designed to offer two 8-week courses each semester. Since the program began, full-time workers with previously earned college credits were able to complete their AA degrees in one to four years. In fall 2013, UHMC will expand this initiative by implementing an Evening College Cohort. The new program will include a fixed course schedule over a three-year period to help meet the needs of working students with families who may have been unable to commit to weekend classes.

The Office of Continuing Education and Training (OCET) provides non-credit instruction through EdVenture, the Apprenticeship program, the Maui Language Institute (MLI) and the Sustainable Living Institute of Maui (SLIM). EdVenture promotes lifelong learning opportunities for Maui County's residents, visitors, businesses and organizations. Course offerings include personal enrichment, computer and technology training, and customized training. The Apprenticeship program offers trades-validated certification and training. The Maui Language Institute provides English as a Second Language (ESL) instruction. The Sustainable Living Institute of Maui offers community-based courses in sustainability, with a particular emphasis in renewable energy and sustainable agriculture. OCET enrollments for 2010-11 totaled 3,978 and enrollments for academic year 2011-12 increased to 4,198.

Finally, the University of Hawai`i Center (UH Center), created by and initiated at UHMC, was established by the University of Hawaiʻi Board of Regents in 1998. It facilitates inter-campus cooperation and serves as a receiving site for bachelor's and graduate degree programs. The Center does not confer credits or degrees, but brokers agreements with UHMC's sister campuses and then provides local services in support of those accredited bachelor's and graduate programs. The Center also facilitates extension of UHMC degrees to other UH System campuses. In academic year 2010-11, 93 Maui County residents were awarded bachelor's and graduate degrees from UHMC's sister campuses without having to leave their communities. In the following academic year of 2011-12, 97 students were awarded bachelor's and graduate degrees. This past fall 2012, 289 students were enrolled in UH Center facilitated programs. The Center continues to successfully facilitate access to credential programs otherwise unavailable locally.

College Accreditation History (CFR 1.9)
UHMC is the only public community college in WASC, in California or Hawaiʻi, to move from the Accrediting Commission for Community and Junior Colleges (ACCJC) to the Accrediting Commission for Senior Colleges and Universities (ACSCU). The college's accreditation history reflects the institution's ability to address the needs of Maui County's community in its unique socio-economic, political and geographic context.

The role the campus plays as a two-year institution offering select baccalaureate degrees, with accreditation granted through the WASC Senior Commission, places the college in a unique situation that poses challenges different from most institutions undergoing the accreditation process. UHMC's record of continuous institutional accreditation through ACCJC provides a strong track record of its previous plans and accomplishments in the area of accreditation.

Select milestones of the college's accreditation history are listed below. Supporting materials are available on request and will be available during the onsite visit.

1931: Established as Maui Vocational School

1958: Converted to Maui Technical School

1965: Incorporated into a newly legislated statewide community college system and placed under the jurisdiction of the University of Hawai`i

1966: UH Board of Regents approved a name change to Maui Community College and authorized the college to confer both associate in arts and associate in science degrees

Fall 1967: Offered its first lower division transfer courses

Based on county-wide community needs assessments and focus groups conducted in 2001, Maui Community College (Maui CC) began its transition into a four-year degree granting institution. Individual documents can be found on the college accreditation webpage. The list of selected actions below outline the accreditation history beginning with the first baccalaureate in Applied Business and Information Technology (ABIT) and are color coded green for UHMC actions, red for ACSCU/ACCJC actions, and blue for Board of Regents (BOR) actions.

2002	May:	Academic Senate supports Maui CC offering baccalaureate degrees
	Aug:	Authorization to Plan (ATP) submitted to BOR
2003	Jan:	ACCJC supports Maui CC development of a single baccalaureate
	May	ABIT Program Proposal submitted to BOR
	Jun:	BOR supports establishment of ABIT as a Bachelor of Applied Science (BAS) degree at Maui CC
	Sep:	ABIT Substantive Change Application (SCA) submitted to ACCJC
2004	Jan:	ACCJC approves SCA for BAS in ABIT
	May:	ABIT Program Eligibility Application submitted to ACSCU
	Jul:	ACSCU grants Eligibility for ABIT Program until Jun 30, 2007
2005	Mar:	Joint ACSCU/ACCJC Initial Accreditation/Candidacy visit
	Jun:	ACSCU grants Candidacy for single baccalaureate (ABIT)
	Oct:	Joint Accreditation Process between ACSCU/ACCJC formulated
2006	Oct:	Joint ACSCU/ACCJC team visit
2007	Jan:	ACCJC reconfirms accreditation
	Feb:	ABIT Application for Initial Accreditation submitted to ACSCU ACSCU decision to continue Candidacy for ABIT program
	Mar:	Combined ACSCU/ACCJC visit for Initial Accreditation of ABIT program
	Jul:	ACSCU grants Initial Accreditation for the ABIT program
2009	May:	BOR approves BAS in Engineering Technology (ENGT)
	Jun:	ENGT Substantive Change Applications to ACSCU
	Aug:	ACSCU approves BAS in Engineering Technology and college accreditation from ACCJC to ACSCU
2010	Feb:	BOR approves name change from Maui Community College to UH Maui College
	Nov:	Joined WASC Accreditation Pilot and DQP Pilot

2011	Jun:	SSM Substantive Change Application submitted to ACSCU
	Jul:	ACSCU action memo approving SSM Substantive Change Application
2012	Apr:	WASC Financial Review Report submitted to ACSCU
	Sep:	WASC Retention and Graduation (R/G) Report submitted to ACSCU
	Nov:	ACSCU report from Retention and Graduation Committee
	Nov:	ACSCU Financial Review Committee (FRC) Narrative letter,
2013	Feb	Pilot reaccreditation self study submitted to ACSCU

Strengths and Challenges of UHMC

In February 2010, UHMC began the accreditation process with a campus event designed to solicit feedback using the WASC Self-Review Activity. Faculty, staff, and students were invited to participate in this activity and all groups were represented. Through a series of focus groups and large group sessions, the campus community members articulated priorities. As a result of this self-review activity, the institution's strengths and challenges were identified and priorities for improvement were established. In addition, the self-review feedback has served as a basis for reflection on the institution's strengths and challenges and as a foundation for analysis and action during the accreditation process. The results of this self review activity with 2012 updated summaries can be found here. The following includes a description of overall strengths and challenges of UHMC identified in 2010 and updated in recent campus discussions:

Institutional Strengths

1) Faculty and Staff Committed to Student Learning (CFRs 2.1, 3.3, 4.6)

UHMC faculty and staff are committed to quality instruction. UHMC is one of the top-performing colleges in "engaged learning," as reported by the fall 2011 Survey of Entering Student Engagement (SENSE). The "engaged learning" benchmark surveys instructional approaches that foster engaged learning critical for student success. According to SENSE results, 62.8 percent of the UHMC students (N=516) surveyed responded positively, as compared to 60.1 percent for top performing colleges.

Rigorous hiring, contract renewal, and continuous evaluation processes focused on teaching effectiveness ensure that standards of instruction are met. The college's practice of cross-discipline and cross-program collaboration for student success creates a positive, supportive campus culture with a low faculty and staff turnover rate. According to the WASC Data Exhibit 4.4, the five-year average turnover rate for UHMC faculty is 2.1 percent and the five-year average turnover rate for staff is 3.8 percent.

2) An Institution Committed to Learning and Improvement (CFRs 1.2, 2.8, 4.4, 4.6)

UHMC is a student-centered institution committed to continual improvement and assessment of student learning and success. Collaboration among disciplines and between faculty and administration promotes a culture that focuses on student learning. Faculty is supported by administration to engage in continual improvement in teaching and learning.

The college clearly establishes and publishes educational objectives at the course and program levels, making them available to the public and has implemented a system for measuring student achievement through program review that uses quantitative and qualitative data as foundations for ongoing assessment.

UHMC has implemented a process for assessing Institutional Learning Outcomes (ILOs) that includes an emphasis on college-wide student learning outcomes (Core Competencies) and program learning outcomes (PLOs) toward evaluating student achievement. Annual program reviews emphasize the assessment of student achievement and prompt reflection on ways to improve student learning, retention, and graduation.

3) Inclusive Campus Governance Processes (CFRs 3.8, 4.1, 4.2, 4.3)

Faculty and lecturers are involved with curriculum development, academic planning, program review, and the assessment process. College governance responsibilities are defined through UH system policies, college functional and organizational statements, the Academic Senate and Associated Students of UHMC charters, collective bargaining agreements, and the job descriptions for the chancellor and other administrators. The governance processes at UHMC enhance student learning by encouraging ongoing discussions on institutional improvement based on student learning outcomes. To this end, individuals and groups are free to bring forth ideas and concerns through multiple communication channels. These pathways provide a means for raising issues and initiating dialogue.

The college's strategic planning process is the major mechanism for: 1) reaffirming the college mission, 2) defining college goals and objectives, 3) aligning budgeting priorities with goals and objectives, and 4) implementing assessment-based change over time. The strategic planning process is used to integrate college planning, budgeting, and assessment activities. The intent of the process is to incorporate program review recommendations and other forms of college and community feedback into a continuous, student learning outcomes driven decision-making process.

Various college-wide committees meet on a regular basis to reflect on the college's strategic planning process and to define future direction. Administrator meetings are convened to discuss coordination of activities and personnel for instruction, academic support, student services, administrative services, information technology, and academic programs. Included are meetings with academic department chairs and the Vice Chancellor (VC) of Academic Affairs, regular department meetings, and Academic Senate.

The Academic Senate is the policy-recommending body of UHMC's academic community. It has the responsibility of advising the administration on all proposed changes in the policies of the college. In recommending policy for consideration by the BOR, it has the exclusive responsibility to speak on behalf of the academic community. Where aligned, recommendations flow through the campus-wide Executive Committee to the Chancellor and then to the UH BOR. The membership of the Academic Senate consists of all UHMC teaching or nonteaching faculty who hold BOR-appointed positions; all administrative professional technical personnel (Bargaining Unit 08); and all other faculty (i.e., lecturers) teaching credit courses.

4) Strong Community Support (CFR 2.14)

The leadership at UHMC continually seeks out community needs and UHMC's instructional programs have strong, involved community advisory committees that support program curriculum development with a strong sense for workforce requirements. The college works closely with local employers to provide internships and job placement for students, and has a reputation for delivering relevant programs and quality graduates.

The college works with Maui community organizations such as Maui Economic Development Board (MEDB), Maui Hotel Association (MHA), and Maui Farm Bureau.

UHMC also works in partnership within the UH System to provide transferrable degrees for students through policies such as articulation agreements, automatic admission, and automatic transfer.

5) Quality Campus Infrastructure (CFR 3.7)

Dedicated administrators oversee and provide resources to meet the college's mission and vision through continuous improvement of infrastructure for both students and staff. Since 2002, over $75 million of new and renovated classroom, lab, high technology inventory, faculty office, student services and student support facilities have been constructed at UHMC.

UHMC has created energy savings with installing photovoltaic systems in 2012 and repurposing buildings for prioritized programs such as the proposed renovations of the Noiʻi science building for the expanding Allied Health programs. Since 2004, a $23 million 400-bed private student housing project, a Housing and Urban Development (HUD) funded Kaiao Student Success Center, the Lahaina Education Center, a campus-wide fiber optics ring (recently connected to ten gigabit bandwidth), campus-wide electrical and chiller system upgrades, and a $26 million science building with offices, classrooms, and state-of-the-art lab facilities have been completed, with many other renovations occurring around the various UHMC sites and facilities. In 2012, the college acquired 3.2 additional acres for the expansion of the Molokaʻi Education Center. The addition of this high quality infrastructure establishes a learning environment and support for students to excel in attaining their educational goals.

Institutional Challenges

1) Budget Constraints (CFRs 3.2, 3.5, 3.10)

UHMC faces ongoing financial challenges to support continuous improvement at the college. While Capital Improvement Projects (CIP) funds have been recently available, operational resources have historically been underfunded. A 54 percent enrollment increase since 2007 dramatically compounded operational funding shortages, most severely impacting staffing in teaching, counseling, The Learning Center, admissions, media, and the library. Reliance on special revolving funds is inadequate; the college needs permanent staffing to keep up with increasing enrollments and accompanying demands for reporting. Numerous positions have been filled since 2010; however, these were filled to replace retired faculty. See WASC data exhibit 4.1 in the appendix, which shows the number of teaching faculty has increased by 3.5 percent over the five year period in spite of a 67 percent increase in enrollments. The number of lecturers has increased by 99 percent over this same period.

The most recent Integrated Postsecondary Education Data System (IPEDS) data show UHMC with eight administrative positions as compared to twenty administrative positions in peer colleges. As a result, teaching faculty fill various administrative roles through assigned time, thereby leaving further vacancies in the classroom that need to be covered by lecturers.

Even though the program review process has successfully helped identify campus resource needs and priorities, the current fiscal constraints have challenged the college's ability to fund all of these needs.

2) Business Processes (CFR 1.8, 3.4, 4.2)

UHMC's ability to plan and address these issues is limited because of state and federal policy and regulations. Newly implemented business processes (some as dictated by UH and state systems) need streamlining to enable the current staff to do their work more efficiently. Faculty and staff currently need more in-depth training and technological support for Kuali, a new electronic fiscal management system that was implemented in 2012. The transition to this new system created extensive lags in fiscal procedures during summer and fall of 2012. In addition, the room scheduling system, R25, which was introduced in 2011, is cumbersome and less efficient than the old system, requiring on-going training and support. Finally, a new legally-imposed process for employing casual hires requires position advertisement and a screening process, while more accessible to potential applicants, is time-consuming and highly inefficient.

3) Preparing Students for College-Level Work

Because of the college's open admission policy, a large percentage of students enter UHMC underprepared for college. In 2011-12, of the 2,352 who took the English Compass placement test, 59 percent placed at developmental English. Of the 2,419 who took the math Compass placement test, 86 percent placed at developmental math. Students who place at developmental levels in English and math are limited in courses they can take because of prerequisite course requirements, thereby severely increasing time-to-degree and graduation rates. In addition, many of these students lack the time management, life coping, and study skills that college requires, that severely affects their chances of academic success. As a result, several initiatives, which will be discussed in Essay 3, have been implemented to address the needs of these students.

4) Unidentified Student Educational Goals (CFR 2.10)

As a result of the WASC Retention and Graduation report and committee feedback, the college has recognized the need to create a better system for identifying student educational goals. Some challenges are assessing the validity of current definitions of a "degree-seeking student" in the context of UHMC's majority student population of part-time students, weavers (students who re-enroll in non-consecutive semesters), and lifelong learners. Identifying educational goals would help match student demands with scheduling and improve enrollment management. In addition, the college has a limited institutional research capacity to assess effectiveness and student learning.

Institutional Priorities and Plans
1) Continue to anticipate and address budget constraints and explore sustainable program funding solutions. This will need to be an ongoing process that is directly linked to student learning and success via program review and assessment (CFRs 3.5, 4.1, 4.3)

a. Address Maui County higher education funding inequities when compared to other Hawai‘i counties. The college is currently in conversations with both state and county legislators to ensure they are aware of these inequities and reinforce the need for additional funding.

b. Pro-actively implement ways to balance the college budget through austerity measures without jeopardizing student learning and support services.

2) Continue to seek training on new business office processes (CFRs 3.4 and 3.5).

3) Address underprepared students by improving and continuing developmental math and English and college-preparation initiatives.

4) Continue to address low graduation rates pointed out in the Retention and Graduation report. While UHMC graduation rates are comparable to peer institutions, the college is committed to addressing the challenge of improving its graduation and time-to-degree rates. Two highlights of these efforts are listed below (CFRs 2.4, 2.10, 4.4, 4.5, 4.6).

a. Develop a process to disaggregate student degree intent. Immediately implement a new system of identifying student educational goals through behavioral flags, such as number of credits taken in intended major and completion of college-level English, to better define degree-seeking students and their needs and enable them to graduate in a more timely manner.

b. Expand and strengthen student success initiatives such as cohorts, block scheduling, financial aid literacy, and college preparation—accompanied by more proactive counseling to better track students along their path to graduation.

5) Better connect assessment to planning and resource allocation through the program review process. Implement program modifications based on these reviews and their linkage to the college mission (CFR 4.3).

Preparation for the WASC Review (CFR 1.9)
UHMC’s accreditation process, a collaborative process with broad institutional support, has been led by key institutional leaders representing the UHMC WASC Core Team, as well as the college’s Accreditation Liaison Officer (ALO) and the Faculty Accreditation Team Coordinator (FATC).

Throughout the process of developing this report, campus involvement has been achieved through campus-wide activities, frequent committee meetings, and regular dissemination of WASC informational updates. Campus-wide WASC activities include a February 2010 campus retreat; WASC-themed exercises during fall 2010, spring 2011, fall 2011, spring 2012, and fall 2012 convocations; spring 2012 and fall 2012 DQP and WASC pilot campus-wide informational meetings; and fall 2012 campus-wide conversations. Currently the WASC Core Team is

coordinating the college's participation in both the WASC Accreditation Pilot project and the Degree Qualification Profile pilot process, both of which are reflected in this report.

Finally, ongoing campus dialogue about the WASC process has been maintained through regular updates, including: a) the Academic Senate meeting agenda, b) the Chancellor's Executive Committee meetings, c) weekly Department and program coordinator meetings, and d) presentations to the Chancellor's Advisory Council and UH BOR.

Fall 2009

Early in the accreditation process, the Chancellor's Executive Committee, in collaboration with the Academic Senate chair and the WASC ALO, nominated three faculty and the Vice Chancellor of Academic Affairs to attend the January 2010 WASC Institutional Proposal Conference to gather information about the WASC accreditation process. As a result of the conference, the UHMC WASC Core Team was convened. The WASC Core Team includes eight members, representing Academic Senate, Student Services, Liberal Arts faculty, CTE faculty, administration, and the ALO. The committee was created to represent broad institutional make-up and a balance of senior and junior faculty. This steering committee has been responsible for coordinating WASC campus activities, initiating the activities around each of the themes under the old WASC review process, leading the campus through the new pilot process, directing the campus through the DQP pilot, drafting the required reports, and making information about the accreditation process available for the campus.

Spring and Summer 2010

The WASC Core Team facilitated a campus-wide retreat where all four standards and 42 criteria for review were reviewed in plenary and breakout sessions.

From this effort, two overarching themes were identified and have served as the catalyst for improving planning and assessment at the college. Those two themes were "Envisioning University of Hawai'i Maui College" and "Closing the Loop on Assessment."

In May 2010, teams were established for each of the two themes identified at the February retreat. The theme team members were nominated by the WASC steering committee and began meeting in June. Both theme teams were charged with developing the framework for each theme self-study, including creating the research questions, methodologies, and expected outcomes. Each theme team was held responsible for implementing the self-study and analyzing the results as an on-going assessment throughout the accreditation process. As a result of the work of the theme teams, the following extant committees and projects were aligned with new initiatives to deepen UHMC's understanding of its mission and of the meaning and rigor of its degrees:

- Theme One (Envisioning UHMC): Strategic Planning Committee, Chancellor's Executive Committee, campus mission building activities
- Theme Two (Closing the Loop): College Wide Student Learning Outcomes (CASLO) and Career Technical and Education (CTE) Assessment Coordinators, Institutional Assessment Effectiveness Committee, CASLOs team

Fall 2011-Fall 2012

In fall 2011, UHMC joined the WASC pilot process and the DQP pilot. While the two theme teams were disbanded in September 2011, the work established through the early Institutional Proposal process has been essential to the college's WASC self review process. During fall 2011 through fall 2012, the WASC core team has held a variety of campus-wide informational sessions and information gathering forums, and submitted the required annual report with expanded financials and the Retention/Graduation report.

The UHMC WASC campus core team has been proceeding with the WASC pilot process and the DQP pilot by meeting every week to assess progress and discuss areas of concern, and by facilitating numerous campus-wide informational and dialogue-generating sessions to help gather information relevant for the WASC self-review. The WASC core team members have also been participating in the monthly WASC webinars with the other pilot institutions and WASC staff.

Essays 1 and 2

Defining the Meaning of Degrees, Ensuring Quality and Rigor and Achieving Graduation Proficiencies

In alignment with the WASC report guidelines and at the recommendation of WASC pilot webinar discussion, the following essay combines essays 1 and 2 to avoid overlapping of content.

UHMC has established a comprehensive network of clearly articulated student learning outcomes (viewable here on a Prezi) established at the course, program, and college level. The meaning of each degree is evident in the learning outcomes each student demonstrates through coursework along their academic path as they earn their degrees. Further, the college continuously investigates the quality of student work to ensure that graduates are able to demonstrate an appropriate level of academic achievement. Simultaneously, the college monitors alignment between learning outcomes statements and the educational needs of students to ensure the value of a UHMC education.

A Learning Centered Mission
The meaning and rigor of each degree at UHMC flows from a learning-focused mission: *University of Hawai'i Maui College inspires students to develop knowledge and skills in pursuit of academic, personal, and career goals in a supportive educational environment that emphasizes community engagement, lifelong learning, sustainable living, Native Hawaiian culture, and global understanding*.

This mission drives the learning culture of the college; it guides planning and daily operations, and informs the curricular paths designed by each program to meet students' needs as they complete their degrees. Initiatives led by faculty, administration, and staff are examples of the energy and creativity that UHMC strives to inspire in all of its learners.

Defining Student Learning through Institutional Learning Outcomes (CFR 1.2)
To implement the vision and mission, as well as frame a process for assessment, the college has developed Institutional Learning Outcomes (ILOs) which indicate the scope of learning the college intends for graduates of all academic programs. To qualify for graduation, UHMC students must demonstrate the following ILOs at a level of rigor appropriate for their degree:

- Apply essential skills and knowledge of a technical or academic field to perform tasks, address challenges, and solve problems
- Address social, environmental, or economic issues through work that exemplifies effective interaction in real-world situations
- Integrate multiple perspectives and a broad context of understanding to interpret problems, issues, and artifacts
- Write and speak effectively to convey ideas that meet the needs of specific audiences and purposes
- Apply creativity and analytical thinking to convey ideas, address challenges, and solve problems
- Use mathematical methods and effective quantitative reasoning to accurately solve problems
- Find, evaluate, and share information effectively and responsibly

These ILOs align with the DQP areas of learning, which are specialized knowledge, broad, integrative knowledge, intellectual skills, applied learning, and civic learning. The ILOs provide an institutional framework that encompasses program learning outcomes (PLOs) and college-wide academic student learning outcomes (CASLOs).

Defining Meaning of Degrees (CFRs 1.2, 2.2, 2.6, 2.12, 4.8)
Each graduate should demonstrate proficiency in program-specific coursework, or PLOs, and broader intellectual skills, or CASLOs (core competencies), integrated into each program's curricular pathway. As students demonstrate achievement of these learning outcomes, they embody the college's goal of producing graduates ready to effectively pursue their personal, academic, and professional goals. The PLOs for all programs and CASLOs are available on the college website. Students demonstrate an appropriate level of achievement through varied course work or a "capstone" project as part of the requirements for the AA, AS, AAS, or BAS degree programs.

Input from employers and other community members through program advisory committees, coupled with a rigorous curriculum approval process, ensure rigorous, responsive and relevant degree programs. Appropriate length, breadth, and depth of programs are described in the college catalog in the "Certificate and Degree" section, and the suggested sequencing of requirements across fall and spring (sometimes called the program map) is delineated there as well. This information is available to all students and is used extensively by counselors and faculty to develop an educational pathway that best fits the needs of each student.

The Meaning of Applied Baccalaureate Degrees (CFRs 2.1, 2.2, 2.3)
The UHMC bachelor of applied science degree programs are distinguished from a bachelor of arts or science degree programs in the immediate application of learning to real-world problem solving. UHMC's three bachelor of applied science degree programs build on curriculum from the lower division or associate degree level. The upper division baccalaureate degree programs address more robust curricula, not only in their specialized field of study (PLOs), but also in relation to the CASLOs.

These degree programs have an application process that requires students to successfully complete pre-BAS courses with a minimum cumulative GPA of 2.5 or better. The college has designed its baccalaureate education to ensure that students demonstrate learning outcomes at a level of proficiency appropriate for a baccalaureate granting institution. All UHMC BAS degree programs have capstone courses in which students complete a summative field-based project related to the major of study to ensure mastery and application of program outcomes.

UHMC recognizes the need for integrity of its curriculum at both the lower and upper levels, and is especially cognizant that the baccalaureate education should not just be the addition to an associate degree or an accumulation of credits.

The meaning of each BAS degree follows:

<u>Applied Business Information Technology</u>
The Applied Business Information Technology (ABIT) graduates have acquired knowledge and skills in the fields of business and information technology with an entrepreneurial emphasis so they are prepared to be productive professionals who can make responsible business decisions

and use information technology wisely in a changing world. Furthermore, students develop social values with cross-cultural sensitivity and empathy and through community service. Students practice problem-solving employing creativity combined with rigor to continually learn and pilot a business model that includes entrepreneurship, effective use of information technology, small island economics, social media technology and e-commerce. Students' applied learning is grounded in a strong interdisciplinary liberal arts core with courses in the humanities and social sciences, written and oral communications, and mathematics.

The following is a listing of the ABIT Program Learning Outcomes (PLO):

> PLO 1: Apply knowledge of essential business disciplines including accounting, economics, finance, law, management, and marketing, and use business research methods to analyze information in order to develop solid business plans and strategies, and make efficient business decisions
>
> PLO 2: Use leadership and interpersonal skills to promote business ethics, values, and integrity related to professional activities and personal relationships
>
> PLO 3: Demonstrate knowledge of operating system, word processing, spreadsheet, presentation software, database management, computer troubleshooting, web development, and e-commerce
>
> PLO 4: Apply knowledge of Graphical User Interface (GUI) and Event-Driven Programming (EDP) to designing, creating, and testing computer programs
>
> PLO 5: Apply knowledge of E-commerce by designing, creating, and testing appropriate E-commerce sites using development tools
>
> PLO 6: Apply critical thinking skills to evaluate information, solve problems, and make decisions
>
> PLO 7: Use information retrieval and technology
>
> PLO 8: Apply quantitative reasoning to enhance independent or group decision-making skills
>
> PLO 9: Communicate effectively with others utilizing appropriate forms of written and oral communication methods including multimedia presentations that apply information technologies and serve particular audiences and purposes

Graduates demonstrate mastery of these skills through a six-credit capstone course which is discussed in "Multiple Measures of Student Learning" later this essay.

Graduates of this program meet an industry need for business professionals with a combination of effective communication, management, and information technology skills. Graduates will own, operate, and/or manage small to mid-sized businesses; work in management and information technology positions in a variety of local and global business settings; or pursue graduate studies.

Engineering Technology

The Engineering Technology (ENGT) graduates have specialized skills in electro-optical hardware, remote sensing, and software systems. Graduates of this program build on the ECET AS by deepening specialized knowledge of electro-optics and mathematics. The ENGT degree program learning outcomes are as follows:

PLO 1: Analyze, design, and implement electro-optic systems, control systems, instrumentation systems, communication systems, computer systems, or power systems

PLO 2: Apply project management techniques to electrical/electronic(s) and computer systems

PLO 3: Utilize integral and differential calculus, or other appropriate mathematics above the level of algebra and trigonometry to solve technical problems

PLO 4: Demonstrate critical engineering technology skills and experiences such as: making existing technology operate, creating/selecting new technology, troubleshooting, calibrating, characterizing, and optimizing

PLO 5: Demonstrate engineer's way of thinking, analyzing technology as systems

PLO 6: Demonstrate engineer professional skills such as communication and managing projects

PLO 7: Demonstrate proficiency in the general education college core requirements: creativity, critical thinking, oral and written communication, information retrieval, quantitative reasoning

PLO 8: Demonstrate a recognition of the need for, and an ability to engage in lifelong learning

PLO 9: Demonstrate an ability to understand professional, ethical and social responsibilities

PLO 10: Demonstrate a respect for diversity and a knowledge of contemporary professional, societal and global issues

PLO 11: Commit to quality, timeliness, and continuous improvement

Graduates meet an industry need for workers in local high technology companies such Boeing and Pacific Defense Solutions. Graduates serve as productive technologists with a broad array of skills in a variety of areas such as telescope operations, high performance computing for scientific and engineering applications, energy production and distribution including photovoltaic and wind turbines, and system administration in a variety of industries.

Sustainable Science Management

The Sustainable Science Management (SSM) graduates synthesize and apply program and general education knowledge toward understanding and creating solutions to economic, societal, and ecological challenges related to the sustainability of businesses and organizations. The SSM program learning outcomes follow:

> PLO 1: Examines the features and functions of multiple systems are interconnected, and explain how one system can be optimized without degrading other systems or depleting natural resources.
>
> PLO 2: Investigate, discover and summarize federal, state, local and industry codes, standards, laws, regulations, and guidelines.
>
> PLO 3: Assess the feasibility of investing in sustainability measures using simple payback, return on investment, and life cycle costing techniques.
>
> PLO 4: Describe the unique sustainability challenges faced by island communities.
>
> PLO 5: Identify, outline and illustrate the fundamentals of existing and emerging technologies in energy production, distribution and management; water supply; wastewater treatment; and waste management; their applications, processes and requirements.
>
> PLO 6: Appraise, evaluate, summarize, and explain the economic, social, cultural, political, and scientific features that make a system, process, practice, or business sustainable and consolidate that information into a sustainability profile.
>
> PLO 7: Propose and justify creative solutions to sustainability challenges that are scientifically sound.
>
> PLO 8: Demonstrate skills related to managing sustainability projects including defining scope, selecting achievable goals, evaluating ethical implications, working with diverse teams, making presentations, and preparing reports.

Graduates fulfill an industry need for sustainable science management employees such as a sustainability coordinator, sustainability specialist, environmental manager, or environmental scientist. These job opportunities were reported with the largest need in Maui County according to a 2010 State Department of Labor Report.

The Meaning of Associate Degrees (CFRs 2.1, 2.2, 2.3, 2.6, 2.14)

The associate degree programs, Associate of Arts (AA), Associate of Science (AS) and Associate of Applied Science (AAS), are typically two-year degree programs consisting of at least 60 credits. The associate degree programs provide students with mastery of the technical skills and competencies to succeed in a particular discipline in order to secure gainful employment. Moreover, each degree-granting program further incorporates general intellectual skills (discussed in pages 26-29) to ensure that graduates possess a set of core competencies at a level appropriate for a two-year college degree. With the exception of the AA, these degrees are not necessarily intended or designed for transfer directly into a baccalaureate

program; however, some AS and AAS programs have articulation agreements with baccalaureate degree programs offered by other UH baccalaureate-granting institutions.

Moreover, three of the college's AAS degree programs (two in Business Careers and one in Electronic and Computer Engineering Technology) align directly with UHMC's three BAS degrees in Applied Business and Information Technology, Sustainable Science Management, and Engineering Technology. While most AA and AAS programs are open-admission, students must meet course prerequisites to enroll and succeed. The Allied Health associate degree programs in Dental Hygiene and Nursing have admission requirements and policies. Students are required to apply to the Allied Health degree programs after successfully completing specific prerequisite courses. PLOs for all AS and AAS degrees can be found on the college's program review webpage.

The AA in Liberal Arts provides students with the foundational skills and breadth of understanding that prepares students for upper division college work and to function successfully both as citizens and as lifelong learners. In addition to the CASLOs required for all academic programs, students who complete the AA program will gain additional knowledge of the individual, diversity within cultures and global communities, creative expression, and natural systems and environments, as well as an appreciation of the Asia/Pacific region and the multiple dimensions of Hawai'i and the Hawaiian culture. The program learning outcomes for the AA in Liberal Arts are as follows:

> PLO 1: Students will demonstrate knowledge of the individual in relation to behavior, ideas and values.
>
> PLO 2: Students will demonstrate knowledge of the diversity of human conditions and cultures in local and global communities.
>
> PLO 3: Students will demonstrate knowledge of techniques of creative expression and its evaluation.
>
> PLO 4: Students will demonstrate knowledge of natural systems and environmental issues.
>
> PLO 5: Students will demonstrate knowledge of the multiple dimensions of the Asia/Pacific region.
>
> PLO 6: Students will demonstrate knowledge of the multiple dimensions of Hawai'i.

A new associate of arts degree in Hawaiian Studies was launched in spring 2013. The Associate in Arts in Hawaiian Studies (AAHS) prepares students to transfer to four-year institutions and a variety of majors. This Associate in Arts degree includes all of the broader General Education requirements for a liberal arts degree. The 60-credit program also includes curricula that focus on Hawaiian culture and knowledge, with a clear, explicit, coherent pathway for students intending to transfer into the Hawaiian Studies major at a baccalaureate institution. The program learning outcomes for the AA in Hawaiian Studies are as follows:

Upon successful completion of the Associate in Arts degree in Hawaiian Studies, the student will be able to:

PLO 1: Describe aboriginal Hawaiian linguistic, cultural, historical and political concepts

PLO 2: Apply aboriginal Hawaiian concepts, knowledge and methods to the areas of science, humanities, arts and social sciences – in academics and in other professional endeavors

PLO 3: Engage, articulate and analyze topics relevant to the aboriginal Hawaiian community using college-level research and writing methods

The establishment of Associate in Arts Degrees in Hawaiian Studies at the University of Hawai‘i Community Colleges was an opportunity for the University to fulfill its mandate to address the educational policy and the needs of Native Hawaiians as described in BOR policy and system and campus strategic plans.

Aligning Learning at the Course, Program, and Institutional Level (CFRs 1.2, 2.2, 2.3)

- Institutional Learning Outcomes (ILOs)

The ILOs listed earlier were developed through faculty and staff workshops and drafted by the campus Strategic Planning Council. The council used the Lumina Foundation's Degree Qualifications Profile (DQP) to design a framework of essential categories that represent what students should know and be able to do as a result of completing a degree at UHMC. While the ILOs correlate with the DQP, they are tailored to the specifics of UHMC and its learning-centered mission.

- College-wide Academic Student Learning Outcomes (CASLOs)

While PLOs state learning expectations specific to graduates from programs, UHMC also recognizes that any college education should develop strong intellectual skills that support each student's personal, professional, and academic aspirations. In response to this concern, the college has developed College-wide Academic Learning Outcomes" (CASLOs) to express the key intellectual skills all students should develop through college level coursework. These outcomes in critical thinking, written communication, oral communication, information literacy, quantitative reasoning, and creativity closely align with the "core competencies" described in the WASC 2013 re-design handbook. To define these core competencies, teams of faculty with expertise in each area developed Student Learning Outcomes Standards that clarify the skills and knowledge students should demonstrate at an appropriate level to earn a degree. These standards are now integrated into the college's process for renewing and approving curriculum that requires proposers to indicate the CASLOs that will be developed and assessed in each course.

- Program Learning Outcomes (PLOs)

In recent years, each of the college's programs of study have also developed learning outcomes that express the knowledge and skills each graduate develops through the required coursework in the program. Faculty from each program worked in coordination with their respective community advisory committees to assure that PLOs meet the entry-level expectations of professionals in their field. These PLOs are aligned with course learning outcomes and institutional learning outcomes. PLOs are published on the college website, along with select

program entrance and graduation requirements, course sequencing, and content of the curricula as well as individual courses for the programs.

- Course Learning Outcomes

Starting in 2000, the college's Assessment Committee, which is comprised of representatives from each discipline, initiated the process of incorporating learning outcome statements into the curriculum outlines for all courses at the college. These statements describe the knowledge and skills students demonstrate upon successful completion of each course. Further, all UHMC instructors are required to display the student learning outcomes in the syllabus for each course offered at the college.

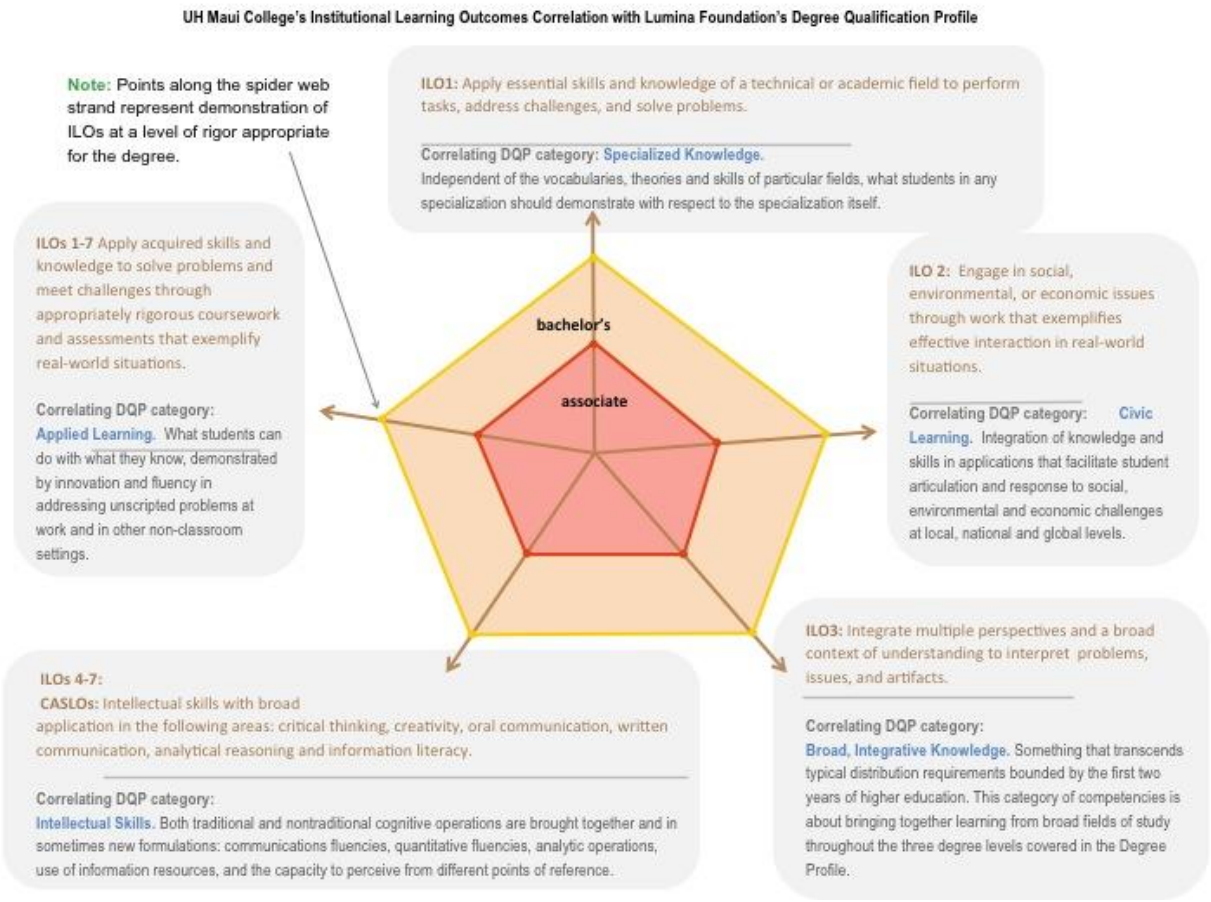


Figure 4: Alignment of UHMC Institutional Learning Outcomes with Degree Qualifications Profile

Ensuring the Meaning and Rigor of Degrees through Assessment (CFRs 1.2, 1.3, 2.3, 2.4, 2.6, 2.7, 3.11, 4.2, 4.4, 4.5, 4.6, 4.7)

The comprehensive network of learning outcome statements that the college has set up at the course, program, and college level, presents a robust description of what students learn as a result of their work in each degree-granting program at UHMC. Moreover, the learning outcomes at the program and college level allow the college to make a meaningful claim about

the value of the educational experience students receive as a result of completing a UHMC program and degree.

To support this assertion, the college has recognized the need to improve the assessment strategy with three overarching goals:

1. Investigate whether students are meeting expectations as described in learning outcome statements at the course, program, and college level

2. Monitor how effectively learning outcomes (and by implication, curriculum and instruction) represent the performance and needs of graduates from each program

3. Connect assessment results with campus planning, budgeting and curricular improvements

Program coordinators and faculty participate in the current assessment process, which focuses at the program level where emphasis on learning outcomes helps instructors focus on clear learning goals. Coursework is used for PLO assessment, allowing faculty to focus on lessons and learning activities. Lessons and learning activities are designed to develop specific outcomes while embedded assessments are used to evaluate their achievement. Further, by analyzing student achievement of specific skills and knowledge, program coordinators are able to design curricular maps with clear expectations of what students should know or be able to do as a result of each course and upon graduation.

Assessment is led by two faculty members, who receive assigned time from teaching one 3-credit class per semester as compensation. One assessment coordinator is focused on degree program assessment while the other is focused on CASLO assessment. The CASLO team is comprised of nine faculty from across disciplines, with at least one representing each outcome, and it meets monthly. Evidence from these meetings is included in the CASLO and Assessment links provided. Assessment workshops educating faculty on the assessment process occur every semester. Assessment updates and relevant information are presented at the monthly Academic Senate meeting and shared as necessary at various campus gatherings. This current year, assessment was a part of the August 2012 campus-wide opening convocation, the focus of the August 2012 faculty meeting, an item on the monthly department chairs and program coordinators meeting, and included in the Inspired Teaching Committee professional development workshops.

Illustrating the Meaning and Rigor of Degrees through CASLO Assessment (CFRs 1.1, 1.2, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 4.4, 4.6, 4.7, 4.8)
Beyond attention to program learning outcomes, each program of study at UHMC integrates curriculum that develops six core competencies or CASLOs which all students demonstrate at an appropriate level to meet the requirements of graduation for their academic program. Each program of study at UHMC integrates curricula that develop these core competencies. Students demonstrate an appropriate level of CASLO achievement through varied course work or a "capstone" project as part of the requirements for AA, AS, AAS, or BAS degrees. A detailed video describing the CASLO assessment process can be viewed HERE.

The CASLOs are defined in the college catalog as follows:

Critical Thinking: Critical thinking, an analytical and creative process, is essential to every content area and discipline. It is an integral part of information retrieval and technology, oral communication, quantitative reasoning, and written communication. Students should be able to apply critical reasoning skills to effectively address challenges and solve problems.

Creativity: Students should be able to express their ideas through a variety of forms. Students should be able to convey their creative ideas to a variety of audiences and purposes.

Oral Communication: Oral communication is an integral part of every content area and discipline. Students should be able to practice ethical and responsible oral communication appropriate to a variety of audiences and purposes.

Written Communication: Written communication is an integral part of every content area and discipline. Students should be able to write effectively to convey ideas that meet the needs of specific audiences and purposes.

Information Literacy: Information retrieval and technology are integral parts of every content area and discipline. Students should be able to access, evaluate, and utilize information effectively, ethically, and responsibly.

Quantitative Reasoning: Quantitative reasoning can have applications in all content areas and disciplines. Students should be able to synthesize and articulate information using appropriate mathematical methods to solve problems and logically address real-life situations.

After a two-year process that involved groups of faculty working in teams to design Standards for each CASLO, leaders from these teams formed a "CASLO team" in the fall of 2011 to design a comprehensive strategy for assessment of the CASLO standards. In preliminary sessions, the group identified the following principles to guide development of the plan:

- Encourage coursework that develops proficiency in the CASLO standards
- Investigate whether students who receive degrees are demonstrating CASLOs at the appropriate level
- Engender and stimulate a continual, campus-wide discussion about what students need to learn and how they learn it effectively
- Discover gaps between pedagogical intentions and evidence of learning and address these gaps with action plans
- Recognize and share "best practices"
- Meet WASC Senior Commission accreditation requirements
- Minimize faculty workload associated with assessment activities
- Support assessment reporting required in faculty contract renewal, program review, and accreditation reports
- Respect academic freedom and value diversity in teaching and learning

During the 2011-2012 academic year, the CASLO team designed a plan to assess one CASLO per year in a continuous cycle of assessment. Each loop in the cycle begins with program coordinators identifying courses on their curricular maps in which students demonstrate "exit-

level" proficiency in the CASLO focus. Instructors who teach these courses are asked to collect samples of student work at the "exemplary" and "minimally passing" level according to the CASLO rubrics which correlate with each CASLO Standard. While the exemplary level sample is useful in providing context, the important evidence is the "minimally passing" work that helps the college define the rigor of the degree by illustrating the minimum achievement in core competencies required to earn a degree. Instructors also write brief reports to provide context on how CASLOs are developed in the course and how the sample evidence is evaluated as exemplary or minimally passing.

In spring semesters, assessment groups comprised of CASLO team members, program coordinators, relevant faculty, and members of community advisory boards meet to review and assess evidence of student learning, focusing on the following questions:

1. Based on the evidence, are students demonstrating the CASLO at an appropriate level for the degree?
2. Does the evidence of student learning show skills in the CASLO that align with the needs of graduates from the program?

CASLO Assessment Reports from these groups focus on whether "test samples" of student work show that student learning in each CASLO standard matches appropriate expectations for graduates in the program. Moreover, these reports prompt reviewers to respond to any weaknesses or gaps illustrated by the evidence of student learning.

Action plans that these groups may recommend include the following:

- Improve student services to support achievement of the CASLO
- Design learning activities to develop and/or reinforce the CASLO
- Revise course syllabi to require demonstration of CASLO
- Rewrite course outlines to better align with student needs in the program
- Develop new courses to address the CASLO needs of students in the program

In spring semesters the college's CASLO coordinator reports on findings of assessment groups, and program coordinators work with appropriate faculty to implement recommended action plans as appropriate. In the following fall, the assessment loop completes as program coordinators report on CASLO assessment (including implementation of action strategies) in program review reports. In the meantime, the next loop of the assessment cycle begins with focus on a new CASLO Standard. An animated presentation of the plan is available for viewing.

In fall 2012, the first loop of the CASLO plan was set in motion with a focus on written communication. As part of the process, challenges and valuable lessons are expected along the way, as are continuous opportunities to adapt to student educational needs. The first loop will culminate in fall 2013, and the second loop with a focus on information literacy will begin.

Consulting with Advisory Boards on Standards for Student Learning (CFR 4.8)
Program curriculum is designed by faculty in collaboration with program advisory boards or committees. Each program has an advisory board or committee consisting of industry or business leaders within the field of the discipline. Career and Technical Education (CTE) programs and Bachelors of Applied Science (BAS) degree programs are designed to prepare students with skills and knowledge to enter the workforce in an occupational area. The business

professionals assist faculty in keeping abreast of changes or trends in the field that may require modifications to pedagogy or curriculum. The committees may also help to ensure the program has adequate resources to successfully meet its educational goals.

Committee members participate in a number of ways, including creating scholarship programs, facilitating internships, volunteering as judges in student competitions, serving on program review teams, and establishing mentorship programs. Roles, responsibilities, and scope of the committee are included in the Advisory Committee Handbook. One of the most important roles of the advisory committee is to review the program curriculum to ensure that students are learning and demonstrating the skills, concepts, and knowledge that are required to enter the workforce. The county of Maui is a relatively small community, and many advisory committee members have either hired UHMC graduates or hired UHMC students as interns. The programs receive feedback from these employers as to how well students and graduates have been prepared for the work, and how well they have performed on the job.

To ensure that programs meet the expectations of employers in the community, program coordinators consult with the advisory committees as they develop relevant learning outcomes for the associate and baccalaureate degree programs. Moreover, the advisory committees review evidence of student learning to confirm that students are demonstrating the program learning outcomes at the expected level of achievement for their particular degree.

Ensuring the Quality of Learning through Credit Hour Policy Compliance (CFRs 1.9, 3.8, 3.11, 4.4)
UHMC ensures the standard and quality of learning through regulation of credit hours in traditional, accelerated, and distance education classes. The college follows the UH System credit hour policy that aligns with the WASC standards of "One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time" (WASC website). Credit hour compliance procedures are outlined in the faculty handbook.

A rigorous curriculum review process regulates credit hour policy compliance that is led by the college curriculum committee. All new and modifications to curriculum (including course and program) are initiated by program faculty. Approval of the curriculum then follows a rigorous approval path through the department, curriculum committee, and Academic Senate, culminating with chancellor approval. Credit hour policy is only one of the many elements that are vetted during this process.

Ensuring the Quality of Learning through Quality Instruction (CFRs 2.4, 2.5, 2.6, 3.2, 3.3, 3.4, 4.6)
UHMC maintains a high level of teaching quality through rigorous practices in hiring and evaluating the work performance of faculty. Hiring of new faculty is primarily based on demonstrated teaching ability, educational background, and subject area knowledge. The search/screening committees review candidates to ensure that they meet the minimum qualifications and have the ability to teach. A teaching demonstration may be required as part of the interview process. In addition, letters of recommendations and previous student and faculty evaluations may also be requested to determine teaching effectiveness and ability to contribute to the mission of the institution. Faculty who receive degrees from non-U.S. institutions are

considered only if they meet equivalence standards determined by the UHCC system personnel office.

Since 2011, all newly hired faculty complete a two-part UHMC New Faculty Institute (UHMC-NFI). The first part is a three-day event held on campus before the beginning of the fall semester, where new faculty participate in professional development activities around pedagogy and orientation to the college and community. The second part lasts throughout the fall semester and consists of a mentorship program, a series of sessions and discussions, and *Scenarios*, a series of online professional development courses facilitated by the UHMC faculty and staff professional development coordinator. Outcomes for activities in both parts of the UHMC-NFI include demonstration of learning-centered approaches to instruction in assignment and assessment design, thoughtful and effective assessment of at least one course outcome, and articulation of new faculty plans for cultivating reflective teaching practice, ongoing professional development, and campus engagement beyond the classroom.

All UHMC personnel are evaluated systematically at stated intervals. Procedures for evaluating each category of personnel are specific to that category, and contracts spell out the details of each category. Probationary faculty members are required to submit requests for contract renewal until they are granted tenure, generally after a five-year probation. Each fall semester, the UHCC system office provides a workshop for tenure-track faculty, explaining the contract renewal and tenure procedures and timelines. If tenure is not granted, specific guidelines exist for the steps that need to be taken. Timelines for the submission of contract renewal documents are contained in the union contract.

Full-time tenure track and non-tenure track faculty as well as lecturers must be evaluated regularly by students and by peers. Guidelines and timelines exist for both types of evaluations. It is expected that faculty members will address in their contract renewal document any recommendations for improvement received the previous year. Evaluation forms may vary by department and by faculty member, as appropriate to the discipline, but all forms used to evaluate full-time teachers cover similar information about teaching effectiveness, expertise in subject area, and both college and community service. Lecturer evaluations relate directly to teaching effectiveness and knowledge of subject. Faculty applying for promotion must also be evaluated.

The student evaluation policy and procedures are posted on the college website. Faculty and lecturers are evaluated by their students each semester. In addition, faculty and lecturers of eClasses (cable, HITS, web, hybrid) are evaluated each semester by students at all sites, including Kahului, Lahaina, Molokaʻi, Lānaʻi, Hana, and statewide. Instructors teaching “live” outreach classes are also evaluated by their students each semester.

All evaluation methods focus on assessing effectiveness in the performance of position responsibilities and provide information where improvement is needed. Policies and procedures for student evaluations, department personnel committees, and contract renewal are posted on the college website.

Ensuring the Quality and Rigor of Distance Learning at UHMC (CFRs 1.9, 1.4, 3.7, 4.4, 4.6, 4.7)

As a unique educational institution that services students on three different islands, distance education is a priority for UHMC. Given that many of the students who attend UHMC have other work and family responsibilities, the demand for distance education classes continues to grow.

The number of online classes has doubled since spring 2009. This number does not include the distance education classes that require studio facilities for cable and HITS. However, the infrastructure to support all facets of distance education has not changed adequately to meet the burgeoning demands of the increasing number of distance education students and distance education class offerings.

UHMC has identified potential challenges with the integrity of testing for distance education classes. Courses that use the online testing components of Laulima, the college's course management software, have inherent problems with security, which make it difficult for faculty to ensure that students are completing the work themselves and independently of outside sources.

UHMC also recognizes the need to ensure the quality of its distance learning courses. The college employs two full-time instructional designers who provide training in new technologies as well as in the UH learning management system, Laulima. They also help with rubric and course development, and course redesign, handling individual issues as they arise. While the college has made significant progress in providing training opportunities, UHMC also recognizes the need to monitor the quality of online learning to ensure that distance education classes match or exceed the rigor, engagement, and overall effectiveness of classroom-based courses.

Currently the college is at the early stage of developing policies that address the following needs:

- Review of online course design and teaching strategies before offering an online course
- Faculty training or "competence verification," which includes ensuring accessibility for students with disabilities, before teaching an online course
- Monitoring quality of online instruction through peer evaluation

So that UHMC meets the best practices requirements for distance education and aligns with WASC accreditation expectations, the campus needs the following:

- More resources to provide trained staff whose positions are dedicated to proctoring for UHMC testing centers
- More resources to provide appropriate required training for the proctors for UHMC testing centers
- Continued and sustained resources to provide ongoing required pedagogical and technical training for instructors prior to teaching online, as well as follow-up training in updates and new methodology and best practices in this changing field
- A software or other technological solution that can ensure secure testing at UHMC testing centers and for the college's distance education courses
- An identification of, and resource provision for, student support services needed for distance education

As a result of this effort, the UHMC Distance Learning Committee, an ad hoc committee of the UHMC Academic Senate, has been established. The committee and administration are addressing these issues within the context of the college's strategic planning process.

An Overview of the Program Review Process (CFRs 2.4, 2.6, 2.7, 2.10, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7)
Currently, the college maintains an annual program review and evaluation process for all its educational programs, including those in academic support and student services. Tools for program review, executive summaries, and program reviews can be found on the UHMC Program Review webpage. The program review and evaluation integrate the traditional Program Health Indicators (PHIs) information (which includes data on program demand, efficiency, and effectiveness) with the newer emphasis on the assessment of student learning outcomes at the course, program, and more recently, the institutional levels. The UH System Institutional Research Office (IRO) and the college's institutional researcher facilitates the evaluation process by providing extensive data (PHIs) and analyses that are used in program reviews and for further scrutiny by subsequent reviewers.

UHMC follows an enhanced program review process based on the Self-Study Guide for Annual Assessment and Comprehensive Program Reviews that was developed to satisfy University of Hawai'i Community College Executive Policy #5.202. This program review process involves continuous and systematic evaluations of all established programs utilizing the Institutional Assessment and Effectiveness Committee (IAEC) that also serves to support and guide programs as they move towards continuous improvement.

In the UHMC program review process, the faculty analyze evidence of student learning and identify gaps and strengths. Once identified, the strengths and gaps provide the grounds for degree program policy, planning changes, and budgetary requests. Furthermore, the program review process identifies potential emerging best practices or how established best practices are being incorporated to improve degree program performance.

Beginning in 2010, the college's program review reports began to emphasize PLO assessment. This program review process is outlined extensively in the UHMC Degree Program Review Handbook. These program reviews, which are written by each program coordinator, have a major focus on the assessment of learning outcomes. Previously, the program review reports were based upon data provided by the system that rated programs based upon three factors; "Demand," "Effectiveness," and "Efficiency." These system data were, and continue to be, based upon metrics tied to numerical data such as Department of Labor Employment projections, as well as graduation, persistence and transfer statistics.

The program learning outcomes now provide the framework for outcome and goal achievement for each of the degree programs. The emphasis on PLO assessment was an attempt to look beyond the numbers to begin to deepen faculty understanding of student learning. Toward this end, each program annual report defines which PLO is being assessed and describes the methods and tools used to assess the PLO. The evidence of student learning is evaluated against the elements of rubrics developed by each program that communicate student learning expectations and provide a mechanism for deep analysis of student learning.

The change in the format of program reviews to focus on student learning and assessment has resulted in on-going dynamic discussions among faculty, students, and administrators on ways to improve student learning.

Building the Program Review Process at UHMC (CFRs 1.1, 2.1, 2.2, 2.3, 2.4, 2.7, 2.10, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8)
Beginning in 2000, to provide a strong foundation for illustrating the meaning and rigor of programs, initial assessment activities focused on the updating of course outlines to include student learning outcomes (SLOs) and the six UHMC and UH system standards: critical thinking, oral communication, written communication, information literacy, creativity, and quantitative reasoning (CASLOs), which are embedded in the ILOs. Working collaboratively, faculty created curricular grids to show the coverage of the six standards, making sure that course syllabi correspond with course outlines. In addition, faculty created mission statements, which align to the college mission and to the program learning outcomes. This process, where appropriate, involved consultation with other faculty, advisory committees, and students.

The assessment process for the program learning outcomes for the Career and Technical Education (CTE) associate and baccalaureate degrees is well established. The CTE programs and baccalaureate degree programs have written overarching outcomes that are consistently stated in terms of measurable knowledge, skills, attitudes or behaviors that UHMC students will have upon graduation that meet the entry-level expectations of the professionals in their field. All of the program learning outcomes have been approved by the respective program advisory committees. The curricula for the degree programs have been mapped to show the course student learning outcomes alignment to the degree program learning outcomes. In this curriculum process, the course and level of emphasis (minor to major) articulates where the students learn the content for each program learning outcome. Additionally, in the current curriculum process for adding or modifying courses or programs, course competencies must be linked to course SLOs, and SLOs to PLOs.

Within the program review, the degree programs lay out a sustainable, multi-year plan showing that each program learning outcome will be assessed at least twice in a five-year cycle by using a course that has a major focus on that outcome. A program normally assesses two to four courses in an academic year. The faculty collects two or more pieces of evidence (exam questions, projects, papers, assignments, portfolios) of student learning to determine how well the students meet expectations. The criteria for success are clearly described, using appropriate indicators that meet the desired level of achievement for program standards. The findings from the evidence collected are reported and analyzed to indicate areas where the students excelled, met standards, or fell short. The findings are discussed with all faculty members in the program and advisory committees to identify changes to be made to address issues identified in the findings. Changes to improve student learning and budget requests are based on the evaluation of the evidence.

The assessment process for the program learning outcomes for the Associate of Arts degree in Liberal Arts was established and implemented in 2010.

The respective divisions of the college have established assessment processes for academic support programs, student affairs and administrative affairs. These processes include alignment with relevant industry or educational standards, such as Council for the Advancement of Standards in Higher Education (CAS). Satisfaction surveys, evaluation of workload and

productivity trends and community college comparisons are incorporated to inform the budget process. Program reviews are submitted by the individual offices to the respective vice chancellor, then brought to the UHMC Executive Committee for review and evaluation. Feedback is provided to individual offices and used to initiate any necessary changes.

Multiple Measures of Student Learning Achievement (CFRs 2.4, 2.5, 2.10, 4.6, 4.7)
The evidence of mastering the institutional learning outcomes at the level required for each degree program is found in student work, licensure exam pass rates, and successful job placement. At the course and program levels, there are varying systems of assessing evidence of student learning. However, the program review process is where these methods are uniformly reviewed and evidence of student learning is analyzed. The associate and baccalaureate degree programs report evidence of student learning in their respective Annual and Comprehensive Program Reviews.

Capstone courses and projects

The BAS degree programs and many of the associate degree programs have capstone courses where students demonstrate their mastery of the program learning outcomes. The capstone projects are presented to or reviewed by the program faculty, advisory board members, and other stakeholders to verify that the students are mastering the learning outcomes at the expected level of achievement. In addition to the capstone course, the program collects evidence of student learning in additional courses where the major emphasis of learning is on a particular program learning outcome. The evidence may include, but is not limited to, embedded exam questions, projects, portfolios, and writing assignments.

One example of a capstone course as evidence of student learning is the ABIT Capstone I and II, BUS 495 and 496. In this two-course sequence, students are seniors in a four-year degree program where pending graduates are prepared to be productive professionals who can make responsible business decisions and apply information technology wisely in a changing world. Students demonstrate critical thinking by identifying an opportunity for a for-profit or social-business venture presented to stakeholders interested in its implementation. In developing a comprehensive business plan, key facts in a myriad of pertinent market factors are carefully thought out, researched and presented to create a compelling argument for investment capital or grant funding. The ABIT advisory board, business and IT faculty, and UHMC administrators evaluate the students' final presentations. A student demonstrating mastery of the SLOs graduates with a "C" or better. A student who is unable to demonstrate mastery of the SLOs must retake the capstone courses.

External Licensure Exams

Another example of evidence of student learning is in the results of external accreditation and exams. The graduates from the Allied Health programs in Dental Assisting, Dental Hygiene, Practical Nursing, and Registered Nursing are required to pass board exams to be licensed to work in their profession.

A student is able to take the licensure exam twice in a one year period. If a student fails the second time, he or she is required to remediate through further study programs before attempting the exam a third time. Allied Health faculty receive exam results broken down by subject areas. Curriculum and pedagogy modifications are made to increase student scores in areas where students have had lower scores.

Indirect assessment

A third example of student learning, indirect assessment, was used to evaluate student learning in the Liberal Arts program. In ART 105 indirect assessment gave encouraging results. In fall semester 2010 and spring semester 2011, greater than 80 percent of the students reported that completing the course improved their understanding (rating "well" or "very well") of creativity, as addressed in the CASLO rubric. In addition, 80 percent of the students in PSY 240 wrote that the course either "greatly" or "somewhat" enhanced their understanding of PLO 1: "the individual in relation to behavior, ideas, and values."

The Liberal Arts faculty recognized the drawbacks of these testimonial-style indirect assessments, and therefore added more robust direct assessments during fall semester 2011 of two PLOs of the AA Degree. These direct assessments were evaluated by the Liberal Arts faculty in a dedicated "assessment evaluation session" during January 2012.

Random samples of student work

CASLO assessment and the Liberal Arts Program assessment use random samples of student work as evidence of student learning. Direct assessment of three PLOs of the AA Degree were completed in 2011-2012. The Human Expression PLO (ART 105), Human Understanding of the Individual PLO (PSY 100), and the Hawai`i Emphasis PLO were assessed. An evaluation of the assessments was undertaken by a group of 32 volunteer Liberal Arts faculty members who met on November 2, 2012. The faculty looked over samples of "exemplary" and "minimally passing" student work, and wrote comments about whether the work is adequate for UHMC graduates in the program. The comments written during this evaluation were distributed for further discussion, evaluation, and action planning. Comments were also collected about improving the assessment process, which the Liberal Arts Committee will evaluate before planning the next Liberal Arts assessment activity.

Portfolios

Another example of student learning is the student portfolio in the Certificate of Completion program for Dental Assisting. The portfolios showcase the highlights of student work throughout the two-semester program. The portfolio includes all research papers; certificates of completion in Tobacco Cessation Trainer, CPR certification, blood borne pathogen certification; and competency in over 100 skills, and service learning activities. Students have used their portfolio in seeking employment and for admittance into dental hygiene programs.

Another example of portfolios being used as evidence of student learning is the English 22 exit portfolio. English 22 is the writing course one level below college level English. Approximately 59 percent of all COMPASS test-takers either place into or below this course. The English department has implemented an exit portfolio that requires all English 22 students to submit a portfolio of work at the end of the semester. This portfolio of writing is examined by two English instructors, not the student's instructor, and assessed by rubric to determine whether the student has demonstrated he or she has met the course learning outcomes. If achievement gaps are identified, the student's work is reviewed by a third English instructor. If the student work does not demonstrate mastery of the course learning outcomes, the student does not meet the pre-requisite to enter English 100.

A final example of the use of portfolios is the Culinary Arts Program use of the Perkins-funded Instructional Assessment and ePortfolio Project (IAEP). A formal "LiveText Assessment System" (LTAS) was designed and implemented to monitor student completion of competencies and

attainment of skill requirements and learning outcomes as articulated by both the American Culinary Federation (ACF) and UHMC. The LTAS allows the Culinary Arts faculty and students to maintain individual student performance ePortfolios that record completion of course competencies and the program SLO requirements in "real-time," using mobile web-based technology applications in a consistent manner to assess overall student performance prior to graduation and employment. The LTAS and supporting technology was successfully integrated into the program through the use of new outcome-based rubrics and the mobility of tablet computers. The rubrics used for the assessments not only provide instant feedback on student competency, they also immediately raise the students' performance levels in meeting assignments as demonstrated during their assessments of those activities.

Job Placement

A final example of evidence of student learning is through job placement. A liaison between the college's academic programs and the business community, CareerLink provides job readiness skills, internships, job placement assistance, and career preparation workshops for UHMC and University Center Maui students.

Cooperative Education (Academic Support) combines classroom-based learning with hands-on practical work experience (internship/practicum) in which students earn course credit for completion of internship hours within their degree program major.

According to 2012 data, of 124 enrolled students, 48 students received job placement offers and 39 percent of Cooperative Education enrolled students obtained employment from their internship sites as a result of a successful work experience. Evidence of student learning is measured by students demonstrating successful application of program learning outcomes in the work place through oral presentations and written reports.

Improving Teaching and Learning as a Result of Assessment (CFRs 2.4, 2.5, 2.7, 4.3, 4.4, 4.6, 4.7, 4.8)

The program faculty, Vice Chancellor of Academic Affairs office and the Institutional Assessment and Effectiveness Committee (IAEC) and program advisory boards review the annual program reviews and results of assessment evidence. The programs have taken the initiative to make changes within their programs as a result of their findings on student achievement of the PLOs. These changes have included revising the program learning outcomes, revising curriculum to add or modify courses to better align course student learning to program learning outcomes, improving assessment rubrics, developing better assessment tools or assignments, and changing teaching pedagogy to improve student learning. Dialogue concerning student learning, assessment, and rigor of degrees among faculty—within or across disciplines—has improved, and as a result, there has been a greater focus on student learning and outcomes. Specific examples of such improvements follow:

1) ABIT Capstone BUS 495

One example of curriculum changes based on the assessment results is the ABIT Capstone. BUS 495 was originally six credits in one semester. As a result of course assessment and review of PLOs, new curriculum for the ABIT Capstone 495 was adopted in fall 2012. The ABIT Capstone is now two courses, BUS 495 and 496, taught in fall and spring, respectively (Capstone I and II, three credits each). By expanding the time spent developing a start-up project, students benefit from a longer relationship with faculty and advisory board mentors vested in their success.

2) Culinary Arts
Another example of improved learning as a result of assessment is the Culinary Arts Program use of the Perkins-funded Instructional Assessment and ePortfolio Project (IAEP) and LiveText Assessment System. Upon review of the IAEP project and its activities, the Culinary Arts faculty of the Maui Culinary Academy (MCA) restructured and linked program course PLOs, SLOs and ACF competencies, keeping the ACF competencies as a foundation for assessment. An assessment grid was created to map competencies to SLOs to PLOs along with finalizing the new program curriculum map that has associated assessment benchmarks.

Now the MCA has a direct map of how the ACF competencies point to course Student Learning Outcomes (SLOs) that point up to Program Learning Outcomes (PLOs) that then point to UHMC Campus Outcomes (CASLOs). When an assessment rubric is used in the LTAS, the rubric's performance criterion is linked to specific Learning Outcomes (LOs). As the rubric is scored, the results are sent to the LTAS database in real-time allowing for immediate performance assessment reports that articulate the students' performance related to the desired outcomes and requirements for the course, program, and campus.

Analysis of the data collected from the ePortfolio component of the system clearly shows this system is aiding the MCA to ensure that every student is being taught the necessary skills and competencies required to succeed in the program and also move forward in their careers. These ePortfolio assessment tools can be shared and utilized to improve verification of PLO attainment, quantify areas of program effectiveness and deficiency, and validate student learning that meets or exceeds current industry standards.

3) Dental Hygiene
Based on assessment and student exit survey results, in fall 2013 a new course in anatomical sciences will be added to the Dental Hygiene Program curriculum to better prepare students for dental hygiene science courses. Another change is to increase the credit hours from one to two credit hours for Dental Pharmacology to allow more time to learn the systems. This change will also be implemented in fall 2013.

4) Liberal Arts
A fourth example of the impact of the assessment process is in the assessment of the AA Degree in Liberal Arts. This process consisted of numerous indirect assessments covering all six PLOs during spring and fall semesters of 2011. Various faculty members completed indirect assessments of all six PLOs of the AA Degree in a few select courses that are widely taken by AA Degree graduates.

Individual faculty participants reported various changes to their teaching strategies as a result of the exercise. The following quote illustrates one faculty member's response to the Liberal Arts Program Assessment activity: "In Art 105, Elementary Studio: Ceramics, only 62.5 percent of students answered the art history question on the final exam correctly, so I made changes to the course in the area of ceramic art history. As a result, in fall 2011, I am giving four ceramic art history "image quizzes." [...] I will pay close attention to how the students answer art history questions on both the midterm and final exam, and have added several more such questions to each exam to better assess student learning."

5) Business Technology
Based on student learning assessment and a review of curriculum alignment to program learning outcomes, the Business Technology (BUSN) faculty and advisory board determined that the medical assistant specialty students were lacking competencies in drug and medication terminology to be adequately prepared for work in medical clinics. As a result, BUSN submitted a curriculum change to add three additional credits of pharmacology classes (PHRM 103,104,105) to their program.

Program Review Results Inform Decision Making (CFRs 1.1, 1.7, 2.3, 2.4, 2.7, 2.10, 2.11, 4.1, 4.2, 4.3, 4.4, 4.6, 4.8)
The IAEC was established in May of 2011 and given the charge to facilitate a college level approach to assess individual degree program reviews and to develop institutional accountability in support of the program review process. The IAEC reports directly to the Chancellor's Executive Committee and is represented by faculty and staff from across the campus community, a member of student government and a community member. After several meetings the IAEC has established a Degree Program Review Handbook that includes a rubric and scoring guide for assessing individual program review documents. The new rubric clarifies program review expectations by outlining what IAEC considers the fundamentals of a robust and thriving degree program. Moreover, the rubric should deepen the level of discourse across the campus around how to address program and institutional weaknesses and how to leverage program strengths in support of overall institutional improvement.

The Degree Program Review Rubric includes several weighted elements and a 1-4 rating scale with 1 representing "awareness" and 4 representing "sustainable continuous improvement." This weighted scale provides a way to provide each program with a score for each element as well as a total score for the program. The average score for each element from the total score for that element from each of the programs results in an overall "college score" for that element; adding the overall college score for each of the elements results in an overall score for the college.

Using the rubric as a scoring guide, the IAEC completes an assessment of each program review document and each program coordinator conducts a self-assessment. The Vice Chancellor's Academic Affairs office reconciles these scores to determine a final score for each program review. The individual program review results are shared with each program coordinator to serve as a basis for a discussion on what the institution and program need to do toward improving the program and institution. The overall college results are shared publicly as transparent evidence of the integrity of UHMC degree programs.

Program coordinators have been consulted throughout the development of this process and have expressed appreciation for the clarity and relevance of this new process. UHMC has completed the first cycle of this new process.

UHMC is well underway toward improving its process and metrics for clearly demonstrating accountability in response to a nation-wide emphasis on efficient and effective use of resources by accessing program and college performance in support of student learning. Strong degree programs and successful mastery of learning outcomes have a major impact upon student retention, persistence, graduation rates, and the eventual ability to perform successfully in the workplace.

This focus on program assessment has allowed UHMC to implement a comprehensive process in institutional-wide assessment based on grounded evidence that will enhance and sustain academic decision-making, continuous improvement of program outcomes, and meet standards of accreditation. This is being accomplished through a collaborative campus and community effort that includes training and support for faculty and staff to maximize the use of grounded evidence and statistical data so that graduates meet the learning goals established by the college and each degree program, thus considerably improving their chances of becoming successful college graduates and productive members of the community.

Recent Improvements of the Assessment Process (CFRs 2.1, 2.2, 2.3, 2.4, 2.7, 3.1, 4.4, 4.6, 4.7, 4.8)
In recent years, UHMC has made significant progress in improving its assessment process. Some strengths of the UHMC assessment process include:

- The emphasis on assessing student learning and improving teaching and learning is evidenced through the design of the assessment process
- All programs have written program learning outcomes that have been approved by respective advisory boards
- The college has adopted and begun assessment of College-wide Academic Student Learning Outcomes (CASLOs) in core competencies that all UHMC graduates should master at a proficient level. Reports on CASLO assessment will be incorporated into program review
- The college has adopted Institutional Learning Outcomes in alignment with the DQP, CASLOs, and PLOs
- All degree programs have mapped program courses to Program Learning Outcomes (PLO) that align course SLOs to PLOs. Assessment plans have been written to show when each program learning outcome will be assessed and which course will be assessed
- Campus resources dedicated to the assessment process include release time for an Assessment Coordinator, release time for the CASLO assessment coordinator, and an assessment committee, IAEC
- Comparing data across programs is easier and more clearly defined in the new Program Review process

Next Steps for Defining and Assessing the Meaning and Rigor of Degrees and Achieving Graduation Proficiencies (CFRs 4.2, 4.4, 4.7)
The annual program reviews go beyond the assessment of learning outcomes to include discussions on engaged community, recognition and support of best practices, planning and policy considerations and budgetary considerations. The college has established the following next steps:

- Connect CASLO assessment results to degree program review assessment
- Develop and implement a plan for ensuring quality and rigor of learning in distance education courses
- Connect college resource allocation to program review results
- Continue to connect meaning of degrees with future needs of stakeholders

Essays 3: Defining and Promoting Student Success

Definition of Student Success (CFRs 2.10, 4.3, 4.7)
UHMC has a diverse student body that includes students who are first generation college attendees, nontraditional (gender), veterans, single parents, unemployed, drug court referrals, and students with disabilities. Given its mission, the college promotes learning through all aspects of campus life and is committed to providing learning opportunities to all students.

As a public, open-admission institution that offers upper division baccalaureate degrees with specified admissions requirements, two-year degrees, and short-term certificates, UHMC recognizes that its students enter with a diverse array of educational goals, academic preparation, and life circumstances.

UHMC therefore defines success in the ability to help students meet their individual educational goals, whether that is earning a degree or certificate, seeking lifelong learning or participating in a special program or college offering. The challenge for UHMC as an open door institution is to determine the true educational goal of each student and provide the necessary instructional and support tools to assist in meeting these educational goals.

Student success is a priority at UHMC. Over the past few years, the college has been actively involved in numerous student success improvement initiatives and projects, such as the national Achieving the Dream (AtD) initiative which, in Hawai‘i, targets success rates of Native Hawaiian students, and the statewide Hawai‘i Graduation Initiative, which focuses on improving overall graduation rates. This has resulted in a campus culture focused on data-driven analysis, decision-making, and innovations for improvement. In September 2012, UHMC submitted the WASC Retention and Graduation (R/G) Report, which provided an opportunity for UHMC to consider student success at the college in new contexts. The following essay draws on the narrative submitted with the report as well as the feedback received from the Retention and Graduation Committee in October 2012.

Peer Institution Comparisons
The college’s unique position, as a public open-admission institution that grants associate and baccalaureate degrees, makes finding peer institutions challenging. In particular, the college’s high rate of first generation college students, diverse population, and geographical isolation affect graduation rates in ways that do not affect peer mainland institutions. For example, while many community colleges have a high rate of first generation college students, on-island higher education was not available to any Maui County residents until 1965. To establish benchmarks of expected graduation rates, UHMC has selected peer institutions to best match different aspects of the college. The areas of focus reflect points of concern from the WASC R/G report and feedback.

Baccalaureate Degree Graduation Rates at Peer Institutions
St.Mary’s College of California in Moraga, California and UH Hilo in Hawai‘i were selected as peer institutions to compare rates with UHMC’s graduation rates for baccalaureate degrees, Native Hawaiian students, and males.

St. Mary’s College of California is similar to UHMC in degree offerings (associate, baccalaureate and post-baccalaureate degrees), size (approximately 3000 students compared to UHMC’s approximately 4000 students), and faculty to student ratios (14:1 to UHMC’s 15:1). This college

was also selected as a peer at the recommendation of the WASC Retention/ Graduation review committee during a phone conference in November 2012. However, St. Mary's College of California is notably different from UHMC in its admissions requirements (St. Mary's College requires ACT and SAT test scores, whereas UHMC does not) and funding (St. Mary's College of California is a private institution and UHMC is public).

UH Hilo is similar in size (approximately 4000 students compared to UHMC's approximately 4000 students), location (island and rural setting similar to Maui), and ethnic and racial student populations (with similar percentages of Native Hawaiian student populations: in particular, in spring 2013, UH Hilo's student population is 23 percent Native Hawaiians in comparison to UHMC's 26 percent), and as an institution in the UH System.

Figure 5: Comparing UHMC Baccalaureate Degree Rates with Peer Institutions

	6 year graduation rates	**Male graduation rate**	**Native Hawaiian graduation rate**
UHMC*	42%**	40%	27%
St. Mary's College of California* **	61%	56%	Not available
UH Hilo** **	36%	34%	35%

*WASC R/G report fall 2012 for Fall 2005 cohort
**This rate reflects UHMC's two-year upper division baccalaureate programs
***St. Mary's College of California WASC data for Fall 2005 cohort
****University of Hawai'i Institutional Research Office, February 2012

Overall Graduation Rates for Baccalaureate of Applied Science Degree Seeking Students

When considering the rates above, it must be emphasized that the data is inconsistent because of the nature of UHMC's separation of lower and upper division programs. In comparison to the peer institutions selected, UHMC's six-year graduation rates for the two-year upper division bachelor degree program attainment for overall and subpopulation groups are comparable. According to both the lower and the upper division transfer templates, baccalaureate retention rates are high at 69 percent and 89 percent. The four-year and six-year graduation rates for the two-year lower division baccalaureate students are at 11 percent and 29 percent respectively. The four-year and six-year graduation rates for two-year upper division baccalaureate students are at 28 percent and 42 percent respectively.

Analysis: The UHMC baccalaureate programs are two-year upper-division programs. Students take an average of four years to complete the two-year upper-division programs, as many BAS majors are part-time students. Because the three BAS programs are relatively new, graduation rate data are very limited. ABIT is the only BAS program that has been established long enough to have graduates, so SSM and ENGT students are not yet eligible to be included in the data. The ENGT program was officially established in fall 2010 initially required three years of prior courses due to pre-requisites and course sequencing. Eight graduates will have completed the program by spring 2013, which represents a 50 percent three-year graduation rate.

The BAS graduate rate is significantly higher than that of associate program graduation rates. This result is not surprising, since baccalaureate programs require two years of successful lower

division work as an entrance requirement, whereas most associate programs are open-admission.

Associate Degree Graduation and Persistence Rates at Peer Institutions
UH Windward Community College and Honolulu Community College were selected as peer institutions to compare rates with UHMC's retention, transfer, and persistence rates for associate degrees, Native Hawaiian students, and males. These two community colleges were selected at the recommendation of the WASC R/G review committee for their similarities in open admissions policies, location, Native Hawaiian population, size of student population, and associate degree offerings.

The other peer institutions were selected according to a 2008 National Center for Higher Education Management Systems (NCHEMS) peer institution report. Institutions selected are public associate degree granting colleges, in a rural setting, and serving medium sized populations as defined by NCHEMS.

Figure 6: Comparing Associate Degree Rates with Peer Institutions

	150% time graduation rates	**Male graduation rates**	**Native Hawaiian graduation rates**	**Transfer rate**
UHMC*	11%	10%	7%	19%
Windward Community College*	10%	8%	7%	25%
Honolulu Community College*	13%	13%	8%	25%
Caldwell Community College and Technical School**	24%***	25%	Not reported	Included in 150% time graduation rates
Carl Sandburg College****	26%	23%	Not reported	Not reported
Gavilan College**	19%	17%	50%****	15%
Porterville College**	18%	17%	Not reported	10%
Greenfield Community College**	17%	15%	Not reported	15%

Overall Graduation rates for Associate Degree Cohorts
In comparison to the peer institutions selected, UHMC's 150% time to completion rates for associate degree attainment for overall and subpopulation groups are as comparable. Note the transfer rates are expected to be higher at Windward Community College (WCC) and Honolulu Community College (HCC) because of the location. WCC and HCC are located on the island of

O‘ahu, where students have access to two public and four private universities. UHMC is located on Maui, where UHMC is the only institution that offers postsecondary degrees.

According to the WASC R/G report templates, the average two-year graduation rate for the Associate Degree cohorts is 2 percent. The three-year graduation rate is at 8 percent, and the four-year graduation rate is at 14 percent.

Analysis: To properly analyze the data provided in the WASC degree templates, the following factors must be considered:

1. The rates in the WASC data templates do not accurately represent rates for degree-seeking students.

Because of the college’s current major declaration process, a significant percentage of students included as selecting majors are not actually degree-seeking students. UHMC students are encouraged to declare majors, even if they are not degree-seeking, because this enables students to receive academic advising, helps students qualify for financial aid, and allows programs to track students who are considering seeking degrees. As a result of this WASC process, UHMC recognizes the need to improve this gap and is currently developing a new system for identifying degree-seeking students. More explanation of this new system is explained at the end of Essay 3 in “Next Steps.”

2. The rates in the WASC data templates include part-time students.

The WASC data templates are inconsistent with IPEDS and other required reports that exclude part-time students. According to the UH System Institutional Research Office, the UHMC three-year graduation rate (150% time to completion) for the Fall 2008 *Student Right to Know* cohort—which includes full-time but not part-time classified students—is not 8 percent, but 11 percent, which is consistent with peer institution rates.

Because approximately two-thirds of UHMC enrolled students are part-time students and place at developmental English and math levels, yearly graduation rates for both associate and baccalaureate degrees are expected to be lower than at other four-year institutions with selective admission requirements.

Time-to-degree rates are significantly affected by two-thirds of the UHMC student population who are enrolled as part-time students, taking an average 6.1 credits per semester in fall 2010. This load would require ten semesters, or five years, to earn a 60-credit associate degree. Additionally, the average credit load by full-time students is less than a “full” load (13.1 credits in fall 2010), which is less than the 15 or more credits per semester needed to graduate from an associate program in two years.

In particular, two factors contribute to the large part-time student population: the economic environment on Maui and the nature of the student population. Because of the high cost of living on Maui, many students work while attending school. Second, according to 2011 UH Institutional Research Office MAPS data, the average age of UHMC students is 27.7 years old. This non-traditional student population is usually already in the workplace and supporting family, unable to take a full-time course load.

As a result of the challenging economic environment of a small island-based economy, many UHMC students are "weavers," students who return to enroll in classes, but not necessarily in subsequent semesters. According to a 2009 electronic survey that asked 225 students their reasons for not re-enrolling from fall 2009 to spring 2010, 14 percent completed the survey with the following top three explanations: 27 percent cited work conflicts; 20 percent cited they had graduated or completed their intended program; and 17 percent said they were planning to reenroll. In fall 2010, 318 of the 4,367 students enrolled (7%) were "returning" students who had not been enrolled in the previous spring 2010 semester but who had enrolled previously.

3. To contextualize the time-to-degree rates, academic preparation of students need to be considered.

A significant number of incoming UHMC students place into developmental English and math levels, therefore significantly challenging time-to-degree rates. According to UHMC Learning Center 2011-2012 program review data, a vast majority of students taking the COMPASS placement test place at developmental English and math levels. Of 2,352 English COMPASS test takers, 59 percent placed at developmental writing levels. Of 2,149 math COMPASS test takers, 86 percent placed at below college level math. In addition, Achieving the Dream (AtD) data show that very low numbers of Native Hawaiian students who tested into developmental English and math enrolled in these developmental courses within their first few semesters, thereby further prolonging their academic journey.

4. To contextualize the graduation rates, UHMC certificate-seeking students also need to be considered.

The graduation rates for certificate-seeking students are excluded from success rates reported in the WASC data templates. However, significant numbers of students leave for the workforce once they have obtained skills or earn certificates in certain program areas such Automotive Technology, Auto Body Repair and Painting, and Culinary Arts, before earning a degree. Although these students affect the overall degree-seeking rates, the college considers certificate achievement as evidence of student success. In addition, because of definitions required by this report, the cohort identified in the Associate Degree template excludes students in one-year certificate programs such as Practical Nursing and Dental Assisting. Both these programs have high graduation rates. In Practical Nursing, 97 percent of the 39 students in the 2007 cohort and 83 percent of the 40 students in the 2008 cohort graduated in one year. In Dental Assisting, 91 percent of the 11 students in the 2008 cohort and 76 percent of the 21 students in the 2009 cohort graduated within one year.

Male Retention Rates

According to the Associate Degree template, the female student population consistently has a higher retention rate than that of the male student population. The female student group has a three-year average retention rate of 60 percent whereas the male average is 51 percent.

Analysis: These rates are similar to peer institution rates and national trends for male and female retention rates. UHMC and the state of Hawai'i, as recipients of Carl D. Perkins federal funding, are required by federal law to establish numerical enrollment and completion goals for nontraditional students in Career and Technical Education programs of study. The following UHMC programs are reviewed annually to address nontraditional participation where men

comprise less than 25 percent of a targeted occupation: Accounting, Business Technology, Dental Assisting, Dental Hygiene, Early Childhood Education, Nursing, and Practical Nursing. In 2010-2011, Maui College had 37 male students from the underrepresented gender group who received a degree or certificate in one of the referenced programs. The state Office for Career and Technical Education established the numerical enrollment and completion goal of 15.15 percent, which UHMC exceeded by achieving 32.17 percent.

A description of UHMC initiatives for increasing male student success is in the next section.

Native Hawaiian Graduation Rates
The Native Hawaiian/Pacific Islander group has a graduation rate of 7%.

Analysis: This rate is consistent with graduation and time-to-degree rates of Native Hawaiian students across the UH System. As a result of consistently low graduation rates across the UH System, and in alignment with the UH System and UHMC missions, success of Native Hawaiian students has become a priority. For FY 2011 and FY 2012, UHMC has exceeded the UHCC System target for Native Hawaiian graduation.

Recent increases in Native Hawaiian student enrollment due to recruitment initiatives may have affected graduation and retention rates for Native Hawaiian students. The college is working on strategies to address this increase in numbers of Native Hawaiian students, many of whom are unfamiliar with academic culture.

Because Native Hawaiian data on the WASC template are available only for fall 2010, when the National Center for Education Statistics changed guidelines for reporting race/ethnicity, the rest of the narrative refers to UHMC generated data to reflect on Native Hawaiian/ Pacific Islander graduation data. A description of UHMC initiatives for increasing Native Hawaiian student success is in the next section.

UHMC Retention and Graduation Improvement Initiatives
As an open door institution, UHMC serves all students who take the necessary steps to enroll in college. In recognizing this complexity, and in alignment with the UHCC System Strategic Outcomes and UHMC campus goals, the college has participated in numerous initiatives to improve retention and graduation rates. These special efforts have been funded by the college as well as by grants. A detailed list of recent campus initiatives implemented to meet target retention rates can be found in the WASC Retention and Graduation report. Some highlights include the following:

- **Initiatives to meet the needs of part-time students**
  a. 2009: Expanded Financial Aid education through increased numbers of Financial Aid presentations and development of financial literacy modules for students. Coordinated and data tracked by UHMC Financial Aid office.
  b. 2008: Created Weekend College, a series of courses scheduled for weekends and evenings to accommodate a cohort of part-time, working students to graduate within eight semesters. Funded by the college and data tracked by UHMC Counseling Department.

- **Initiatives to meet the needs of underprepared students**
  a. 2012: Implemented campus-wide access to Kurzweil, a literacy tool that assists students struggling with reading decoding, fluency, and comprehension skills. Previously, access to

Kurzweil was limited to students with print disabilities. Now students in developmental English who did not qualify as students with a disability will have access. Funded and data tracked through Perkins.
b. 2011: Initiated placement testing policy for English and math classes for all new degree-seeking students so students can be advised and tracked. Funded and data tracked as part of AtD. Expanded COMPASS testing in high schools to increase access for incoming students. Coordinated by UHMC Learning Center.
c. 2011: Redesigned developmental English courses including curricular changes, teaching modalities, and class design. Funded and data tracked as part of AtD.
d. 2011: Developing first year college student success course for all incoming students placed at developmental students as well as overall populations.
e. 2010: Redesigned developmental math courses including collapsing of sequence of courses, class delivery, and curricular improvement. Funded and data tracked as part of AtD.
f. 2009: Implemented mandatory New Student Orientation for all new, degree-seeking students for Maui County that includes academic advising, financial literacy, study skills, and other workshops. Funded and data tracked as part of AtD.
g. 2008: Developed and implemented special academic and support service programs for Native Hawaiian students who place in developmental English and math classes. Federally funded through Title III grant.

- **Initiatives to improve time-to-degree rates**
  a. 2011: Implemented automatic admissions for UHMC students through articulation agreements with UH System baccalaureate campuses. Initiated by the UH System and coordinated on the college's campus by the UHMC Counseling department, this initiative eases the transfer process for students in the baccalaureate programs across the UH System.
  b. 2008: Enhanced advising services, including individual appointments, walk-ins, and CTE program group advising. Coordinated by UHMC Counseling department, this initiative allows students more access to academic advising.
  c. 2006: Developed and implemented STAR, a web-based advising tool that allows students to manage their academic course work and monitor their progress. Initiated by UH System and coordinated by the UHMC Counseling department, this initiative allows all UHMC students access to academic program progress.

- **Initiatives to assist at-risk student populations**
  a. 2012: Approved as an institution for education and training under the Veterans Educational Assistance Act (GI Bill) and Dependents' Act. Services are provided through a coordinated effort between the Admissions & Records and Counseling offices. Support the continued higher education access of non-resident veterans through the Veterans Retaining Assistance Program (VRAP), by providing support for training and personal living expenses for up to 12 months, and participating in the Hire Our Heroes Job and Career Fair, and sponsoring workshops to inform veterans of student support services to enhance retention and academic success.
  b. 2012: Formed Judiciary task force to help support students who are under the oversight of Maui Drug Court (MDC), with the possibility of expanding to students under legal supervision. Task force members include UHMC counselors, instructional faculty, judges, MDC case managers, and administrators (UHMC, Judiciary, MDC, and Department of

Public Safety). This initiative supports students by having better screening, monitoring, and information sharing in place between the college and judiciary.
c. 2011: Acquired a $20 million ($2 million/year for 10 years) National Science Foundation funded mitigation award to support Native Hawaiian student success in STEM fields.

- **Initiatives to improve assessing the meaning and rigor of degrees**
  a. 2011: Developed and implemented a new process for assessing college-wide academic student learning outcomes (CASLOs) and program learning outcomes.
  b. 2011: Established the Institutional Assessment and Effectiveness Committee to coordinate campus assessment activities.
  c. 2011: Implemented the Instructional Assessment and ePortfolio Project (IAEP) using LiveText™ which helps track student achievement of course competencies and the program PLO & SLO requirements in "real-time" using mobile web-based technology applications in a consistent manner to assess overall student performance. Restructured and linked CTE program course PLO's, SLO's and competencies, keeping the competencies as foundation for assessment. Funded and data tracked as part of the Perkins Project.
  d. 2009: Revitalized the Improved Teaching Committee (ITC), an ad hoc senate committee that designs monthly professional development sessions focused on teaching best practices. 2012 workshops align with the 2012 College-wide Academic Student Learning Outcomes assessment focus on writing.

- **Initiatives to better link education with employment opportunities**
  a. 2012: Developed an undergraduate research program for upper-division students proficient in computer operating systems and networking technology. Students will undertake research projects that will enhance their knowledge of computational science and the application of information technology to relevant, social and economic problems confronting Maui County. Funded by a grant from the Department of Labor.
  b. 2011: Published an Advisory Committee Handbook that provides a roadmap for establishing successful community advisory committees for each CTE program.
  c. 2010: Revitalized CTE advisory committees to align industry standards and graduation proficiencies through curriculum and assessment improvements. Initiated by administration and coordinated by individual programs.
  d. 2009: Expanded the existing Career Cooperative Education program to implement CareerLink, a graduate employment placement program that assists graduates with developing their resumes, cover letters, job applications, mock interviews, and job placement within our community. Implemented campus Graduate Survey tracking for all majors that are degree-seeking students in Maui County. Data are tracked for academic programs to provide feedback regarding job placement of graduates or information of students electing to transfer to another institution.

In response to the WASC Retention and Graduation Committee report, initiatives related to the "areas of concern" from team feedback are highlighted below:

1) Improving graduation rates for degree-seeking students
As listed above, UHMC has been participating in numerous initiatives to improve graduation rates for baccalaureate and associate degree-seeking students. In particular, UHMC has participated in the Hawai'i Graduation Initiative, a UH System initiative to improve graduation and time-to-degree rates. The college, however, needs to improve its system for identifying incoming student educational goals to better analyze and track reported graduation rates.

2) Increasing success of male students
Since 2009, UHMC has launched initiatives to improve retention, persistence, and graduation rates of male students.

a. UHMC has two faculty members who participate in the University of Hawai‘i Community College System Non-Traditional Committee to address issues that arise with underrepresented gender groups in identified majors.

b. In 2009, the college developed marketing materials to educate the public about non-traditional careers for males in Nursing and Early Childhood Education.

c. In 2010-2011, the college offered book and tuition assistance, supported through a Perkins grant, to improve male student graduation rates in Early Childhood Education.

d. In 2012, the college received a Perkins grant to fund a position for recruiting male students.

3) Increasing success of Native Hawaiian students
UHMC has participated in AtD since 2007, with a special focus on improving retention and graduation rates for Native Hawaiians as well as overall student populations. Numerous college initiatives, which are included in the 2012 AtD annual report and R/G reports, include tracking student success data, increasing financial aid access, improving developmental education success rates, and improving first year success rates for Native Hawaiian and overall student populations. UHMC has received Title III grant funding to increase Native Hawaiian success at UHMC, which includes providing tutoring and peer mentoring in a new culturally-based student success center; implementing first-year and second-year experience programs for student cohorts; and assisting with the curriculum development of the AA in Hawaiian Studies.

4) Additional student success programs
In addition to initiatives listed above, UHMC has three TRIO programs (Pai Ka Mana, Upward Bound, and Educational Opportunity Center) to identify and provide assistance to students from disadvantaged backgrounds including low income, first generation and students with disabilities. UHMC also offers the federally funded Ku'ina program, established through Workforce Investment Act of Maui County, to provide career training and student support services for at-risk, low-income youth.

Self-Assessment of Graduation Rates
UHMC graduation rates are comparable to peer institutions for time-to-degree rates and for sub-populations identified. However, as a result of the WASC R/G report data gathering, submission, and feedback process, the college has drawn the following conclusions about the current status of student success at UHMC:

Strengths:
1. Student success is a priority for UHMC and the college participates in numerous projects and student success initiatives, which are highlighted in the previous section and in the R/G Report.
2. Data show UHMC has success rates that meet expectations and are comparable with peer institutions.

Challenges:

1. The most significant challenge UHMC faces in improving retention, graduation, and time-to-degree rates is fulfilling the needs of its diverse student body. As the only degree-granting institution in Maui County, UHMC strives to provide as many program options as possible given its rural, geographically dispersed service area.
2. To understand and define student success at UHMC, the open-door mission and the primarily 2-year degree-granting context of the college must be articulated clearly.
3. To better understand the success rates of students, the college needs to improve data collection to more accurately identify degree-seeking students.
4. Associate degree graduation rates should be improved, although comparable with peer institutions, as they are below the national 150% time-to-degree average of 29.2 percent according to NCHEMS and IPEDS data.
5. The UHMC 2009 Cohort Default Rate for financial aid loans was 24.3 percent. This rate is higher than the national average for public two-year colleges, which is at 18.3 percent. UHMC 2010 preliminary data will be available after February 2013.

Retention, Graduation, and Time-to-degree Targets and Goals (CFRs 2.10, 4.3, 4.5, 4.6) UHMC has a strong commitment to improving retention, graduation, and time-to-degree rates for Native Hawaiian (NH) and overall student populations. As part of the 2010 University Hawai‘i System Graduation Initiative, UHMC has an overarching goal of increasing certificate and degree graduates from the 2007 baseline of 360 graduates by 25 percent to 497 graduates by 2015 (or by a 2006 baseline of 38%).

In addition, UHMC has identified several specific goals and targets for improved retention and graduation that align with the WASC R/G reports as well as with University of Hawai‘i Community College (UHCC) System Strategic Outcomes, as part of the college participation in the Achieving the Dream (ATD) initiative, program review and assessment processes, and by campus administration goals. A detailed chart that outlines UHCC System baseline, target rates, and current progress for first-time, classified, degree seeking, full and part-time Maui home-based students can be found in the R/G report.

An overview of retention, graduation, and time-to-degree goals and targets are listed below.

Figure 7: UHMC Goals for Baccalaureate Degree

UHMC Goals	2011 WASC R/G report base	2015 Goal	2018 Goal
150% time to graduation rate	42%	43%	44%
Male graduation rate	40%	42%	44%
Native Hawaiian graduation rate	27%	35%	40%

Figure 8: UHMC Goals for Associate Degree

UHMC Goals	2011 WASC R/G report base	2015 Goal	2018 Goal
100% time to graduation rate for all students	2%	5%	8%
100% time to graduation rate for degree-seeking students	Not yet available*	8%	11%
150% time to graduation rate for all students	8%	12%	16%
150% time to graduation rate for full-time students	11%	15%	19%
150% time to graduation rate for degree-seeking students	Not yet available*	16%	20%
Male graduation rate	10%	14%	18%
Native Hawaiian graduation rate	7%	11%	12%

*Because no baseline data are available, the 2015 and 2018 goals are based on estimated baseline figures. These data will be available once the new proposed degree-seeking identification system has been implemented.

Next Steps in Student Success Improvement (CFRs 1.7, 2.10, 4.3, 4.5, 4.6, 4.7)
To improve student success at UHMC, the college will continue to collect and analyze data, evaluate current initiatives, and collaborate as a campus to prioritize strategies. The college will examine already existing programs such as Nursing, Dental Assisting, and Dental Hygiene that have high graduation and time-to-degree rates to understand contributing factors to student success in the context of the UHMC campus, as well as research national trends and best practices. In particular, the college has identified the following next steps in the areas of concern from the WASC Retention and Graduation Committee report:

1) Identifying degree-seeking students
As a result of the WASC R/G report submission and feedback process, UHMC will establish a degree-seeking identification system based on behavioral flags. This system will allow the college to better analyze graduation rates and assess how the institution is meeting students' educational goals.

Currently, the college tracks students through a major declaration process. However, students who declare degree majors are not necessarily degree-seeking students with degree attainment as their educational goal. According to the California legislature's definition of degree-seeking student, multiple measures, such as the additional accumulation of college credits or certificate achievement, are used. Using this model, UHMC will better define and track degree-seeking students to assess and analyze student success data.

The proposed degree-seeking identification system will identify students who have met certain benchmarks in each program that indicate the student is seeking a degree. For example, in the accounting major for fall 2012, there are currently 111 declared accounting majors. Many of these students, however, are not seeking an associate of applied science in accounting. Some students are taking classes to learn particular skills, some students are looking to earn a certificate of achievement for career advancement, and some students declare accounting even though they don't have specific educational goals. After examination of the accounting program map, the behavioral flags selected to filter degree-seeking students were 9 credits in the accounting major, enrollment in any English, and enrollment in any math course. After filtering the original cohort of 111 students, it was determined that 41 were truly degree-seeking majors based on the behavioral flags.

After further analysis of each program map for all AA, AAS, and BAS programs, program coordinators will determine behavioral flags of degree-seeking students. Once the benchmarks have been set, data will be collected, distributed, and analyzed. Finally, in preparation for the 2015 WASC R/G report, the WASC campus core team will review these data and analyses for next steps.

2) Expanding Program Admission Requirements

Currently three BAS programs and two associate programs have admissions requirements. The 100% time to graduation rate for these programs are as high as 98 percent; therefore, the college is examining program admission requirements for all programs. Although program admission requirements will help overall graduation completion rates, time to degree may not be affected because of UHMC's high percentage of part-time students.

3) Improving time-to-degree rates

While recognizing the diversity of UHMC student educational goals, the college will implement several initiatives to improve time-to-degree rates for degree-seeking students. Next steps are highlighted below:

a. Streamline degrees and certificates: According to the fall 2012 UHMC HI Graduation Initiative report, there are 21 AA or AAS programs that require over 60 credits and all 3 BAS programs require over 120 credits. Program coordinators will review program maps to assess course sequencing. For example, Dental Hygiene, which requires 92 credits for the AS, will look at modeling its degrees after the UHMC nursing program where students can complete their AS in 3 years and with one more year earn a Baccalaureate degree through a partnership with an existing UH BAS in Dental Hygiene program.

b. Meet student scheduling needs to improve graduation rates: To help meet the needs of part-time students and to improve part-time student time-to-degree rates, the college will expand block scheduling, so part-time evening students can earn an AA degree in an accelerated format. The college will publish and commit to the schedule of the entire program so that students can work in a cohort, know what to expect, and plan accordingly.

c. Improve college readiness: To meet the challenge of academically underprepared students, the college will reduce time and increase success through four strategies:

- Improve developmental education by repackaging the developmental course sequence, redesigning developmental English curriculum from writing-based to literacy-based instruction, reinforcing learning through tutorial support, increasing emphasis on individualized learning through computer software and individualized instructor feedback, and connecting with students through academic coaching.

- While preserving the College's open admission policy, program admission criteria that include evidence of English and math college readiness will be implemented.

- Expand high school and adult student college preparation by expanding already established programs such as Running Start, Early Admit, Upward Bound, and other initiatives.

- Collaborate with high schools to have high school students take placement tests in sophomore and junior years, thereby identifying and addressing learning gaps earlier.

d. Work with the Department of Education K-12 to align core standards in English and math to help students prepare for college through the P-20 Initiative.

e. Improve success rates of degree seeking students in Sustainable Agriculture, Sustainable Construction Technology, and Allied health programs through academic coaching, content-relevant general education curriculum, and increased student support through tutors and counseling funded by a $1.4 million Department of Labor federal grant.

3) Improving male retention rates

The college will hire a federally funded counselor dedicated to male recruitment, enrollment and success. To further analyze and improve male student retention rates, the college will establish a taskforce to look closely at male retention rates and reexamine male-retention initiatives from the past. The taskforce will expand discussion of this issue to the entire campus.

4) Institutionalizing innovations that are working

The college will examine and assess current student success innovations and continue to support ones that are improving retention and graduation rates. Highlights of the innovations that are successful that will be institutionalized include the following:

a. Financial aid education and awareness

To address high financial aid loan default rates, the college aims to align with national rates of 18.3 percent. In 2010, the Financial Aid Office implemented Life Skills, an online time and money management educational program, for a cohort group of students identified as "high-risk" for default: freshman first-time borrowers. The pilot program was successful with average post-test scores higher than pre-test scores for every lesson completed (71% pre-test and 82% post-test). Based on these results, all freshman students—first-time borrowers—were assigned Life Skills in AY 2011. The program was also expanded to include students who were not making satisfactory academic progress (SAP), another group of "high-risk" students. Students completed 6540 lessons. 85% of first-time borrowers and 83% of SAP students "strongly agreed" that the information was useful (4 or 5 on a 1-5 scale).

In addition to qualitative information gathered on the importance of Life Skills, data revealed Life Skills actually *changed* student behavior related to managing their school life and student loans. A follow up survey was sent to students who completed at least one lesson between Jan. 1 and Dec. 31, 2011, to self-report any personal finance or college success behavioral changes students have made as a result of their exposure to Life Skills material. 119 students responded to this survey and 118 indicated at least 1 behavior change. The top reported change was *"I established educational, financial and/or career goals.*" Some other behavior changes reported by students included: *"I interact more often with my academic adviser and/or instructors; I researched and understand the requirements to complete my program of student; I borrowed only what I needed to pay for education related expenses."*

Expansion of this innovation would include bringing the online program into the classroom and creating a position to work with high-risk students with time and money management, based on Life Skills principles. Such efforts will not only reduce the college's high default rate, but also help with campus persistence and retention.

b. Redesign of developmental English and math
In 2010, the American Reinvestment and Recovery Act grant supported the UHMC developmental math course redesign, which shortened the time that a student would need to take college level math courses. The redesign follows the Emporium model of course redesign using computer technology to have students actively "doing the math," facilitating the learning with a dedicated teacher and a well-staffed computer lab solely for the use of developmental math students. As a result, many students are able to take college level math courses sooner than they would have prior to the redesign. The demand for College Algebra has increased from one course a semester to 4-5 courses a semester, with those classes closing within two weeks of registration.

c. LiveText assessment
In 2011, a Perkins-funded Instructional Assessment and ePortfolio Project (IAEP) and "LiveText Assessment System"(LTAS) was designed and implemented in the Culinary Arts Program. It has been highly effective in assessing student learning and, as a result, improving the program through curricular modifications. This project may be expanded to include other programs.

d. CareerLink
In 2012, supported by UH System funds, CareerLink implemented a new online career database for students, alumni, and employers. This shift has vastly improved the graduate employment placement system for students, alumni, employers, and UHMC faculty and staff. This software allows students and alumni to store their career documents, making accessibility to their individual information seamless; employers and CareerLink office are able to send texts to students and alumni about job vacancies directly to mobile cell phones; and campus job placement events can be shared by mass emails to participants.

Essay 4

Ensuring Institutional Capacity and Effectiveness in the Future, and Planning for the Changing Environment for Higher Education

To ensure institutional capacity and effectiveness in the future, UHMC is strengthening assessment and continuous improvement processes. With the addition of the applied baccalaureate degree programs and the transfer of accreditation of UHMC to the ACSCU, program review and institutional priority setting processes are evolving to address senior commission standards as well as the DQP. Concurrently, the college mission, vision, and core value statements have been under review and reevaluation by campus constituent groups.

Financial Review Committee Recommendations (CFR 1.9)
The WASC Financial Review Committee (FRC) reviewed a combination of institutional information and ratio analysis (letter dated November 20, 2012). The FRC found that no further materials or activities were necessary for UHMC and advised the college to proceed with the self-study.

UH System and UHMC Budget Process (CFRs 3.5, 3.8, 3.9, 3.10)
The University of Hawai`i (UH) system functions within the State of Hawai`i program planning and budgeting system implemented in 1967, which was made a legal requirement with the passage of Act 185 by the 1970 state legislature. The statutes governing the State of Hawai‘i budget preparation process are primarily reflected under Chapter 37 of the Hawai‘i Revised Statutes (see Hawai‘i Budget Preparation Statutes).

Along with tuition and fee increases, the biennium budgeting process is considered to be the primary method of augmenting the UHMC budget. This biennium budget process is incremental, with segregation of five major functional areas (instruction, public service, academic support, student service, and institutional support) and breakdown by line item object categories. The current budget base is the starting point of the budget preparation process and establishes the level of state appropriated general and non-general funding. General operating and capital improvement project (CIP) funds are appropriated by the major organizational units of the UH System (UH Manoa, UH Hilo, UH West O’ahu, UH Community Colleges, and system-wide offices). UHMC’s funding is contained in the UH Community Colleges appropriation process.

Budget requests are submitted for a biennium period (two fiscal years) or a supplemental period (the 2nd fiscal year of the biennium period). Biennium requests are made in odd-number years. Supplemental budget requests to amend any appropriation for the current fiscal biennium are made in even-numbered years.

UHMC submits state budget requests to senior administration for additional funds beyond the current base budget to support workload increases or to establish new programs. The biennium budget preparation process normally begins during the spring semester to ensure college wide participation. Due to the state’s economic decline and scarcity of state resources, UH senior administration and the BOR undertook a centralized approach and created system-wide budget requests for the most recent biennium budget proposal (FB 2013-2015).

The governor and the state legislature review and analyze these budget requests, taking into consideration the projected revenues of the state when developing the final state budget. The

legislature can also initiate additions, reductions, and transfers to the budget, and the governor can impose budget restrictions in response to revenue falling below projected levels.

UHMC Budget Elements (CFR 3.5)
The UHMC annual operating budget consists primarily of state appropriated general funds and tuition and fees collected from students for credit classes. General funds account for approximately 35% of the annual operating budget and tuition and fees account for the other 65% of the budget. Since 2007, the college has been receiving additional enrollment growth funding from the UHCC System to support enrollment growth demands for additional classes and credits. The college also collects non-credit tuitions and other service fees for programs or activities that are generally self-supporting.

In addition to state appropriated funds, UHMC actively pursues external funding. In the 2011-12 fiscal year, UHMC received $11,730,714 in extramural funds. Of that amount, $757,671 was generated in indirect costs from extramural awards, of which the campus received $543,625. This fiscal year, 2011-12, twenty-five extramural projects are in operation representing funding of $21,062,395. According to the UH Office of Research System data, UHMC is consistently a leader in the UH System for extramural funds.

The budget also includes fund development via the UHMC UH Foundation office. The UH Foundation office at UHMC seeks private gifts from individuals, corporations, and private foundations to sustain and advance the college. Fiscal year 2012 donations (gifts, pledges, grants) totaled $930,000 and, in January 2013, halfway through the fiscal 2013 year, donations were $1,550,000. Gifts assist students with scholarship aid, provide critically needed funds for specific programs including instructional resources and faculty/staff development, and provide the flexibility to plan and build for the future.

Some examples of recent fund development include the following:

- The Pritt Computing Fund was established in May 2009 with a donation of $1,500,000–the largest private gift to UHMC—by Frank Pritt for the purpose of "expanding student access to computing through infusing classes with faculty led and designed online instruction and direct student access to the Internet and all Web services."
- A $200,000 matching grant by the H.K.L. Castle Foundation for the UHMC Institute of Hawaiian Music will train students to preserve and perpetuate Hawaiian music
- An endowed scholarship fund for UHMC students interested in social work as a career was provided by the family of Mrs. Ah Kewn Hew, Maui's second social worker.
- A new initiative for Maui economic development is the proposed Food Innovation Center, which will assist entrepreneurs and farmers to create value-added food products for export globally. The UH Foundation office has launched a campaign with food manufacturers and restaurants for contributions to this new fund.

Recent Changes to UH System Budget Processes That Will Affect UHMC Budget (CFR 3.5)
Two UH Community College System resource allocation models developed over recent years that may affect campus sustainability are funded by the state legislature: (1) Enrollment growth funding and (2) Outcomes based funding.

First, UHMC receives enrollment growth funding from the UHCC System using fiscal year 2007 enrollment as a baseline and calculates the increase or decrease in campus enrollment from

that baseline. Second, UHMC also is partially funded for meeting UHCC Strategic Outcomes metrics, based on Achieving the Dream (AtD) metrics. Each campus with two-year degree programs is funded based on campus performance, according to number of degrees and certificates issued with the formula weighted for number of Native Hawaiian students served, number of STEM students served, number of PELL recipients, and the number of transfer students. For FY 2011 and FY 2012, UHMC exceeded 100% of each performance metric target.

Beyond these two established sources of funding, the UHCC system is currently working with the legislature to gain approval for the following two funding mechanisms:

Increased instructional costs. The first new UHCC System proposal states the following: "If the total claim for increased instructional costs from all campuses exceeds the available enrollment growth funding held at the system level, each eligible campus receives a prorata share of the growth funds." Since UHMC has experienced increased enrollment, the average excess cost per class in excess of tuition revenue received may be reimbursed to UHMC if the legislature supports this UHCC System proposal. As all UH colleges, except UHMC, have identified reserves, the college is appealing for appropriate and special consideration of its comparative lack of resources and the absence of any "general funded" or "tuition fee special fund" reserves.

Redressing historical inequities. The second new UHCC System proposal would provide additional funding to support the current UHCC System resource allocation model.

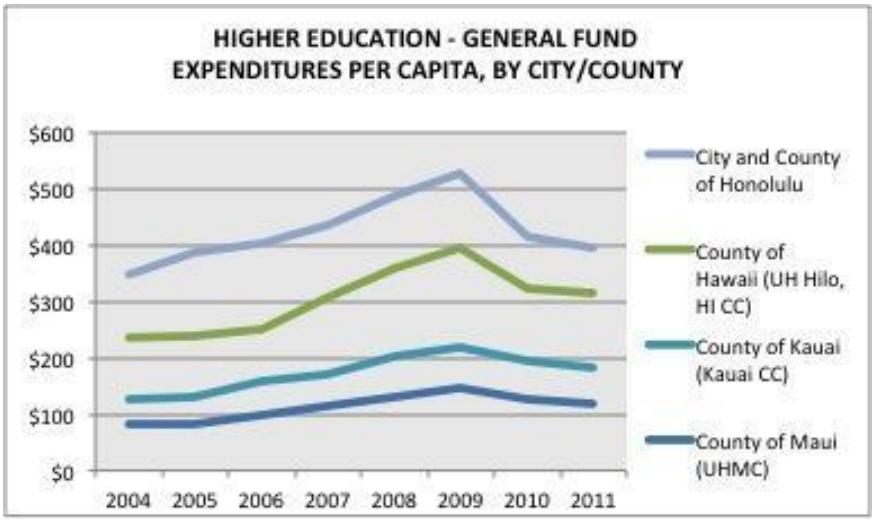


Figure 9: Higher Education General Fund Expenditures Per Capita by County

UHMC has been monitoring the comparative level of state support for higher education across the four counties and has expressed concerns to the UH System administration that UHMC historically receives lower funding allocations for County of Maui residents on a per capita resident basis (see figure above).

Further, Maui County continues to face the lowest state general-funded per capita allocation for public higher education in Hawai'i, compared with the other three counties. As noted in the graph, in 2011 the County of Maui was funded at a rate of $100 per capita whereas the City and County of Honolulu was funded at a rate of roughly $400 per capita. A budget request that may remedy this inequity was submitted to the Legislature in January 2013. The Chancellor's Office will continue to monitor the comparative funding discrepancies and request that the UH System leadership support greater equity in funding for UHMC.

Aligning Financial Allocations with Institutional Priorities and Educational Effectiveness
(CFRs 3.8, 3.9, 3.10, 3.11, 4.1, 4.2, 4.3)
UHMC has structures for shared governance, ongoing and goal-setting dialogues, and resource allocation based on learning outcomes. For each biennium and supplemental budget period, the process begins by affirming institutional and program learning outcomes and updating the college strategic plan via college-wide meetings. The results of program reviews are integrated into the resource allocation process.

Administrators, faculty, student government representatives, and staff members throughout the college have opportunities to suggest new initiatives, participate in program reviews and monitor the development of financial plans and budgets. The UHMC financial plan is segregated into four major divisions: academic affairs, student affairs, information technology, and administrative affairs. Each vice chancellor develops a financial plan by garnering input from faculty and staff within the vice chancellor's division. Each year these plans are developed by the administration based on enrollment estimates, presented at different points in the academic year and compiled into the UHMC overall financial plan. A draft of the compiled UHMC overall plan is presented to all of the department chairs, department heads, and action strategy team leaders and to the UHMC Executive Committee. In years where there has been a downturn in the state's economy, the legislature may impose budget reductions and the governor may restrict the amount of the allocations released to the University even after legislative appropriations. Where there are delays in the UH system's response to the governor or legislature's actions, the impact on UHMC, which is a smaller campus with limited flexibility and sparse reserves, is severe (as happened in the 2012-2013 academic year).

The Executive Committee consists of representatives of department chairs, bargaining units, students, Native Hawaiian organizations, and administrators. Committee members are responsible for sharing information they receive at the meetings with their constituencies. The purpose of this working group is to analyze appropriate data, discuss, and make recommendations about the college's priorities and directions leading towards meeting the vision and institutional learning outcomes. The final version of the overall plan is reviewed by the Executive Committee and approved by the Chancellor.

Another source for college-wide input into the college's strategic and financial planning is the program review process. All programs within the college, instructional as well as non-instructional, are required to undergo annual program reviews. This process involves participation of all staff and faculty. Program review data are used when determining financial priorities for immediate and long term plans.

In addition, other committees and representatives participate in financial planning. The Academic Senate Budget Committee meets regularly to review the college financial plan and provides recommendations to be sent via the Academic Senate to the Executive Committee. The Strategic Plan Action Strategy Teams provide input regarding resources for implementing the strategic plan. The UHMC Technology Committee provides recommendations regarding the college's technology infrastructure and initiatives. The UHMC Safety and Security Committee provide recommendations regarding health, safety, and security needs.

CIP priorities are determined in part by the college strategic plan and the college physical plant long-range development plan. CIP priorities are also reviewed and approved by the UHMC Executive Committee and Chancellor. These projects are included in the college's biennium or

supplemental budget proposal but are separate from its operating budget. CIP needs for the Molokaʻi and Lānaʻi Education Centers are determined separately from the Kahului plan.

Large-scale repairs and maintenance (R&M) projects are initially prioritized by the Vice Chancellor for Administrative Affairs and the Operations & Maintenance Supervisor. The R&M list is prioritized based primarily on health and safety issues. Before funding is pursued, the UHMC Executive Committee reviews the R&M list.

All of the above instructional, non-instructional, CIP, and R&M requests are typically prepared for forwarding to the UH System approximately 5 to 7 months prior to the beginning of the legislative session. Given the past four years of economic downturn, the UH System administration decided that the process for this current biennium requests should be abbreviated. The UH System proposal for enrollment growth and performance-based requests resulted, along with CIP and R&M proposals, in a reduction of the number of requests from UH System campuses.

Developing and Applying Resources and Organizational Structures to Ensure Sustainability (CFRs 2.7, 3.5, 3.10, 3.11, 4.1, 4.2, 4.3, 4.4, 4.5, 4.8)
UHMC engages in regular evaluation and, more recently, priority setting processes through program and institutional review. Since academic year 2003-2004, these have been documented on the UHMC website's Faculty and Staff Portal. With divisions having been reorganized into departments, including four-year degree programs, faculty, department and program chairs are gaining experience in leading these processes. While faculty retirements and unanticipated vacancies will continue, the number should stabilize over the next five years. At the same time, UHMC will be challenged to identify and appoint highly qualified faculty and staff who will also appreciate the complexity of learning in an island-based culture.

To ensure the quality of programs that support student learning, the respective divisions of the colleges have established assessments of academic affairs, student affairs and administrative affairs. The assessment process includes alignment with industry and educational standards such as CAS Standards, satisfaction surveys, evaluation of workload and productivity trends; community college comparisons are also incorporated to inform the budget process. Program reviews are submitted by the individual offices to the respective vice chancellor, and then brought to the UHMC Executive Committee for review and evaluation. Feedback is provided to individual offices and used to initiate any necessary improvements. As the Chancellor is part of the UHMC Executive committee, decisions at the campus level are generally expedited and recommendations for UH System administrators and Board of Regents are facilitated.

Specific examples of on-going program resource allocation decisions and sustainability reviews, conducted as part of the program review process, follow. The regular assessment, effectiveness, and efficiency evaluations adapt to changing external conditions and impact college decisions. Every program at the college submits an annual program review report and a cyclical five-year comprehensive program review self-study that includes financial descriptions and analysis.

Assessment, effectiveness, and efficiency evaluations have led to further resource support of effective programs and the reduction or stop-out of inefficient programs. Program reviews from 2011-2012 that had clear outcomes, assessment of program learning outcomes, thorough self-evaluations of programs, plans and priorities, and justified budget requests, were supported with

allocation. For example, Liberal arts had a strong program review that used data and narrative to support need for additional positions. As a result, several Liberal Arts positions, including the Hawaiian Music, Hawaiian Studies, Art, English, Ocean Studies, STEM, and Math positions were filled. No new positions were obtained from the legislature, but internal reallocation of current positions and some external resources allowed these high-demand areas to hire faculty.

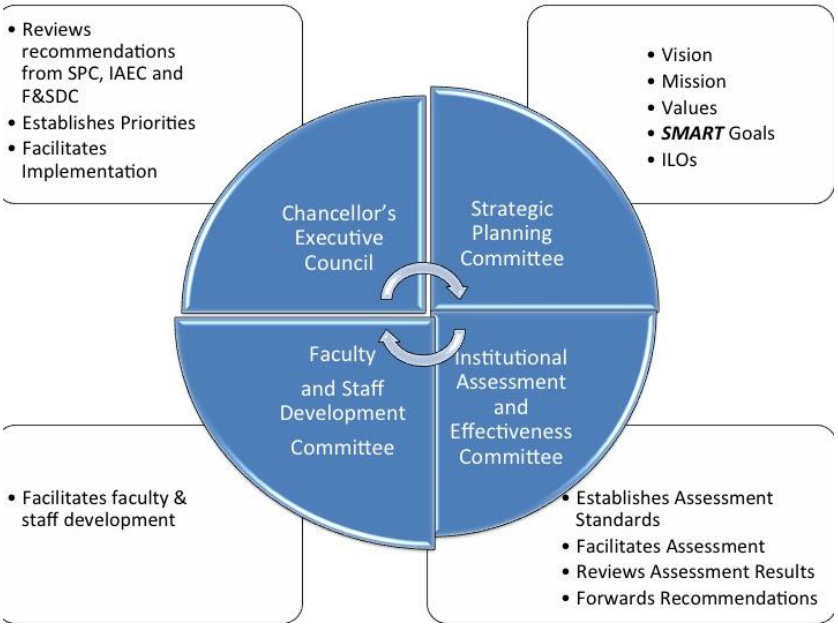


Figure 10: UHMC Planning and Assessment Process

UHMC has also implemented continuous improvement through a meta program review of its program review process. Several institutional groups such as the Institutional Assessment and Effectiveness Committee (IAEC), the Strategic Planning Council (SPC), the Faculty and Staff Development Committee (FSDC), the Chancellor's Executive Committee, and the Chancellor's Advisory Council (CAC) regularly meet to discuss program review and institutional priority setting information.

The above processes ensure inclusion of other constituent groups and facilitates programmatic and resource allocation decisions based on college and community stakeholder input.

The UHMC Chancellor serves as the chief executive officer for the college, and the Chancellor's Office facilitates the dialogue and decision-making processes described above. The Chancellor is responsible for the overall management of the college, overseeing activities in academic affairs, student affairs, and administrative affairs.

It is the role of the Chancellor and the administrative team (the Vice Chancellors of Academic Affairs, Student Affairs, Business Affairs, and Information Technology) to plan, control, and make decisions concerning the total college operation through budget preparation, resource allocation, the development of performance standards, and continuing program evaluation and assessment.

College assessment and program reviews are guided by the UHMC strategic plan, the UH System strategic plan, and accreditation reviews.

Through the college strategic planning process, the Chancellor and administrative team coordinate, facilitate, and ensure communication and decision-making action among college administrators, faculty members, and students. The Chancellor and administrative team seek input from faculty, staff, students, and community members through the college strategic

planning process. The UHMC strategic plan is aligned with the UH System strategic plan and the UHCC System strategic plan.

Assessment of Fiscal Challenges (CFRs 3.1, 3.2, 3.5)
UHMC faces ongoing challenges to support continuous improvement at the college. While UHMC extramural success has exceeded that of the six peer UHCCs over the past 20 years, extramural funding cannot support enrollment growth.

Resource distribution among the 10 campuses must be more equitably supported by the UH System. While some UHCC Enrollment Growth funds have been available to support lecturers since 2008, there has been no sustained, proportional or comparative financial support to address UHMC's 45 percent enrollment growth between fall 2006 and fall 2012. While the enrollment growth fund has permitted the college to expand its lecturer pool in response to added enrollment growth triggering a need for more course offering, the quality of lecturers and the lack of other counselors and student support staff have not proportionally kept pace with enrollment increase. As a result, meeting growing student support needs and infrastructure maintenance needs has been a challenge.

State support for implementation of the UHMC facilities master plan has been substantial; however, this investment may be compromised without appropriate custodial and building maintenance support.

As UHMC is the only institution serving students on three separate and unique islands of Maui, Molokaʻi, and Lānaʻi, it provides quality instruction and appropriate learning environment in remote locations, while being challenged with the additional costs for separate facilities, faculty and staff, distance-learning delivery, and inter-island transportation.

Fiscal Sustainability Efforts (CFRs 3.5, 4.1, 4.2, 4.3)
In response to fiscal challenges, the college has employed a number of strategies to ensure fiscal sustainability. One example is in prioritizing programs with program review evidence that supports student learning. Another example is the introduction of student technology fees that help support technology infrastructure used by students. Also, programs with high program support costs, such as Culinary Arts, Dental Hygiene, and Nursing have recently added program fees. The Campus Health Center moved from campus operational support to functioning as a self-support entity through services provided for fees. Another recent addition was the installation of the Pharos Pay for Print system in student computer labs. Finally, the college converted a county-required two-acre water sump into a $52,000 per year lease rental for the weekly Swap Meet and Farmer's Market, which allows college and student entrepreneurs free access.

Figure 11: UHMC Energy 103 students installing photovoltaic panels on campus building rooftop.

Currently, the annual power costs for the college are estimated at over $2 million per year. The campus recognizes that energy costs will continue to rise. In anticipation of rising electricity costs, the college has undertaken several energy efficiency projects to create budget savings. These projects are aimed at reducing electricity costs and repurposing savings to institutional priorities. As a result of some of the projects listed below, electricity consumption has been relatively stable since the year 2000, while UHMC gross square footage of building space has increased by 30%. These are examples of the college's ongoing efforts at sustainability:

a. $9 million Chiller Central System Energy Management Project (in progress)
b. $4 million 611kwh PV Carport Project (in progress)
c. $26 million Science Facility designed to meet LEED Gold standard (in progress)
d. $4.5 million to renovate old Science Building to accommodate the Maui Oral Health Center (MOHC), which provides the college's Dental programs with a clinical site. Moving MOHC to campus will save $70,000 per year in off-campus rental (in progress)
e. Additional $4 million PV Carport Project (possible proposal by legislature)

Resources Committed to Assessment of Learning and Improvement of Student Performance (CFRs 2.3, 2.4, 2.7, 2.11, 3.4, 3.11, 4.2, 4.3, 4.5)
UHMC has committed resources over a period of years to assess learning and improve student performance. Since 2004, UHMC has committed resources for an assessment coordinator, and assigned time has been provided to faculty to spearhead the assessment initiative. Initially one assessment coordinator began the development of the assessment process.

In February 2007, approximately 20 faculty attended a Ruth Stiehl workshop in Honolulu on Extreme Assessment. Between 2008 and 2010, several faculty attended assessment retreats and workshops in Honolulu to learn how to improve student learning and UHMC's assessment process. In 2009 a second faculty was added as co-coordinator when the process was divided between CASLO assessment and CTE program assessment. Assessment expenses for consultants, faculty stipends, travel, and assigned time were included in the college budget. In 2009 and 2010, consultants Marilee Bresciani and Teri Cannon were retained to lead assessment workshops and assist in the assessment process.

Program Coordinators received stipends to attend workshops, to write program and course student learning outcomes, develop curriculum maps, and write assessment plans and rubrics. Program coordinators also receive three credits of reassigned time each academic year to support their programs. Additionally, CASLO team leaders received stipends to develop general education standards and assessment rubrics. Assessment coordinators have traveled to California for WASC retreats on student learning and shared information with the campus community.

In addition, the UHMC faculty coordinator, institutional researcher, faculty assessment coordinators, and Vice Chancellor for Academic Affairs, the IAEC, and Interim Assistant Dean of Instruction are actively engaged in assessment activities and data analysis. During the academic year, monthly program coordinator and department chair meetings are held where assessment and data evaluation topics and issues are discussed with lead program faculty. The department chair minutes reflect regular discussion on topics such as persistence, retention, and graduation rates, and the development of action strategies to improve student performance.

External funding through Perkins grants have been used to support assessment initiatives. LiveText™ assessment software was purchased and initially supported the Culinary Arts curriculum assessment process. Templates were developed to evaluate student learning outcomes and course objectives using LiveText™. Dental Assisting purchased tablet computers for their students to assist in student assessment. Furthermore, PLOs, CASLOs, assessment maps, and rubrics have been developed for all degree programs.

The UH system has supported several initiatives to improve assessment of learning and student performance. Examples of UH system initiatives in which UHMC participates (discussed in Essay 3) are Achieving the Dream (AtD) and the Hawai'i Graduation Initiative.

Specific Skills UHMC Possesses to Engage with the Changing Ecology of Learning
(CFRs 2.8, 2.9, 3.7, 4.1, 4.2, 4.3, 4.6, 4.8)
On October 9, 2012, twenty-four UHMC faculty, staff, and administrators participated in a dialogue based on Peter Ewell's "The New Ecology of Higher Education." This workshop focused on skills UHMC already possesses and needs to address the changing higher education environment. UHMC is in a strong position to engage with the changing ecology of learning through its strengths:

- Ability to anticipate and redirect our human and material resources towards workforce needs in our local communities, Examples include:
    - Current development of the prior learning assessment (PLA) program, the process through which students can earn college credit by identifying and documenting college-level learning that has been acquired through life experiences such as military or work experience, training, professional certification, independent study, volunteer activities, and hobbies (e.g. astronomy, electronics, history, travel, cultural or fine arts).
    - Dynamic degree program review process that connects results of program assessment of student learning to resource allocations in support of the strategic direction of the college.

- Ability to adapt and change quickly to funding reductions and revenue stream changes. Examples include:
    - History of seeking extramural funding.
    - Budget review and reallocation, such as the 2011 dissolution of the Construction Academy program that was falling short of meeting program outcomes to fund priority positions in the Liberal Arts program.

- Ability to optimally balance locally oriented programming with internationally oriented programming. Examples include:
    - The Hospitality and Tourism program has a strong relationship with Shanghai Institute of Tourism and Shanghai Normal University involving both student and faculty exchanges. This exchange, and others under development, aligns well with the college's ILOs and mission.

Developing Partnerships for the Globalization of 21st-century Education
Program review will continue as an integral part of developing a 21st-century vision for the college and its adaptation to increasing internationalization of higher education. As a result of program review recommendations, UHMC resources have been allocated in support of new

programs developing cooperative international agreements with universities in Korea, the Philippines, China, and Japan. UHMC is a member of Postsecondary International Network (PIN) and plans to collaborate with sister PIN institutions around sustainability curricula. The college is also a member of the International Small Islands Study Association, Global islands network, and Pacific Post-Secondary International Network. In addition, UHMC has a partnership with College of Adelaide in Australia through the UH System. Through these agreements, UHMC is able to provide cultural exchange opportunities for students, faculty, and staff.

Over the past two decades, UHMC has invested in advanced information and communication technologies (ICTs). During the past biennium budget cycle, ICT functions were reorganized and consolidated under the newly established position of Vice Chancellor for Information Technology. The position was established and filled to support growing reliance on educational technologies as a means of serving UHMC communities.

Anticipating Future Trends in Local Economic and Workforce Development
UHMC has positioned itself as a partner in local economic development through its close collaboration with local industry leaders and communities. The college plans future degree and program development in the context of anticipated trends in local economic and workforce development. According to the "Maui County Office of Economic Development APEC 2011: Island Lifestyle…Global Opportunities" publication, the industries with greatest workforce needs will be in renewable energy, agriculture, culinary, tourism and timeshare, and small business "Made in Maui" products. UHMC has been active in each of these industries through numerous innovations and projects. These include:

- Renewable Energy: Sustainable Living Institute of Maui, Maui Electric Vehicle Alliance, Hitachi Energy Storage, Bachelor of Applied Science in Sustainable Sciences Management, Sustainable Technology program, Engineering Technology program
- Agriculture: Sustainable Organic Farming, Agricultural Biotechnology
- Culinary: Maui Culinary Academy and Food Innovation Center
- Tourism/Timeshare: HOST (Hospitality and Tourism) program accreditation, renovation of old dormitories to working hotel
- Small Business, "Made in Maui" Products: Food Innovation Center, Maui Culinary Academy Product Line, ABIT Entrepreneurship Program
- Additional areas: Aging, Wellness; Community development on the island of Lānaʻi

Additional Skills UHMC possesses to address changing higher education environment:

- Educational partnerships
  UHMC has educational partnerships with UH Mānoa, UH Hilo, and UH West Oʻahu through UHMC University Center, offering baccalaureate, masters, and doctoral degrees

- Extensive delivery systems
  UHMC delivers distance learning to outreach sites through HITS, cable and the internet. Students at outreach sites can obtain associate degrees through distance education. The college reinstituted the Weekend College program and doubled online course enrollments from fall 2007 to fall 2012.

- UH System Transferability
  UH acts as a system for transferability of courses at the associate degree level. Students can take online courses from any UH system campus and the credits are readily acceptable at UHMC. A student earning a degree from UHMC must have earned 12 credits from UHMC. This was changed from "the last 12 credits must be earned from UHMC" to better meet the needs of the student taking distance education courses from other institutions.

- External validation
  UHMC programs such as Hospitality and Tourism, Dental Assisting, Nursing, and Culinary Arts are familiar with specialized external accreditation processes. Most degree programs at UHMC also meet with their UHCC Program Coordinating Councils to develop common course descriptions and student learning outcomes to ensure equivalency of courses. The advisors ensure that student learning outcomes, curriculum, and program rigor meet industry standards. In addition, the Career Link Program provides feedback from local employers as to how UHMC graduates are performing.

- Culture of innovation
  There is a strong program review process and culture of continuous assessment, reflection, and innovation at UHMC. Regular program review and data analysis guides programmatic change and resource allocation decisions. Some examples of these changes include Achieving the Dream data informing Math 18/82 redesign; the new Degree Program Review Handbook introduced this academic year; and resource allocation decisions driven by the program review process. In 2008, UHMC was awarded the Bellwether award in the workforce development category for placing students in local jobs and careers.

- Sense of civic responsibility
  Since 2000, Service Learning has been a faculty-driven and coordinated effort at UHMC. The college offers approximately 30 courses each semester that include an option of a 20-hour Service Learning project, awarding an average number of 90-120 students per semester with completion certificates. Because of the success of these programs the Corporation for National and Community Service honored the college a place on the President's Higher Education Community Service Honor Roll for "exemplary service efforts and service to America's communities."

  UHMC advances social equity and access to higher education through the dedicated efforts of its Financial Aid Office and extramurally funded programs such as the Educational Opportunity Center. These departments have assisted a record number of individuals with the completion and processing of financial aid applications and awards. The college is also involved with several initiatives to support the success of potentially at-risk students through projects that target drug court referrals and Veterans.

- Sense of environmental responsibility
  UHMC is addressing both its own environmental footprint with systemic energy upgrades to reduce and monitor energy use, produce some of its own energy through photovoltaic and wind installations, and to identify other areas, such as food waste, transportation, and recycling, where it can reduce, reuse, and recycle. In addition, UHMC has provided leadership in the broader community through activities hosted by the Sustainable Living Institute of Maui, including film projects, a community garden, green business and construction programs, county-wide planning for electric vehicle infrastructure by the

Department of Energy funded Maui Electric Vehicle Alliance, and its new baccalaureate in Sustainable Science Management. Finally, UHMC provides leadership through its role in the International Small Island Studies Association (ISISA), Global Islands Network and the Pacific Postsecondary Education Commission. UHMC hosted the IXth Islands of the World Conference on campus with about 240 participants from more than 30 different countries and islands and currently hosts the ISISA website.

Next Steps

Looking ahead to the next ten years, UHMC will address the following areas to respond to the changing environment of higher education:

- Improve fiscal sustainability: UHMC will improve its program sustainability review that aligns the mission with thoughtful, genuine program stop-out decisions. UHMC will continue efforts to improve retention rates that could, in addition to improving the quality of student learning, help the college retain more student tuitions in following semesters and consequently stabilize its budget.

  UHMC also needs timely and clear information on resources and budgeting from the UH System, and to continue transparency in its internal budgeting process. For example, the UH System biennium budget information and instructions have been late in recent years, seriously impacting campus-level planning and decisions. By increasing its ability to make local decisions, allocate resources based on program review, and increase transparency of the process, UHMC will be able to respond to changing environments with greater agility and community engagement.

  UHMC plans to streamline internal business processes to enable the current staff to do their work more efficiently, through both process analysis of, and faculty/staff training for, handling business transactions.

- Prepare for changing leadership: Leadership is changing with a high rate of new hires replacing retiring faculty, staff and administrators. In the past two years, 29 new full-time faculty have joined UHMC and more retirements are anticipated. Increased faculty and staff development, both for existing personnel and new hires, will provide greater resilience of the overall institution, and introduce new opportunities to incorporate productive change.

- Anticipate change in student needs: UHMC is exploring strategies to address the increase in open access online curricula, and a more interconnected international community. We anticipate this will be addressed more concretely as the campus begins in earnest to develop goals that align with its mission, vision, core values and ILOs.

- Maintain quality in distance education: With the increase of enrollments and a higher demand for online education, online instruction will be improved through instructor training, student orientations, updating equipment, and enforcement of policies to verify student authenticity.

- Improve transferability: UHMC will implement better systems for evaluating transfer credits from other institutions of higher learning and also to evaluate knowledge gained from military and work experience for college credit through prior learning assessment (PLA). A high

priority is to request a transcript evaluator for the campus. Also, a list of “approved provider” institutions needs to be developed for students wanting to take online courses outside the UH system. These courses will have met national or global standards and will be “preapproved” for credits at UHMC from other accredited colleges. UHMC needs UH System cooperation in assisting students needing more online or distance courses to earn their degree within a shorter time period and upper division course transfer processes.

- Improve collaboration with K-12: UHMC plans to develop collaborative partnerships and structures with local schools to increase recruitment of local students, strengthen student preparation at the high school level, and increase communication with both K-12 administrators and teachers. Through projects such as Common Core Standards, UHMC has an opportunity to improve college-preparation of its students and better understand future students who will be entering UHMC.

- Improve registration process for lifelong learners: Currently, there is no identification for lifelong learners, students who are taking classes for personal or career improvement. Currently, these students follow the same registration procedures as new degree-seeking students. Creating a new lifelong learner status and registration would improve lifelong learning opportunities at UHMC, and add both increased numbers and diversity of students.

- Address issues of island sustainability: UHMC will continue to examine its own campus facilities and processes to improve sustainability. Additionally, because of UHMC’s unique location and leadership role, the college will consider the needs of island communities in the context of local, state, national, and international trends. For example, the state of Hawai‘i brings in 95% of the food and energy consumed—a challenge for all island-based communities. The college will examine ways to address these and other critical issues of self-sufficiency and sustainability in its planning process.

Integrative Essay

Overall Assessment of Institution
Effectiveness of Addressing WASC Core Commitments to Student Learning and Success, Quality and Improvement and Integrity and Accountability

UHMC appreciates the opportunity to participate in the newly designed WASC reaccreditation process and Degree Qualification Profile (DQP) pilot projects. The college's decision to participate was grounded in the belief that these two pilots would suit UHMC's unique characteristics and assist in the college's transition to a baccalaureate degree-granting institution.

This shift in UHMC's identity is consistent with emerging trends as models of higher education rapidly change in the next decade. UHMC hopes to serve as a model for other post-secondary institutions preparing to meet the needs of a changing ecology of learning.

UHMC has made substantive changes through this WASC accreditation process through self reflection and deep analysis. Examples of these outcomes are improvements in the college's practices of assessment of student learning, regular cross-campus dialogue and analysis along this accreditation process, expansion of innovations that improve student learning and graduation achievement, and development of new policies to improve institutional sustainability and student success.

UHMC's long accreditation history with ACCJC has set the foundation for the college's continuing commitment to student learning and to meeting the needs of its stakeholders. Through this self-study, UHMC has identified its strengths and challenges according to the WASC ACSCU standards for accreditation, as well as in understanding the meaning and rigor of the college's degrees, graduation proficiencies, student success, and institutional capacity to adapt to future needs and changes.

Highlights of UHMC's strengths as reflected in this report:

1. The college has an evolving assessment process that is well integrated in program review, with new impacts in budget allocations and campus planning.
2. As a result of strong community partnerships, the college offers degrees that meet local community need.
3. The campus culture is one of increasing collaboration and innovation for student success.
4. The college has quality faculty, staff, and an infrastructure that supports student learning.
5. The college is well positioned to meet changes in higher education.

Highlights of UHMC's challenges:

1. The college faces budget constraints and fiscal processes that impact its ability to effectively deliver student learning.
2. The college has low graduation rates that need to be better understood and further addressed.

As a result of this accreditation self study, UHMC has identified several next steps for institutional improvement. Some highlights of these next steps as reflected in the report are identified below:

1. While continuing efforts to improve low retention and graduation rates, the college will take necessary steps to maintain the quality, integrity and rigor of degrees.
2. The college will continue to improve assessment by better connecting assessment to planning and resource allocation. In addition, it will strengthen the connection of ILOs to program review and expand campus dialogue of the DQP to further define and articulate the meaning and rigor of degrees.
3. The college will continue to evolve as the needs of the community emerge and students change.
4. UHMC will anticipate and address budget constraints and explore funding solutions to improve fiscal sustainability.

UHMC embraces these opportunities for improvement and looks forward to continuous advancement as the reaccreditation process continues.

As UHMC continues to evolve, the college will continue to address the needs of Maui County's people and unique location by grounding its choices in the college's learning centered mission, vision, and Native Hawaiian values of ***Aloha*** (compassion), ***Kuleana*** (responsibility), ***Lokahi*** (Unity), ***Malama*** (to care for), ***Mana'olana*** (confidence), and ***Pono*** (goodness).

List of Acronyms

AA	Associate of Arts
AAS	Associate of Applied Science
ABIT	Applied Business and Information Technology
ACCJC	Accrediting Commission for Community and Junior Colleges
ACSCU	Accrediting Commission for Senior Colleges and Universities
AtD	Achieving the Dream
BAS	Bachelor of Applied Science
CAC	Chancellor's Advisory Committee
CAS	Council for the Advancement of Standards
CASLO	Collegewide Academic Learning Outcomes
CFR	Criteria for Review
CIP	Capital Improvement Project
CLO	Course Learning Outcome
CTE	Career and Technical Education
DQP	Degree Qualification Profile
ENGT	Engineering Technology
FRC	Financial Review Committee
FSDC	Faculty and Staff Development Committee
HITS	Hawaii Interactive Television System
IAEC	Institutional Assessment and Effectiveness Committee
ICT	Information Communication Technologies
ILO	Institutional Learning Outcomes
IPEDS	Integrated Postsecondary Education Data System
IRO	Institutional Research Office
NCHEMS	National Center for Higher Education Management Systems
NH	Native Hawaiian
PLA	Prior Learning Assessment
PLO	Program Learning Outcome
R/G	Retention and Graduation
R&M	Repairs and Maintenance
SAP	Satisfactory Academic Progress
SPC	Strategic Planning Council
SSM	Sustainable Science Management
UH	University of Hawaii
UH BOR	University of Hawaii Board of Regents
UHCC	University of Hawaii Community Colleges
UHMC	University of Hawaii Maui College
WASC	Western Association of Schools and Colleges

FINDING YOUR WAY AROUND THE KAHULUI CAMPUS...

ANNX
Hawaii Energy Test Lab
Na Pua No'eau

AUBODY
Auto Body Repair & Painting

AUTECH
Automotive Technology

CARPEN
Sustainable Construction Tech

COMSERVE
Community Service

FLNG
Foreign Language Classrooms

FH
Faculty Hale

HA
Hospitality Academy

HALE
216
217
218
219

HC
Health Center

HEAD START

HEONA
Art

HO'OKIPA
Admissions & Records
Business Office/Cashier
Counseling
Educational Opportunity Center (EOC)
Fashion Technology
Financial Aid
Ho'okama Program
Liko A'e Program
Office of Vice Chancellor of Admin. Affairs
Office of Vice Chancellor of Student Affairs
Personnel
Special Needs/Disability Services
Upward Bound

HO'OULU (ULU)
Agriculture
Bio-Tech Lab
Greenhouse/Turf Maintenance

'IKE LE'A (IKE)
Science Building

KA'A'IKE (KAA)
Computing Services
HITS/SkyBridge TV Studios
Media Center
Electronics Classrooms
Audio Lab

KAIAO
Title III

KA LAMA (KLMA)
Career & Employment Resource Center
Career Link
Ho'okahua Program
Ka Lama Computer Lab
Po'okela Project

KŪPA'A
Marketing
UH Foundation
Office of the Chancellor
Sustainable Living
Institute of Maui

LA - LANGUAGE ARTS
Ku'ina Project

LAULIMA (LAU)
Apprenticeship Program
Maui Language Institute
Office of Cont. Education & Training
Security Office
University of Hawai'i Center
EdVenture

LIB - LIBRARY
Mailroom (1st Floor)

MP - MULTI-PURPOSE
EMS Training Center
Rural Development Project

NOI'I
Under renovation

NURS
Allied Health

OM
Operations & Maintenance

PĀ'INA
Maui Culinary Academy
The Leis Family Class Act Restaurant

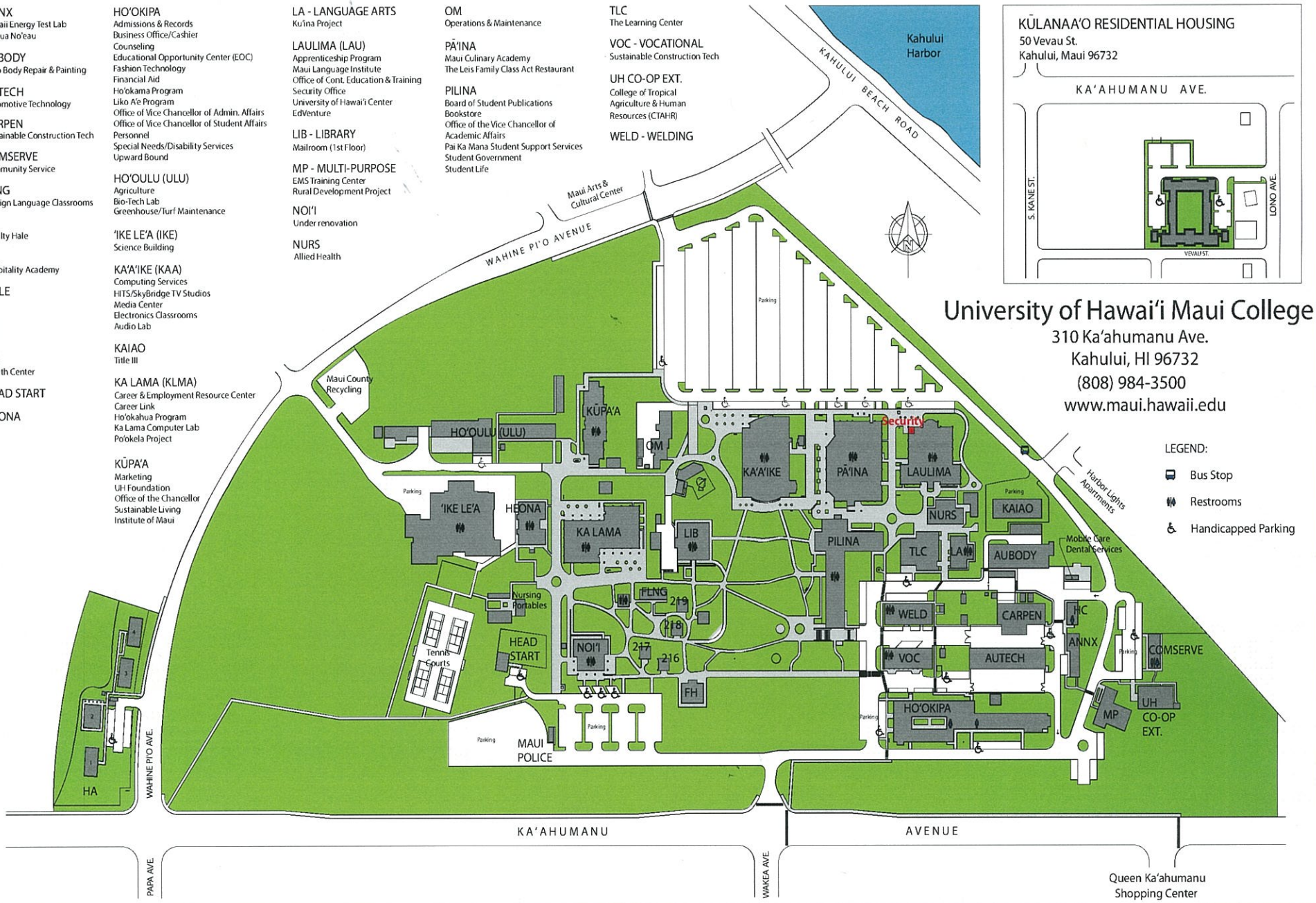
PILINA
Board of Student Publications
Bookstore
Office of the Vice Chancellor of Academic Affairs
Pai Ka Mana Student Support Services
Student Government
Student Life

TLC
The Learning Center

VOC - VOCATIONAL
Sustainable Construction Tech

UH CO-OP EXT.
College of Tropical Agriculture & Human Resources (CTAHR)

WELD - WELDING



Appendix for Institutional Reaccreditation Report 2013

Prepared for the Western Association of Schools and Colleges Accrediting Commission for Senior Colleges and Universities

UNIVERSITY of HAWAI'I®
MAUI COLLEGE

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Note: All institution-selected materials are hyperlinked throughout the narrative. Some supporting documents hyperlinked in the narrative are best viewed with Mozilla Firefox or Internet Explorer web browsers.

UNIVERSITY of HAWAI'I SYSTEM

Compliance Audit Checklist for Reaccreditation

Name of Institution: University of Hawaii Maui College

Review Date: February 2013 (this draft done 1/29/13)

CFR	Documents Required	Link to Website or Document Portfolio	WASC Check
1.1	Mission statement	http://www.maui.hawaii.edu/?s=about&p=mission	
1.2	Educational objectives at the institutional and program levels	http://www.maui.hawaii.edu/?s=student&p=catalog Page 10	
1.2.1	Public statement on student achievement (retention/graduation, student learning)	http://maui.hawaii.edu/student/PDFschedules/schedule_spring13.pdf Page 41 http://maui.hawaii.edu/faculty/program_review/reviews_resources/ProgramReview.pdf	
1.3	Organization chart (Also see 3.8, 3.9, 3.10)	http://uhcc.hawaii.edu/OVPCC/budget/docs/OrgCharts/2012/12C-CCuhmauicollege.pdf	
1.4	Academic freedom policy	http://www.uhpa.org/uhpa-bor-contract/100129-2009-2015-agreement-for-website.pdf/view UHPA Agreement Page 17	
1.5	Diversity policies and procedures; procedures for accommodations re disabilities	http://maui.hawaii.edu/disability/?page_id=938 http://www.hawaii.edu/offices/bor/policy/borpch9.pdf	
1.6	Documents setting forth the authority of a corporate, governmental, religious organization or system that is affiliated with the accredited institution	Not applicable-	-
1.7	Catalog (online _x__, hard copy ___) with complete program descriptions, graduation requirements, grading policies (X 2.10.1)	http://maui.hawaii.edu/index.php?s=student&p=catalog	
1.7.2	Student complaint and grievance policies	http://maui.hawaii.edu/forms_policies/academic-grievance-policy.pdf	
1.7.2.1	Grade appeals policy	http://maui.hawaii.edu/programs/catalog/2012/76-84_College_Regulations.pdf Page 83 http://maui.hawaii.edu/forms_policies/academic-grievance-policy.pdf	
1.7.2.2	Records of student grievances	See Vice Chancellor of Student Affairs Alvin Tagomori during onsite visit atag@hawaii.edu	

1.7.3	Faculty grievance policies	http://www.hawaii.edu/svpa/apm/pers/a9110.pdf	
1.7.3.1	Record of faculty grievances	See Vice Chancellor of Academic Affairs John McKee during onsite visit jvm@hawaii.edu	
1.7.4	Staff grievance policy	http://www.hawaii.edu/svpa/apm/pers/a9110.pdf	
1.7.4.1	Record of staff grievances	See Vice Chancellor of Administrative Affairs David Tamanaha davidt@hawaii.edu	
1.7.5	Employee handbook, if available	http://maui.hawaii.edu/faculty/Faculty_and_Lecturer_Handbook%202012.doc	
1.7.6.1	Up-to-date student transcripts with key that explains credit hours, grades, levels, etc.	Star Academic Journey projects immediate online access to grades by students and qualified faculty, and displays students' progress to completion of specific major requirements. Password protected. To view contact payba@hawaii.edu for access at the time of onsite visit.	
1.7.6.2	Admissions records that match stated requirements; complete files	http://maui.hawaii.edu/programs/catalog/2012/68-74_Admission_Registration.pdf Applications are inputted into Banner system. To view contact payba@hawaii.edu for access at the time of onsite visit.	
1.7.6.3	Policies and procedures to protect the integrity of grades	http://www.maui.hawaii.edu/forms_policies/Grievance%20policy%20academic.pdf Located on page 1, part II of document.	
1.7.6.4	Tuition and fee schedule	http://www.hawaii.edu/apis/ep/e6/e6201.pdf http://maui.hawaii.edu/?s=student&p=payment	
1.7.6.5	Tuition refund policy	http://maui.hawaii.edu/?s=student&p=payment	
1.7.6.6	Policy on credit hour/award of credit; processes for review of assignment of credit; review of syllabi/equivalent for all kinds of courses	http://www.hawaii.edu/accfsc/docs/E5228-%20Credit%20Hour/e5228.pdf	
1.7.6.7	Policy on human subjects in research, if applicable	http://www.hawaii.edu/irb/html/about.php	
1.8	Independent annual audits of finances (also see CFR 3.5)	http://uhcc.hawaii.edu/OVPCC/budget/consolidatedFin.php	
1.9	Policies to ensure that WASC substantive change policies are followed	http://wascsenior.org/files/Substantive_Change_Policy.pdf	
1.9.1	Documents relating to investigations of the institution by any governmental entity and an update on the status of such investigation;	None	

1.9.2	List of pending legal actions by or against the institution, including a full explanation of the nature of the actions, parties involved, and status of the litigation	None	
2.1	List of degree programs, showing curriculum and units for each (also see CFR 1.7)	http://www.maui.hawaii.edu/?s=counseling&p=programs	
2.2	Syllabi for all courses offered	http://maui.hawaii.edu/cc/courseoutlines.htm	
2.2.1	For associate and bachelor's degrees: General education requirements (Also see CFR 1.7)	http://maui.hawaii.edu/programs/catalog/2012/10_General_Education_Requirements.pdf	
2.3	Student learning outcomes for every program	http://www.maui.hawaii.edu/?s=faculty&p=program_review Individual Program Reviews	
2.4	Grading standards	-http://maui.hawaii.edu/programs/catalog/2012/76-84_College_Regulations.pdf	-
2.5	Class participation policies if available	http://maui.hawaii.edu/programs/catalog/2012/68-74_Admission_Registration.pdf Page 69	-
2.6	Placement data if available	http://maui.hawaii.edu/tlc/category/testing/compass/	-
2.7	Program review process/guidelines	http://maui.hawaii.edu/faculty/program_review/reviews_resources/ProgramReview.pdf	
2.7.1	Schedule of program review (including reviews of non-academic units)	http://maui.hawaii.edu/?s=faculty&p=program_review	
2.8	Policies re faculty scholarship and creative activity	http://maui.hawaii.edu/images/ARGuidelinesUHMC4-8-10.pdf	
2.9	-	-	-
2.1	-		
2.10.1	Data on retention and graduation, overall and disaggregated (link to the standard templates for retention/graduation reports)	https://laulima.hawaii.edu/access/content/user/llees/WASC%20links%20for%20narrative/FINAL%20UHMC%20WASC%20Retention%20Narrative%208-2.30.12.pdf https://sites.google.com/a/hawaii.edu/uhmc-wasc/home	
2.10.2	Collection and analysis of grades at the course or program level, as appropriate	Grades at course level compiled every term by IR analyst and sent to Chancellor and VC Academic Affairs for their analysis. Also see tables on Remedial/Developmental success in Math and Writing; also First Year success. http://www.maui.hawaii.edu/faculty/CampusVisitSpringsp12.pdf http://www.maui.hawaii.edu/faculty/CampusVisitSp2011.pdf http://www.maui.hawaii.edu/faculty/VPMortonVisit%20Sp10.pdf http://www.maui.hawaii.edu/faculty/VPMortonVisitF09.pdf http://www.maui.hawaii.edu/faculty/VPMortonCampusVisitSp09.pdf	

2.10.3	Policy on student evaluation of faculty	http://maui.hawaii.edu/forms_policies/Student%20eval%20policy%2082008.pdf	
2.10.4	Forms for evaluation of faculty by students	http://maui.hawaii.edu/careerlink/student/syllabus-and-student-evaluation-forms/	
2.11	List of student services and co-curricular activities	http://maui.hawaii.edu/studentlife/clubs/clubs-and-organizations/	
2.11.1	Financial aid policy and procedures	http://www.maui.hawaii.edu/programs/catalog/2011/financial_aid-64-66.pdf	
2.12	Academic calendar (also see CFR 1.7 catalog)	http://maui.hawaii.edu/student/PDFschedules/schedule_spring13.pdf	
2.13	Recruitment and advertising material for the last year, including scripts for recruitment	http://maui.hawaii.edu/faculty/archived/recruitment&advertising2012.zip	
2.13.1	Procedures for students to register	http://www.maui.hawaii.edu/programs/catalog/2011/academic_calendar-152-153.pdf http://maui.hawaii.edu/student/PDFschedules/schedule_spring13.pdf	
2.14	Policy on transfer of credit	http://maui.hawaii.edu/?s=prospective&p=transfer	
3.1	Staff development policies	http://www.maui.hawaii.edu/?s=faculty&p=dev_comm	
3.2	List of faculty with classifications, e.g., core, full-time, part-time, adjunct, tenure track, by program (link to relevant data exhibit)	http://maui.hawaii.edu/programs/catalog/2012/144-147_Admin_Fac_Staff.pdf	
3.3	Faculty hiring policies if available	http://maui.hawaii.edu/forms_policies/Lecurerpolicy82007.pdf http://maui.hawaii.edu/?s=admin&p=personnel http://workatuh.hawaii.edu/	
3.3.1	Faculty evaluation policy and procedures (Also see CFR 2.10)	http://maui.hawaii.edu/?s=faculty&p=policies http://uhcc.hawaii.edu/OVPCC/human_resources/docs/UHCC_contract_renewal_guidelines_and_forms.pdf http://programs.honolulu.hawaii.edu/intranet/sites/programs.honolulu.hawaii.edu.intranet/files/faculty-classification-plan.pdf	
3.3.2	Faculty handbook or equivalent	http://maui.hawaii.edu/faculty/Faculty_and_Lecturer_Handbook%202012.doc	
3.4	Faculty development policies	http://www.maui.hawaii.edu/?s=faculty&p=dev_comm	
3.4.1	Faculty orientation policies and procedures	http://maui.hawaii.edu/ids/main/pedagogy/pedagogy/spring2011.html http://maui.hawaii.edu/faculty/NewFacultyOrientation.pdf	

3.4.2	Policies on rights and responsibilities of non-full-time faculty	http://maui.hawaii.edu/forms_policies/Lecurerpolicy82007.pdf	
3.4.3	Statements concerning faculty role in assessment of student learning	http://maui.hawaii.edu/cc/blankforms.htm see Assessment and Student Learning Outcomes Guide see Assessment of Intended Student Learning Outcomes Standards Grid	
3.5	Last two years audited financial statements (Also see CFR 1.8)	http://uhcc.hawaii.edu/OVPCC/budget/organizational.php	
3.5.1	List of financial records maintained	See fiscal officer Cindy Yamamoto	
3.5.2	Last two years' financial aid audits	http://www.ors.hawaii.edu/files/compliance/a133/ http://uhcc.hawaii.edu/OVPCC/budget/organizational.php	
3.5.3	Last federal composite score if applicable	Not applicable	
3.5.4	Last report of two- and three-year cohort default rates	http://www.nslds.ed.gov/nslds_SA/defaultmanagement/search_cohort_2yr.cfm	
3.5.5	Campus maps	http://maui.hawaii.edu/images/uhmc_map_2011.pdf	
3.6	Inventory of technology resources for students and faculty	http://maui.hawaii.edu/faculty/program_review/2010/MediaProgReview2010.pdf	
3.6.1	If online or hybrid courses, information on delivery method	http://maui.hawaii.edu/ids/main/technology/technology.html	
3.6.2	Library data/holdings, size	http://www.maui.hawaii.edu/library/ http://maui.hawaii.edu/faculty/program_review/2011/Academic_Support/Library.pdf	
3.7	Inventory of technology resources and services for staff	http://maui.hawaii.edu/ids/main/pedagogy/pedagogy.html	
3.8	Organization chart (Also see CFRs 1.3 and 3.1)	http://uhcc.hawaii.edu/OVPCC/budget/docs/OrgCharts/2012/12C-CCuhmauicollege.pdf	
3.9	List of governing board members	http://www.hawaii.edu/admin/regents/index.php	
3.9.1	Governing board member biographical information	http://www.hawaii.edu/admin/regents/index.php?regent=baxa	
3.9.2	List of governing board committees with members	http://www.hawaii.edu/offices/bor/committees.html	
3.9.2.1	Minutes of board meetings for last two years	http://www.hawaii.edu/offices/bor/archive/index.php	
3.9.2.2	Governing board bylaws and operations manual	http://www.hawaii.edu/offices/bor/policy/bylaws.pdf	
3.1	CEO biographical information	http://hawaii.edu/admin/chancellors/maui.html	
3.10.1	CFO biographical information	http://maui.hawaii.edu/?s=about&p=administrators	

3.10.2	Other senior administrators' biographical information (e.g., cabinet, VPs, Provost)	http://maui.hawaii.edu/?s=about&p=administrators	
3.10.3	Policy and procedure for the evaluation of president/CEO	http://www.hawaii.edu/svpa/ep/e9/e9202.pdf	
3.11	Faculty governing body charges, bylaws and authority if applicable	http://maui.hawaii.edu/?s=faculty&p=academic_senate	
3.11.1	Faculty governance organization chart if applicable	http://maui.hawaii.edu/?s=faculty&p=academic_senate	
3.11.2	Minutes of the last year's faculty meetings	http://maui.hawaii.edu/?s=faculty&p=academic_senate	
4.1	Strategic plan	http://maui.hawaii.edu/faculty/StrategyPDF/StratPlanallMay2803FINAL.pdf Currently under revision and discussed in report.	
4.1.1	Operations plan	http://maui.hawaii.edu/?s=admin&p=om	
4.1.2	Academic plan	http://maui.hawaii.edu/faculty/StrategyPDF/StratPlanallMay2803FINAL.pdf Currently under revision and discussed in report.	
4.1.3	Technology plan	http://maui.hawaii.edu/?s=it&p=it_services	
4.1.4	Facilities plan	http://maui.hawaii.edu/faculty/StrategyPDF/Strategic%20Action%20Plan%20F-rev.pdf	
4.2	Description of planning process	http://www.hawaii.edu/cgi-bin/iro/maps?epccf06.pdf This site gives official enrollment projections http://www.hawaii.edu/offices/app/ This site lists 9 UH policies/procedures re: planning and budgeting	
4.2.1	Process for review and monitoring of strategic plan/metrics	http://www.maui.hawaii.edu/faculty/CampusVisitSpringsp12.pdf http://www.maui.hawaii.edu/faculty/CampusVisitSp2011.pdf http://www.maui.hawaii.edu/faculty/VPMortonVisit%20Sp20.pdf http://www.maui.hawaii.edu/faculty/VPMortonVisitF09.pdf http://www.maui.hawaii.edu/faculty/VPMortonCampusVisitSp09.pdf	
4.3	-	-	-
4.4	New program approval process	http://maui.hawaii.edu/cc/	
4.4.1	Program review process (Also see CFR 2.7)	http://maui.hawaii.edu/faculty/program_review/reviews_resources/ProgramReview.pdf http://maui.hawaii.edu/faculty/program_review/reviews_resources/PRDuties%20of%20CEC%20review%20teams.pdf	
4.5	Description of institutional research function and staffing	http://www.hawaii.edu/iro/	
4.6	Process for review and analysis of key data, such as retention, graduation (Also see CFR1.2)	http://maui.hawaii.edu/?s=faculty&p=program_review	
4.7	-	-	-
4.8	List of major industry or other advisory committees	http://maui.hawaii.edu/programs/catalog/2012/148-150_Advisory_Comm.pdf	

Team Comments:

Accuracy and Availability of Records: Team Only		
	Policies and procedures for students, faculty and staff are stated consistently in all media	
	Policies, procedures, and information are readily available to relevant constituents	
	Records are accurate and up to date	

Team Comments:

Worksheet for Preliminary Self-Review Under the Standards

Purpose of the Worksheet

This worksheet is designed to assist planning groups preparing for a WASC review to undertake a preliminary, systematic institutional self-analysis under the WASC Standards. The use of the worksheet is recommended; the institution may choose some other means of reviewing itself under the Standards. The worksheet leads planning groups to identify strengths and areas of good practice as well as areas that may need attention under each Standard and Criteria for Review. The process may also surface themes or topics for further exploration in the accreditation review.

The WASC Standards and CFRs

The WASC Standards are designed to guide institutions in self-review, to provide a framework for institutional presentations to the Commission and review teams, and to serve as the basis for judgments by evaluation teams and the Commission. Each standard is set forth in broad holistic terms that are applicable to all institutions. Under each of the four Standards are two or more major categories under which the standard is more specifically defined. Within each sub-section are Criteria for Review (CFRs), intended to identify and define key elements of the standard. Guidelines identify expected forms or methods for demonstrating performance related to certain Criteria for Review. By design, the Commission has not developed a Guideline for each Criterion for Review. This worksheet contains all the CFRs and Guidelines, where applicable. For more detailed information on application of the Standards, see the Handbook of Accreditation.

Strategies for Using this Worksheet

The worksheet is meant to be a heuristic tool for stimulating discussion and exploration rather than a definitive grading scheme or a mechanical checklist for compliance. Through its use, key areas may be identified where more evidence is needed or more development is required. The planning group may modify the worksheet in any way that suits its purposes. One approach is to have members of the planning group complete the worksheet individually with responses reviewed by the group. Another approach is to divide the worksheet by Standards with different groups completing each Standard.

Once the institution has completed this self-review process, priorities that are identified using this form should be integrated into the report as appropriate. Summary questions are provided in the worksheet as a means of assisting institutions in determining areas of greatest concern or areas of good practice to be addressed in your review.

Copies of this worksheet are available on the WASC website at www.wascsenior.org.

Worksheet for Preliminary Self-Review Under the Standards

Suggested Rating for Columns in the Worksheet:

Self Review Rating	**Importance to address at this time**
1= We do this well; area of strength for us	A= High priority
2= Aspects of this need our attention	B= Lower priority
3= This item needs significant development	C= Does not need to be addressed at this time
0= Does not apply or not enough evidence to address	

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives.

The institution defines its purposes and establishes educational objectives aligned with its purposes and character. It has a clear and conscious sense of its essential values and character, its distinctive elements, its place in the higher educational community and its relationship to society at large. Through its purposes and educational objectives, the institution dedicates itself to higher learning, the search for truth, and the dissemination of knowledge. The institution functions with integrity and autonomy.

Criteria for Review	Guidelines	Self-Review Rating	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Institutional Purposes				
1.1 The institution's formally approved statements of purpose and operational practices are appropriate for an institution of higher education and clearly define its essential values and character.	The institution has a published mission statement that clearly describes its purposes. The institution's purposes fall within recognized academic areas and/or disciplines, or are subject to peer review within the framework of generally recognized academic disciplines or areas of practice.	We do this well 0% **Aspects need our attention** **60%** Needs significant development 40% Not enough evidence 0%	A	Vision accomplishes defining our character, gives more details. w/change to senior commission, our change in purpose should reflect our mission statement The mission should be multi-purpose "life-long learner" and "meet county needs" should capture the beyond college aspect Open-access needs to be added Our college needs to sustain our community. Importance of foreign community and opening ourselves to this community beyond Maui A global economy is where the learning and working can occur anywhere. Students should be able to get an education here and stay here. "World class" is so our degree can be recognized beyond Maui. We need to consider Maui careers, sustainability to our island. We need to balance this. We need to be able to achieve what our

				mission claims w/name change and taking out community, many want to maintain this community part so that Maui county and community remain in the vision. And for those who travel to here, they can return to their homes with knowledge from here. address “adapting” to changing world avoid dichotomizing 2yr versus 4yr here in the vision. keep it job related and skill related—critical thinking, for example, not just about jobs.
Criteria for Review	**Guidelines**	**Self-Review Rating**	**Importance to address at this time**	**Evidence: What is there? (Or needed?) Who interprets it? How is it used?**
1.2 Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution develops indicators for the achievement of its purposes and educational objectives at the institutional, program, and course levels. The institution has a system of measuring student achievement, in terms of retention, completion, and student learning. The institution makes public data on student achievement at the institutional and degree level, in a manner determined by the institution.		We do this well 0% **Aspects need our attention** **73%** Needs significant development 27% Not enough evidence 0%	A	two parts of this (student learning and program reviews) we need institutional objectives. The strategic plan has been our way to look at institution’s achievement, but this doesn’t look at student learning. Public distribution: Program reviews are on our website. Inform our community Our data on student achievement is in Clyde’s column in the Maui News. Guidelines and information is available to public through websites and schedules need more direction for public to know these websites Accessible website The website is located on all handouts, brochures, and flyers We have a system of measuring student retention, etc., we don’t have system of measuring student achievement

Criteria for Review	Guidelines	Self-Review Rating	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Institutional Purposes				
1.3 The institution's leadership creates and sustains a leadership system at all levels that is marked by high performance, appropriate responsibility, and accountability.		We do this well 0% Aspects need our attention 33% **Needs significant development 67%** Not enough evidence 0%	A	The executive committee has student representative Student representative are supposed to be at senate and curriculum. They are invited at least. Referring to "creates and sustains system of leadership"—need training, especially for new department chairs. Other campuses have department chair training. We need this mentorship and support at our campus. All levels lack training, which results in a lack of accountability. need to clearly define responsibilities and training of leaders. Math coordinator is example of this—no job description, no assessment, and no evaluation Appropriate responsibilities—there's a question of specificities. Need accountability for leaders Solution: more staff with training, every semester and every year. Professional development IPEDS stats compared our campus to other campuses like us and we have 7 leadership/administration positions compared to 18 at other campuses similar to ours. $ In staff development funds available for professional development. There's in house training and out of house training. These are very different. Seems to be unspoken status quo that inhibits leading ability Currently, we have several faculty listed who are not actually teaching, but are not listed as staff. This might account for our lower numbers of leadership/administrative staff

				positions How heavy do we want to load with staff? Pay for more adjunct faculty and more administration? Top leaders affect students because faculty who teach with all these hats, students suffer. This is what college is about—the learning and the students Mistakes at all levels affect students Training can be very easy, accessible by being online. bring training here. Professional development funds also are for professional development in our discipline need protocol in writing that everyone follows. Leaders need refresher courses as well.

Integrity

Criteria for Review	Guidelines	Self-Review Rating	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
1.4 The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and in their writing.	The institution has published or has readily available policies on academic freedom. For those institutions that strive to instill specific beliefs and world-views, policies clearly state how these views are implemented and ensure these conditions are consistent with academic freedom. Due process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth.	We do this well 27% **Aspects need our attention** **60%** Needs significant development 7% Not enough evidence 7%	C	
1.5 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its	The institution has demonstrated institutional commitment to the principles enunciated in the WASC Statement on Diversity.	We do this well 40% **Aspects need our**	C	

administrative and organizational practices.		**attention** **47%** Needs significant development 7% Not enough evidence 7%		
Criteria for Review	**Guidelines**	**Self-Review Rating**	**Importance to address at this time**	**Evidence: What is there? (Or needed?) Who interprets it? How is it used?**
1.6 Even when supported by or affiliated with political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.	The institution has no history of interference in substantive decisions or educational functions by political, religious, corporate or other external bodies outside the institution's own governance arrangements.	**We do this well** **60%** Aspects need our attention 27% Needs significant development 0% Not enough evidence 13%	C	

Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Integrity				
1.7 The institution truthfully represents its academic goals, programs, and services to students and to the larger public; demonstrates that its academic programs can be completed in a timely fashion and treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, and human subjects in research and refunds.	The institution has published or readily-available policies on student grievances and complaints, refunds, etc. and has no history of adverse findings against it with respect to violation of these policies. Records of student complaints are maintained for a six-year period. The institution clearly defines and distinguishes between the different types of credits it offers and between degree and non-degree credit, and accurately identifies the type and meaning of the credit awarded in its transcripts. The institution has published or readily-available grievance procedures for faculty and staff. The institution's policy on grading and student evaluation is clearly stated, and provides opportunity for appeal as needed.	We do this well 0% **Aspects need our attention 87%** Needs significant development 13% Not enough evidence 0%	B	We have records on complaints Dental assisting passes out student handbook to each student. In syllabus and the student planner there are rules about plagiarism and processes for if you feel discriminated against When another student started in 2006, the program map changed since then. There's no way to finish the HOST program in 2 years unless went fulltime with summer school Transfers from other institutions don't know what they need because we don't have a transcript evaluator to let them know what credits count. Students don't seem to be getting due process with grievances Getting a degree in a timely fashion at Ed Centers such as Lanai and Hana would be impossible Perhaps we need protocol here as well—to outline follow up and so on Students should be advised how much longer it will take for them to finish when they place low on COMPASS There is a process for students to file grievances/ maybe this needs to be updated. What about for faculty? Faculty can grieve against students Union piece for faculty and committee in senate Need publication of these processes Why do students not complain? Because students want to pass—faculty grade by different methods—some by curve, %, others with points. assessment and grades should be in the

				syllabus Students are concerned if they complain about faculty, this will be reflected in their grade.
Criteria for Review	**Guidelines**	**Self-Review Rating**	**Importance to address at this time**	**Evidence: What is there? (Or needed?) Who interprets it? How is it used?**
1.8 The institution exhibits integrity in its operations as demonstrated by the implementation of appropriate policies, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas.	The institution's finances are regularly audited by external agencies.	We do this well 13% **Aspects need our attention 53%** Needs significant development 27% Not enough evidence 7%	B	Are we regularly audited? Where are these audits? How do we hear or know about these audits?
1.9 The institution is committed to honest and open communication with the Accrediting Commission, to undertaking the accreditation review process with seriousness and candor, to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution, and to abiding by Commission policies and procedures, including all substantive change policies.		**We do this well 73%** Aspects need our attention 13% Needs significant development 0% Not enough evidence 13%	C	

Synthesis / Reflections on Standard One
1. After completing this analysis, what are the most important issues, if any, that should be emphasized in the accreditation review under this Standard? Our statements of purpose including our mission, vision, ILOs and core values should reflect our institution's essential values and character during this transition from a two-year to four-year degree granting institution
2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths**? 1. Clearly establishes and publishes educational objectives at the course and program level for the public. 2. Informs public of institutional, faculty, and student achievements through local newspaper.
3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are **areas to be addressed or improved**? 1. Needs to develop a system for measuring student achievement that presents data easily and effectively. 2. Needs to improve website organization to better present information concerning policies and procedures to public community. 3. Needs to review statements of purpose, including mission, vision, ILOs and core values that reflect institution's essential values and character during this transition from two-year to four-year degree granting institution.

<u>Progress since 2010 self-review activity:</u>

- Implemented a system for measuring student achievement through program review that uses quantitative and qualitative data as foundations for ongoing assessment. The Institutional Assessment Effectiveness Committee has been assembled to review and improve the assessment process. During Fall 2011, the IAEC committee developed rubric and scorecards in program review process as a way to look at program review through self scoring, team scoring, and reflection.
- Implemented an assessment system for college-wide student learning outcomes (CASLOs) as system of evaluating student achievement.
- Currently working on revising UHMC website to be released Spring 2013. Because information accessibility and transparency through the website is a priority for UHMC, funds have been secured through a grant to support two part-time, temporary webmaster positions and one IT help desk position.
- Revised and published mission, vision, ILOs and core values to reflect the institution's essential values and character.

Standard 2. Achieving Educational Objectives Through Core Functions

The institution achieves its institutional purposes and attains its educational objectives through the core functions of teaching and learning, scholarship and creative activity, and support for student learning. It demonstrates that these core functions are performed effectively and that they support one another in the institution's efforts to attain educational effectiveness.

Criteria for Review	Guidelines	Self-Review	Importance to address at this time)	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Teaching and Learning				
2.1 The institution's educational programs are appropriate in content, standards, and nomenclature for the degree level awarded, regardless of mode of delivery,	The content, length, and standards of the institution's academic programs conform to recognized disciplinary or professional standards and are subject to peer review.	We do this well 46% Aspects need our attention 54% Needs significant development 0% Not enough evidence 0%	A	Evidence Programs have been approved by curriculum committee, faculty senate and BOR. Some programs have professional accreditation. Some programs (Culinary, nursing) are strong. UHMC has perception of not being as good as mainland schools.
2.1 (cont'd) They are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.		We do this well 8% Aspects need our attention 85% Needs significant development 8% Not enough evidence 0%	A	Evidence: Faculty meets UH minimum qualifications. Faculty are knowledgeable about subject matter, but may lack teaching experience and lack ability to adjust to new teaching strategies. College relies too heavily on lecturers Staff development for new faculty and lecturers is on-going ..

2.2 All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements		We do this well 25% Aspects need our attention 67% Needs significant development 8% Not enough evidence 0%	A	Evidence:: Most courses have prerequisites. College has COMPASS exam requirements. With open-door policy, courses rely on prerequisites, but they are often waived. Many students lack Math and English skills at an appropriate level.
Criteria for Review	**Guidelines**	**Self-Review**	**Importance to address at this time)**	**Evidence: What is there? (Or needed?) Who interprets it? How is it used?**
2.2 (cont'd) Levels of student achievement are defined and reflected in syllabi for both General Education and program major courses.	Competencies required for graduation are reflected in course syllabi for both General Education and the major.	We do this well 33% Aspects need our attention 50% Needs significant development 8% Not enough evidence 8%	C	Evidence: Syllabi, course outlines have student learning outcomes
2.2a Baccalaureate programs engage students in an integrated course of study that includes General education (including at the upper division level) and a significant in-depth study in a given major. .	The institution has a program of General Education that is integrated throughout the curriculum, including at the upper division level, consisting of a minimum of 45 semester units (or the equivalent), together with significant study in depth in a given area of knowledge (typically described in terms of a major).	We do this well 64% Aspects need our attention 9% Needs significant development 27% Not enough evidence 0%	B	Evidence: BAS degree have course outlines and program learning outcomes Gen. Educ. Is included at upper division classes and courses within major. More math and science is needed for ECET (pathway for the ENGT BAS program)

Criteria for Review	Guidelines	Self-Review	Importance to address at this time)	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Teaching and Learning				
2.2b Graduate programs are consistent with the purpose and character of their institutions; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the several levels of graduate and professional degrees offered. Graduate curricula are visibly structured to include active involvement with the literature of the field and ongoing student engagement in research and/or appropriate high-level professional practice and training experiences. Additionally, admission criteria to graduate programs normally include a baccalaureate degree in an appropriate undergraduate program.	Institutions offering graduate-level programs employ at least one full-time faculty member for each graduate degree program offered, and demonstrate sufficient resources and structures to sustain these programs and create a graduate-level academic culture.		N/A	
2.3 Student learning outcomes and expectations for student attainment are clearly stated at the course, program and, as appropriate, at the institutional level.		We do this well 36% Aspects need our attention 64% Needs significant development 0% Not enough evidence 0%	A	Evidence: Program review, course outlines, assessment Most of the courses have student learning outcomes. The instructors need to make sure that all materials in the SLO are being taught. SLOs need to be on the college's website More math is needed for ECET.

Criteria for Review	Guidelines	Self-Review	Importance to address at this time)	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
2.3 (cont'd) The institution's student learning outcomes are reflected in academic programs and policies, curriculum, advisement, library, and information resources.		We do this well 0% Aspects need our attention 82% Needs significant development 18% Not enough evidence 0%	A	Evidence: We don't have institutional student learning outcomes Shared resources Webmaster Institutional learning outcomes need to be written and published
2.4 The institution's expectation for student learning are developed and widely shared in the college and, as appropriate, with stakeholders.		We do this well 9% Aspects need our attention 55% Needs significant development 36% Not enough evidence 0%	A	Evidence: Curriculum, advisory committees, MCC channel Yes, it's widely published (faculty meetings); however, our website needs a lot of attention. Maui College can always look at better ways to share our expectations with students, community, etc. Institutional and program learning outcomes need to be added to UHMC website.
2.4 (cont'd) The institution's faculty take collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations.		We do this well 17% Aspects need our attention 50%	A	Evidence: Grad surveys, employer surveys, licensing exams stats, focus groups It is very evident that we have seen both sides where faculty/lecturers have/have not taken the responsibility in this area—needs improvement. For example, a faculty who is not on tenure track and a

		Needs significant development 33% Not enough evidence 0%		long term tenured track faculty who is on their way out—"just here killing time." Assessment of college-wide academic student learning outcomes (CASLO) needs to include many faculty in varied disciplines.

Criteria for Review	Guidelines	Self-Review	Importance to address at this time)	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Teaching and Learning				
2.5 The institution's academic programs actively involve students in learning, challenge them to meet high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.		We do this well 33% Aspects need our attention 42% Needs significant development 17% Not enough evidence 8%	A	Evidence: Student evals, surveys, evaluation tools Varies by program and course/instructor Goal consistency Many of our programs have high expectations—pockets of excellence and pockets need improvement. We have gotten feedback from students regarding courses/lecturers/instructors, but not necessarily for programs. Grad lever survey is the exit at commencement.
2.6 The institution demonstrates that its graduates consistently achieve its stated levels of attainment.		We do this well 0% Aspects need our attention 67% Needs significant development 17% Not enough	A	Evidence: External exams, employer surveys. AAS graduates who are accepted into BA programs Due to the high number of lecturers, and academic freedom, is everyone following the same rigor of teaching? Are we giving the students quality? Students do go into the fields (jobs) but are we tracking them (where or how they are doing in their careers)? Program and CASLO assessment evidence

		evidence 17%		
Criteria for Review	**Guidelines**	**Self-Review**	**Importance to address at this time)**	**Evidence: What is there? (Or needed?) Who interprets it? How is it used?**
2.6 (cont'd) The institution ensures that expectations for student learning are embedded in the standards faculty use to evaluate student work.		We do this well 8% Aspects need our attention 67% Needs significant development 17% Not enough evidence 8%	A	Evidence: Curriculum process, course outlines No unified testing is currently being done Is the institution (administration) supplying the faculty with tools to get this done?
2.7 All programs offered by the institution are subject to systematic program review.		We do this well 75% Aspects need our attention 25% Needs significant development 0% Not enough evidence 0%	A	Evidence: Yes, CTE have annual program reviews; LA is in process. All programs are on a schedule. LBRT program review continues to work on challenges. Program reviews are used to guide programs; however, it is not timely – they should be submitted a lot sooner for all to utilize. Data collection has been time consuming for faculty/staff. More IT help needed.
2.7 (cont'd) The program review process		We do this	A	Evidence

includes analyses of the achievement of the program's learning objectives and outcomes, program retention and completion, and, where appropriate, results of licensing examination and placement and evidence from external constituencies such as employers and professional organizations.		well 33% Aspects need our attention 50% Needs significant development 0% Not enough evidence 17%		Yes, annual program reviews are written to include assessment of student learning and graduation/retention data. Not enough evidence due to the data that is collected. Is the data valid?

Scholarship and Creative Activity

Criteria for Review	Guidelines	Self-Review	Importance to address at this time)	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
2.8 The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovations as well as their dissemination at levels and of the kinds appropriate to the institution's purposes and character.	Where appropriate, the institution includes in its policies for faculty promotion and tenure recognition of scholarship related to teaching, learning, assessment, and co-curricular learning.	1. We do this well 9% 2. Aspects of this need our attention 18% 3. Needs significant development 64% 4. Not enough evidence 9%	B	Definitions: what is "scholarship?" "Creative activity" could be a very broad indicator. "Scholarship of teaching" is done well on campus: Pedagogy and working theories are done well under this definition. "Applied Research" should be assessed departmentally. There needs to be room for pure research under this definition; "Scholarship" needs to be defined as separate from "Applied Research." Service Learning could be defined as "Applied Research." "Scholarship of Teaching"- should be valued the same as applied research Creative learning in classroom counts as "creative activity" Getting information to people at all levels needs improvements

				Evidence: - Document material for faculty (e.g. service learning) - Administration/institutional committees - Different/separate accrediting boards for different programs - Discipline by own board- accreditation - Department basis- not individual person - Develop another organ for research
Criteria for Review	**Guidelines**	**Self-Review**	**Importance to address at this time)**	**Evidence: What is there? (Or needed?) Who interprets it? How is it used?**
2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.		1. We do this well 0% 2. Aspects of this need our attention 18% 3. Needs significant development 82% 4. Not enough evidence 0%	B	Using "teaching scholarship" as definition: New assessment drive doesn't necessarily recognize the role of instructors in the assessment "loop" How does the current assessment support creative activity? How long is assessment going to drive your SLO's? <u>Evidence</u>: Student evaluations Contract renewal/tenure process (VCAA, Chancellor) Teaching awards Lecturers - invited back Peer review Position titles/promotion Program Review No reward for high student marks/evaluations? Tenure Promotion via pay grades? Assessment? (link between student learning and outcome

Criteria for Review	Guidelines	Self-Review	Importance to address at this time)	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Support for Student Learning				
2.10 The institution collects and analyzes student data disaggregated by demographic categories and areas of study.		1. We do this well 0% 2. Aspects of this need our attention 64% 3. Needs significant development 36% 4. Not enough evidence 0%	A	<u>Evidence</u>: - MAPS - CCSSE - Banner - Student Evaluations - System wide Intuitional Research Office (b) – not necessarily done very well – not an organized system. Maybe compass IRO- Maps, CCSSE - Banner Achievement - Student Evaluations - A+ Dream - Compass - HI pass
2.10 (cont'd) It tracks achievement, satisfaction, and campus climate to support student success.		1. We do this well 0% 2. Aspects of this need our attention 45% 3. Needs significant development 55% 4. Not enough evidence 0%	A	See comments above

Criteria for Review	Guidelines	Self-Review	Importance to address at this time)	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
2.10 (cont'd) The institution regularly identifies the characteristics of its students and assesses their preparation, needs and experiences.		1. We do this well 0% 2. Aspects of this need our attention 45% 3. Needs significant development 55% 4. Not enough evidence 0%	A	See comments above
2.11 Consistent with its purposes, the institution develops and assesses its co-curricular programs.		1. We do this well 0% 2. Aspects of this need our attention 27% 3. Needs significant development 73% 4. Not enough evidence 0%	A	What is co-curricular? Evidence Student life Student Gov Clubs no organized sports on campus Not available to outreach sites
2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements.	Recruiting and admission practices, academic calendars, publications, and advertising are accurate, current, complete, and are readily available to support student needs.	1. We do this well 0% 2. Aspects of this need our attention 64% 3. Needs significant development 36% 4. Not enough evidence 0%	B	Good job done with students who come to Counseling services, although not all students come to see Counseling. Registering activities need to be separated from Counseling. Counseling needs to be developed proportionally to growth of programs, etc. Mandatory NSOs cover basics, but not on individual level More counseling of students would improve graduation rates Not all students use information Not enough resources

				Ho`okele might be looked at to help this. Academic advising needs to be clearly delineated from counseling Evidence: STAR – encouraging self-advising of students Laulima SARS – early alert system being piloted for problem students Academic probation – coming back to Senate in May Persistence and retention efforts on campus Regular activities from counseling, transcript evaluations, recruiting NSO, GSO, presence Mandate student advising Faculty advising- Ho'okele
Criteria for Review	**Guidelines**	**Self-Review**	**Importance to address at this time)**	**Evidence: What is there? (Or needed?) Who interprets it? How is it used?**
2.13 Student support services—including financial aid, registration, advising, career counseling, computer labs, and library and information services—are designed to meet the needs of the specific types of students the institution serves and the curricula it offers.		1. We do this well 0% 2. Aspects of this need our attention 36% 3. Needs significant development 64% 4. Not enough evidence 0%	B	Evidence: TLC – needs attention (new director) Library (building and online) – WASC Jr/Snr concerns over budget and staff-sizing. Library provides information online but is expensive to run. Not Bacc level at present. Needs attention. Financial Aid, Ho`okahua, Laulima, TLC Lab, Kalama Computer Lab Budget size of staff for library Cut hours- staff
2.14 Institutions that serve transfer students assume an obligation to provide clear and accurate information about transfer requirements, ensure equitable treatment for such students with respect to academic policies, and ensure that such students are not unduly disadvantaged by transfer requirements.		1. We do this well 0% 2. Aspects of this need our attention 45% 3. Needs significant development 55% 4. Not enough	B	Big hole in processes for transfer-in students, particularly with transcript evaluation (done by counselors). Transcript evaluator being considered/proposed. Articulation agreements have been developed to ease transfer-out students, particularly to UH Manoa, UHWO and Hilo. We do not have a webmaster – accurate, timely, organized distribution of web material is required. Transfer in transcript evaluation done in timely manner.

		evidence 0%		Function of counselor not A & R. Auto admissions for LA students Catalog

Synthesis / Reflections on Standard Two

1. After completing this analysis, what are the most important issues, if any, that should be emphasized in the accreditation review under this Standard?
   Scholarship definition needs to be clarified for faculty at the upper division level
   Reliance of lecturers
   No support for transfer students

2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths**?
   1. Promotes a culture that focuses on student learning and that assesses student achievement of the program learning outcomes.
   2. Annual program reviews emphasize the assessment of student achievement and reflect on ways to improve student learning, retention, and graduation.
   3. Accesses various ways of extracting data through MAPS, IRO, CSSEE.
   4. Uses technology for case management and advising (STAR, SARS) for students as well as faculty and staff.

3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are **areas to be addressed or improved**?
   1. Institutional outcome assessment is in its infancy and needs to focus on the integrity of the degrees awarded.
   2. Through the institutional assessment process, the institution needs to recognize and promote the scholarship of teaching and student learning. Budget restraints have limited some student service support.
   3. Because baccalaureate degrees are new to college, the college needs to assure the integrity of the degrees through an institutional program review process.
   4. The applied research requirement of the baccalaureate faculty needs clearer definition and process.
   5. Staffing shortages in teaching, counseling, the Learning Center, admissions, media, and library impact the quality of student services.

<u>Progress since 2010 activity</u>

1. UHMC has revised the mission, vision, and goals statements, and has written core values and institutional learning outcomes to emphasize student learning that is appropriate for degrees.
2. Handbook guide outlining the process and definition of applied research requirement of baccalaureate faculty was created and distributed.
3. Numerous positions have been filled since 2010; however, these were filled to replace retired faculty. See WASC data exhibit 4.2
a. The Learning Center director position has been filled as of December 2012.
b. The personal support counseling position was converted to tenure-track, full-time position and filled in 2010.
c. A temporary grant-funded transcript evaluator position and career counselor position will be filled in Spring 2013 as part of the C3T-II grant.
4. The integrity of the baccalaureate degrees are ensured through an institutional review process. All three BAS degree programs have submitted or are working on program reviews. ABIT has submitted four program reviews since 2009.

Standard 3. Developing and Applying Resources and Organizational Structures to Ensure Sustainability

The institution sustains its operations and supports the achievement of its educational objectives through its investment in human, physical, fiscal and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high quality environment for learning.

Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Faculty and Staff				
3.1 The institution employs personnel sufficient in number and professional qualifications to maintain its operations and to support its academic programs, consistent with its institutional and educational objectives.		Well 25%, Needs atten 55%, Needs dev. 20%	B	Formula for growth proportionate to academic programs development needed. Strategic Plan/ mission/vision point to direction of growth and must include personnel as well. Link our new initiatives to strategic plan and secure funding for infrastructure as well as initiative.
3.2. The institution demonstrates that it employs a faculty with substantial and continuing commitment to the institution sufficient in number, professional qualifications, and diversity to achieve its educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs wherever and however delivered.	The institution has an instructional staffing plan that includes a sufficient number of full-time faculty with appropriate backgrounds, by discipline and degree levels. The institution systematically engages full-time non-tenure track, adjunct, and part-time faculty in such processes as assessment, program review, and faculty development.	Well 30%, Needs atten 60%, Needs dev. 10%	B	Minimum qualifications guidelines followed in faculty hiring. Program reviews include faculty staffing needs supported by data. Department Chairs hire qualified lecturers as needed each semester to offer full array of classes to meet program requirements. Both faculty and lecturers participate in campus committees, academic planning and curriculum development.
3.3. Faculty and staff recruitment, orientation, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction.		Well 35%, Needs atten 60%, Needs dev. 5%	C	Recruitment is conducted as needed per our State Human Resources guidelines. New faculty/lecturers undergo extensive orientation process. Both student and peer evaluations of faculty/lecturers done in each class on regular schedule. Considered in rehire process. Evaluations used for instructional improvement.

3.4. The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching and learning consistent with its institutional objectives.	The institution provides training and support for faculty members' teaching by means of technology-mediated instruction.	Well 25%, Needs atten 50%, Needs dev. 20%, No evid 5%	A	Need online teaching training. Minimal funds available for professional development for faculty/staff on rotating basis. Instructional designers (2) hired recently.

Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Fiscal, Physical, and Information Resources				
3.5 The institution has a history of financial stability, unqualified independent financial audits and has resources sufficient to ensure long-term viability. Resources are aligned with educational purposes and objectives. If an institution has an accumulated deficit, it has realistic plans to eliminate the deficit. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources.		Well 45%, Needs atten 40%, Needs dev. 15%	C	Campus has never operated in deficit mode. Various sources of revenue are sought by way of grants. Fiscal reports are generated at the system level. New initiatives are generally grant supported to get started. Campus can retain the tuition generated so enrollment management is essential. Budgeting and planning is a shared process between administrators and faculty.
3.6. The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. These information sources, services, and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes. For on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kinds to support and maintain the level and kind of education offered.		Well 25%, Needs atten 65%, Needs dev. 10%	C	A campuswide technical fee assessed to students provides excellent technical infrastructure for students for both instruction and campus activities . This support provided to our outreach centers and students as well. Wireless capabilities available throughout campus. Need to improve service to outreach areas.

3.7. The institution's information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions.		Well 35%, Needs atten 40%, Needs dev. 25%	B	UHMC utilizes the Banner system for registration and student management, as well as the STAR system for student records and advising. We are slowly involving more faculty in using the STAR system for planning program offerings. The additional of two instructional designers has helped faculty in using more technology in classrooms and in distance learning classes.

Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Organizational Structures and Decision- Making Processes.				
3.8. The institution's organizational structures and decision-making processes are clear, consistent with its purposes, support effective decision making, and place priority on sustaining effective academic programs.	The institution establishes clear roles, responsibilities, and lines of authority which are reflected in an organization chart.	Well 50%; Needs atten 40%, Needs dev. 10%	A	UHMC has a strategic plan and program reviews which feed into the budget and planning process. A new organization chart of the college has recently been completed clarifying lines of authority. Program Health Indicators prepared from systemwide data give transparency to our instructional programs.
3.9. The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.	The governing body regularly engages in self-review and training to enhance its effectiveness.	Well 90%, Needs atten 20%	C	The University of Hawaii system is governed by a Board of Regents who have demonstrated a unified front in understanding the institution and provide effective support for the University.
3.10. The institution has a full time chief executive officer whose primary or full-time responsibility is to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management.		Well 100% to first sentence. Well 40%, Needs atten 50%, Needs dev. 10% to second sentence.	B	UHMC has a devoted fulltime CEO. Other administrators are well-qualified but we see the need for infrastructure in terms of staffing for their operations. Even though our enrollments have grown, the staffing positions have not, especially in student services.
3.11. The institution's faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution's educational purposes and character.	The institution clearly defines the governance roles, rights, and responsibilities of the faculty.	Well 25%, Needs atten 60%, Needs dev. 5%, No evidence 10%	C	UHMC faculty facilitate the curriculum process. A new reorganization chart more clearly defines lines of authority.

Synthesis / Reflections on Standard Three

1. After completing this analysis, what are the most important issues, if any, that should be emphasized in the accreditation review under this Standard?

   Staffing to keep up with increasing enrollments and accompanying demands for reporting.

2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths**?
   1. Diligent fiscal oversight of campus resources and expenditures.
   2. Committed faculty and staff to carry out institution's mission and vision.
   3. Dedicated administrators oversee and provide resources to meet college's mission and vision.
   4. Continuous improvement of technical infrastructure for both students and staff.
   5. Faculty and lecturers are involved with curriculum development, academic planning, program review, and the assessment process

3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are **areas to be addressed or improved**?
   1. Reliance on special revolving funds has impact on budget. Need permanent staffing to keep up with increasing enrollments and accompanying demands for reporting.
      a. UHMC needs another two or three data people to gather data and prepare reports that are requested by our campus as well as the UH System office.
      b. UHMC needs a full-time webmaster to keep websites updated and to create new ones.
      c. UHMC needs a full-time person to work graphic arts for the campus.
      d. Lots of assigned time given to faculty to do administrative work. IPEDS shows UHMC with 8 administrative positions as compared to 20 administrative positions in peer colleges.
   2. Maui college's business procedures (some as dictated by UH and State systems) need an overhaul and streamlining to enable the current staff to do their work more efficiently.
   3. Additional funding to support maintenance of new buildings that come up should be available.
   4. Additional resources needed to sustain grant-funded initiatives.

<u>Progress since 2010:</u>

1. Some progress has been made to staffing. See WASC Data Exhibit 4.2 for full-time instructional faculty in programs.
a. No additional data staff positions have currently been added.
b. A full-time webmaster position has not been filled; however, we currently have two part-time positions that are working on the website.
c. Currently there is no full-time graphic arts position.
2. UH business office procedures and financial transactions have been updated with a new system--Kuali since Fall 2012. Although the system is in place, proper training for the business office personnel and campus faculty and staff is needed.
3. UHMC has created energy savings with overhaul of photovoltaic systems.
4. The special projects coordinator position which assists with grant writing to help budget resources for grant-funded initiatives.

Standard 4. Creating an Organization Committed to Learning and Improvement

The institution conducts sustained, evidence-based, and participatory discussions about how effectively it is accomplishing its purposes and achieving its educational objectives. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities at different levels of the institution, and to revise institutional purposes, structures, and approaches to teaching, learning, and scholarly work.

Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Strategic Thinking and Planning				
4.1. The institution periodically engages its multiple constituencies, including faculty, in institutional reflection and planning processes which assess it strategic position; articulate priorities; examine the alignment of its purposes, core functions and resources; and define the future direction of the institution. The institution monitors the effectiveness of its plans and planning processes and revises them as appropriate.		We do this well 9% **Aspects need our attention** **73%** Needs significant developme nt 18% Not enough evidence 0%	**A**	• Where does planning occur? i. Faculty level ii. Department level iii. Program level • Developing assessing portfolio project • Are there too many steps; are all the steps necessary? • Non-credit always evaluating course offerings to cull out courses hat don't work and apply resources toward successful courses • Persistence = $ = student success • Persistence requires institutional commitment • Is there a way to make necessary changes mid process? • Need a clearer picture of why students are at UHMC and their purpose while at UHMC • Develop survey for determining student motivation for attending UHMC. • Ambiguity is a given • Difficult to plan for all student needs • Peer pressure to attend and drop out

				• Survey monkey to determine when students want classes • Some programs are disconnected • How are we aligned throughout the institution • What are our vision, mission and goals? • Will our mission continue? • Business model layered over education model to increase revenue • Ability to make course changes faster to improve educational effectiveness/student learning
Criteria for Review	**Guidelines**	**Self-Review**	**Importance to address at this time**	**Evidence: What is there? (Or needed?) Who interprets it? How is it used?**
4.2. Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution.		We do this well 0% **Aspects need our attention** **64%** Needs significant developme nt 36% Not enough evidence 0%	**A**	• Is it time to revisit mission/vision? • Is AA supporting or and obstacle to student success? • Proactively anticipate consequences of change • Don't loose or weaken "community" • Evaluation and Assessment are important • Responsive to workforce and community • Look outside college for information • Partnerships are essential

Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
4.3. Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student learning.		We do this well 9% Aspects need our attention 27% **Needs significant development 55%** Not enough evidence 9%	**A**	• Not there yet, but have made great strides • We don't have a shared vision of role of program review • Need to create meaning for institution wide data/information • Still short of culture of evidence • Lack of clarity • Wrong metrics • Faculty seem to feel disconnected from administrative planning
4.4. The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes include assessing effectiveness, tracking results over time, and using comparative data from external sources and improving structures, processes, curricula, and pedagogy.		We do this well 9% Aspects need our attention 36% **Needs significant development 55%** Not enough evidence 0%	A	• Yes! • What are the forums on campus to analyze data/information? • Where do we ask if student learning happens? • Do we need more formality? • Assessment at early stage of development • Assessment tools are being developed • Institutional outcomes not defined

Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Commitment to Learning and Improvement				

4.5. The institution has institutional research capacity consistent with its purpose and objectives. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included in the institutional research function is the collection of appropriate data to support the assessment of student learning. Periodic reviews are conducted to ensure the effectiveness of the research function and the suitability and usefulness of data.		We do this well
		0%
		
		Aspects need our attention
		
		18%
		
		Needs significant development 64%
		
		Not enough evidence
		18%
			B	• No
				• Sporadic
				• Not easy to collect needed data
				• Create research structure upfront
				• More training
				• Knowing what evidence to collect
				• Student services perspective
				  i. What is it that you need to know about your students
				  ii. What are the leading indicators?
				• Align with system priorities without sacrificing institution quality
				• Look at distance traveled
				• Need to develop a better understanding of students
				• Work back from drivers
				• Think Big
				• Incorporate NSF REU
				• More linkages with faculty (partnering) and student research projects
				• Explore partnerships with other universities and colleges
				• Remain open to visiting scholar research

Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
4.6 Leadership at all levels is committed to improvement based on the results of the processes of inquiry, evaluation and assessment used throughout the institution. The faculty take responsibility for evaluating the effectiveness of the teaching and learning process and use the results for improvement. Assessments of the campus environment in support of academic and co-curricular objectives are also undertaken and used, and are incorporated into institutional planning.		We do this well 18% **Aspects need our attention** **73%** Needs significant developme nt 0% Not enough evidence 0%	A	• Yes, to a degree • Ned to create systemic process to maintain focus on continuous improvement through analysis of data, not data alone • Contract renewal process help for temporary faculty. What about permanent?
4.7. The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as into the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology.	Periodic analyses of grades and evaluation procedures are conducted to assess the rigor and effectiveness of grading policies and practice.	We do this well 27% Aspects need our attention 27% **Needs significan t developm ent 45%** Not enough evidence 0%	B	• Act more like a system • Data an excellent prompt for analysis/discussion • Average faculty not involved with discussion • Pockets are involved • Need more consistency • Assessment should create structure to lead this conversation • Small programs find it difficult to engage colleagues • Math has system list • System connections are important • Most student life offices are one person shows

Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence: What is there? (Or needed?) Who interprets it? How is it used?
Commitment to Learning and Improvement				
4.8. Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are regularly involved in the assessment of the effectiveness of the educational programs.		We do this well 0% Aspects need our attention 45% **Needs significant development 55%** Not enough evidence 0%	B	• We don't know where students go... • Internships programs survey • Survey of lectures • Internal and external stakeholders

Synthesis/Reflections on Standard Four

1. After completing this analysis, what are the most important issues, if any, that should be emphasized in the accreditation review under this Standard?
   Effective planning and evaluation based on data
   Clear institutional mission, vision, and goals

2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths**?
   Dedicated but overworked data staff
   Need more data staff
   Need more data gathering software tools at our disposal
   1. Faculty is supported by administration to engage in continual improvement in teaching and learning. For example, when overhauling assessment process, there was strong support from administration.
   2. UHMC is a student-centered institution committed to continual improvement and assessment of student learning and success.

3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are **areas to be addressed or improved**?
   1. Need to increase institutional research capacity to assess effectiveness and student learning--need more data staff and need more data gathering software tools, especially with an increase in data demands coming from system and various accreditors.
   2. Need for external validation
   3. Need to show how data is used for improvement. effective planning and evaluation based on data
   4. Need for clear institutional mission, vision, and goals.
   5. Need for enrollment management to match student needs for scheduling and educational goals.

<u>Progress since 2010:</u>

1. 2011-2012 programs that made case for degree programs that made compelling case that had outcomes and working on evaluations of these and developing plans and submitted budget requests were supported with allocation. For example, Liberal arts had a strong program review that used data and narrative to support need for additional positions. As a result, several Liberal Arts positions, including the Hawaiian Music, Hawaiian studies, Art, English, Ocean Studies, STEM, and Math positions were filled. No new positions from legislature but internal reallocation of current positions allows these high-demand areas to hire faculty.
2. No additional data staff positions have been added. The college is aware that the data support staff needs institutional support for expansion. One current strategy is to allocate for data management support when seeking grant funding.
3. Several enrollment management changes are currently in progress.
   a. For Fall 2013 expand block scheduling to match student needs. Expansion of weekend college and implementation of evening college.
   b. For Fall 2013 implement new system of identifying student educational goals through behavioral flags rather than major declaration.

Summative Questions
1. Who participated in preparing this self-inventory? What approach was used in completing the worksheet? The entire campus participated in this self-inventory Focus groups, clicker responses, open-ended discussions for all of the standards and CFRS Core group summarized and analyzed information
2. What areas were identified as issues or concerns to be addressed before the review? Defining our institution's purpose as it transitions from two year to four year degree granting institute
3. What areas emerged as either institutional strengths or topics for further exploration that might be targeted as themes or topics to be explored in the review? Selected themes: 1) Establishing mission, vision, ILOs, core values for our institution 2) Closing the loop on assessment Institutional strengths 1. Dedicated faculty and staff 2. cross campus collaboration for student success 3. inclusive assessment and planning processes 4. inclusive campus governance processes 5. seamless and strong relationships with communities of interest 6. quality campus infrastructure

Progress since 2010:

As a result of budget constraints, the administration has taken two specific initiatives:

Proactive budget planning: As an example of proactive budget planning, the administration has taken actions for programs with continuous annual deficits.

In addition, the college is currently working with the legislature to seek more funding.

Priorities and Plans

1. Address low graduation rate that was pointed out in the G/R report
2. Improve the success rate of students matriculate from developmental to college level math
3. Address Maui County higher education funding inequities when compared to other Hawaii counties
4. Connect assessment to planning to resource allocation
5. Develop process to disaggregate student degree intent

1.1 Admission by Gender
Fall Term Only

		Year 1- Fall 2007 n/(gender as % of total)		Year 2- Fall 2008 n/(gender as % of total)		Year 3- Fall 2009 n/(gender as % of total)		Year 4- Fall 2010 n/(gender as % of total)		Year 5- Fall 2011 n/(gender as % of total)	
New Freshman	Total Applicants	724	100%	913	100%	1364	100%	1496	100%	1555	100%
	Male	327	45%	388	42%	608	45%	665	44%	681	44%
	Female	395	55%	525	58%	756	55%	831	56%	872	56%
	No Data	2	1%	0	0%	0	0%	0	0%	0	0%
	Total Admits	722	100%	913	100%	1364	100%	1496	100%	1555	100%
	Male	327	45%	388	42%	608	45%	665	44%	681	44%
	Female	395	55%	525	58%	756	55%	831	56%	872	56%
	No Data	2	1%	0	0%	0	0%	0	0%	0	0%
	Total Enrolled	468	100%	616	100%	739	100%	1460	100%	764	100%
	Male	207	44%	260	42%	330	45%	651	45%	344	45%
	Female	261	56%	356	58%	409	55%	809	55%	420	55%
Undergraduate Transfers	Total Applicants	528	100%	531	100%	696	100%	650	100%	675	100%
	Male	192	36%	194	37%	233	33%	235	36%	260	39%
	Female	335	63%	337	63%	463	67%	415	64%	415	61%
	No Data	1	1%	0	0%	0	0%	0	0%	0	0%
	Total Admits	528	100%	531	100%	696	100%	650	100%	675	100%
	Male	192	36%	194	37%	233	33%	235	36%	260	39%
	Female	335	63%	337	63%	463	67%	415	64%	415	61%
	No Data	1	1%	0	0%	0	0%	0	0%	0	0%
	Total Enrolled	311	100%	303	100%	365	100%	635	100%	314	100%
	Male	125	40%	112	37%	120	33%	227	36%	122	39%
	Female	186	60%	191	63%	245	67%	408	64%	192	61%

IRO_ADMISSIONS

1.2a - Admissions by Race/Ethnicity (Categories prior to 2010-2011)
Fall Term Only

		New Freshman												Undergraduate Transfers											
		White, Non-Hispanic		Black, Non-Hispanic		American Indian/ Alaskan Native		Asian/ Pacific Islander		Hispanic		Other		White, Non-Hispanic		Black, Non-Hispanic		American Indian/ Alaskan Native		Asian/ Pacific Islander		Hispanic		Other	
Year 1 - N (%) 2007-08	Total Applicants	190	26%	7	1%	5	1%	356	49%	161	22%	5	1%	239	45%	1	0%	5	1%	211	40%	26	5%	46	9%
	Total Admits	190	26%	7	1%	5	1%	356	49%	161	22%	5	1%	239	45%	1	0%	5	1%	211	40%	26	5%	46	9%
	Total Enrolled	127	18%	3	0%	3	0%	278	38%	8	1%	49	7%	123	23%	1	0%	2	0%	139	26%	18	3%	28	5%
Year 2 - N (%) 2008-09	Total Applicants	181	20%	7	1%	5	1%	607	66%	27	3%	86	9%	240	45%	10	2%	3	1%	221	42%	18	3%	39	7%
	Total Admits	181	20%	7	1%	5	1%	607	66%	27	3%	86	9%	240	45%	10	2%	3	1%	221	42%	18	3%	39	7%
	Total Enrolled	120	13%	2	0%	4	0%	405	44%	20	2%	65	7%	124	23%	6	1%	1	0%	135	25%	13	2%	24	5%
Year 3 - N (%) 2009-10	Total Applicants	258	19%	9	1%	10	1%	907	66%	53	4%	127	9%	330	47%	14	2%	6	1%	251	36%	33	5%	62	9%
	Total Admits	258	19%	9	1%	10	1%	907	66%	53	4%	127	9%	330	47%	14	2%	6	1%	251	36%	33	5%	62	9%
	Total Enrolled	142	10%	5	0%	6	0%	485	36%	33	2%	68	5%	181	26%	5	1%	2	0%	130	19%	15	2%	25	4%

1.2b - Admissions by Race/Ethnicity (Categories as of 2010-2011)
Fall Term Only

		New Freshman														Undergraduate Transfers													
		White		Black / African American		American Indian/ Alaskan Native		Native Hawaiian/ Pacific Islander		Asian		Hispanic		Other		White, Non-Hispanic		Black, Non-Hispanic		American Indian/ Alaskan Native		Native Hawaiian/ Pacific Islander		Asian		Hispanic		Other	
Year 4 - N (%) 2010-11	Total Applicants	313	21%	14	1%	6	0%	637	43%	377	25%	25	2%	124	8%	277	43%	12	2%	9	1%	150	23%	109	17%	23	4%	70	11%
	Total Admits	313	21%	14	1%	6	0%	637	43%	377	25%	25	2%	124	8%	277	43%	12	2%	9	1%	150	23%	109	17%	23	4%	70	11%
	Total Enrolled	308	21%	13	1%	5	0%	622	42%	365	24%	25	2%	122	8%	274	42%	11	2%	9	1%	146	22%	104	16%	23	4%	68	10%
Year 5 - N (%) 2011-12	Total Applicants	303	19%	12	1%	11	1%	745	48%	326	21%	15	1%	143	9%	307	45%	25	4%	10	1%	135	20%	129	19%	11	2%	58	9%
	Total Admits	303	19%	12	1%	11	1%	745	48%	326	21%	15	1%	143	9%	307	45%	25	4%	10	1%	135	20%	129	19%	11	2%	58	9%
	Total Enrolled	127	8%	5	0%	6	0%	370	24%	181	12%	1	0%	74	5%	133	20%	13	2%	4	1%	67	10%	53	8%	7	1%	37	5%

2.1 - Headcount Enrollments by Degree Objective

	Year 1- F07	Year 2- F08	Year 3- F09	Year 4- F10	Year 5- F11
Total	2981	3287	4114	4367	4527
Less than 2-Year Awards*	163	161	153	152	103
Associate's Degree	2114	2475	3254	3659	3732
Bachelor's Degrees	45	41	39	47	52
Other**	659	610	668	509	640

* - Includes Certificate of Completion (CC) and Certificate of Achievement (CA).
** - Includes students with degree objective: Unclassified , home-base not MAU, and no data

used MAPS - Enrollment report: Table 3 - Selected Characteristics of Credit Students.

2.2 - Headcount Enrollments by Gender
Fall Terms Only

	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
	Year 1		Year 2		Year 3		Year 4		Year 5	
	N	%	N	%	N	%	N	%	N	%
Total Awards	2981	100%	3286	100%	4114	100%	4367	100%	4527	100%
Male	1042	35%	1155	35%	1468	36%	1534	35%	1615	36%
Female	1939	65%	2131	65%	2646	64%	2833	65%	2912	64%
No Data	0	0%	0	0%	0	0%	0	0%	0	0%
Lower Division	2287	100%	2648	100%	3416	100%	3821	100%	3853	100%
Male	806	35%	938	35%	1243	36%	1377	36%	1394	36%
Female	1481	65%	1710	65%	2173	64%	2444	64%	2459	64%
No Data	0	0%	0	0%	0	0%	0	0%	0	0%
Upper Division	35	100%	29	100%	30	100%	37	100%	34	100%
Male	13	37%	9	31%	8	27%	11	30%	11	32%
Female	22	63%	20	69%	22	73%	26	70%	23	68%
No Data	0	0%	0	0%	0	0%	0	0%	0	0%
Not UHMC	168	100%	193	100%	285	100%	220	100%	276	100%
Male	34	20%	41	21%	53	19%	49	22%	63	23%
Female	134	80%	151	78%	232	81%	171	78%	213	77%
No Data	0	0%	1	1%	0	0%	0	0%	0	0%
Non-Degree	491	100%	417	100%	383	100%	289	100%	364	100%
Male	189	38%	167	40%	164	43%	97	34%	147	40%
Female	302	62%	250	60%	219	57%	192	66%	217	60%
No Data	0	0%	0	0%	0	0%	0	0%	0	0%

IRO_BASE

2.3a - Headcount Enrollments by Race/Ethnicity (Categories prior to 2010-11)
Fall Term Only

		White, Non-Hispanic	%	Black, Non-Hispanic	%	American Indian/ Alaskan Native	%	Asian/ Pacific Islander	%	Hispanic	%	Other	%
Year 1 - Fall 2007	Total Enrollment	816	100%	15	100%	14	100%	1782	100%	74	100%	280	100%
	Lower Division	600	74%	13	87%	11	79%	1387	78%	57	77%	219	78%
	Upper Division	7	1%	0	0%	1	7%	21	1%	2	3%	4	1%
	Non-Degree	163	20%	1	7%	1	7%	267	15%	15	20%	44	16%
	Not MAU	46	6%	1	7%	1	7%	107	6%	0	0%	13	5%
Year 2 - Fall 2008	Total Enrollment	871	100%	28	100%	16	100%	1967	100%	89	100%	316	100%
	Lower Division	686	79%	23	82%	11	69%	1604	82%	70	79%	254	80%
	Upper Division	5	1%	0	0%	0	0%	16	1%	2	2%	6	2%
	Non-Degree	126	14%	5	18%	4	25%	232	12%	14	16%	36	11%
	Not MAU	54	6%	0	0%	1	6%	115	6%	3	3%	20	6%
Year 3 - Fall 2009	Total Enrollment	1123	100%	34	100%	23	100%	2413	100%	125	100%	396	100%
	Lower Division	905	81%	27	79%	20	87%	2027	84%	113	90%	324	82%
	Upper Division	5	0%	0	0%	0	0%	15	1%	2	2%	8	2%
	Non-Degree	156	14%	4	12%	2	9%	195	8%	6	5%	33	8%
	Not MAU	57	5%	3	9%	1	4%	176	7%	4	3%	31	8%

2.3b - Headcount Enrollments by Race/Ethnicity (Categories as of 2010-11)
Fall Term Only

		White	%	Black/ African American	%	American Indian/ Alaskan Native	%	Native Hawaiian/ Pacific Islander	%	Asian	%	Hispanic of any race	%	Two or more races	%
Year 4 - Fall 2010	Total Enrollment	1124	100%	46	100%	33	100%	1463	100%	1180	100%	119	100%	402	100%
	Lower Division	959	85%	39	85%	29	88%	1313	90%	1026	87%	108	91%	347	86%
	Upper Division	7	1%	0	0%	0	0%	11	1%	10	1%	0	0%	9	2%
	Non-Degree	115	10%	2	4%	1	3%	79	5%	62	5%	6	5%	24	6%
	Not MAU	43	4%	5	11%	3	9%	60	4%	82	7%	5	4%	22	5%
Year 5 - Fall 2011	Total Enrollment	1133	100%	54	100%	37	100%	1615	100%	1176	100%	89	100%	423	100%
	Lower Division	927	82%	49	91%	34	92%	1391	86%	1016	86%	74	83%	362	86%
	Upper Division	8	1%	0	0%	1	3%	11	1%	7	1%	0	0%	7	2%
	Non-Degree	138	12%	2	4%	1	3%	128	8%	65	6%	6	7%	24	6%
	Not MAU	60	5%	3	6%	1	3%	85	5%	88	7%	9	10%	30	7%

2.4 - Students Receiving Financial Aid
Academic Year (Fall - Spring)

	F2007 - Sp2008	%	F2008 - Sp2009	%	F2009 - Sp2010	%	F2010 - Sp2011	%	F2011 - Sp2012	%
Undergraduate Students Total Headcount	1985	100%	2738	100%	4050	100%	5100	100%	5387	100%
Total Receiving Some Form of Financial Aid or Assistance	1228	62%	1676	61%	2244	55%	2748	54%	2872	53%
Total Receiving Federal Pell Grant Support	757	38%	1062	39%	1806	45%	2352	46%	2515	47%

From Financial Aid Office

3.1 - Degrees Granted by Degree-Level Program

	Year 1 AY 07-08	Year 2 AY 08-09	Year 3 AY 09-10	Year 4 AY 10-11	Year 5 AY 11-12
All Degrees	367	364	416	482	560
Less than 2-Year	140	116	135	155	174
Associate's	225	244	272	324	379
Bachelor's	2	4	9	3	7
Liberal Arts (LBRT)	96	100	122	152	161
Less than 2-Year	n/a	n/a	n/a	n/a	n/a
Associate's	96	100	122	152	161
Bachelor's	n/a	n/a	n/a	n/a	n/a
Accounting (ACC)	19	8	22	26	28
Less than 2-Year	8	3	13	14	15
Associate's	11	5	9	12	13
Bachelor's	n/a	n/a	n/a	n/a	n/a
Applied Business & Infor Tech (ABIT)	2	4	9	3	4
Less than 2-Year	n/a	n/a	n/a	n/a	n/a
Associate's	n/a	n/a	n/a	n/a	n/a
Bachelor's	2	4	9	3	4
Business Careers (BUSC)	12	13	15	13	16
Less than 2-Year	4	2	1	4	5
Associate's	8	11	14	9	11
Bachelor's	n/a	n/a	n/a	n/a	n/a
Business Technology (BTEC)	15	12	25	17	43
Less than 2-Year	7	6	13	8	18
Associate's	8	6	12	9	25
Bachelor's	n/a	n/a	n/a	n/a	n/a
Hotel Operations (HOPE)/Hospitality & Tourism (HOST)	9	8	7	14	10
Less than 2-Year	4	3	4	9	2
Associate's	5	5	3	5	8
Bachelor's	n/a	n/a	n/a	n/a	n/a
Food Service (FSER)/ Culinary Arts (CULN)	33	48	34	39	68
Less than 2-Year	9	12	10	18	24
Associate's	24	36	24	21	44
Bachelor's	n/a	n/a	n/a	n/a	n/a
Dental Hygiene (DH) - *new pgm; grad alternate yrs.*	n/a	n/a	n/a	9	n/a
Less than 2-Year	n/a	n/a	n/a	n/a	n/a
Associate's	n/a	n/a	n/a	9	n/a
Bachelor's	n/a	n/a	n/a	n/a	n/a
Nursing (NURS)	31	55	48	65	59
Less than 2-Year	n/a	n/a	n/a	n/a	n/a
Associate's	31	55	48	65	59
Bachelor's	n/a	n/a	n/a	n/a	n/a
Practical Nursing (PRCN)	74	69	70	76	66
Less than 2-Year	74	69	70	76	66
Associate's	n/a	n/a	n/a	n/a	n/a
Bachelor's	n/a	n/a	n/a	n/a	n/a
Administration of Justice (AJ)	0	4	13	19	18
Less than 2-Year	0	2	7	9	9
Associate's	0	2	6	10	9
Bachelor's	n/a	n/a	n/a	n/a	n/a

3.1 (Cont'd) - Degrees Granted by Degree-Level Program	Year 1 AY 07-08	Year 2 AY 08-09	Year 3 AY 09-10	Year 4 AY 10-11	Year 5 AY 11-12
Early Childhood Ed (ECED) - *new program in AY 10-11*	n/a	n/a	n/a	2	8
Less than 2-Year	n/a	n/a	n/a	1	4
Associate's	n/a	n/a	n/a	1	4
Bachelor's	n/a	n/a	n/a	n/a	n/a
Human Services (HSER) - *ECED split off in AY 10-11*	30	14	22	9	16
Less than 2-Year	16	6	8	1	8
Associate's	14	8	14	8	8
Bachelor's	n/a	n/a	n/a	n/a	n/a
Agriculture (AG)	9	3	1	2	9
Less than 2-Year	3	1	0	0	2
Associate's	6	2	1	2	7
Bachelor's	n/a	n/a	n/a	n/a	n/a
Auto Body Repair & Painting (ABRP)	0	1	2	2	2
Less than 2-Year	0	0	0	1	0
Associate's	0	1	2	1	2
Bachelor's	n/a	n/a	n/a	n/a	n/a
Automotive Mechanics Tech (AMT)	11	17	8	6	18
Less than 2-Year	5	9	4	3	9
Associate's	6	8	4	3	9
Bachelor's	n/a	n/a	n/a	n/a	n/a
Electronics & Comp Engin Tech (ECET)	17	2	8	21	15
Less than 2-Year	5	1	3	9	7
Associate's	12	1	5	12	8
Bachelor's	n/a	n/a	n/a	n/a	n/a
Engineering Tech (ENGT) - *new program*	n/a	n/a	n/a	n/a	3
Less than 2-Year	n/a	n/a	n/a	n/a	n/a
Associate's	n/a	n/a	n/a	n/a	n/a
Bachelor's	n/a	n/a	n/a	n/a	3
Fashion Technology (FT)	3	5	7	4	6
Less than 2-Year	1	2	2	2	1
Associate's	2	3	5	2	5
Bachelor's	n/a	n/a	n/a	n/a	n/a
Sustainable Construction Tech (SUSC)	6	1	3	3	10
Less than 2-Year	4	0	0	0	4
Associate's	2	1	3	3	6
Bachelor's	n/a	n/a	n/a	n/a	n/a

n/a = Credential not offered in this major.
MAPS - Degree and Certificates Earned, IRO_DEGREE

4.1a & 4.1b Faculty-Lecturer Composition

	4.1a Faculty-Lecturer Composition	Year 1: 2007-08		Year 2: 2008-09		Year 3: 2009-10	
		Count	%	Count	%	Count	%
Faculty	Male	45	39.8%	45	37.8%	49	40.2%
	Female	68	60.2%	74	62.2%	73	59.8%
	White, Non-Hispanic	74	65.5%	77	64.7%	77	63.1%
	Black, Non-Hispanic	1	0.9%	1	0.8%	2	1.6%
	American Indian / Alaskan Native	0	0.0%	0	0.0%	0	0.0%
	Asian / Pacific Islander	38	33.6%	40	33.6%	42	34.4%
	Hispanic	0	0.0%	1	0.8%	1	0.8%
	Other	0	0.0%	0	0.0%	0	0.0%
Lecturer	Male	36	40.4%	34	37.0%	52	40.0%
	Female	53	59.6%	58	63.0%	78	60.0%
	White, Non-Hispanic	65	73.0%	65	70.7%	89	68.5%
	Black, Non-Hispanic	0	0.0%	0	0.0%	0	0.0%
	American Indian / Alaskan Native	1	1.1%	0	0.0%	1	0.8%
	Asian / Pacific Islander	21	23.6%	25	27.2%	38	29.2%
	Hispanic	1	1.1%	1	1.1%	1	0.8%
	Other	1	1.1%	1	1.1%	1	0.8%

	4.1b Faculty-Lecturer Composition	Year 4: 2010-11		Year 5: 2011-12	
		Count	%	Count	%
Faculty	Male	44	38.3%	43	37.1%
	Female	71	61.7%	73	62.9%
	White, Non-Hispanic	70	60.9%	65	56.0%
	Black, Non-Hispanic	2	1.7%	2	1.7%
	American Indian / Alaskan Native	0	0.0%	0	0.0%
	Pacific Islander	27	23.5%	18	15.5%
	Asian	15	13.0%	29	25.0%
	Hispanic	1	0.9%	1	0.9%
	Other	0	0.0%	1	0.9%
Lecturer	Male	60	35.5%	66	37.3%
	Female	109	64.5%	111	62.7%
	White, Non-Hispanic	112	66.3%	117	66.1%
	Black, Non-Hispanic	0	0.0%	1	0.6%
	American Indian / Alaskan Native	1	0.6%	1	0.6%
	Pacific Islander	34	20.1%	32	18.1%
	Asian	19	11.2%	23	13.0%
	Hispanic	2	1.2%	2	1.1%
	Other	1	0.6%	0	0.0%

4.2 Faculty Headcount by Department/Program

	Year 1 (2008)		Year 2 (2009)		Year 3 (2010)		Year 4 (2011)		Year 5 (2012)	
	N	%	N	%	N	%	N	%	N	%
Total Faculty	179	100.0%	216	100.0%	257	100.0%	262	100.0%	289	100.0%
Full-Time	87	48.6%	96	44.4%	93	36.2%	95	36.3%	90	31.1%
Part-Time	92	51.4%	120	55.6%	164	63.8%	167	63.7%	199	68.9%
Accounting (ACC)	2	1.1%	3	1.4%	4	1.6%	3	1.1%	4	1.4%
Full-Time	2	1.1%	2	0.9%	2	0.8%	1	0.4%	1	0.3%
Part-Time	0	0.0%	1	0.5%	2	0.8%	2	0.8%	3	1.0%
Administration of Justice (AJ)	1	0.6%	4	1.9%	4	1.6%	3	1.1%	4	1.4%
Full-Time	1	0.6%	1	0.5%	1	0.4%	1	0.4%	1	0.3%
Part-Time	0	0.0%	3	1.4%	3	1.2%	2	0.8%	3	1.0%
Agriculture & Natural Resources (AG)	2	1.1%	2	0.9%	3	1.2%	3	1.1%	4	1.4%
Full-Time	2	1.1%	2	0.9%	2	0.8%	2	0.8%	2	0.7%
Part-Time	0	0.0%	0	0.0%	1	0.4%	1	0.4%	2	0.7%
Allied Health (AH)	18	10.1%	18	8.3%	41	16.0%	36	13.7%	48	16.6%
Full-Time	18	10.1%	18	8.3%	20	7.8%	20	7.6%	19	6.6%
Part-Time	n/a	n/a	n/a	n/a	21	8.2%	16	6.1%	29	10.0%
Applied Business & Information Tech (ABIT) (BAS)	3	1.7%	3	1.4%	3	1.2%	3	1.1%	2	0.7%
Full-Time	3	1.7%	3	1.4%	3	1.2%	3	1.1%	2	0.7%
Part-Time	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Auto Body Repair & Painting (ABRP)	1	0.6%	1	0.5%	1	0.4%	1	0.4%	1	0.3%
Full-Time	1	0.6%	1	0.5%	1	0.4%	1	0.4%	1	0.3%
Part-Time	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Automotive Technology (AMT)	3	1.7%	3	1.4%	3	1.2%	4	1.5%	3	1.0%
Full-Time	2	1.1%	2	0.9%	2	0.8%	2	0.8%	2	0.7%
Part-Time	1	0.6%	1	0.5%	1	0.4%	2	0.8%	1	0.3%
Business Careers (BUSC)	8	4.5%	6	2.8%	7	2.7%	7	2.7%	11	3.8%
Full-Time	3	1.7%	3	1.4%	3	1.2%	3	1.1%	3	1.0%
Part-Time	5	2.8%	3	1.4%	4	1.6%	4	1.5%	8	2.8%
Business Technology (BUSN)	9	5.0%	10	4.6%	12	4.7%	14	5.3%	12	4.2%
Full-Time	2	1.1%	2	0.9%	2	0.8%	3	1.1%	2	0.7%
Part-Time	7	3.9%	8	3.7%	10	3.9%	11	4.2%	10	3.5%
Culinary Arts (CULN)	9	5.0%	11	5.1%	10	3.9%	11	4.2%	11	3.8%
Full-Time	6	3.4%	6	2.8%	4	1.6%	5	1.9%	6	2.1%
Part-Time	3	1.7%	5	2.3%	6	2.3%	6	2.3%	5	1.7%
Early Childhood Ed (ECED)	2	1.1%	4	1.9%	4	1.6%	4	1.5%	5	1.7%
Full-Time	2	1.1%	2	0.9%	2	0.8%	2	0.8%	2	0.7%
Part-Time	0	0.0%	2	0.9%	2	0.8%	2	0.8%	3	1.0%

	Year 1 (2008)		Year 2 (2009)		Year 3 (2010)		Year 4 (2011)		Year 5 (2012)	
	N	%	N	%	N	%	N	%	N	%
Electronic & Computer Engineering Tech (ECET)	8	4.5%	10	4.6%	7	2.7%	9	3.4%	10	3.5%
Full-Time	3	1.7%	3	1.4%	3	1.2%	4	1.5%	4	1.4%
Part-Time	5	2.8%	7	3.2%	4	1.6%	5	1.9%	6	2.1%
Engineering Technology (ENGT) (BAS)	n/a	n/a	0	0.0%	0	0.0%	3	1.1%	3	1.0%
Full-Time	n/a	n/a	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Part-Time	n/a	n/a	0	0.0%	0	0.0%	3	1.1%	3	1.0%
Fashion Technology (FT)	2	1.1%	2	0.9%	1	0.4%	3	1.1%	2	0.7%
Full-Time	1	0.6%	1	0.5%	1	0.4%	1	0.4%	1	0.3%
Part-Time	1	0.6%	1	0.5%	0	0.0%	2	0.8%	1	0.3%
Hospitality & Tourism (HOST)	1	0.6%	4	1.9%	2	0.8%	2	0.8%	2	0.7%
Full-Time	1	0.6%	2	0.9%	2	0.8%	2	0.8%	2	0.7%
Part-Time	0	0.0%	2	0.9%	0	0.0%	0	0.0%	0	0.0%
Human Services (HSER)	3	1.7%	3	1.4%	3	1.2%	5	1.9%	5	1.7%
Full-Time	1	0.6%	1	0.5%	1	0.4%	1	0.4%	1	0.3%
Part-Time	2	1.1%	2	0.9%	2	0.8%	4	1.5%	4	1.4%
Liberal Arts (LBRT)	87	48.6%	101	46.8%	120	46.7%	117	44.7%	131	45.3%
Full-Time	30	16.8%	31	14.4%	28	10.9%	28	10.7%	30	10.4%
Part-Time	57	31.8%	70	32.4%	92	35.8%	89	34.0%	101	34.9%
Natural Science (NSCI)	14	7.8%	18	8.3%	19	7.4%	20	7.6%	22	7.6%
Full-Time	7	3.9%	7	3.2%	7	2.7%	7	2.7%	7	2.4%
Part-Time	7	3.9%	11	5.1%	12	4.7%	13	5.0%	15	5.2%
Sustainable Construction Tech (SUSC)	6	3.4%	6	2.8%	6	2.3%	7	2.7%	6	2.1%
Full-Time	2	1.1%	2	0.9%	2	0.8%	2	0.8%	2	0.7%
Part-Time	4	2.2%	4	1.9%	4	1.6%	5	1.9%	4	1.4%
Sustainable Science Management (SSM) (BAS)	n/a	n/a	2	0.9%	2	0.8%	2	0.8%	3	1.0%
Full-Time	n/a	n/a	2	0.9%	2	0.8%	2	0.8%	2	0.7%
Part-Time	n/a	n/a	0	0.0%	0	0.0%	0	0.0%	1	0.3%
Construction Academy (CA)	n/a	n/a	5	2.3%	5	1.9%	5	1.9%	0	0.0%
Full-Time	n/a	n/a	5	2.3%	5	1.9%	5	1.9%	n/a	n/a
Part-Time	n/a	n/a	0	0.0%	0	0.0%	0	0.0%	0	0.0%

4.3ab Staff Composition

	4.3a Staff Composition	Year 1: 2007-08		Year 2: 2008-09		Year 3: 2009-10	
		Count	%	Count	%	Count	%
Full-Time Staff	Male	25	24.8%	27	26.0%	30	27.0%
	Female	76	75.2%	77	74.0%	81	73.0%
	White, Non-Hispanic	24	23.8%	21	20.2%	22	19.8%
	Black, Non-Hispanic	0	0.0%	0	0.0%	0	0.0%
	American Indian / Alaskan Native	0	0.0%	0	0.0%	0	0.0%
	Asian / Pacific Islander	71	70.3%	78	75.0%	83	74.8%
	Hispanic	3	3.0%	3	2.9%	4	3.6%
	Other	3	3.0%	2	1.9%	2	1.8%
Part-Time Staff	Male	1	50.0%	1	33.3%	1	33.3%
	Female	1	50.0%	2	66.7%	2	66.7%
	White, Non-Hispanic	0	0.0%	0	0.0%	0	0.0%
	Black, Non-Hispanic	0	0.0%	0	0.0%	0	0.0%
	American Indian / Alaskan Native	0	0.0%	0	0.0%	0	0.0%
	Asian / Pacific Islander	2	100.0%	3	100.0%	3	100.0%
	Hispanic	0	0.0%	0	0.0%	0	0.0%
	Other	0	0.0%	0	0.0%	0	0.0%

	4.3b Staff Composition	Year 4: 2010-11		Year 5: 2011-12	
		Count	%	Count	%
Full-Time Staff	Male	28	27.2%	32	27.8%
	Female	75	72.8%	83	72.2%
	White, Non-Hispanic	19	18.4%	26	22.6%
	Black, Non-Hispanic	0	0.0%	0	0.0%
	American Indian / Alaskan Native	0	0.0%	0	0.0%
	Pacific Islander	55	53.4%	57	49.6%
	Asian	23	22.3%	25	21.7%
	Hispanic	4	3.9%	4	3.5%
	Other	2	1.9%	3	2.6%
Part-Time Staff	Male	0	0.0%	1	33.3%
	Female	2	100.0%	2	66.7%
	White, Non-Hispanic	0	0.0%	0	0.0%
	Black, Non-Hispanic	0	0.0%	0	0.0%
	American Indian / Alaskan Native	0	0.0%	0	0.0%
	Pacific Islander	0	0.0%	1	33.3%
	Asian	2	100.0%	2	66.7%
	Hispanic	0	0.0%	0	0.0%
	Other	0	0.0%	0	0.0%

Exhibit 4.4
Full-Time Faculty/Staff Turnover
During the Last 5 Years

	Faculty	**Other Staff**
Number of FTE employees in this period (Enter five year *average* , fall term count)	122.6	120.8
Number of new hires in this period (Enter five year average, fall term FTE; calculate as percentage of first cell above)	3.80%	3.50%
Number of retirements in this period (Enter five year average annual retirements; calculate as percentage of first cell above)	1.60%	1.00%
Number of departures in this period (Enter five year average annual departures; calculate as percentage of first cell above)	2.10%	3.80%

University of Hawai'i Maui College
5.1 Inventory of Educational Effectivess Indicators - 2010

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published?	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree?	(4) Who interprets the evidence? What is the process? (1)	(5) How are the findings used? (2)	(6) Date of last program review for this degree program
At the institutional level:						
For general education:						
CCOWIQ (3)	Yes	not published	Rubrics have been developed; assessment will begin Spring 2011			
Degree Programs:						
Liberal Arts	Yes	http://www.maui.hawaii.edu/faculty/program_review.php	Assessment of PLOs will begin Spring 2011			Oct 2010
ABIT	Yes		Student presentations in ABIT Capstone course (BUS 495).	ABIT faculty and reviewed by ABIT Advisory Board	Curriculum modifications	Oct 2010
Accounting	Yes		Projects from Capstone course (ACC 295) and ACC 124 and ACC 150	Accounting faculty, reviewed by Accounting Advisory Board	Course modifications to increase student participation in active learning.	Oct 2010
Admin. of Justice	Yes		Embedded exam questions from AJ 200, AJ 223, AJ 104, AJ 232	AJ faculty	Student learning outcomes were revised; course sequencing modified.	Oct 2010
Agriculture & Nat. Res.	Yes		Embedded course assignments in AG 230 and AG 251	AG faculty	Improved rubrics for learning evaluation	Oct 2010
ALLIED HEALTH						Oct 2010
Dental Assisting	Yes		Embedded exam questions and projects from DENT 150 and DENT 152	DENT faculty	Increased clinical contact hours.	Oct 2010
Dental Hygiene	Yes		Embedded exam questions from DH 153 and DH 260	DENT faculty	Course modification to include skill building	Oct 2010
Registered Nurse	Yes		Licensure exams	Employer surveys, exam scores	Additional clinical experience & simulation training. Budget	Oct 2010
Practical Nursing	Yes		Licensure exams			Oct 2010

5.1 (Cont'd) Inventory of Educational Effectivess Indicators - 2010 CATEGORY	Have formal learning outcomes been developed?	Where are these learning outcomes published?	Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree?	Who interprets the evidence? What is the process? (1)	How are the findings used? (2)	Date of last program review for this degree program
Auto Body Rep. & Paint.	Yes	http://www.maui.hawaii.edu/faculty/program_review.php	Assessment of PLOs will begin Spring 2011			Oct 2010
Automotive Technology	Yes		Embedded course assignments in AMT 30 and AMT 60	AMT faculty	Curriculum updated to meet industry (NATEF) standards.	Oct 2010
Business Careers	Yes		Semester projects in MKT 120 and BUS 120	Bus Car faculty	Budget request for additional faculty	Dec 2010
Business Technology	Yes		Embedded course assignments and projects in BUSN 151 and BUSN 157	BUSN faculty, reviewed by BUSN Advisory Board	Program learning outcomes were revised; course outlines modified; improved methods of collecting evidence; budget request to fill a vacant faculty position.	Oct 2010
Culinary Arts	Yes		Embedded course assignments and projects in CULN 240	CULN faculty, ACF accrediation	Scoring rubrics developed to assess lab projects; course redesign to include additional projects.	Oct 2010
ECET	Yes					2009
Early Childhood Educ.	Yes		Group project in ED 140	ECE faculty	Course modification to improve teamwork.	Oct 2010
Fashion Technology	Yes					2009
Hospitality & Tourism	Yes					2009
Human Services	Yes		Embedded course assignments and projects in HSER 248	HSER faculty	Design a project to better align with learning outcomes. Improve assignment to require deeper knowledge and skills.	Oct 2010
Sustainable Construction	Yes		Embedded exams questions and hands-on projects.	Sust Construction faculty		Oct 2010

(1) The process for interpreting the evidence of assessment is still in the development stage. The faculty in each program are currently assessing their students' success. Some programs are having their Advisory Boards review the student's work.

(2) The analysis of the evidence collected for assessment of student learning is used to improve pedagogy, curriculum and for budget requests. The comments are the changes that each program made to improve student learning.

(3) **C**reativity, **C**ritical thinking, **O**ral communication, **W**ritten communication, **I**nformation retrieval, **Q**uantative reasoning

University of Hawai'i Maui College
5.1 Inventory of Educational Effectiveness Indicators - 2011

CATEGORY	Have formal learning outcomes been developed?	Where are these learning outcomes published?	Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree?	Who interprets the evidence? What is the process? (1)	How are the findings used? (2)	Date of last program review for this degree program
At the institutional level:	Developing		Rubrics are being developed	Institutional Assessment Committee		
For general education:						
College-wide Academic Student Leaning Outcomes (3)	Yes	UHMC General catalog	Rubrics have been developed; assessment will begin Fall 2012			
Degree Programs:						
Liberal Arts	Yes	http://www.hawaii.edu/offices/cc/arpd/instructional.php?year=2011	Indirect assessment. Direct assessment of PLOS will begin in Fall 2012.	Liberal Arts faculty	Curriculum modifications	Oct 2011
Applied Business and Information Technology (BAS)	Yes		Student presentations in ABIT Capstone course (BUS 495).	ABIT faculty and ABIT Advisory Board	Curriculum modifications	Oct 2011
Accounting	Yes		Projects from ACC 295 and ACC 201; projects and embedded exam questions from ACC 202.	Accounting faculty, reviewed by Accounting Advisory Board	Course modifications to increase student participation in active learning. Additional assessment tools will be added to ACC 201.	Oct 2011
Administrative of Justice	Yes		Embedded exam questions from AJ 232 and AJ 223	AJ faculty and Advisory Board	Develop new tools for authentic assessment.	Oct 2011
Agriculture & Nat. Res.	Yes		Projects from AG 200, AG 230, AG 251	AG faculty	Modify peagogy and curriculum; refine assessment tools.	Oct 2011
Auto Body Repair & Painting	Yes		Capstone classes in each of the four major areas of instruction	ABRP faculty. Students completed project must meet industry standards for repair	Updated ABRP Program with latest ICAR curriculum available	Oct 2011
Automotive Technology	Yes		No Assessment		Curriculum updated to meet industry (NATEF) standards.	Oct 2011

5.1 (cont'd) Inventory of Educational Effectiveness Indicators - 2011 CATEGORY	Have formal learning outcomes been developed?	Where are these learning outcomes published?	Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree?	Who interprets the evidence? What is the process? (1)	How are the findings used? (2)	Date of last program review for this degree program
Business Careers	Yes	http://www.hawaii.edu/offices/cc/arpd/instructional.php?year=2011	Semester projects in BUS 125	Bus Car faculty	Budget request for additional faculty	Oct 2011
Business Technology	Yes		Embedded course assignments and projects in BUSN 123, BUSN 151, BUSN 157, BUSN 166, BUSN 170, BUSN 185, BUSN 193V, BUSN 232, BUSN 292	BUSN faculty and BUSN Advisory Board	Budget request for 2 faculty positons (replacement) and upgrade computer hardware.	Oct 2011
Culinary Arts	Yes		Assessment was waived for year. Culinary was granted accreditation by ACFEF Accreditation Commission.			Oct 2011
Dental Hygiene	Yes		Embedded exam questions from DH 261 and DH 263	DENT faculty and Advisory Board	No recommended changes. All graduates passed board exams	Oct 2011
Early Childhood Educ.	Yes		Assignments in ED 264, and portfolios in ED 291	ECE faculty	Course modification to improve teamwork.	Oct 2011
Electronics & Computer Engineer Tech	Yes					Oct 2011
Fashion Technology	Yes					Oct 2011
Hospitality & Tourism	Yes					Oct 2011
Human Services	Yes		Embedded course assignments and projects in HSER 248	HSER faculty	Design a project to better align with learning outcomes. Improve assignment to require deeper knowledge and skills.	Oct 2011
Registered Nurse	Yes		Licensure exams	Employer surveys, exam scores	Additional clinical experience & simulation training. Budget request for staff development and simulation equipment.	Oct 2011
Sustainable Construction	Yes		Embedded exams questions and hands-on projects.	Sust. Construction faculty	Budget request for carpentry supplies	Oct 2011

(1) The process for interpreting the evidence of assessment is still in the development stage. The faculty in each program are currently assessing their students' success. Some programs are having their Advisory Boards review the student's work.

(2) The analysis of the evidence collected for assessment of student learning is used to improve pedagogy, curriculum and for budget requests. The comments are the changes that each program made to improve student learning.

(3) Creativity, Critical thinking, Oral communication, Written communication, Information retrieval, Quantitative reasoning

University of Hawai'i Maui College
5.1 Inventory of Educational Effectiveness Indicators - 2012

CATEGORY	Have formal learning outcomes been developed?	Where are these learning outcomes published?	Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree?	Who interprets the evidence? What is the process? (1)	How are the findings used? (2)	Date of last program review for this degree program
At the institutional level:	Yes	Not published	Rubrics are developed.	Institutional Assessment Committee	Program and policy improvement, budget.	Dec 2012
For general education:						
College-wide Academic Student Leaning Outcomes (3)	Yes	UHMC General catalog	Rubrics have been developed; assessment of written communication began Fall 2012			
Degree Programs:						
Liberal Arts	Yes	http://www.hawaii.edu/offices/cc/arpd/instructional.php?action=quantitativeindicators&year=2012&college=MAU	Collected sample evidence of "exemplary" and "minimally passing" student work for assessment of Hawai'I Emphasis. (HIST 284, HWST 107)	Liberal Arts faculty	Determining what is "expected proficiency" for college level work. Improving assessment methods and procedures. Revising PLOs for degree.	Oct 2012
Applied Business & Info Tech (BAS)	Yes		Student presentations in ABIT Capstone course (BUS 495).	ABIT faculty and ABIT Advisory Board	Curriculum and program modifications	Oct 2012
Accounting	Yes		Projects and embedded exam questions from ACC 202 (PLO1); embedded exam questions from ACC 134 (PLO 2); exams and homework for ACC 255 (PLO 3).	Accounting faculty, reviewed by Accounting Advisory Board	Changes in course pedagogy to increase student participation in active learning.	Oct 2012
Administrative of Justice	Yes		Embedded exam questions and observations from AJ 104 and scenarios from AJ 190V	AJ faculty and Advisory Board	Continue development of new tools for authentic assessment; evaluate PLOs to insure relevancy .	Oct 2012
Agriculture & Natural Resources	Yes		Projects and exams from AG 174, 200, 230, 235, 250.	AG faculty	Modify pedagogy and curriculum; refine assessment tools (developed better rubics).	Oct 2012
Auto Body Repair & Painting	Yes		ABRP 20E and 20F	ABRP faculty and Advisory Board	Improved sequencing of course materials; changes in lab presentations.	Oct 2012
Automotive Technology	Yes		Quizzes and activities from AMT 40C and AMT 55.	AMT faculty	Curriculum updated to meet industry (NATEF) standards.	Oct 2012

5.1 (cont'd) Inventory of Educational Effectiveness - 2012 CATEGORY	Have formal learning outcomes been developed?	Where are these learning outcomes published?	Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree?	Who interprets the evidence? What is the process? (1)	How are the findings used? (2)	Date of last program review for this degree program
Business Careers	Yes	http://www.hawaii.edu/offices/cc/arpd/instructional.php?action=quantitativeindicators&year=2012&college=MAU	Assignments in MGT 118, projects in BUS 125	Bus Car faculty	No analysis	Oct 2012
Business Technology	Yes		Projects and portfolios in BUSN 292 Capstone	BUSN faculty	Curriculum revisions.	Oct 2012
Culinary Arts	Yes		Students' achievement in standard ACF competencies and attainment of skills	CULN faculty and Advisory Board	Assessment tools and course pedagogy.	
Dental Hygiene	Yes		Embedded exam and quiz questions from DH 257 and DH 266	DENT faculty and Advisory Board	Curriculum revisions.	Oct 2012
Early Childhood Educ.	Yes		Assignments in ED 115 and ED 191	ECE faculty and Advisory Board	Course improvements.	Oct 2012
Electronics & Computer Engineer Tech	Yes		Assignments, exams, labs and projects in ETRO 112, Supervisor feedback in ETRO 293v	ECET faculty and Advisory Board.	Budget requests for lab tech, software and equipment.	Oct 2012
Engineering Technology	Yes		Assignments, labs, projects, exams in ETRO 305 and 497.	ETRO faculty	Budget requests for lab tech, software and equipment.	Oct 2012
Fashion Technology	Yes		Quizzes, projects, journals in FT 113/115, 111, 216, 25.	FT faculty	Curriculum revisions.	Oct 2012
Hospitality & Tourism	Yes		Case studies, practicum, exam in HOST 150; project in HOST 298 (capstone)	HOST faculty and Advisory Board	Curriculum revisions.	Oct 2012
Human Services	Yes		Practice sessions in HSER 245, and Self-awareness assignment in HSER 140.	HSER faculty and Advisory Board	Revised course SLOs , improved assignments and improved assessment process.	Oct 2012
Registered Nurse	Yes		Assignments and demonstrations in N320, N360, N362; Licensure exams	Employer surveys, exam scores	Communication skill development.	Oct 2012
Sustainable Science Mgmt	Yes		Assignments, projects, exams in SSM 201	SSM faculty	Budget requests.	Oct 2012

(1) The faculty in each program are currently assessing their students' success. Some programs are having their Advisory Boards review the student's work.

(2) The analysis of the evidence collected for assessment of student learning is used to improve pedagogy, curriculum and for budget requests. The comments are the changes that each program made to improve student learning.

(3) Creativity, Critical thinking, Oral communication, Written communication, Information literacy, Quantitative reasoning

6.1 Inventory of Concurrent Accreditation and Key Performance Indicators

(1) *Name of accredited or certificated program*	(2) *Professional, special, state, or programmic accreditation agency for this program*	(3) *Date of most recent accreditation action by agency*	(4) *Summary of key issues for coninuing institutional attention identified in agency action letter or report*	(5) *One performance indicator accepted by the agency and selected by program faculty*	(6) *For indicator in column (5), provide 3 years' trend data. Insert hyperlink in cell for graph if desired.*
Dental Hygiene (AAS)	American Dental Association Commission on Dental Accreditation (ACACODA)	August 4, 2011 Approval without reporting requirements	The strength of the program is confirmed by the fact that the commission did not have any recommendations or suggestions for program improvement.	The Dental Hygiene program has 100% persistence and over 90% graduation rate. (UHCC Instructional Annual Report of Program Data)	http://www.hawaii.edu/offices/cc/arpd/instructional.php?action=quantitativeindicators&college=MAU&year=2012&program=126
Cuinary Arts (AAS)	American Culinary Federation Educational Foundation Accrediting Commission	July 18, 2012 Full Seven Years Accreditation with Exemplary Program Status	The strength of the program is confirmed by the fact that the commission did not have any recommendations or suggestions for program improvement.	The Culinary Arts program has 80% persistence and over 48% graduation rate. (UHCC Instructional Annual Report of Program Data)	http://www.hawaii.edu/offices/cc/arpd/instructional.php?action=quantitativeindicators&college=MAU&year=2012&program=124
Hospitality & Tourism (AAS)	Accreditation Commission for Programs in Hospitality Administration (ACPHA)	April 2011	Program needs a mission statement that aligns with college mission. Program needs to develop and implement a policy of involving students in program planning. Needs to incorporate Hawaiian values and culture in curriculum. Recommends program create authentic laboratory and educational setting to infuse state-of-the-art competencies. Recommends adding a course in Food and Beverage Operations in curriculum.	The Hospitality program persistence rate for Fall to Spring: F09 77%; F10 85%; F11 65%. (UHCC Instructional Annual Report of Program Data)	http://www.hawaii.edu/offices/cc/arpd/instructional.php?action=quantitativeindicators&college=MAU&year=2012&program=129
Nursing Program (AAS)	National Leaque for Nursing Accrediting Commission	July 2007. Next accreditation visit Spring 2015.	The strength of the program is confirmed by the fact that the commission did not have any recommendations or suggestions for program improvement.	NCLEX pass rates: F09 96%; Sp10 100%; F10 94%; Sp11 100%; F11 100%; Sp12 96% (aggregate rate)	http://www.hawaii.edu/offices/cc/arpd/instructional.php?action=analysis&college=MAU&year=2011&program=132

Western Association of Schools and Colleges
Accrediting Commission for Senior Colleges and Universities

Substantive Change Action Report

Proposal Information:

Proposal Review Date	July 25, 2011
Institution	University of Hawaii Maui College
Type of Substantive Change	New Degree
Program Name / Location	Bachelor in Sustainable Science
ALO	Diane M. Meyer
WASC Staff Liaison	Brenda Barham Hill
Committee Reviewers	Andrew Allen, Karen Dunn-Haley

Committee Action and Date (See Attached)

- [x] Interim Approval on 7/25/2011
- [ ] Refer to Commission (No visit) on _____

Additional Information[1] (See Attached):

- [x] Notification of Implementation
- [ ] Federal Site Visit Required
- [ ] International Visit Required
- [ ] Fast Track
- [ ] Non Compliance

[1] **Items checked or listed above must be fulfilled in order to finalize Substantive Change Approval**

Commission Approval and Date (For Institutional Tracking)[2,3]:

- [ ] Approved on _____

Implementation of an approved change must occur within two years of Commission approval. If the change will be implemented more than two years after the approval date; contact your WASC Staff Liaison to determine if the change requires re-approval.

- [ ] Not Approved on _____

[2] Commission approval of a new degree program signifies that the program is covered by the WASC accreditation of the institution as a whole. Approval by WASC should not be represented, in marketing materials or any other forms of communciation, as program-specific accreditation, such as that bestowed by specialized, professional, or programmatic accrediting organizations.

[3] Record the date that the Commission took action on this Substantive Change proposal for your records.

Findings of the Committee:

Commendations:

1) The proposal for the BAS Sustainable Management was thorough, well-written and provided strong documentation, especially the internal UH program proposal. It clearly established the need for the program and its connections to the Maui community.

2) The curriculum was carefully designed to meet the need for the applied program and builds on current AA program capabilities.

3) The assessment system for the BAS is impressive with a particularly sophisticated curriculum map.

4) The panel appreciated the forth-coming and informative responses from UHMC representatives during the substantive change call.

Recommendations:

1) Future proposals should include a UHMC or UH teach out policy which address the criteria and processes for deciding to

Retain this document and attachments for your permanent records

Substantive Change Action Report

close/teach out a program, including appropriate faculty involvement.

2) The UHMC faculty is encouraged to continue its work to build a culture for the baccalaureate on its campus; this would include elements such as ensuring Ph.D. faculty develop appropriate applied research agendas and that there are sufficient faculty to support new baccalaureate programs.

3) Future substantive change proposals should provide three fully developed course syllabi and the capstone syllabus for a proposed new program.

4) UHMC is encouraged to include sample CVs for faculty teaching required courses beyond the major in the SC proposal, especially in cases where there are few new faculty assigned directly to the proposed new program.

WASC Liaison Signature: Brenda Barham Ed/D

Date: 8/1/2011

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Additional Information (If Checked)

Notification of Implementation:
Under Standard One, it is the institution's responsibility to notify WASC when a program begins by using the Program Implementation Form. Submission of this form is required to confirm the existence of the program and will trigger inclusion of the program on the Off-Campus Distance Education Report (OCDE) area of the WASC website for purposes of financial aid eligibility verification by the U.S. Department of Education. Failure to notify WASC of the program implementation date within 30 days of the start date will result in the suspension of the program's approval, the need to suspend enrollments, and a potential loss of financial aid for students enrolled in the off-campus/distance education program. Repeated non-compliance with this requirement could also lead to a sanction of the entire institution under Standard One.

Federal Site Visit Required:
Federal law requires a new site be visited within six months of operation if 1) the institution has less than three off-campus locations; and 2) students at an international site are to qualify for U.S. federally funded financial aid under Title IV. If the institution certifies that students enrolled at the international site are not eligible for, and will not be seeking, federal financial aid, then the requirement of a site visit may be waived. In addition to the federally mandated visits, post implementation visits may be required by the Substantive Change Committee.

International Site Visit Required:
Department of Education regulations do not require a visit to international locations if the institution verifies that students at that site will not be seeking U.S. federally funded financial aid; however, the need to ensure the quality at these international sites has been a concern of the Substantive Change Committee. A site visit may be required for at least the first program in a new country within one year of implementation at the discretion of the Committee.

Non-Compliance:
It came to the Committee's attention that students had been enrolled into the program and/or introductory courses were offered prior to receiving WASC approval for the program. Implementing programs (constituting substantive changes) or admitting students into a program that has not been approved is not only a serious violation of WASC substantive change policy and federal regulations; it is also a violation of Standard 1 (see Criterion for Review 1.9). Institutions have a fiduciary responsibility to WASC and to their students to receive requisite approvals before commencing programs. WASC has a legal responsibility to the U.S. Department of Education to assure the integrity of its accredited institutions and to assure that any site where programs are offered, with or without the availability of financial aid, have received the necessary prior approvals. If such a pattern continues in the future, a sanction could be imposed on the institution. Please be sure to obtain all necessary approvals before implementing programs or off-campus locations in the future.

Rev. 7/10

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Committee Actions

Interim Approval:
All substantive change proposals must be ratified by the Commission. The Substantive Change Committee grants interim approval, with final approval taken in the form of ratification by the Commission. Interim approval by the Substantive Change Committee allows the institution to admit students, who would be eligible for financial aid, even as the Committee's decision awaits ratification by the Commission. The institution may advertise the program with the caveat that the program is contingent upon WASC approval, but **classes may not begin until final Commission ratification is received.**

Proceed to Site Visit:
A site visit is typically requested for structural change proposal reviews. The purpose of the site visit is to assess how the proposed change will be implemented, to answer questions identified by the panel and to determine the overall impact of the change on the institution. The findings of the visit will be sent to the institution for correction of errors and will be reviewed by the panel. If the panel finds the team report to be satisfactory, then it will be forwarded to the Structural Change Committee of the Commission for final review. The institution may advertise the program with the caveat that the program is contingent upon WASC approval, but **classes may not begin classes until final Commission approval is received.**

Refer to Commission—No Site Visit:
Certain types of Substantive Changes must be reviewed by the Structural Change Committee before proceeding to the Commission. Typically, a site visit is requested for structural change proposal reviews, but may be waived at the panel's discretion and forwarded directly to the Structural Change Committee for review. This action constitutes Interim Approval by the Substantive Change Committee and allows the institution to enroll students, who would be eligible for financial aid, even as the Committee's recommendation awaits ratification by the Commission. The institution may advertise the program with the caveat that the program is contingent upon WASC approval, but **classes may not begin classes until final Commission approval is received.**

Fast Track Authorization:
With Fast Track Authorization approval, the institution obtains the authority to submit Expedited Proposals that are reviewed by WASC staff only. These abbreviated proposals receive accelerated review for substantive changes within the scope of the approval, and exemption from the six-month, post-implementation site visit. At the end of the exemption period, a sampling of the sites implemented under the Fast Track Authorization is required to be visited, as per Department of Education regulations. Because Expedited Proposals are reviewed and approved by WASC staff, the institution does not need to schedule a review of the report. The institution must submit an application form and payment before for the review can begin. Once the Expedited Proposals has been found to be complete and within the context of the Fast Track authorization granted, the program or site may be implemented.

Retain this document and attachments for your permanent records

TO: WASC Reviewers

FROM: University of Hawaii Maui College

SUBJECT: Response to Substantive Change Action Report Dated August 1, 2011

The report of the committee reviewing the Substantive Change Request for a new program entitled Bachelor in Sustainable Science Management spelled out some recommendations which we are addressing here.

1. **Future proposals should include a UHMC or UH teach out policy.**

The UH teach out policy is a UH Board of Regents policy 5.1.g.3 and provides that provisional and established programs deemed out-of-date or nonproductive may be terminated by the President in consultation with the Board, following a stop-out of the program by the administration. Commitments to students already officially enrolled in such programs shall be met but no new program admissions shall take place.

This policy can be found at http://www.hawaii.edu/offices/bor/policy/borpch5.pdf

2. **The UHMC faculty is encouraged to continue its work to build a culture for the baccalaureate on its campus; this would include elements such as ensuring Ph.D. faculty develop appropriate applied research agendas and that there are sufficient faculty to support new baccalaureate programs.**

UHMC has developed and adopted "Guidelines and :Procedures for Applied Research Projects Undertaken by Maui College Baccalaureate Program Faculty Members." Baccalaureate faculty members are following these guidelines in designing, implementing and evaluating applied research projects. These projects are part of the faculty member's primary duties. The Guidelines can be found at http://maui.hawaii.edu/images/ARGuidelinesUHMC4-8-10.pdf

3. **UHMC is encouraged to include sample CVs for faculty teaching required courses beyond the major in the SC proposal, especially in cases where there are few new faculty assigned directly to the proposed new program.**

We have secured CVs for general education faculty teaching in the baccalaureate programs. Two are attached to this response.

Curriculum Vitae

Tim Marmack
English Department

University of Hawai'i Maui College

Kahului, Hawai'i 96732

Office: (808) 984-3230

E-mail: marmack@hawaii.edu

Education

2008-10 Courses completed towards a Ph.D. in English Composition and Rhetoric at the University of Hawaiʻi at Manoa; Honolulu, Hawaiʻi

2003-06 **Master of Arts in English**, Composition and Rhetoric

University of Hawaiʻi at Manoa; Honolulu, Hawaiʻi; 2006

Thesis: "Time to Get Real Gone: Boarding the Burkean Mystery

Train for a Ride on the Pentadic"

Published in *Proceedings 2006: Selected Papers from the Tenth College-wide Conference for Students in Languages, Linguistics, and Literature*

Presented at the 10th College-wide Conference for Graduate Students in Language, Linguistics, and Literature, University of Hawaiʻi at Manoa; Honolulu, Hawaiʻi

2001-03 **Bachelor of Arts in English**, Writing

University of Hawaiʻi at Hilo; Hilo, Hawaiʻi

1990-93 **Associate of Arts in Liberal Arts**

Dean's Honor List: Fall 1990, Spring 1991

Maui Community College; Kahului, Hawai'i

1980-83 **Associate of Science in Administration of Justice**

Dean's Honor List: Spring 1981, Fall 1981

Maui Community College; Kahului, Hawai'i

Experience

August 2006-to present University of Hawai'i - Maui College
Full-time, tenure track English Instructor
Courses taught

- English 19: Writing Skills
- English 22: Introduction to Composition
- English 100: Composition I
- English 209: Business and Managerial Writing
- English 210: Research Writing
- English 250: American Literature
- English 316: Advanced Research Writing

June 2008-to present University of Hawai'i Manoa Outreach College - Maui
English Instructor
Courses taught

- English 302: Introduction to the English Language
- English 306: Argumentative Writing
- English 313: Types of Creative Writing
- English 370: Ethnic Literature of Hawai'i

July 2004-July 2006 University of Hawai'i - Maui College

Basic English Instructor (non-credit)

March 1992-July 2006 University of Hawai'i - Maui College

Media Specialist

- Directed and produced statewide interactive television classes; trained instructors and classroom students in the appropriate use of classroom technology (e.g., microphones, computers, and overhead projectors); operated PC Windows and Macintosh OS software

Campus Service - current

Curriculum Committee (2006-)

- Study, evaluate, and make recommendations concerning the nature and scope of the college's academic programs; consider all changes, deletions, and additions of new courses and programs that have been proposed

Policies and Procedures Committee (2010-) (Current Chair)

- Co-lead the revision of the college's Academic Senate Charter; evaluate and make recommendations concerning other policy and procedural matters affecting the college, e.g., student academic policies, professional ethics, and academic divisions and organizations

Academic Senate Executive Committee (2011-)

- Discuss both campus and system-wide topics, and make recommendations and decisions concerning the issues at-large

Campus Service - previous

Assessment Committee

- While as a member of the UHMC college-wide SLO Assessment Project, led the Written Communication Assessment team, whose goal was to develop a specific SLO assessment tool for use in future semesters as a way to determine students' work in a variety of course disciplines

Strategic Plan Committees

- Served on the Strategic Plan "A" Committee, whose goals included providing student support services such as advising, tutoring, and counseling; served on the Strategic Plan "F" Committee, whose goal was to develop graduates who can learn new ideas/concepts, think critically, behave ethically, and adapt to change.

Co-authorship of English 90v/English 15 Courses

- During the Spring and Fall 2008 semesters, co-authored the creation/course outline/curriculum of both the English 90v (Special Topics) and English 15 (English Language Fundamentals) courses

Professional Development

- Hawai'i National Great Teachers' Seminar (2006)
- Moving Forward Assessment Workshop (2006)
- Ruth Stiehl Assessment Workshop (2007)
- Assessment Workshop Sessions (2007)
- Road to Retention Workshop (2007)
- Best Practices in Assessment Conference (2008)
- Hawai'i Writing Project-Writing Across the Curriculum Institute (2009)
- Achieving the Dream Hawai'i Strategy Institute (2011)
- Achieving the Dream Hawai'i Strategy Institute (2012)
- Membership in National Council of Teachers of English

CURRICULUM VITAE

Catherine A. Thompson, Ed. D.

University of Hawaii Maui College

Humanities Department, Communication Discipline

Kaaike 112, 310 Kaahumanu Avenue, Kahului, HI 96732

Phone: (808) 984-3613 * EMAIL: catherin@hawaii.edu

EDUCATION

Mediation Services of Maui, Inc., Mediator and Facilitator Training, Kahului, HI, 1999, 2000, and 2001 (recurrent training 2000-2004).

Ed. D., in Communication Studies and Curriculum and Instruction (joint major), West Virginia University, Morgantown, WV, 1992.

Dissertation Title: ***The Relationship Among Teachers' Immediacy Behaviors, Credibility, and Social Style and Students' Motivation and Learning: Comparisons Among Cultures.***

M. A., in Communication Studies, West Virginia University, Morgantown, WV, 1989.

West Virginia Institute of Technology, Montgomery, WV, Accounting (12 hours), 1979-1980.

Central Missouri State University, Warrensburg, MO, Counseling and Guidance (3 hours), 1974.

West Virginia College of Graduate Studies, Institute, WV, Counseling and Guidance (3 hours), 1971.

West Virginia State College, Institute, WV, Education, (7 hours), 1971.

B. A., with honors, in Speech with a minor in Journalism, West Virginia University, Morgantown, WV, 1970.

H & R Block, Oak Hill, WV, Tax Preparation, 198

Numerous tax preparation, real estate, real estate appraisal, and self-development courses, 1981-1987.

Adult Basic Education inservices and seminars at both county and state levels, 1985-1987.

TEACHING EXPERIENCE

Assistant Professor, Humanities Department, UH Maui College (2003-present)

Instructor, Communication Department, Maui Community College (1998-present)

Assistant Professor, Department of Speech, University of Hawaii at Manoa. (1992-1998)

Assistant Professor, College of Continuing Education & Community Service, University of Hawaii at Manoa. (1992-1998)

Instructor, Department of Communication Studies, West Virginia University. (1992)

Graduate Teaching Assistant, Department of Communication Studies, West Virginia University. (1988-1992)

Part-time Adult Basic Education and English as a Second Language Instructor, RESA III, 200 Elizabeth Street, Charleston, WV. (1984-1988)

Substitute Teacher (K-12), Waynesville School District, Waynesville, MO. (1973-1974)

Orientation Specialist for Work Incentive Program employed by various agencies in Lincoln, Marion, Monongalia, and Preston Counties in West Virginia to develop and provide an intensive training program for AFDC recipients to help prepare them for the work force. The program included career counseling and guidance. (1971-1973)

OTHER EXPERIENCE

Staff Real Estate Appraiser, Zdrojewski and Company, St. Albans, WV. (1986-1988)

Assistant Manager, The Movie Store, St. Albans, WV. (1983-1986)

Real Estate Broker, Thompson Realty, St. Albans, WV. (1988-present)

Real Estate Sales Agent, ERA Mallory Group Associates, Charleston, WV. (1984)

Real Estate Sales Agent, ERA Wise and Yeager Realty, Fayetteville, WV. (1981-1983)

Tax Preparer (self-employed), Fayetteville, WV. (1982-1983)

Loan Officer, Fort Leonard Wood Credit Union, Fort Leonard Wood, MO. (1974-1975)

TYPES OF TEACHING EXPERIENCE

Courses Taught while at Maui Community College, Communication Department

Interpersonal Communication I (Communication 145). Spring, 2002. 3 sections of 24, 24, and 20 students respectively. 1 Writing Intensive section of 24 students. Fall, 2001. 3 sections of 21, 23, and 9 students respectively. 1 Writing Intensive section of 20 students. Spring, 2001. 3 sections of 18, 17, and 8 students respectively. 1 Writing Intensive section of 16 students. Fall, 2000. 3 sections of about 18 each. 1 Writing Intensive section of 6 students. Summer, 2000. 1 section of 6 students. Spring, 2000. 3 sections of about 20 each. 1 Writing Intensive section of 12 students. Fall, 1999. 2 sections of 24 students each. 1 Writing Intensive section of 20 students. Spring, 1999. 4 sections of 23, 22, 25, and 28 students respectively. Fall, 1998. 4 sections of 23, 21, 28, and 24 students respectively.

Business Communication - Oral (Communication 130/Business 130). Spring, 2002. 1

students. Spring, 2000. 1 section of 23 students. Fall, 1999. 1 section of 22 students. Fall, 1999. 1 section of 19 students.

Personal and Public Speaking (Speech 151). Summer, 2001. 1 section of students. Summer, 2000. 1 section of 14 students. Spring, 1999. 1 section of 10 (from 14 registered) students.

Undergraduate Courses Taught while at the University of Hawaii, Department of Speech

Directed Reading (Speech 499). Fall, 1997. Directed 3 credit hours reading and research proposal project in the correlations among students' communication apprehension and state-like anxiety levels with teacher's immediacy. Spring, 1996. Directed 3 credit hours reading and research proposal project in nonverbal communication for liberal studies student who will be entering our graduate program in the fall, 1996. Spring, 1995. Directed 6 credit hours reading project in intercultural communication for student serving internship at Disneyworld. Fall, 1994. Directed reading and research project in instructional communication for Cailin Kulp, Master's Student.

Culture and Communication (Speech 385). Summer I, 1998. 1 section of 9 students. Summer I, 1997. 1 section of 14 students. Spring, 1997. 1 Writing Intensive section of 15 students. Fall, 1996. 1 Writing Intensive section of 20 students. Summer, 1996. 1 Writing Intensive section of 17 students. Fall, 1995. 1 section of 40 students. Spring, 1995. 1 section of 25 students. Fall, 1994. 1 section of 34 students. Summer, 1994. 1 section of 26 students. Fall, 1993. 2 sections of 32 and 19 students respectively. Summer, 1993. 1 section of 27 students. Spring, 1993. 1 section of 36 students.

Culture and Communication (Speech 385), University of Hawaii, College of Continuing Education, Maui Outreach Program. Fall, 1996. 1 section of approximately 40 students on six Saturdays, with office hours on Friday evening and Sunday mornings. Fall, 1993. 1 section of approximately 40 students taught on Maui on six consecutive Saturdays.

Culture and Communication (Speech 385), University of Hawaii at Manoa, College of Continuing Education, Fall, 1997. 1 section of 9 students for 10 Saturdays.

Interpersonal Relations (Speech 381). Fall, 1997. 1 section of 36 students. Fall, 1994. 1 section of 36 students.

Speech in Organizations (Speech 361). Fall, 1997. 1 section of 17 students. Fall, 1996. 1 section of 19 students. Fall, 1992. 1 section of 42 students.

Speech in Organizations (Speech 361). University of Hawaii, College of Continuing Education, Maui Outreach Program. Spring, 1998. 1 section of 14 students on six biweekly Friday evenings and Saturdays.

Group Decision Making (Speech 352). Spring, 1998. 1 section of 47 students. Spring, 1997. 1 section of 29 students.

Speech for the Classroom Teacher (Speech 321). Spring, 1998. 1 section of 24 students. Fall, 1997. 1 section of 22 students. Fall, 1996. 1 Writing Intensive section of 20 students. Spring, 1996. 1 Writing Intensive section of 20 students. Fall, 1995. 1 section of 27 students. Spring, 1995. 1 section of 27 students. Fall, 1994. 1 section of 27 students. Spring, 1994. 1 section of 26 students. Fall, 1993. 1 section of 28 students. Summer, 1993. 1 section of 10 students. Spring, 1993. 1 section of 27 students.

Principles of Effective Public Speaking (Speech 251), University of Hawaii, Department of Speech. Summer, 1997. 1 section of 26 students. Fall, 1992. 2 sections of 18 and 25 students respectively.

Speaking Skills for Teachers (Speech 200). Summer, 1996. 1 section of 20 students. Spring, 1996. 2 sections of 24 students each.

Personal and Public Speaking (Speech 151), University of Hawaii, College of Continuing Education. Fall, 1992. 1 section of approximately 25 students on Saturday mornings.

Graduate Courses Taught at the University of Hawaii

Approaches to Instructional Communication (Speech 621). Spring, 1994, 1 section of 11 students.

Undergraduate Courses taught while at West Virginia University

Principles of Human Communication (Communication 11). Fall, 1988 - Spring, 1992. 3 sections per semester of approximately 400 each. (2,400 students per academic year)

Human Communication in the Small Group (Communication 13). Fall, 1988. Teaching assistant (approximately 100 students).

Human Communication in the Public Communication Context (Communication 14). Spring, 1990. (Approximately 35 students) Fall, 1989; Fall, 1990 - Spring, 1991. Teaching assistant. 2 sections per semester of approximately 200 students each. (800 students per academic year)

Intercultural Communication (Communication 135). Spring, 1992. (approximately 45 students) Spring, 1991. Teaching assistant (approximately 80 students).

Graduate Courses Taught at West Virginia University

Communication in the Classroom (Communication 361), West Virginia University, Instructional Communication Graduate Program, Communication Studies Department. Summer, 1990. Team-taught 1 section of approximately 35 students.

Communication Problems of Children (Communication 364), West Virginia University, Instructional Communication Graduate Program, Communication Studies Department. Summer, 1992. 2 sections of approximately 25-40 students. Summer, 1991. 2 sections of approximately 25-35 students. Fall, 1991. 1 section of approximately 25 students. Summer, 1990. Team-taught 1 section of approximately 40 students.

Theory and Research in Persuasion (Communication 363), West Virginia University, Instructional Communication Graduate Program, Communication Studies Department. Summer, 1990. Team-taught 1 section of approximately 40 students.

Intercultural Communication (Communication 374), West Virginia University, Instructional Communication Graduate Program, Communication Studies Department. Summer, 1992. 2 sections of approximately 40-45 students. Fall, 1991. 1 section of approximately 25 students.

Advanced Instructional Communication (Communication 491), West Virginia University, Instructional Communication Graduate Program, Communication Studies Department. Summer, 1990. Team-taught approximately 30 students.

Administrative Experience in the Communication Studies Department at West Virginia University

Director of Principles of Human Communication (Communication 11). Fall, 1990 - Spring, 1992.

Co-director of Principles of Human Communication (Communication 11). Spring, 1990.

Assistant director of Principles of Human Communication (Communication 11). Fall, 1988 - Fall, 1989.

Responsibilities included:

* **Developed and analyzed multiple choice and true-false tests.**
* **Supervised eight MA teaching assistants per semester.**
* **Selected and supervised six undergraduate teaching assistants per semester.**
* **Directed testing and grading of approximately 1,200 students per semester (2,400 students per year).**

Director of Human Communication in the Public Communication Context (Communication 14). Fall, 1989 - Fall, 1991.

Responsibilities included:

* **Developed, validated, and analyzed multiple choice and true-false tests.**
* **Supervised eight MA and six undergraduate teaching assistants per semester.**
* **Directed testing and grading of approximately 400 students per semester (800 students per year).**

Administrator of Human Communication in the Public Communication Context (Communication 14). Spring, 1989.

Responsibilities included:

* **Supervised three undergraduate teaching assistants.**
* **Directed testing and grading of approximately 250 students.**
* **Coordinated one doctoral and two masters' teaching assistants.**

Instructional Design (Graduate Course)

Intercultural Communication (Communication 374), West Virginia University, Instructional Communication Graduate Program, Communication Studies Department.

* **Developed course design rationale.**
* **Designed and developed course syllabus.**
* **Developed unit tests and final examination.**
* **Developed and/or planned instructional activities.**
* **Developed teacher's manual and student workbook.**

English as a Second Language

Taught English as a second language to both non-English speakers and advanced students

Adult Basic Education

Reading - non-readers to advanced skills

Mathematics - addition, subtraction, multiplication, division, fractions, decimals, basic geometry, basic algebra

Science - earth science, biology, chemistry, physics

Writing

Social Studies - history, political science, economics

ACADEMIC AND PROFESSIONAL AWARDS

The Robert J. Kibler Research Award in recognition of the Top-Ranked Research Paper authored solely by Graduate Students within the Instructional and Developmental Division of the International Communication Association for the year 1991.

Excellent Teaching by a Graduate Student during the academic year 1991 recognition, from the Instructional and Developmental Division of the International Communication Association.

Excellent Teaching by a Graduate Student during the academic year 1990 recognition, from the Instructional and Developmental Division of the International Communication Association.

Phi Kappa Phi, National Honor Society, inducted 1989.

Outstanding Graduate Student in the Department of Communication Studies for the 1989-1990 academic year, College of Arts and Sciences, West Virginia University.

PROFESSIONAL EXPERIENCES AND OFFICES HELD

Elected member, Education Policies Committee, Instructional Development Division, Speech Communication Association, 1994 to 1997.

SERVICE ON EDITORIAL AND ADVISORY BOARDS

Editorial Intern, Communication Quarterly, Eastern Communication Association, 1990-1992.

UNIVERSITY/COLLEGE COMMITTEE MEMBERSHIPS AND SERVICE

College - Maui Community College

Baccalaureate Curriculum Design Team, 2002.

Curriculum Committee, Spring, 2001-present

Telethon Committee, Co-chair Hospitality, Fall, 2000-present.

Peggy Sue Car Show, 2000-present.

Writing Intensive Program, Coordinator, Fall, 1999-present.

Kure International Exchange Program, Fall, 1999-present.

Aloha United Way, 1999-present.

Screening Committee for Speech Position, Summer, 1999.

Policy and Procedures Committee, Faculty Senate, Spring 1999-2002.

Telethon Refreshment Committee, Fall, 1998.

University

University Marshal Training, Summer, 1997. Spring, 1997.

University Marshal, Commencement Exercises. Spring, 1996.

General Education Committee, Spring, 1996. Helped write literature review of general education in higher education.

University Assistant Marshal, Commencement Exercises. Fall, 1996; Summer, 1995; Fall, 1995; Summer, 1995; Spring, 1995; Summer, 1996; Spring, 1997.

Vice-chair, College of Arts and Sciences Faculty Executive Committee. 1994-95.

Instructor in the East-West Center Summer Program. Summer, 1994.

Participant in the East-West Center Brown-bag Noon Programs. 1994 to present.

Panel participant in orientation program for UH Faculty Women's Mentoring Program. Spring, 1994.

Panel participant in the orientation program for the UH Faculty Women's Mentoring Program. Fall, 1993.

Member of planning and evaluation committee for UH New Faculty Development Seminar. Spring, 1993.

Participant in the UH Women's Faculty Mentoring Program. 1992 to present.

Participant in the UH New Faculty Development Program. Fall, 1992.

Department

Advising, undergraduate and graduate Speech majors and minors, as well as Liberal Studies program.

Graduate student committees:

* **Gould, Robin. Master's thesis Committee member, 1994-98.**
* **Miyoshi, Lisa B. <u>Dread rumors as fear appeals</u>. Master's thesis Committee member, 1997.**

* **Letta, Linda. The effects of gender bias and language intensity on evaluations of female political candidates' speeches. Master's thesis Committee member, 1994.**

* **Timperley, Kerri Lynn Walsh. The effect of attributions of responsibility and stability on conflict tactic choices. Master's thesis Committee member, 1993-94.**

Departmental committees:

Kure Cultural Exchange Committee, 1999.

Language Arts Division Spring Retreat Committee, 1999.

Member, Advising and Awards Committee, 1993-96. Chairperson, 1996.

Member, Graduate Student Admission Committee, 1993-94.

1993 Aloha United Way Coordinator.

INVITED PARTICIPATION IN WORKSHOPS/SERVICE TO THE COMMUNITY

Judge Baldwin High School Forensics Tournament. Spring, 2001.

Guest Speaker, East-West Center Brown-bag Noon Programs. Spring, 1995.

Consultant and part-time coach for the Kaimuki High School Mock Trial Team, Honolulu. 1993-1994.

In-service Workshop on Office Communication for secretarial and office staff, Tucker County (WV) Board of Education. Parsons, WV. August, 1989.

In-service Workshop on Negative and Positive Numbers and Related Operations for workers at Rhone-Poulenc, Kanawha County (WV) Board of Education Institute, WV. July, 1988.

PROFESSIONAL AFFILIATIONS

Pacific and Asian Communication Association

International Communication Association

National Communication Association (formerly Speech Communication Association)

World Communication Association

PUBLICATIONS

Books

Klopf, D. W., & Thompson, C. A. (1992). Communication in the multicultural classroom. Edina, MN: Burgess International Group, Inc.

Richmond, V. P., McCroskey, J. C., & Thompson, C. A. (1992). Communication problems of children. Edina, MN: Burgess International Group, Inc.

Workbooks

Klopf, D. W., & Thompson, C. A. (1992). Communication in the multicultural classroom. Edina, MN: Burgess International Group, Inc.

Richmond, V. P., McCroskey, J. C., & Thompson, C. A. (1992). Communication problems of children. Edina, MN: Burgess International Group, Inc.

McCroskey, J. C., Richmond, V. P., & Thompson, C. A. (1991). Human communication: A lecture and study guide (6th ed.). Edina, MN: Bellwether Press.

McCroskey, J. C., Richmond, V. P., Daquilante, C. B., & Thompson, C. A. (1991). Communication problems of children: Instructor's Manual (4th ed.). Morgantown, WV: Department of Communication Studies at West Virginia University.

McCroskey, J. C., Richmond, V. P., Daquilante, C. B., & Thompson, C. A. (1991). Communication problems of children: A workbook and study guide (4th ed.). Morgantown, WV: Department of Communication Studies at West Virginia University.

Articles

Frymier, A. B., & Thompson, C. A. (1995). Using student reports to measure immediacy: Is it a valid methodology? Communication Research Reports, 12(1), 85-93.

Thompson, C. A., & Klopf, D. W. (1995). Social style among North American, Finnish, Japanese, and Korean university students. Psychological Reports, 77, 60-62.

Frymier, A. B., & Thompson, C. A. (1992). Perceived teacher affinity-seeking in relation to perceived teacher credibility. Communication Education, 41(4), 388-399.

Wheeless, L. R., Frymier, A. B., & Thompson, C. A. (1992). A comparison of verbal output and receptivity in relation to attraction and communication satisfaction in interpersonal relationships. Communication Quarterly, 40(2), 102-115.

Thompson, C. A., Klopf, D. W., & Ishii, S. (1991). A comparison of social style between Japanese and Americans. Communication Research Reports, 8(2), 165-172.

Thompson, C. A., & Klopf, D. W. (1991). An analysis of social style among disparate cultures. Communication Research Reports, 8(1), 65-72.

Ishii, S., Sallinen-Kuparinen, A., Klopf, D. W., & Thompson, C. A. (1991, March). Differences in nonverbal immediacy between Japanese, Finns, and Americans. Otsuma Women's University Annual Report Humanities and Social Sciences, 23, 47-55.

Sallinen-Kuparinen, A., Thompson, C. A., & Klopf, D. W. (1991). Finnish and American university students compared on a verbal aggression construct. Psychological Reports, 69, 681-682.

Thompson, C. A., Klopf, D. W., & Sallinen-Kuparinen, A. (1991). Finns and Americans compared on the immediacy construct. Psychological Reports, 68, 41-42.

Klopf, D. W., Thompson, C. A., & Sallinen-Kuparinen, A. (1991). Argumentativeness among selected Finnish and American college students. Psychological Reports, 68, 161-162.

Sallinen-Kuparinen, A., Thompson, C. A., & Klopf, D. W. (1991). Social styles of Finns and Americans. Psychological Reports, 68, 193-194.

Boyer, L. M., Thompson, C. A., Klopf, D. W., & Ishii, S. (1990). An intercultural comparison of immediacy among Japanese and Americans. Perceptual and Motor Skills, 71, 65-66.

Ishii, S., Thompson, C. A., & Klopf, D. W. (1990, July). A comparison of the assertiveness/responsiveness construct between Japanese and Americans. Otsuma Review, 23, 63-71.

Thompson, C. A., Ishii, S., & Klopf, D. (1990). Japanese and Americans compared on assertiveness/responsiveness. Psychological Reports, 66, 829-830.

Thompson, C. A., Klopf, D. W., & Sallinen-Kuparinen, A. (1990). Finns and Americans compared on the immediacy construct. Psychological Reports, 67, 41-42.

CONFERENCE ACTIVITIES

Papers Presented at Conferences

Dickson, C. A., & Thompson, C. A. (2001, October). Assessing communication of credibility through clothing using conjoint analysis. A competitive paper prepared for the National Communication Association 2001 Convention, Atlanta, GA.

Frymier, A. B., & Thompson, C. A. (1995, November). Using student reports to measure immediacy: Is it a valid methodology. A competitive paper prepared for the 81st Annual Meeting of the Speech Communication Association, San Antonio, TX.

Thompson, C. A., & Dickson, C. A. (1995, October). Mentoring issues in higher education: A look toward the 21st century. A paper prepared for the University of Vermont's fourth annual conference, *Gender issues in higher education: A look toward the 21st century*, Burlington, Vermont.

Thompson, C. A., Dickson, C. A., Sallinen-Kuparinen, A., & Fayer, J. (1995, July). The relationships among teachers' immediacy behaviors and college students' motivation and learning: comparisons among Finns, Puerto Ricans, and Americans. A paper prepared for presentation at the World Communication Association 1995 Biennial Conference, Vancouver.

Dickson, C. A., & Thompson, C. A. (1995, July). Using debate to teach critical thinking skills to students. A paper prepared for presentation at the World Communication Association 1995 Biennial Conference, Vancouver.

Thompson, C. A., Frymier, A. B., Thomas, C., & Robinson, R. (1992, May). The impact of social style on perceptions of teacher immediacy and learning. A "Top 3" competitive paper presented to the Instructional Practices Division of the Eastern Communication Association 83rd Annual Meeting, Portland, ME.

Thompson, C. A., Frymier, A. B., Thomas, C., & Robinson, R. (1992, March). The impact of social style on perceptions of teacher immediacy and learning. A competitive paper presented at the Ohio University College of Communication Fifth Annual Communication Research Conference, Athens, OH.

Wheeless, L. R., Thompson, C. A., & Frymier, A. B. (1991, October). A different perspective: Verbal output and receptivity in relation to attraction and communication satisfaction in interpersonal relationships. A paper prepared for the Speech Communication Association, Atlanta, GA.

Sallinen-Kuparinen, A., Park, M.-S., Thompson, C. A., & Klopf, D. W. (1991, August). An analysis of social style among disparate cultures. A paper presented at the World Communication Association convention in Jyvaskyla, Finland.

Frymier, A. B., & Thompson, C. A. (1991, May). The Relationship among affinity-seeking, credibility, motivation, and learning: A replication and extension. A "Top 3" competitive paper presented to the Instructional and Developmental Division of the International Communication Association Annual Convention, Chicago, IL.

Frymier, A. B., & Thompson, C. A. (1991, April). Intercultural Research conducted by graduate students at West Virginia University. A paper presented at the Graduate

Research Panel 1: Communication Diversity Celebrated!, at the Eastern Communication Association Annual Meeting in Pittsburgh, PA.

Thompson, C. A., & Frymier, A. B. (1991, March). Affinity-seeking in the classroom: Its impact on teacher credibility, student motivation, and learning. A "Top 5" competitive paper presented at the Ohio University College of Communication Fourth Annual Communication Research Conference, Athens, OH.

Thompson, C. A., Klopf, D. W., & Sallinen-Kuparinen, A. (1990, December). The social style of Finns as compared to Americans. A paper presented at the Speech Communication Association of Puerto Rico Tenth Annual Convention, San Juan, PR.

Sallinen-Kuparinen, A., Thompson, C. A., & Klopf, D. W. (1990, December). Immediacy-A comparison between Finnish and American university students. A paper presented at the Speech Communication Association of Puerto Rico Tenth Annual Convention, San Juan, PR.

Ishii, S., & Thompson, C. A. (1989, July). A Comparison of the Assertiveness/ Responsiveness Construct Between Japanese and Americans. A paper presented at the World Communication Association 1989 Biennial Convention, Singapore.

Presentations at Conferences

Thompson, C. A., & Dickson, C. A. (1994, November). Mentoring for Junior Women Faculty. Presentation at the Women and Mentoring Seminar at the Eightieth Annual Meeting of the Speech Communication Association, New Orleans.

Thompson, C. A. (1993, February). Communication competencies for students and educators: An overview of public policy in the west. Panel participant representing Hawaii at the Western States Communication Association, Albuquerque.

RESEARCH IN PROGRESS

Thompson, C. A., & Fooks, M. (an undergraduate student from my Spring, 1997, Speech 385 course. Ho`oponopono: Then and now. Manuscript is in final revision for submission to a journal.

Thompson, C. A., and four undergraduate students from my Fall, 1996, Speech 385 course. Relationships among self-construals, communication apprehension, extroversion, and willingness to communicate among UH students. Ready for data analysis.

Chock, T. M., & Thompson, C. A. Correlates of World View. Ms. Chock is a doctoral student at Cornell University. I began guiding her research on this project while she was in the Master's program at UH. She has already presented the paper at two conferences. I have gathered and analyzed more data and plan to submit the article for publication during summer, 2002.

Thompson, C. A. Students' perceptions of teachers' communication behaviors in relation to motivation and learning. 250 surveys collected. Target date of August, 2002, for submission to Communication Education for publication.

Thompson, C. A., Dickson, C. A., & Hilton, B. A. Lawyer credibility - nonverbal clothing cues. Data collection and analyses completed. Rough draft prepared. Target date of June, 2002, for submission for the first article for publication. This project has been

ongoing for five years and will make a significant methodological contribution to the literature - computer aided design and conjoint analysis.

Dickson, C. A., & Thompson, C. A. Using debate to teach critical thinking skills to students. Paper presented at World Communication Association Conference; article to be submitted.

Sengalis, T., Sharkey, W. F., & Thompson, C. A. Communication apprehension, relationship orientation, and their effects on embarrassability. Data analysis completed; article to be completed?

Thompson, C. A. The relationships among perceived teacher immediacy behaviors, student cognitive learning, and student social style. First article comparing teacher immediacy in college classrooms cross-culturally has been presented at World Communication Association Conference and is being prepared for submission to Communication Education. Path analysis for immediacy, motivation, and learning to be completed.

Thompson, C. A. Meta-analysis of loneliness research. Data analysis completed.

Thompson, C. A., & Deay, A. The relationships among students' and teachers' perceptions of their own learning orientation, perceptions of teachers' communication of intent and their credibility, their levels of motivation, and the students' willingness to take another course of similar content and/or with the same instructor. Data analysis completed; rough draft written.

Thompson, C. A., & DeCosta, S. B. The relationship among students' perceptions of learning and motivation, teachers' immediacy behaviors and credibility, and teachers' social style Native American Students. Data analysis completed; sample size very small; reevaluating worth.

Thompson, C. A., Hercules, J. M., & Mild, B. The relationship among students' perceptions of their own learning, motivation, and communication apprehension and their instructor's immediacy behaviors. Data gathered at three points in the semester and entered. Target date of September, 2002, for data analysis and paper evaluation.

CURRICULUM VITAE

Dubhan (Bud) Clark

Assistant Professor of Philosophy
University of Hawai'i, Maui College

310 Kaahumanu Avenue, Kahului, HI 96732

Phone: (808) 276 - 8860 FAX: (808) 984-3413 EMAIL: budclark@hawaii.edu

Education

Ph.D. Candidate in History/ Literature, 2007, University of Glasgow department of Scottish History, and Department of Scottish Literature.

Dissertation: A Pious and Sensible Politeness: A Scottish-American Intellectual History

Advisors: Dr. Colin Kidd, Dr. Gerard Carruthers - Anticipated Fall 2013

Ph.D. Candidate in Philosophy, 1999, University of Wales, Swansea

Dissertation: The Moral Philosophy of Rush Rhees

Advisor: D.Z. Phillips

Master of Arts in Philosophy, 1997, The Claremont Graduate University,

Claremont CA

History of Philosophy, early modern

Bachelor of Arts in Philosophy, 1994, University of California, Santa Cruz

Areas of Specialization

Scottish Enlightenment, British Intellectual History, Transatlantic Intellectual History, History of Philosophy (Early Modern and Enlightenment), Ethics

Areas of Competence

Philosophy of Religion, Non-Western (Asian/Ancient Chinese) Philosophy, Religious studies

Teaching Experience

Current as Instructor at the University of Hawaii

PHIL 301 Ethical Theory U. H. Maui

PHIL 325 Professional Ethics U.H. Maui

PHIL 305 Philosophy of Religion - U. H. Manoa

REL 348 Religion Society Politics - U. H. Manoa

REL 383 Mysticism East and West - U. H. Manoa

REL 352 Comparative Ethics - U. H. Manoa

REL 495 Seminar in Religion: On Death and Dying - U. H. Manoa

PHIL 100 Introduction to Philosophy

PHIL 101 Morals and Society

PHIL 109 Reasoning and Critical Thinking

PHIL 110 Symbolic Logic

PHIL 202 Asian Traditions

PHIL 290 Philosophy of Religion

REL 150 World's Religions

PSYCH 290v Pseudoscience and Superstition

HIST 152 World Civilizations

Other Teaching Experience

As instructor at San Jose State University, Spring 2000

Introduction to Philosophy, Critical Thinking and Logic

Publications

- 'A Family of Letters: Close Relations and Associations of the Scottish Enlightenment' *The Drouth*, Summer 2009 Glasgow, Scotland.
- "Surfing The Wu Wei" in *A Journal Of Contemporary Taoism*, spring 1996, Vol. III number 3

Presentations

- The Victorian Interdisciplinary Studies Association of the Western United States 15th annual conference: "The Wyllie Robert Crichton: A Philosophical Education" October 30, 2010
- Lahaina Royal Ho'ike: "The Life and Times of Robert Crichton Wyllie" October 16, 2010
- First Wednesday Debate, Seaburry Hall: "What if there is a God" with Ram Das and Father Andrew. January 2008
- Glasgow University Department of History – "A Pious and Sensible Politeness" June 2007
- "The Incompatibility of Christian and Buddhist Ethics with Contemporary War" given at the 5th annual Environmental Ethics, Justice and Activism conference April 2005 at University of Hawaii – Maui.
- "Critical Thinking and Public Affairs" presented as a panel member at the Maui Community Forum on the Middle East, Fall 2004.
- "Ecology and Theology, A Closer Look at Stewardship" given at the 3rd annual Environmental Ethics, Justice and Activism conference April 2003 at University of Hawaii – Maui.
- Panel member on the United Nations Earth Charter Initiative Maui summit September 2001.
- "From Terrorism to Peace, Understanding September 11th." Panel member, University of Hawaii State Wide televised conference, October 18, 2001.

Academic and Professional Awards

Recipient of Inclusion in *Who's Who Among America's Teachers 2006/2007*, 11th Edition.

Regents' Medal for Excellence in Teaching September 2005, University of Hawaii

Faculty of the Year 1999, Evergreen Valley College

Tuition Scholarship 1996, 1997, The Claremont Graduate University

Service, Committees and Professional Organizations

Hawaii Council for the Humanities History Day Judge 2009, 2013.

WASC Assessment Team – Discipline Expert Critical Thinking 2011

Chair of Teaching Improvement Committee 2005-2008

Maui Community College 2004- 2008 Faculty Advisor to the Celtic Club

Faculty advisor for the Maui Community College Philosophy Club, 2001- 07

Hawaii Institute for Human Rights, Co-organizer of the annual Ecological Ethics/Activism/Justice conference. 2001 – 2006

"On Maui" cable television news magazine – Ethics Advisor, 2001

American Philosophical Association

Extra Curricular

Avid surfer for 30 years

Celtic Music –Irish whistle and bodhran

AYSO soccer coach

INSTITUTIONAL CONTEXT

University of Hawai'i Maui College (UHMC) was first established as a vocational school in 1931 and transitioned to a community college in 1964. Historically, the College was accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). In July 2007, the WASC Accrediting Commission for Senior Colleges and Universities (ACSCU) granted initial accreditation for a single Bachelor of Applied Science (BAS) degree in Applied Business and Information Technology. Subsequently, a second BAS degree in Engineering Technology was supported by ACSCU in August 2009 with a formal start date in Fall 2010. Consistent with a joint ACCJC-ACSCU policy at that time, this addition triggered the transfer of college accreditation from ACCJC to the ACSCU commission, effective August 24, 2009. In February 2010, the Board of Regents approved the name change from Maui Community College to University of Hawai'i Maui College to more accurately represent the programs and services. The College continues to be part of the University of Hawai'i Community College (UHCC) System as well as the University of Hawai'i (UH) System. UHMC serves communities across three islands with its main campus located in Kahului, Maui. UHMC outreach education centers are located on Maui in Hana, Kihei, and Lahaina, and on the islands of Moloka'i and Lāna'i.

UHMC currently offers three BAS degrees, eleven Associate in Applied Science (AAS) degrees, six Associate in Science (AS) degrees, one Associate in Arts (AA) degree, and numerous certificates within the programs. UHMC is the only public, open-admission institution in California and Hawai'i that grants certificates and two-year and four-year degrees, which challenges making comparisons with other public higher education institutions in the two states. The unique UHMC mission addresses the needs of a diverse student population of over 4,300 students in a geographically isolated tri-isle community with one of the highest cost-of-living rates in the country.

Of the six templates provided by WASC, UHMC populated the three templates that match the College: Associate Degree, Lower Division Transfer, and Upper Division Transfer. UHMC baccalaureate degrees are designed so students complete a two-year associate degree (or relevant two-year course work) before transferring into a two-year upper division major. The baccalaureate degrees are very new—the Applied Business and Information Technology (ABIT) degree began in Fall 2005; Engineering Technology (ENGT) began in Fall 2010; and Sustainable Science Management (SSM) began in Fall 2011. Two templates that did not relate to UHMC were the Full Time Freshman and the Part Time Freshman Baccalaureate templates; UHMC baccalaureate students do not start as freshmen, and assume the baccalaureate major only after completing extensive lower division work. The third template that did not relate to UHMC was the Nontraditional Degree template, since the College offers no nontraditional programs as defined in the instructions.

DATA HIGHLIGHTS AND CONTEXT

Some highlights of and context to the retention, graduation, time-to-degree rates reported on the WASC templates are provided below:

- According to the Associate Degree template, the female student population consistently has a higher retention rate than that of the male student population. The female student group has a three-year average retention rate of 60 percent whereas the male average is 51 percent.

  Context: These rates are similar to peer institution rates for male and female retention rates.

- The nonresident alien group has the highest retention, graduation, and fastest time-to-degree rates of all groups.
  - The nonresident alien group has the highest three year average retention rate at 75 percent whereas the average three year retention rate of all students is 56 percent.

- The non resident alien group has the highest two-year graduation rate at 27 percent and the highest three-year graduation rate at 50 percent.

  Context: One possible explanation for the high success of the nonresident alien group is their visa requirements; these students are required to be full-time students, thereby moving through required credits more quickly than the majority of part-time students. In addition, students who are nonresident aliens have higher financial commitment to their graduation, as nonresident tuition is four times higher and financial aid is often not available to nonresident aliens.

- The Native Hawaiian/Pacific Islander group has the lowest retention rate, with 45 percent of students re-enrolling the subsequent fall semester.

  Context: This rate is consistent with retention and time-to-degree rates of Native Hawaiian students across the UH System. As a result, in alignment with the UH System and the College missions, success of Native Hawaiian students has become a priority. Because Native Hawaiian data on the WASC template are available only for Fall 2010 when the National Center for Education Statistics changed guidelines for reporting race/ethnicity, the rest of the narrative refers to UHMC generated data to reflect on Native Hawaiian/ Pacific Islander retention and graduation data.

- According to the templates, there is no clear trend in retention over time.

  Context: One factor in fluctuating retention rates between 2008 and 2010 is the substantial and sudden enrollment growth. Enrollment growth has been a direct result of economic downturn, loss of jobs, and increased access to financial aid opportunities. Fall 2009 enrollment was 4,114 students, an increase of 25.2 percent over Fall 2008. Additionally, Spring 2010 enrollment increased by 22 percent to 4,089 students from Spring 2009. The College had an enrollment of 4,370 students for Fall 2010, a 6.2 percent increase over Fall 2009 enrollment. Prior to 2008, many UHMC initiatives had been focused on student enrollment and recruitment. As student enrollment grew between 2008 and 2011, UHMC shifted planning and resources to retention and persistence initiatives led by administration and faculty.

- The average two-year graduation rate for the Associate Degree cohorts is 2 percent. The three-year graduation rate is at 8 percent, and the four-year graduation rate is at 14 percent. At the baccalaureate upper division transfer level, the two-, four-, and six-year graduation rates are 4%, 28%, and 42%, respectively. The lower division transfer rates are 11% and 29% after four and six years.

  Context: The rates above are inclusive of part-time students, which is inconsistent with IPEDS and other required reports that exclude part-time students. According to the UH System Institutional Research Office, the UHMC three year graduation rate (150% time to completion) for the Fall 2008 *Student Right to Know* cohort--which includes full-time but not part-time classified students--is 11 percent, which is consistent with other UHCC peer institution rates. Factors considered in UHMC graduation rates include the following:

  a. Because approximately two-thirds of UHMC enrolled students are part-time students taking an average of 6.1 credits per semester and place at developmental English and math levels, yearly graduation rates for both associate and baccalaureate degrees are expected to be lower than at other four-year institutions with selective admission requirements.

  b. To contextualize the graduation rates, UHMC certificate-seeking students also need to be considered. Significant numbers of students leave for the workforce once they have earned skills or certificates in certain program areas such Automotive Technology, Auto Body Repair and Painting, and Culinary Arts. In addition, because of definitions required by this report, the cohort identified in the Associate Degree template excludes students in one-year certificate programs such as Practical Nursing and Dental Assisting. Both these programs have high graduation rates. In Practical Nursing,

graduating in one year were 97 percent of the 39 students in the 2007 cohort and 83 percent of the 40 students in the 2008 cohort. In Dental Assisting, 91 percent of the 11 students in the 2008 cohort graduated within one year and 76 percent of the 21 students in the 2009 cohort.

- According to the elapsed time-to-degree data, UHMC associate degree students take an average of five years to complete a two-year degree.

  Context: This rate is consistent for all three exiting cohorts and reflects the two-thirds part-time student population. Of the cohorts measured we can account for 14 percent graduated and 15 percent continuing.

- According to both the lower and the upper division transfer templates, baccalaureate retention and graduation rates are higher than those for the associate degree students described earlier.
  - Three-year average retention: Lower division (62%); Upper division (89%)
  - Four-year graduation rates: Lower division (11%); Upper division (28%)
  - Six-year graduation rates: Lower division (29%); Upper division (42%)

  Context: The UHMC baccalaureate programs are two-year upper division programs. Students take an average of four years to complete the program since, as with the associate majors, many BAS major attend part-time. The BAS graduate rate is higher than that of associate program. This result is not surprising, since baccalaureate programs require two years of successful lower division work as an entrance requirement, whereas most associate programs are open-admission.

PEER INSTITUTION CONTEXT

Based on limited available data, peer institution comparisons are presented in the table below. As mentioned earlier, UHMC is predominately a two-year institution and unique as an island-based college with a diverse student population that grants both two-year associate degrees and junior-entering two-year baccalaureate degrees. This uniqueness made selection of comparable institutions challenging.

Peer Institution Comparisons

Colleges	Fall 2010 Enrollment	Retention Rate*	Graduation Rate*	Time-to-Degree
UHMC Baccalaureate	39	89.0%	4.0% / 28.0%**	4 years (2yrp pgm)^
UHMC Associate	4,328	56.0%	8.0%	5 years (2yr pgm)^
Great Basin College, NV	3,691	54.0%	25.0%	5 years (NV) (4yr pgm)^
Northern New Mexico College	2,179	64.0%	15.0%	n/a
Peninsula College, WA	3,321	66.0%	33.0%	4.1 years (WA) (4yr pgm)^

Source: UHMC 3-yr. Cohort averages. Peer institutions IPEDS 2010 First-time full-time bachelor (or equivalent) degree-seeking undergraduates.
*****Two Year/Four Year rates.***
^Statewide data, 4 years required to complete program; source from Complete College America

Peer data demonstrate that UHMC is relatively comparable to the peer institutions chosen. The higher retention rate for the baccalaureate program, unlike the "peer" baccalaureate programs, is attributed to the fact that students transfer BAS programs beginning with the junior year, after attrition has occurred in the lower division. The lower graduation rates of associate and baccalaureate programs reflect earlier discussions regarding the UHMC part-time student population.

RETENTION, GRADUATION, AND TIME-TO-DEGREE GOALS AND TARGETS

UHMC has a strong commitment to improving retention, graduation, and time-to-degree rates for Native Hawaiian (NH) and overall student populations. As part of the 2010 University Hawai'i System Graduation Initiative, UHMC has an overarching goal of increasing certificate and degree graduates by 25 percent to 497 by 2015 (or by a 2006 baseline of 38%).

In addition, UHMC has identified several specific goals and targets for improved retention and graduation that align with the University of Hawai'i Community College (UHCC) System Strategic Outcomes, as well as part of the College participation in the Achieving the Dream (ATD) initiative, program review and assessment processes, and by campus administration. The chart below outlines baseline, target rates, and current progress for first-time, classified, degree-seeking, full and part-time Maui home-based students.

UHMC Retention and Graduation Goals: Baseline Data, Current Level, and Goal

UHMC Goals	2006 Base	2011 Data	2015 Goal
Increase achievement of degrees and certificates earned by all students by 38%	360	482 33%	497 38%
Increase achievement of degrees and certificates earned by Native Hawaiian students by 73%	60	120 100%	104 73%
Increase Financial Aid participation of all students by 48%	622	2308 169%	919 48%
Additional UHMC Goals	**2007 Base**	**2010 Data**	**2015 Goal**
Increase transfer of all students to UH upper division by 40%	132	162 24%	185 45%
Increase transfer of NH students to UH upper division by 11%	36	66 83%	40 11%
Increase transfer of all students to non-UH upper division by 48%	104	111 6%	163 48%
Increase transfer of NH students to non-UH upper division by 23%	19	32 68%	28 23%
Increase Fall to Fall persistence of all students to 56%	48%	51%	56%
Increase Fall to Fall persistence NH students to 43%	36%	40%	43%
Increase first year success of all full-time students to 48%	41%	44%	48%
Increase first year success of NH full-time students to 43%	37%	28%	43%
Increase first year success of all part time students to 23%	20%	28%	23%
Increase first year success of NH part-time students to 29%	25%	23%	29%
Increase success of all students enrolled in developmental Reading to 79%	57%	67%	79%
Increase success of NH students enrolled in developmental Reading 75%	50%	62%	75%
Increase success of all students enrolled in developmental Writing to 80%	73%	70%	80%
Increase success of NH students enrolled in developmental Writing 78%	69%	65%	78%
Increase success of all students enrolled in developmental Math 78%	67%	39%*	78%
Increase success of NH students enrolled in developmental Math 82%	56%	24%*	82%

* Developmental Math success rates have dropped due to combining a former introductory math class with the lowest level pre-algebra course. Despite an over 80 percent completion rate, fewer than 20 percent of those students who successfully completed the former introductory math class successfully completed the lowest level pre-algebra course. UHMC is in the early phase of a dramatic overhaul of the curriculum and sequencing of developmental math classes, with the goal of dramatically increasing the number of students who successfully move from developmental to college level math. Developmental math curriculum was packaged differently in 2011 (and today) than in 2006, therefore, the accuracy of the data should be viewed with caution.

CHALLENGES

The most significant challenges UHMC faces in improving retention, graduation, and time-to-degree rates are fulfilling the needs of its diverse student body:

1. Acquiring resources to address enrollment growth: UHMC faces ongoing challenges to support continuous improvement at the College. While UHMC extramural success has exceeded grant applications developed by the six peer UHCCs over the past 20 years, reliance on extramural funding to sustain the recent enrollment growth must be more equitably supported by the UH and UHCC Systems. While some UHCC Enrollment Growth funds have been available since 2008, there has been no sustained, proportional or comparative financial support to address the UHMC enrollment growth, student support, and infrastructure maintenance needs. Although State support for implementing the UHMC facilities master plan has been substantial and anticipated an expanded enrollment, this investment may be compromised without appropriate custodial and building maintenance support. Additionally, while an enrollment growth fund has permitted the College to expand its lecturer pool in response to added course offering needs, the quality of lecturers and the lack of other counselors and student support staff have not proportionally kept pace with the UHMC enrollment growth. Finally, while the state economy experienced a severe downturn in 2008, Maui County historically and presently continues to face the lowest state general-funded per capita allocation for public higher education in Hawai'i, compared with the other three counties. A performance-based legislative request is presently being considered by the UH System, which may remedy this inequity in the UHMC operational funding.

2. Part-time students and "weavers": Time-to-degree rates are significantly affected by two-thirds of the UHMC student population who are enrolled as part-time students, taking an average 6.1 credits per semester in Fall 2010. This short load would require ten semesters, or five years, to earn a 60-credit associate degree. Additionally, the average credit load by full-time students is less than a "full" load (13.1 credits in Fall 2010), which is less than the 15 or more credits per semester needed to graduate from an associate program in two years.

   Many UHMC students are "weavers," students who return to enroll in classes, but not necessarily in subsequent semesters. According to a 2009 electronic survey that asked 225 students their reasons for not re-enrolling from Fall 2009 to Spring 2010, 14 percent completed the survey with the following top three explanations: 27 percent cited work conflicts; 20 percent cited they had graduated or completed their intended program; and 17 percent said they were planning to reenroll. In Fall 2010, 318 of the 4,367 students enrolled (7%) were "returning" students who had not been enrolled in the previous Spring 2010 semester but who had enrolled previously.

3. Students placing at developmental English and math levels: According to UHMC Learning Center 2008-2009 program review data, a majority of students taking the COMPASS placement test place at developmental English and Math levels. Of 2,684 math COMPASS test takers, 87 percent placed at below college level math, with 53 percent placing in MATH 1, which is four levels below college-level math. Of 2,705 English COMPASS test takers, 68 percent placed at developmental writing levels. In addition, AtD data show that very low numbers of Native Hawaiian students who tested into developmental math and English enrolled in courses within their first few semesters, thereby further prolonging their academic journey.

4. Diverse academic journeys and needs: As a public, open-admission institution that offers upper division baccalaureate degrees with specified lower division admissions requirements, two-year degrees, and shorter certificates, UHMC students enter with a diverse array of educational goals. Some challenges include identifying student goals, assessing each student's academic readiness, helping students understand the relationship among their career goals and program requirements, and assisting students in planning effectively academic journeys that align with employment and economic opportunities upon graduation.

5. Continuing to strengthen the program review process: Continual improvement is needed to fully realize the potential of more external data and assessments that will inform planning, curricular refinements,

internship placements, and program-aligned graduate employment. An additional challenge is to focus on connecting students to all digital resources and systematically evaluating the success of existing and proposed information retrieval strategies.

UHMC CAMPUS RETENTION AND GRADUATION IMPROVEMENT INITIATIVES

In alignment with the UHCC System Strategic Outcomes and UHMC campus goals, the College has participated in numerous initiatives to improve retention and graduation rates. These special efforts have been funded by the College as well as by grants. In particular, UHMC has participated in ATD since 2008, with a special focus on improving retention and graduation rates for Native Hawaiians as well as overall student populations. In the next phase of the AtD project, Filipino students will be the second subgroup of focus.

Some recent campus initiatives implemented to meet target retention rates include the following:

Initiatives to meet the needs of part-time students

a. 2008: Created Weekend College—a series of courses scheduled for weekends and evenings to accommodate a cohort of part-time, working students to graduate within eight semesters. Funded by the College and data tracked by UHMC Counseling Department.
b. 2009: Expanded Financial Aid education through increased numbers of Financial Aid presentations and development of financial literacy modules for students. Coordinated and data tracked by UHMC Financial Aid office.

Initiatives to meet the needs of students placed at developmental levels

a. 2012: Scheduled to complete $26 million dollar science facility to provide contemporary laboratory contexts to reinforce student goals with appropriate developmental and programmatic experiences requiring science, technology, engineering and math interactive learning skills in authentic settings.
b. 2012: Obtained $3.5 million to renovate old science building and prepare a range of basic to fully licensed Allied Health professionals.
c. 2011: Redesigned developmental English courses including curricular changes, teaching modalities, and class design. Funded and data tracked as part of AtD.
d. 2010: Redesigned developmental Math courses including collapsing of sequence of courses, class delivery, and curricular improvement. Funded and data tracked as part of AtD.
e. 2009: Aligned UHMC and UHCC developmental English and Math courses. Funded and data tracked as part of ARRA grant.
f. 2008: Developed and implemented special academic and support service programs for Native Hawaiian students who place in developmental English and math classes. Federally funded through Title III grant.
g. 2011: Initiated placement testing policy for English and math classes for all new degree-seeking students so students can be advised and tracked. Funded and data tracked as part of AtD. Expanded COMPASS testing in high schools to increase access for incoming students. Coordinated by UHMC Learning Center.
h. 2012: Implemented campus-wide access to Kurzweil, a literacy tool that assists students struggling with reading decoding, fluency, and comprehension skills. Previously access to Kurzweil was limited to students with print disabilities, now students in developmental English who did not qualify as a student with a disability will have access. Funded and data tracked through Perkins.

Student Support Initiatives

a. 2009: Implemented mandatory New Student Orientation for all new, degree-seeking students for Maui County that includes academic advising, financial literacy, study skills, and other workshops. Funded and data tracked as part of AtD.

b. 2006: Developed and implemented STAR, a web-based advising tool that allows students to manage their academic course work and monitor their progress. Initiated by UH System and coordinated by campus representatives. This initiative allows all UHMC students access to academic program progress.
c. 2008: Enhanced advising services, including individual appointments, walk-ins, and CTE program group advising. Coordinated by UHMC Counseling department. This initiative allows students more access to academic advising.
d. 2011: Implemented automatic admission offered to UHMC students in particular UHMC majors who have articulation agreements with UH System baccalaureate campuses. Initiated by UH System and coordinated by UHMC Counseling department. This initiative eases the transfer process for students into baccalaureate programs across the UH System.
e. 2011: Developing first year college student success course for all incoming students placed at developmental students as well as overall populations
f. 2011: Acquired a $20 million ($2 million/year for 10 years) National Science Foundation commitment to support NH STEM students as part of an Advanced Technology Solar Telescope Mitigation proposal.
g. 2012: Approved as an institution for education and training under the Veterans Educational Assistance Act (GI Bill) and Dependents' Act, services are provided through a coordinated effort between the Admissions & Records and Counseling offices. Support the continued higher education access of non-resident veterans, the Veterans Retaining Assistance Program (VRAP)by providing support for training and personal living expenses for up to 12 months, and participating in the Hire Our Heroes Job and Career Fair. In addition, sponsors workshops to inform veterans of student support services to enhance retention and academic success.
h. 2012: Formed Judiciary task force to help support students who are under the oversight of Maui Drug Court, with the possibility of expanding to students under legal supervision. Task force members include UHMC counselors, instructional faculty, judges, MDC case managers, and administrators (both UHMC, Judiciary, Maui Drug Court and Department of Public Safety). This initiative supports students by having better screening, monitoring, and information sharing in place between the college and judiciary.

Assessment Initiatives

a. 2011: Developed and implemented a new process for assessing college-wide academic student learning outcomes (CASLOs) and program learning outcomes.
b. 2011: Established the *Instructional Assessment and ePortfolio Project (IAEP)* using LiveText™ which helps monitor student achievement of course competencies and the program PLO & SLO requirements in "real-time" using mobile web-based technology applications in a consistent manner to assess overall student performance. Restructured and linked CTE program course PLO's, SLO's and competencies, keeping the competencies as foundation for assessment. Funded and data tracked as part of Perkins Project.
c. 2009: Revitalized the Improved Teaching Committee (ITC), an ad hoc senate committee that designs monthly professional development sessions focused on teaching best practices.2012 workshops align with the 2012 College Wide Academic Student Learning Outcomes assessment focus on writing.

Initiatives linking education with employment opportunities

a. 2010: Revitalized CTE advisory committees to align industry standards and graduation proficiencies through curriculum and assessment improvements. Initiated by administration and coordinated by individual programs.
b. 2012: Developing an undergraduate research program for upper-division students proficient in computer operating systems and networking technology. Students will undertake research projects that will enhance their knowledge of computational science and the application of information technology to relevant, social and economic problems confronting Maui County. Funded by a grant from the Department of Labor.
c. 2009: Implemented CareerLink, a program that assists graduates with developing their resumes, cover letters, job applications, mock interviews, and job placement within our community. Implemented campus Graduate Survey tracking for all majors that are degree-seeking students for Maui County. Data are tracked for academic programs to provide feedback regarding job placement of graduates or information of students electing to transfer to another institution.

ABILITY TO GENERATE AND EVALUATE DATA

Once the retention, graduation, and time-to-degree data were reported, a core team of administration, IR staff, and faculty came together to understand and evaluate these rates. These data have confirmed what has been reported in our other data areas. Over the past few years, UHMC has emphasized data-driven decisions as part of administration decisions. As a result of evaluating data reports such as this WASC Retention, Graduation and Time-to-degree report and participation in ATD, UHMC has allocated federal and UHMC resources to supporting initiatives to improve student success.

The data gathering process for generating this report was complicated and time-consuming. Official data come from the Institutional Research Office (IRO) that operates out of the office of the UH President in Honolulu. Standard data are presented in formal Management and Planning Support (MAPS) reports and posted to the web (http://hawaii.edu/irol) for easy review. For this report and similar reports, access is needed to more in-depth data housed in the Banner Student Information System that is "frozen" on specified dates in Operation Data Store (ODS). The download process to gather data from this software for this report was accessible to only three individuals. These computer technicians, who are trained in computer programming and Banner, have other competing job assignments within the UHMC Computing services department and an administration office.

When gathering the data for this report, data gatherers faced two significant challenges:

1. Deficiency of current software for data reporting: Since 2003, the UH System has been working on finding a better software for easier collection of data. Banner, which is the current system-wide software scheduling and registration, requires sophisticated computer language sequencing to gather particular data that matches this report's requirements. Creating the correct scripts for each data piece was very time-consuming. However, now that the scripts have been established, generating reports for future WASC Retention and Graduation reports will be much easier.

2. Challenge of different definitions and data verification: As UHMC staff gathered data for this report, aligning changing WASC definitions and UHMC campus definitions took time. Report instructions, instead of being in one place, were spread across four documents (instruction, glossary, Q&A, and online instructions) that were revised during the process. Once data requirements were understood, the process of downloading data was tedious, but moved along successfully. For example, in gathering data for Table 1, staff had to create particular scripts for "First time students" that excluded students who were not seeking Associate or Bachelor degrees. Because "First time student" is a self-declared definition at UHMC, once the cohort of first-time students was identified, staff culled through individual student transcripts to verify the number of credits prior to enrollment to exclude incorrectly identified First-time students. In addition, some labels on the tables had to be clarified for accuracy. For example, when referring to the retention rate charts, the column labeled as "three year average" was misunderstood until clarified that this referred to the average of three cohorts; "exiting cohorts" referred to students who graduated; and inconsistencies which ethnic groups to install Hawaiian, Pac-Islanders, and Mixed.

COHORT EXCLUSIONS

In generating data for this WASC Retention, Graduation, and Time-to-degree summary report, two groups of students have been removed from cohorts to fit report definitions:

a. Students who are not UHMC-based students but who are registered for UHMC courses were excluded:
   -Students who are based at other UH campuses as home campuses
   -Special Early Admit students

b. Students who are non-Associate and non-Bachelor majors were excluded:

-Unclassified students: UHMC students enrolled in courses, but not in a major, many of whom are life-long learners and not seeking a degree

-DENT students: UHMC students enrolled in the Dental Assistant program, which is a one-year certificate program

-PRCN students: UHMC students enrolled in the Practical Nursing program, which is a one-year certificate program

-NAT students: UHMC students enrolled in the Nurse's Aide Program, which is a one-semester certificate program

WASC RETENTION, GRADUATION, TIME-TO-DEGREE SUMMARY REPORT

INSTITUTION: University of Hawaii Maui College **Cohort Entry:** FALL **REPORT YEAR:** 2011

STUDENT TYPE: ASSOCIATE DEGREE **Template Revision: 5-29-12**

GROUP	One Year Retention Rate					
	Three Year Average			FALL 2010	FALL 2009	FALL 2008
	Percent Retain	Number in Cohort	Number Retain			
ALL	**56%**	2,284	1,280	55%	55%	58%
Female	**60%**	1,288	770	59%	61%	60%
Male	**51%**	996	510	51%	48%	56%
African American	**63%**	16	10	63%	Small N	Small N
American Indian	**50%**	12	6	Small N	17%	Small N
Asian (Pac. Isle.)*	**59%**	1,361	800	65%	56%	60%
Hawaiian/Pac Isle.*	**45%**	289	131	45%	Not Applicable	
Hispanic/Latino	**49%**	72	35	54%	50%	43%
White	**55%**	453	250	56%	54%	55%
Two or More Races	**59%**	81	48	59%	Not Applicable	
Nonresident Alien	**75%**	20	15	Small N	89%	71%
Pell Recipient	**56%**	1,087	613	53%	58%	59%

*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

Two Year Graduation Rate					
Three Year Average			FALL 2009	FALL 2008	FALL 2007
Percent Graduate	Number in Cohort	Number Graduate			
2%	1,958	34	1%	2%	2%
2%	1,107	25	1%	3%	3%
1%	851	9	1%	1%	1%
0%	10	0	Small N	Small N	Small N
0%	12	0	0%	Small N	Small N
2%	1,456	22	1%	2%	2%
Not Applicable					
0%	68	0	0%	0%	0%
3%	412	12	2%	3%	4%
Not Applicable					
27%	22	6	11%	43%	33%
1%	757	9	1%	2%	0%

GROUP	Three Year Graduation Rate					
	Three Year Average			FALL 2008	FALL 2007	FALL 2006
	Percent Graduate	Number in Cohort	Number Graduate			
ALL	**8%**	1,519	124	8%	8%	8%
Female	**9%**	865	75	9%	8%	10%
Male	**7%**	654	49	7%	9%	6%
African American	**Small N**	Small N	Small N	Small N	Small N	Small N
American Indian	**10%**	10	1	Small N	Small N	Small N
Asian (Pac. Isle.)*	**8%**	1,120	91	7%	9%	9%
Hispanic/Latino	**5%**	41	2	10%	0%	0%
White	**8%**	343	29	11%	9%	5%
Nonresident Alien	**50%**	28	14	86%	50%	33%
Pell Recipient	**5%**	444	24	8%	3%	2%

*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

Four Year Graduation Rate					
Three Year Average			FALL 2007	FALL 2006	FALL 2005
Percent Graduate	Number in Cohort	Number Graduate			
14%	1,228	174	15%	14%	13%
16%	690	113	16%	18%	16%
11%	535	61	14%	10%	10%
Small N	Small N	Small N	Small N	Small N	Small N
0%	7	0	Small N	Small N	Small N
15%	884	135	16%	15%	15%
0%	30	0	0%	0%	0%
13%	290	38	14%	13%	11%
43%	21	9	50%	40%	Small N
9%	318	30	9%	11%	8%

GROUP	Still Enrolled into Fifth Year					
	Three Year Average			FALL 2007	FALL 2006	FALL 2005
	Three Year Average	Number in Cohort	Number Still Enrolled			
ALL	**15%**	1,228	190	17%	16%	13%
Female	**18%**	690	124	20%	19%	14%
Male	**12%**	535	65	12%	13%	11%
African American	**Small N**	Small N	Small N	Small N	Small N	Small N
American Indian	**29%**	7	Small N	Small N	Small N	Small N
Asian (Pac. Isle.)*	**17%**	884	147	20%	16%	14%
Hawaiian/Pac Isle.*	**Not Applicable**					
Hispanic/Latino	**13%**	30	Small N	11%	18%	10%
White	**12%**	290	34	9%	18%	8%
Two or More Races	**Not Applicable**					
Nonresident Alien	**0%**	21	Small N	0%	0%	Small N
Pell Recipient	**15%**	318	49	15%	18%	13%

*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

Elapsed Time to Degree (For Exiting Cohorts)					
2010-2011		2009-2010		2008-2009	
Median Years	N	Median Years	N	Median Years	N
5.0	182	**5.0**	137	**5.0**	152
6.0	122	**5.0**	91	**5.0**	95
4.0	60	**5.0**	46	**4.5**	57
Small N	Small N	**Small N**	Small N	**Small N**	Small N
Small N	Small N	**Small N**	Small N	**Small N**	Small N
5.0	128	**5.0**	100	**5.0**	116
Small N	Small N	**Small N**	Small N	**Small N**	Small N
4.0	7	**Small N**	Small N	**Small N**	Small N
4.0	44	**4.5**	34	**4.0**	34
Small N	Small N	**Small N**	Small N	**Small N**	Small N
n/a	n/a	**n/a**	n/a	**n/a**	n/a
n/a	n/a	**n/a**	n/a	**n/a**	n/a

Data Entry-Calculation Template - **WASC RETENTION-GRADUATION RATE-TIME-TO-DEGREE (UNDERGRADUATE)**

Prepared by Office of Institutional Research, Saint Mary's College of California - Template Revision: 5-29-12

YOUR INSTITUTION: University of Hawaii Maui College | Cohort Entry: FALL | **WASC Report Year:** 2011

ONE YEAR RETENTION RATES (ASSOCIATE DEGREE)

GROUP	Three Year Average			FALL 2010			FALL 2009			FALL 2008		
	Percent Retain	Number in Cohort	Number Retain	Percent Retain	Number in Cohort	Number Retain	Percent Retain	Number in Cohort	Number Retain	Percent Retain	Number in Cohort	Number Retain
ALL	**56%**	2,284	1,280	55.1%	782	431	55.1%	841	463	58.4%	661	386
Female	**60%**	1,288	770	58.6%	432	253	60.6%	470	285	60.1%	386	232
Male	**51%**	996	510	50.9%	350	178	48.0%	371	178	56.0%	275	154
African American	**63%**	16	10	62.5%	8	5	60.0%	5	3	66.7%	3	2
American Indian	**50%**	12	6	100.0%	2	2	16.7%	6	1	75.0%	4	3
Asian (Pac. Isle.)*	**59%**	1,361	800	64.9%	222	144	55.8%	625	349	59.7%	514	307
Hawaiian/Pac Isle.*	**45%**	289	131	45.3%	289	131	N=0	0	0	N=0	0	0
Hispanic/Latino	**49%**	72	35	53.8%	13	7	50.0%	38	19	42.9%	21	9
White	**55%**	453	250	56.3%	167	94	54.5%	167	91	54.6%	119	65
Two or More Races	**59%**	81	48	59.3%	81	48	N=0	0	0	N=0	0	0
Nonresident Alien	**75%**	20	15	50.0%	4	2	88.9%	9	8	71.4%	7	5
Pell Recipient	**56%**	1,087	613	53.5%	447	239	58.0%	412	239	59.2%	228	135

*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

TWO YEAR GRADUATION RATES (ASSOCIATE DEGREE)

GROUP	Three Year Average			FALL 2009			FALL 2008			FALL 2007		
	Percent Graduate	Number in Cohort	Number Graduate	Percent Graduate	Number in Cohort	Number Graduate	Percent Graduate	Number in Cohort	Number Graduate	Percent Graduate	Number in Cohort	Number Graduate
ALL	**2%**	1,958	34	1.2%	841	10	2.1%	661	14	2.2%	456	10
Female	**2%**	1,107	25	1.3%	470	6	2.8%	386	11	3.2%	251	8
Male	**1%**	851	9	1.1%	371	4	1.1%	275	3	1.0%	205	2
African American	**0%**	10	0	0.0%	5	0	0.0%	3	0	0.0%	2	0
American Indian	**0%**	12	0	0.0%	6	0	0.0%	4	0	0.0%	2	0
Asian (Pac. Isle.)*	**2%**	1,456	22	1.0%	625	6	2.1%	514	11	1.6%	317	5
Hispanic/Latino	**0%**	68	0	0.0%	38	0	0.0%	21	0	0.0%	9	0
White	**3%**	412	12	2.4%	167	4	2.5%	119	3	4.0%	126	5
Nonresident Alien	**27%**	22	6	11.1%	9	1	42.9%	7	3	33.3%	6	2
Pell Recipient	**1%**	757	9	1.2%	412	5	1.8%	228	4	0.0%	117	0

*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

THREE YEAR GRADUATION RATES (ASSOCIATE DEGREE)

GROUP	Three Year Average			FALL 2008			FALL 2007			FALL 2006		
	Percent Graduate	Number in Cohort	Number Graduate	Percent Graduate	Number in Cohort	Number Graduate	Percent Graduate	Number in Cohort	Number Graduate	Percent Graduate	Number in Cohort	Number Graduate
ALL	**8%**	1,519	124	8.0%	661	53	8.3%	456	38	8.2%	402	33
Female	**9%**	865	75	8.5%	386	33	8.0%	251	20	9.6%	228	22
Male	**7%**	654	49	7.3%	275	20	8.8%	205	18	6.3%	174	11
African American	**0%**	5	0	0.0%	3	0	0.0%	2	0	N=0	0	0
American Indian	**10%**	10	1	25.0%	4	1	0.0%	2	0	0.0%	4	0
Asian (Pac. Isle.)*	**8%**	1,120	91	7.2%	514	37	8.5%	317	27	9.3%	289	27
Hispanic/Latino	**5%**	41	2	9.5%	21	2	0.0%	9	0	0.0%	11	0
White	**8%**	343	29	10.9%	119	13	8.7%	126	11	5.1%	98	5
Nonresident Alien	**50%**	28	14	85.7%	7	6	50.0%	6	3	33.3%	15	5
Pell Recipient	**5%**	444	24	7.9%	228	18	3.4%	117	4	2.0%	99	2

*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

FOUR YEAR GRADUATION RATES (ASSOCIATE DEGREE)

GROUP	Three Year Average			FALL 2007			FALL 2006			FALL 2005		
	Percent Graduate	Number in Cohort	Number Graduate	Percent Graduate	Number in Cohort	Number Graduate	Percent Graduate	Number in Cohort	Number Graduate	Percent Graduate	Number in Cohort	Number Graduate
ALL	**14%**	1,228	174	14.9%	456	68	14.4%	402	58	13.0%	370	48
Female	**16%**	690	113	15.5%	251	39	18.0%	228	41	15.6%	211	33
Male	**11%**	535	61	14.1%	205	29	9.8%	174	17	9.6%	156	15
African American	**0%**	4	0	0.0%	2	0	N=0	0	0	0.0%	2	0
American Indian	**0%**	7	0	0.0%	2	0	0.0%	4	0	0.0%	1	0
Asian (Pac. Isle.)*	**15%**	884	135	15.8%	317	50	15.2%	289	44	14.7%	278	41
Hispanic/Latino	**0%**	30	0	0.0%	9	0	0.0%	11	0	0.0%	10	0
White	**13%**	290	38	14.3%	126	18	13.3%	98	13	10.6%	66	7
Nonresident Alien	**43%**	21	9	50.0%	6	3	40.0%	15	6	N=0	0	0
Pell Recipient	**9%**	318	30	9.4%	117	11	11.1%	99	11	7.8%	102	8

*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

STILL ENROLLED INTO FIFTH YEAR (ASSOCIATE DEGREE)

GROUP	Three Year Average			FALL 2007			FALL 2006			FALL 2005		
	Percent Still Enrolled	Number in Cohort	Number Still Enrolled	Percent Still Enrolled	Number in Cohort	Number Still Enrolled	Percent Still Enrolled	Number in Cohort	Number Still Enrolled	Percent Still Enrolled	Number in Cohort	Number Still Enrolled
ALL	**15%**	1,228	190	16.7%	456	76	16.4%	402	66	13.0%	370	48
Female	**18%**	690	124	20.3%	251	51	18.9%	228	43	14.2%	211	30
Male	**12%**	535	65	12.2%	205	25	13.2%	174	23	10.9%	156	17
African American	**0%**	4	0	0.0%	2	0	N=0	0	0	0.0%	2	0
American Indian	**29%**	7	2	50.0%	2	1	25.0%	4	1	0.0%	1	0
Asian (Pac. Isle.)*	**17%**	884	147	19.9%	317	63	15.6%	289	45	14.0%	278	39
Hispanic/Latino	**13%**	30	4	11.1%	9	1	18.2%	11	2	10.0%	10	1
White	**12%**	290	34	8.7%	126	11	18.4%	98	18	7.6%	66	5
Nonresident Alien	**0%**	21	0	0.0%	6	0	0.0%	15	0	N=0	0	0
Pell Recipient	**15%**	318	49	15.4%	117	18	18.2%	99	18	12.7%	102	13

*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

ELAPSED TIME TO DEGREE - EXITING COHORTS (WHO ENTERED SEEKING ASSOCIATE DEGREES)

GROUP		2010 -2011		2009 -2010		2008 -2009	
		Median Years	Number in Cohort	Median Years	Number in Cohort	Median Years	Number in Cohort
ALL	These Statistics are NOT Averaged	**5.00**	182	**5.00**	137	**5.00**	152
Female		**6.00**	122	**5.00**	91	**5.00**	95
Male		**4.00**	60	**5.00**	46	**4.50**	57
African American		**5.00**	2		0		0
American Indian		**3.00**	1	**6.00**	1		0
Asian (Pac. Isle.)*		**5.00**	128	**5.00**	100	**5.00**	116
Hawaiian/Pac Isle.*							
Hispanic/Latino		**4.00**	7	**3.50**	2	**4.00**	2
White		**4.00**	44	**4.50**	34	**4.00**	34
Two or More Races							
Nonresident Alien		**n/a**	n/a	**n/a**	n/a	**n/a**	n/a
Pell Recipient		**n/a**	n/a	**n/a**	n/a	**n/a**	n/a

*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

WASC RETENTION, GRADUATION, TIME-TO-DEGREE SUMMARY REPORT

INSTITUTION: University of Hawaii Maui College **Cohort Entry:** FALL **REPORT YEAR:** 2011

STUDENT TYPE: LOWER DIVISION TRANSFER **Template Revision: 5-29-12**

GROUP	One Year Retention Rate					
	Three Year Average			FALL 2010	FALL 2009	FALL 2008
	Percent Retain	Number in Cohort	Number Retain			
ALL	**62%**	13	8	Small N	67%	50%
Female	**Small N**	Small N	Small N	Small N	Small N	Small N
Male	**56%**	9	5	Small N	Small N	Small N
African American	**Small N**	Small N	Small N	Small N	Small N	Small N
American Indian	**Small N**	Small N	Small N	Small N	Small N	Small N
Asian (Pac. Isle.)*	**83%**	6	5	Small N	Small N	Small N
Hawaiian/Pac Isle.*	**Small N**	Small N	Small N	Small N	Not Applicable	
Hispanic/Latino	**Small N**	Small N	Small N	Small N	Small N	Small N
White	**50%**	6	3	Small N	Small N	Small N
Two or More Races	**Small N**	Small N	Small N	Small N	Not Applicable	
Nonresident Alien	**Small N**	Small N	Small N	Small N	Small N	Small N
Pell Recipient	**Small N**	Small N	Small N	Small N	Small N	Small N

*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

Four Year Graduation Rate					
Three Year Average			FALL 2007	FALL 2006	FALL 2005
Percent Graduate	Number in Cohort	Number Graduate			
11%	19	2	0%	Small N	29%
7%	14	1	0%	Small N	Small N
Small N	Small N	Small N	Small N	Small N	Small N
Small N	Small N	Small N	Small N	Small N	Small N
Small N	Small N	Small N	Small N	Small N	Small N
20%	10	2	Small N	Small N	Small N
Not Applicable					
Small N	Small N	Small N	Small N	Small N	Small N
0%	8	0	Small N	Small N	Small N
Not Applicable					
Small N	Small N	Small N	Small N	Small N	Small N
0%	7	0	Small N	Small N	Small N

GROUP	Six Year Graduation Rate					
	Three Year Average			FALL 2005	FALL 2004	FALL 2003
	Percent Graduate	Number in Cohort	Number Graduate			
ALL	**29%**	7	2	29%	Small N	Small N
Female	**Small N**	Small N	Small N	Small N	Small N	Small N
Male	**Small N**	Small N	Small N	Small N	Small N	Small N
African American	**Small N**	Small N	Small N	Small N	Small N	Small N
American Indian	**Small N**	Small N	Small N	Small N	Small N	Small N
Asian (Pac. Isle.)*	**Small N**	Small N	Small N	Small N	Small N	Small N
Hispanic/Latino	**Small N**	Small N	Small N	Small N	Small N	Small N
White	**Small N**	Small N	Small N	Small N	Small N	Small N
Nonresident Alien	**Small N**	Small N	Small N	Small N	Small N	Small N
Pell Recipient	**Small N**	Small N	Small N	Small N	Small N	Small N

*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

Eight Year Graduation Rate					
Three Year Average			FALL 2003	FALL 2002	FALL 2001
Percent Graduate	Number in Cohort	Number Graduate			
Small N	Small N	Small N	Small N	Small N	Small N
Small N	Small N	Small N	Small N	Small N	Small N
Small N	Small N	Small N	Small N	Small N	Small N
Small N	Small N	Small N	Small N	Small N	Small N
Small N	Small N	Small N	Small N	Small N	Small N
Small N	Small N	Small N	Small N	Small N	Small N
Small N	Small N	Small N	Small N	Small N	Small N
Small N	Small N	Small N	Small N	Small N	Small N
Small N	Small N	Small N	Small N	Small N	Small N

GROUP	Still Enrolled into Ninth Year					
	Three Year Average			FALL 2003	FALL 2002	FALL 2001
	Three Year Average	Number in Cohort	Number Still Enrolled			
ALL	**Small N**	Small N	Small N	Small N	Small N	Small N
Female	**Small N**	Small N	Small N	Small N	Small N	Small N
Male	**Small N**	Small N	Small N	Small N	Small N	Small N
African American	**Small N**	Small N	Small N	Small N	Small N	Small N
American Indian	**Small N**	Small N	Small N	Small N	Small N	Small N
Asian (Pac. Isle.)*	**Small N**	Small N	Small N	Small N	Small N	Small N
Hawaiian/Pac Isle.*	**Not Applicable**					
Hispanic/Latino	**Small N**	Small N	Small N	Small N	Small N	Small N
White	**Small N**	Small N	Small N	Small N	Small N	Small N
Two or More Races	**Not Applicable**					
Nonresident Alien	**Small N**	Small N	Small N	Small N	Small N	Small N
Pell Recipient	**Small N**	Small N	Small N	Small N	Small N	Small N

*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

Elapsed Time to Degree (For Exiting Cohorts)					
2010-2011		2009-2010		2008-2009	
Median Years	N	Median Years	N	Median Years	N
Small N	Small N	**Small N**	Small N	**Small N**	Small N
Small N	Small N	**Small N**	Small N	**Small N**	Small N
Small N	Small N	**Small N**	Small N	**Small N**	Small N
Small N	Small N	**Small N**	Small N	**Small N**	Small N
Small N	Small N	**Small N**	Small N	**Small N**	Small N
Small N	Small N	**Small N**	Small N	**Small N**	Small N
Small N	Small N	**Small N**	Small N	**Small N**	Small N
Small N	Small N	**Small N**	Small N	**Small N**	Small N
Small N	Small N	**Small N**	Small N	**Small N**	Small N

Data Entry-Calculation Template - **WASC RETENTION-GRADUATION RATE-TIME-TO-DEGREE (UNDERGRADUATE)**

Prepared by Office of Institutional Research, Saint Mary's College of California - Template Revision: 5-29-12

YOUR INSTITUTION: University of Hawaii Maui College | Cohort Entry: FALL | **WASC Report Year:** 2011

ONE YEAR RETENTION RATES (LOWER DIVISION TRANSFER)

GROUP	Three Year Average			FALL 2010			FALL 2009			FALL 2008		
	Percent Retain	Number in Cohort	Number Retain	Percent Retain	Number in Cohort	Number Retain	Percent Retain	Number in Cohort	Number Retain	Percent Retain	Number in Cohort	Number Retain
ALL	**62%**	13	8	100.0%	1	1	66.7%	6	4	50.0%	6	3
Female	**75%**	4	3	N=0	0	0	100.0%	1	1	66.7%	3	2
Male	**56%**	9	5	100.0%	1	1	60.0%	5	3	33.3%	3	1
African American	**N=0**	0	0	N=0	0	0	N=0	0	0	N=0	0	0
American Indian	**0%**	1	0	N=0	0	0	N=0	0	0	0.0%	1	0
Asian (Pac. Isle.)*	**83%**	6	5	N=0	0	0	100.0%	2	2	75.0%	4	3
Hawaiian/Pac Isle.*	**N=0**	0	0	N=0	0	0	N=0	0	0	N=0	0	0
Hispanic/Latino	**N=0**	0	0	N=0	0	0	N=0	0	0	N=0	0	0
White	**50%**	6	3	100.0%	1	1	50.0%	4	2	0.0%	1	0
Two or More Races	**N=0**	0	0	N=0	0	0	N=0	0	0	N=0	0	0
Nonresident Alien	**N=0**	0	0	N=0	0	0	N=0	0	0	N=0	0	0
Pell Recipient	**33%**	3	1	N=0	0	0	50.0%	2	1	0.0%	1	0

*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

FOUR YEAR GRADUATION RATES (LOWER DIVISION TRANSFER)

GROUP	Three Year Average			FALL 2007			FALL 2006			FALL 2005		
	Percent Graduate	Number in Cohort	Number Graduate	Percent Graduate	Number in Cohort	Number Graduate	Percent Graduate	Number in Cohort	Number Graduate	Percent Graduate	Number in Cohort	Number Graduate
ALL	**11%**	19	2	0.0%	7	0	0.0%	5	0	28.6%	7	2
Female	**7%**	14	1	0.0%	6		0.0%	4		25.0%	4	1
Male	**20%**	5	1	0.0%	1		0.0%	1		33.3%	3	1
African American	**N=0**	0	0	N=0	0		N=0	0		N=0	0	0
American Indian	**0%**	1	0	N=0	0		0.0%	1		N=0	0	0
Asian (Pac. Isle.)*	**20%**	10	2	0.0%	3		0.0%	2		40.0%	5	2
Hispanic/Latino	**N=0**	0	0	N=0	0		N=0	0		N=0	0	0
White	**0%**	8	0	0.0%	4		0.0%	2		0.0%	2	0
Nonresident Alien	**0%**	1	0	N=0	0		0.0%	1		N=0	0	0
Pell Recipient	**0%**	7	0	0.0%	3		0.0%	2		0.0%	2	0

*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

SIX YEAR GRADUATION RATES (LOWER DIVISION TRANSFER)

GROUP	Three Year Average			FALL 2005			FALL 2004			FALL 2003		
	Percent Graduate	Number in Cohort	Number Graduate	Percent Graduate	Number in Cohort	Number Graduate	Percent Graduate	Number in Cohort	Number Graduate	Percent Graduate	Number in Cohort	Number Graduate
ALL	**29%**	7	2	28.6%	7	2	N=0	0	0	N=0	0	0
Female	**25%**	4	1	25.0%	4	1	N=0			N=0		
Male	**33%**	3	1	33.3%	3	1	N=0			N=0		
African American	**N=0**	0	0	N=0	0	0	N=0			N=0		
American Indian	**N=0**	0	0	N=0	0	0	N=0			N=0		
Asian (Pac. Isle.)*	**40%**	5	2	40.0%	5	2	N=0			N=0		
Hispanic/Latino	**N=0**	0	0	N=0	0	0	N=0			N=0		
White	**0%**	2	0	0.0%	2	0	N=0			N=0		
Nonresident Alien	**N=0**	0	0	N=0	0	0	N=0			N=0		
Pell Recipient	**0%**	2	0	0.0%	2	0	N=0			N=0		

*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

EIGHT YEAR GRADUATION RATES (LOWER DIVISION TRANSFER)

GROUP	Three Year Average			FALL 2003			FALL 2002			FALL 2001		
	Percent Graduate	Number in Cohort	Number Graduate	Percent Graduate	Number in Cohort	Number Graduate	Percent Graduate	Number in Cohort	Number Graduate	Percent Graduate	Number in Cohort	Number Graduate
ALL	**N=0**	0	0	N=0	0	0	N=0	0	0	N=0	0	0
Female	**N=0**	0	0	N=0			N=0			N=0		
Male	**N=0**	0	0	N=0			N=0			N=0		
African American	**N=0**	0	0	N=0			N=0			N=0		
American Indian	**N=0**	0	0	N=0			N=0			N=0		
Asian (Pac. Isle.)*	**N=0**	0	0	N=0			N=0			N=0		
Hispanic/Latino	**N=0**	0	0	N=0			N=0			N=0		
White	**N=0**	0	0	N=0			N=0			N=0		
Nonresident Alien	**N=0**	0	0	N=0			N=0			N=0		
Pell Recipient	**N=0**	0	0	N=0			N=0			N=0		

*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

STILL ENROLLED INTO NINTH YEAR (LOWER DIVISION TRANSFER)

GROUP	Three Year Average			FALL 2003			FALL 2002			FALL 2001		
	Percent Still Enrolled	Number in Cohort	Number Still Enrolled	Percent Still Enrolled	Number in Cohort	Number Still Enrolled	Percent Still Enrolled	Number in Cohort	Number Still Enrolled	Percent Still Enrolled	Number in Cohort	Number Still Enrolled
ALL	**N=0**	0	0	N=0	0	0	N=0	0	0	N=0	0	0
Female	**N=0**	0	0	N=0			N=0			N=0		
Male	**N=0**	0	0	N=0			N=0			N=0		
African American	**N=0**	0	0	N=0			N=0			N=0		
American Indian	**N=0**	0	0	N=0			N=0			N=0		
Asian/Pac. Isle.*	**N=0**	0	0	N=0			N=0			N=0		
Hispanic/Latino	**N=0**	0	0	N=0			N=0			N=0		
White	**N=0**	0	0	N=0			N=0			N=0		
Nonresident Alien	**N=0**	0	0	N=0			N=0			N=0		
Pell Recipient	**N=0**	0	0	N=0			N=0			N=0		

*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

ELAPSED TIME TO DEGREE - EXITING COHORTS (WHO ENTERED AS LOWER DIVISION TRANSFERS)

GROUP		2010 -2011		2009 -2010		2008 -2009	
		Median Years	Number in Cohort	Median Years	Number in Cohort	Median Years	Number in Cohort
ALL	These Statistics are NOT Averaged		0	4.50	2	4.00	1
Female			0	5.00	1	4.00	1
Male			0	4.00	1		0
African American			0		0		0
American Indian			0		0		0
Asian (Pac. Isle.)*			0	5.00	1	4.00	1
Hawaiian/Pac Isle.*			0				0
Hispanic/Latino			0	4.00	1		0
White			0		0		0
Two or More Races							
Nonresident Alien			0		0		0
Pell Recipient			0	4.50	2		0

*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

WASC RETENTION, GRADUATION, TIME-TO-DEGREE SUMMARY REPORT

INSTITUTION: University of Hawaii Maui College **Cohort Entry:** FALL **REPORT YEAR:** 2011

STUDENT TYPE: UPPER DIVISION TRANSFER **Template Revision: 5-29-12**

GROUP	One Year Retention Rate					
	Three Year Average			FALL 2010	FALL 2009	FALL 2008
	Percent Retain	Number in Cohort	Number Retain			
ALL	**89%**	27	24	84%	Small N	100%
Female	**93%**	14	13	89%	Small N	Small N
Male	**85%**	13	11	80%	Small N	Small N
African American	**Small N**	Small N	Small N	Small N	Small N	Small N
American Indian	**Small N**	Small N	Small N	Small N	Small N	Small N
Asian (Pac. Isle.)*	**100%**	9	9	Small N	Small N	Small N
Hawaiian/Pac Isle.*	**Small N**	Small N	Small N	Small N	Not Applicable	
Hispanic/Latino	**Small N**	Small N	Small N	Small N	Small N	Small N
White	**88%**	8	7	Small N	Small N	Small N
Two or More Races	**71%**	7	5	71%	Not Applicable	
Nonresident Alien	**Small N**	Small N	Small N	Small N	Small N	Small N
Pell Recipient	**92%**	12	11	86%	Small N	Small N

*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

Two Year Graduation Rate					
Three Year Average			FALL 2009	FALL 2008	FALL 2007
Percent Graduate	Number in Cohort	Number Graduate			
4%	24	1	Small N	17%	0%
6%	16	1	Small N	Small N	0%
0%	8	0	Small N	Small N	Small N
Small N	Small N	Small N	Small N	Small N	Small N
Small N	Small N	Small N	Small N	Small N	Small N
6%	17	1	Small N	Small N	0%
Not Applicable					
Small N	Small N	Small N	Small N	Small N	Small N
Small N	Small N	Small N	Small N	Small N	Small N
Not Applicable					
Small N	Small N	Small N	Small N	Small N	Small N
9%	11	1	Small N	Small N	0%

GROUP	Four Year Graduation Rate					
	Three Year Average			FALL 2007	FALL 2006	FALL 2005
	Percent Graduate	Number in Cohort	Number Graduate			
ALL	**28%**	39	11	19%	Small N	32%
Female	**25%**	28	7	18%	Small N	29%
Male	**36%**	11	4	Small N	Small N	Small N
African American	**Small N**	Small N	Small N	Small N	Small N	Small N
American Indian	**Small N**	Small N	Small N	Small N	Small N	Small N
Asian (Pac. Isle.)*	**31%**	26	8	25%	Small N	36%
Hispanic/Latino	**Small N**	Small N	Small N	Small N	Small N	Small N
White	**18%**	11	2	Small N	Small N	Small N
Nonresident Alien	**Small N**	Small N	Small N	Small N	Small N	Small N
Pell Recipient	**20%**	15	3	17%	Small N	22%

*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

Six Year Graduation Rate					
Three Year Average			FALL 2005	FALL 2004	FALL 2003
Percent Graduate	Number in Cohort	Number Graduate			
42%	19	8	42%	Small N	Small N
43%	14	6	43%	Small N	Small N
Small N	Small N	Small N	Small N	Small N	Small N
Small N	Small N	Small N	Small N	Small N	Small N
Small N	Small N	Small N	Small N	Small N	Small N
50%	14	7	50%	Small N	Small N
Small N	Small N	Small N	Small N	Small N	Small N
Small N	Small N	Small N	Small N	Small N	Small N
Small N	Small N	Small N	Small N	Small N	Small N
33%	9	3	33%	Small N	Small N

GROUP	Still Enrolled into Seventh Year					
	Three Year Average			FALL 2005	FALL 2004	FALL 2003
	Three Year Average	Number in Cohort	Number Still Enrolled			
ALL	**16%**	19	Small N	16%	Small N	Small N
Female	**21%**	14	Small N	21%	Small N	Small N
Male	**Small N**	Small N	Small N	Small N	Small N	Small N
African American	**Small N**	Small N	Small N	Small N	Small N	Small N
American Indian	**Small N**	Small N	Small N	Small N	Small N	Small N
Asian (Pac. Isle.)*	**21%**	14	Small N	21%	Small N	Small N
Hawaiian/Pac Isle.*	**Not Applicable**					
Hispanic/Latino	**Small N**	Small N	Small N	Small N	Small N	Small N
White	**Small N**	Small N	Small N	Small N	Small N	Small N
Two or More Races	**Not Applicable**					
Nonresident Alien	**Small N**	Small N	Small N	Small N	Small N	Small N
Pell Recipient	**0%**	9	Small N	0%	Small N	Small N

*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

Elapsed Time to Degree (For Exiting Cohorts)					
2010-2011		2009-2010		2008-2009	
Median Years	N	Median Years	N	Median Years	N
Small N	Small N	**3.5**	8	**Small N**	Small N
Small N	Small N	**Small N**	Small N	**Small N**	Small N
Small N	Small N	**Small N**	Small N	**Small N**	Small N
Small N	Small N	**Small N**	Small N	**Small N**	Small N
Small N	Small N	**Small N**	Small N	**Small N**	Small N
Small N	Small N	**3.5**	6	**Small N**	Small N
Small N	Small N	**Small N**	Small N	**Small N**	Small N
Small N	Small N	**Small N**	Small N	**Small N**	Small N
Small N	Small N	**Small N**	Small N	**Small N**	Small N
Small N	Small N	**Small N**	Small N	**Small N**	Small N
Small N	Small N	**Small N**	Small N	**Small N**	Small N
Small N	Small N	**Small N**	Small N	**Small N**	Small N

Data Entry-Calculation Template - **WASC RETENTION-GRADUATION RATE-TIME-TO-DEGREE (UNDERGRADUATE)**

Prepared by Office of Institutional Research, Saint Mary's College of California - Template Revision: 5-29-12

YOUR INSTITUTION: University of Hawaii Maui College | Cohort Entry: FALL | WASC Report Year: 2011

ONE YEAR RETENTION RATES (UPPER DIVISION TRANSFER)

GROUP	Three Year Average			FALL 2010			FALL 2009			FALL 2008		
	Percent Retain	Number in Cohort	Number Retain	Percent Retain	Number in Cohort	Number Retain	Percent Retain	Number in Cohort	Number Retain	Percent Retain	Number in Cohort	Number Retain
ALL	89%	27	24	84.2%	19	16	100.0%	2	2	100.0%	6	6
Female	93%	14	13	88.9%	9	8	100.0%	2	2	100.0%	3	3
Male	85%	13	11	80.0%	10	8	N=0	0	0	100.0%	3	3
African American	N=0	0	0	N=0	0	0	N=0	0	0	N=0	0	0
American Indian	N=0	0	0	N=0	0	0	N=0	0	0	N=0	0	0
Asian (Pac. Isle.)*	100%	9	9	100.0%	4	4	100.0%	1	1	100.0%	4	4
Hawaiian/Pac Isle.*	100%	3	3	100.0%	3	3	N=0	0	0	N=0	0	0
Hispanic/Latino	N=0	0	0	N=0	0	0	N=0	0	0	N=0	0	0
White	88%	8	7	80.0%	5	4	100.0%	1	1	100.0%	2	2
Two or More Races	71%	7	5	71.4%	7	5	N=0	0	0	N=0	0	0
Nonresident Alien	N=0	0	0	N=0	0	0	N=0	0	0	N=0	0	0
Pell Recipient	92%	12	11	85.7%	7	6	100.0%	1	1	100.0%	4	4

*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

TWO YEAR GRADUATION RATES (UPPER DIVISION TRANSFER)

GROUP	Three Year Average			FALL 2009			FALL 2008			FALL 2007		
	Percent Graduate	Number in Cohort	Number Graduate	Percent Graduate	Number in Cohort	Number Graduate	Percent Graduate	Number in Cohort	Number Graduate	Percent Graduate	Number in Cohort	Number Graduate
ALL	4%	24	1	0.0%	2	0	16.7%	6	1	0.0%	16	0
Female	6%	16	1	0.0%	2		33.3%	3	1	0.0%	11	
Male	0%	8	0	N=0	0		0.0%	3	0	0.0%	5	
African American	N=0	0	0	N=0	0		N=0	0	0	N=0	0	
American Indian	N=0	0	0	N=0	0		N=0	0	0	N=0	0	
Asian (Pac. Isle.)*	6%	17	1	0.0%	1		25.0%	4	1	0.0%	12	
Hispanic/Latino	N=0	0	0	N=0	0		N=0	0	0	N=0	0	
White	0%	5	0	0.0%	1		N=0	0	0	0.0%	4	
Nonresident Alien	0%	1	0	N=0	0		N=0	0	0	0.0%	1	
Pell Recipient	9%	11	1	0.0%	1		25.0%	4	1	0.0%	6	

*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

FOUR YEAR GRADUATION RATES (UPPER DIVISION TRANSFER)

GROUP	Three Year Average			FALL 2007			FALL 2006			FALL 2005		
	Percent Graduate	Number in Cohort	Number Graduate	Percent Graduate	Number in Cohort	Number Graduate	Percent Graduate	Number in Cohort	Number Graduate	Percent Graduate	Number in Cohort	Number Graduate
ALL	28%	39	11	18.8%	16	3	50.0%	4	2	31.6%	19	6
Female	25%	28	7	18.2%	11	2	33.3%	3	1	28.6%	14	4
Male	36%	11	4	20.0%	5	1	100.0%	1	1	40.0%	5	2
African American	N=0	0	0	N=0	0	0	N=0	0	0	N=0	0	0
American Indian	N=0	0	0	N=0	0	0	N=0	0	0	N=0	0	0
Asian (Pac. Isle.)*	31%	26	8	25.0%	12	3	N=0	0	0	35.7%	14	5
Hispanic/Latino	50%	2	1	N=0	0	0	50.0%	2	1	N=0	0	0
White	18%	11	2	0.0%	4	0	50.0%	2	1	20.0%	5	1
Nonresident Alien	100%	1	1	100.0%	1	1	N=0	0	0	N=0	0	0
Pell Recipient	20%	15	3	16.7%	6	1	N=0	0	0	22.2%	9	2

*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

SIX YEAR GRADUATION RATES (UPPER DIVISION TRANSFER)

GROUP	Three Year Average			FALL 2005			FALL 2004			FALL 2003		
	Percent Graduate	Number in Cohort	Number Graduate	Percent Graduate	Number in Cohort	Number Graduate	Percent Graduate	Number in Cohort	Number Graduate	Percent Graduate	Number in Cohort	Number Graduate
ALL	42%	19	8	42.1%	19	8	N=0	0	0	N=0	0	0
Female	43%	14	6	42.9%	14	6	N=0			N=0		
Male	40%	5	2	40.0%	5	2	N=0			N=0		
African American	N=0	0	0	N=0	0	0	N=0			N=0		
American Indian	N=0	0	0	N=0	0	0	N=0			N=0		
Asian (Pac. Isle.)*	50%	14	7	50.0%	14	7	N=0			N=0		
Hispanic/Latino	N=0	0	0	N=0	0	0	N=0			N=0		
White	20%	5	1	20.0%	5	1	N=0			N=0		
Nonresident Alien	N=0	0	0	N=0	0	0	N=0			N=0		
Pell Recipient	33%	9	3	33.3%	9	3	N=0			N=0		

*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

STILL ENROLLED INTO SEVENTH YEAR (UPPER DIVISION TRANSFER)

GROUP	Three Year Average			FALL 2005			FALL 2004			FALL 2003		
	Percent Still Enrolled	Number in Cohort	Number Still Enrolled	Percent Still Enrolled	Number in Cohort	Number Still Enrolled	Percent Still Enrolled	Number in Cohort	Number Still Enrolled	Percent Still Enrolled	Number in Cohort	Number Still Enrolled
ALL	16%	19	3	15.8%	19	3	N=0	0	0	N=0	0	0
Female	21%	14	3	21.4%	14	3	N=0			N=0		
Male	0%	5	0	0.0%	5	0	N=0			N=0		
African American	N=0	0	0	N=0	0	0	N=0			N=0		
American Indian	N=0	0	0	N=0	0	0	N=0			N=0		
Asian (Pac. Isle.)*	21%	14	3	21.4%	14	3	N=0			N=0		
Hispanic/Latino	N=0	0	0	N=0	0	0	N=0			N=0		
White	0%	5	0	0.0%	5	0	N=0			N=0		
Nonresident Alien	N=0	0	0	N=0	0	0	N=0			N=0		
Pell Recipient	0%	9	0	0.0%	9	0	N=0			N=0		

*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

ELAPSED TIME TO DEGREE - EXITING COHORTS (WHO ENTERED AS UPPER DIVISION TRANSFERS)

GROUP		2010 -2011		2009 -2010		2008 -2009	
		Median Years	Number in Cohort	Median Years	Number in Cohort	Median Years	Number in Cohort
ALL	These Statistics are NOT Averaged	4.00	1	3.50	8	5.00	3
Female		4.00	1	4.00	5	4.50	2
Male			0	3.00	3	5.00	1
African American			0		0		0
American Indian			0		0		0
Asian (Pac. Isle.)*		4.00	1	3.50	6	5.00	2
Hawaiian/Pac Isle.*							
Hispanic/Latino			0	4.00	1		0
White			0	2.00	1	4.00	1
Two or More Races							
Nonresident Alien		4.00	1		0		0
Pell Recipient			0	4.00	3		0

*NOTE: Pacific Islanders are included with Asians prior to 2010 and included with Hawaiians from 2010 onward

WASC DRAFT – **9-11-12**

Retention and Graduation Committee
Report

Background

Institution: **UNIVERSITY OF HAWAII – MAUI COLLEGE**
Organizational Type: **Public** __ Private, non-profit __ For-profit __
Accreditation status/date:
Eligible granted _____
Candidacy granted _____
Last accredited/reaccredited **8-14-2009 LAST ACCREDITED**
Notice of Concern __
Sanction: Warning __ Probation__ Show Cause__
Date of next WASC interaction:
Interim Report _____
Special Visit _____
Off-site Review **MAY 2, 2013**
Reaccreditation Visit **FALL 2013**

Institutions used for comparison (list):
Great Basin Nevada, Northern New Mexico College, Peninsula College, Washington

Findings and Recommendations

Findings:

___Template(s) Completed properly? -____**YES** ___No
IF NOT: Please explain why no,
COMMENT, NOT A CONCERN: Associate Degree Students transferring into the Bachelor's Degree program, might better be captured via the NON-TRADITIONAL Template, since these students are CONTINUING their education within the same institution. Template completion directions were not clear on this point, so this not a criticism of the institution. "Transfer student" usually refers to those "transferring" from an external institution rather than *continuing on* within the same institution.

____Narrative is responsive to WASC requirements? -____Yes **___NO**
IF NOT: Please explain why not:
Narrative doesn't address the possibility, especially given their very low graduation rates, that a significant percentage of the students they have included as seeking an Associate's Degree, are not in fact actually "degree seeking students". The reason is this is important is that this lack of understanding of their students motivations does not allow them to identify the "types of students for whom completion of the degree might be better facilitated by campus initiatives. There needs to be an analysis of student motivations with respect to the degree to determine in fact which of their students are degree seeking. One possible approach is to examine student enrollment behavior and contrast it with their declared educational goal. Bottom line: Of those included in the WASC Associate Degree Template table, how many are actually degree seeking?

___Appropriate Comparison campuses? -____Yes **___NO**
IF NOT: Please explain why not: **Can't Determine from Narrative why the particular comparison schools were selected. Wondered why no Hawaiian peers were selected for the comparison of the Associate's Degree.**

Retention and graduation and analysis are within acceptable ranges.
For the whole ___Yes ___**NO**
Please comment if "No": *Bachelor Degree rates are ok, or based too small a population to evaluate. Bachelor degree programs are new and need to be closely monitored. Associate Degree rates are too low unless one considers that not all of the students in the cohorts are actually "seeking degrees".*

within specific subpopulations? ___Yes ___**NO**
Please comment if "No": **Male retention and Hawiian-Pacific Islander retention is lower than average. Goal set for improving Native Hawaiian achievement (does this mean "graduation rates"), but no goals or analysis about retention of "Males".**

Other concerns arose in the review ? ___ **YES**___No
Please comment if "Yes":
100+ Page Appendix adds little to the arguments made in the narrative. Little connection between the materials in the Appendix and the Narrative.

RUBRIC FOR EVALUATING INSTITUTIONAL TEMPLATES AND NARRATIVE

INITIAL	EMERGING	DEVELOPED	HIGHLY DEVELOPED
Partially completed templates or did not complete them for all groups. Explanations in narrative may be Spartan or do adequately assess the data in the templates.	Completed templates properly for all groups but narrative does not fully explain or examine the trends in the data.	Completed templates properly and narrative provides an adequate, though "basic" understanding and interpretation of the data therein.	Completed templates properly. Analyses and contextualization in narrative thoroughly explain the trends in the data. Additional statistics may be brought to bear to buttress arguments made in the narrative. Institution is thoroughly committed to understanding its retention, graduation rates, and time-to-degree at all levels.

Recommendation(s):

__Review in three years:
__Review in six years
__Refer to next interaction with WASC as noted at the top of the previous page
    __Request to be included in next Interim Report
    __Request Special Visit
    __Request next re-accreditation cycle *in May 2013*

Areas of concern for next peer review:

1) **Overall completion rates within the Associate Degree program.**
2) **REPEATED BUT IMPORTANT POINT: There is a question of whether they understand which members of their population are truly degree seeking. Graduation rates reported may be artificially lowered by including students who have little intention of getting degree. Moreover, may mean that sufficient resources are not placed into advising and guiding students who ARE truly seeking a degree.**

TO: Retention/Graduation Review Team

FROM: UH Maui College

DATE: November 23, 2012

SUBJECT:Response to Retention/Graduation draft review report dated 9-11-12

<u>WASC Comment 1</u>: Associate Degree students transferring into the Bachelor's Degree program might be better captured via the Non-Traditional template, since these students are continuing their education within the same institution.

UHMC Response: The review team states that template completion directions were not clear on this point and the clarification we asked for directed us to the transfer template. However, we will move our data to the non-traditional template as requested.

<u>WASC Comment 2</u>: Narrative doesn't address the possibility, especially given their very low graduation rates, that a significant percentage of students they have included as seeking Associate's Degree, are not in fact actually "degree seeking students."

UHMC Response: We are analyzing the issue of students who declare majors that are not actually degree-seeking students. Here are some points we have been considering:

a. A few years ago, we had a campus initiative to move students from unclassified to declare majors, even if they were not degree-seeking majors because
   - this helped students receive academic advising,
   - it helped students receive financial aid as students have to declare a degree-leading major to qualify for aid (and over 50 % of incoming students seek financial aid), and
   - it helped programs track students who were degree-seeking or considering degree-seeking.

b. To clarify the data already gathered, we will
   - research data from before the campus initiative to move students from unclassified to a degree to compare the likely percentage of degree-seeking and non-degree-seeking population
   - run the WASC data again and exclude part-time students
   - analyze Liberal Arts majors to see if we can determine student motivations.

c. To solve this problem for the future, we have been having extensive discussions about our major declaration process. We recently attended the Hawaii Graduation Initiative conference where we received strategies on how we might accomplish this identification.

<u>WASC Comment 3</u>: Can't determine from narrative why the particular comparison schools were selected. Why no Hawaiian peers?

UHMC Response: The peer institutions selected were based on an assumption that we should focus on the senior commission institutions rather than junior. Also, getting comparable detailed data from

institutions was challenging. We will update our peer information with Hawaii CC data to compare for the associate degree rates.

<u>WASC Comment 4</u>: Associate Degree rates are too low unless one considers that not all of the students in the cohort are actually "seeking degrees."

UHMC Response: Same as Response 2 above.

<u>WASC Comment 5</u>: …but no goals or analysis about retention of males.

UHMC Response: We are aware of the low retention rates for males and will continue to work on this issue. Addressing male retention has also been an initiative that has been discussed through Achieving the Dream. In our next report we will share campus projects that focus on male retention, such as through Allied Health and Early Childhood Education. We will also begin to expand our discussion of this issue as a campus.

<u>WASC Comment 6</u>: 100+ page appendix adds little to the arguments made in the narrative.

UHMC Response: The resources in the appendix were evidence of the data and initiatives referred to throughout the narrative. In future reports we will reconsider which appendix materials are relevant and make specific reference to them in our narrative.

Overall WASC areas of concern: Overall completion rates within the associate degree program and (2) identifying students who are truly degree-seeking.

UHMC Response: As stated above in response #2, we take this issue very seriously and will be analyzing the available data further.

WASC

Published on *WASC* (https://www.wascsenior.org/annualreport)

Home > Financial Indicators- State Supported > Submissions > Financial Indicators- State Supported > Financial Indicators- State Supported

Please submit the following financial data for the 2011, 2010 and 2009 fiscal years.

Financial data should be drawn from audited financial statements ONLY. If the consolidated report includes supplemental statements then please provide figures from the supplemental schedules for your institution.

When completing this section, please consult with your institution's chief financial officer or equivalent.

- Enter all values in US dollars, unless otherwise indicated.
- Do not truncate values to thousands.
- Negative numbers should be preceded by a minus sign '-'.

Questions marked with an '*' are required. The form can not be saved without values for all years for required questions.

2011

From your institution's Statements of Net Assets, please input the following figure in US$

1. Expendable net assets ^ * $ 25336523

From your institution's Statements of Net Assets, please input the following figure in US$

2. Unrestricted net assets ^ * $ 1709724

From your institution's Statements of Net Assets, please input the following figure in US$

3. Current portion of long-term debt * $ 0

From your institution's Statements of Net Assets, please input the following figure in US$

4. Long-term debt * $ 0

From your institution's Statements of Revenues, please input the following figure in US$

5. Total operating revenue * $ 25430357

From your institution's Statements of Revenues, please input the following figure in US$

6. State educational appropriations * $ 13041931

From your institution's Statements of Revenues, please input the following figure in US$

7. State financing appropriations * $ 0

From your institution's Statements of Revenues, please input the following figure in US$

8. State hospital fee grants * $ 0

From your institution's Statements of Revenues, please input the following figure in US$

9. Total operating expenses * $ 45337410

From your institution's Statements of Revenues, please input the following figure in US$

10. Increase (decrease) in net assets * $ 1981367

From your institution's Statements of Revenues, please input the following figure in US$

11. Net Assets at beginning of year * $ 80770456

From your institution's Statements of Revenues, please input the following figure in US$

12. Student tuition and fees, net * $ 9698441

From your institution's Statements of Revenues, please input the following figure in US$

13. Operating expenses – Scholarships and Fellowships * $ 5521114

From your institution's Statements of Revenues, please input the following figure in US$

14. Expenses - instruction * $ 0

From your institution's Statements of Revenues, please input the following figure in US$

15. Expenses- operation and maintenance of plant * $ 0

From your institution's Statements of Cash Flows, , please input the following figure in US$

16. Scheduled principal paid on debt and capital leases * $ 7429000

From your institution's Statements of Cash Flows, , please input the following figure in US$

17. Interest paid on debt and capital leases * $ 26167000

From your institution's Statements of Cash Flows, please input the following figure in US$

18. Depreciation and amortization expense * $ 0

From your institution's Statements of Cash Flows, please input the following figure in US$

19. Purchase of capital assets * $ 245741000

From your institution's Statements of Cash Flows, please input the following figure in US$

20. Net cash provided (used) by operating activities * $ 0

2010

From your institution's Statements of Net Assets, please input the following figure in US$

1. Expendable net assets 2010 * $ 25762786

From your institution's Statements of Net Assets, please input the following figure in US$

2. Unrestricted net assets 2010 * $ 2115492

From your institution's Statements of Net Assets, please input the following figure in US$

3. Current portion of long-term debt 2010 * $ 617494 SB#671,494.-

From your institution's Statements of Net Assets, please input the following figure in US$

4. Long-term debt 2010 * $ 0

From your institution's Statements of Revenues, please input the following figure in US$

5. Total operating revenue 2010 * $ 24351812

From your institution's Statements of Revenues, please input the following figure in US$

6. State educational appropriations 2010 * $ 13643694

From your institution's Statements of Revenues, please input the following figure in US$

7. State financing appropriations 2010 * $ 0

From your institution's Statements of Revenues, please input the following figure in US$

8. State hospital fee grants 2010 * $ 0

From your institution's Statements of Revenues, please input the following figure in US$

9. Total operating expenses 2010 * $ 44008481

From your institution's Statements of Revenues, please input the following figure in US$

10. Increase (decrease) in net assets 2010 * $ -1039498

From your institution's Statements of Revenues, please input the following figure in US$

11. Net Assets at beginning of year 2010 * $ 81809954
From your institution's Statements of Revenues, please input the following figure in US$
12. Student tuition and fees, net 2010 * $ 8852982
From your institution's Statements of Revenues, please input the following figure in US$
13. Operating expenses – Scholarships and Fellowships 2010 * $ 4547930
From your institution's Statements of Revenues, please input the following figure in US$
14. Expenses - instruction 2010 * $ 0
From your institution's Statements of Revenues, please input the following figure in US$
15. Expenses- operation and maintenance of plant 2010 * $ 0
From your institution's Statements of Cash Flows, , please input the following figure in US$
16. Scheduled principal paid on debt and capital leases 2010 * $ 7214000
From your institution's Statements of Cash Flows, , please input the following figure in US$
17. Interest paid on debt and capital leases 2010 * $ 16271000
From your institution's Statements of Cash Flows, please input the following figure in US$
18. Depreciation and amortization expense 2010 * $ 0
From your institution's Statements of Cash Flows, please input the following figure in US$
19. Purchase of capital assets 2010 * $ 167971000
From your institution's Statements of Cash Flows, please input the following figure in US$
20. Net cash provided (used) by operating activities 2010 * $ 0

2009
From your institution's Statements of Net Assets, please input the following figure in US$
1. Expendable net assets 2009 * $ 26097691
From your institution's Statements of Net Assets, please input the following figure in US$
2. Unrestricted net assets 2009 * $ 1214256
From your institution's Statements of Net Assets, please input the following figure in US$
3. Current portion of long-term debt 2009 * $ 35896
From your institution's Statements of Net Assets, please input the following figure in US$
4. Long-term debt 2009 * $ 0
From your institution's Statements of Revenues, please input the following figure in US$
5. Total operating revenue 2009 * $ 21030916
From your institution's Statements of Revenues, please input the following figure in US$
6. State educational appropriations 2009 * $ 16060000
From your institution's Statements of Revenues, please input the following figure in US$
7. State financing appropriations 2009 * $ 0
From your institution's Statements of Revenues, please input the following figure in US$
8. State hospital fee grants 2009 * $ 0
From your institution's Statements of Revenues, please input the following figure in US$
9. Total operating expenses 2009 * $ 44586270
From your institution's Statements of Revenues, please input the following figure in US$
10. Increase (decrease) in net assets 2009 * $ 26799184
From your institution's Statements of Revenues, please input the following figure in US$

11. Net Assets at beginning of year 2009 * $ 55101771

From your institution's Statements of Revenues, please input the following figure in US$

12. Student tuition and fees, net 2009 * $ 7153691

From your institution's Statements of Revenues, please input the following figure in US$

13. Operating expenses – Scholarships and Fellowships 2009 * $ 3810880

From your institution's Statements of Revenues, please input the following figure in US$

14. Expenses - instruction 2009 * $ 0

From your institution's Statements of Revenues, please input the following figure in US$

15. Expenses- operation and maintenance of plant 2009 * $ 0

From your institution's Statements of Cash Flows, , please input the following figure in US$

16. Scheduled principal paid on debt and capital leases 2009 * $ 20155000

From your institution's Statements of Cash Flows, , please input the following figure in US$

17. Interest paid on debt and capital leases 2009 * $ 10437000

From your institution's Statements of Cash Flows, please input the following figure in US$

18. Depreciation and amortization expense 2009 * $ 0

From your institution's Statements of Cash Flows, please input the following figure in US$

19. Purchase of capital assets 2009 * $ 158869000

From your institution's Statements of Cash Flows, please input the following figure in US$

20. Net cash provided (used) by operating activities 2009 * $ 0

If a net decrease of 10% or more is shown in questions 1-2, for FY, please provide a brief explanation.

21. Explanation of Net Asset Decrease of 10% or more for questions marked ^ in past fiscal years

Unrestricted net assets decreased by more than 10%. The college invested in several classroom computer labs and office upgrades in 2011. ~~All~~ Items are from consolidated UH statements. UHMC is not broken out. 16-20

If state appropriations from noncapital financing activities are not sufficient to cover the decrease in cash due to operating activities (item 23), please comment if they are causing difficulties with operations and if so, how management is responding.

22. Explanation of operations difficulties caused by decrease in state appropriations

None

Have your audited financial statements reflected a restatement of any of the net asset categories in the most recent two audited reports? If so, please briefly explain.

23. Explanation of Net Asset Restatements in two most recent audited reports

None

If your institution had any debt covenant violations in the past 3 years, please explain the nature of these violations as well as the response of management and the credit holder(s). Violations should be reported even if a waiver of the covenant was later received.

24. Explanation of Debt Covenant Violations in past three years

None

Save Section

WASC Western Association of Schools & Colleges
Accrediting Commission for Senior Colleges & Universities

November 20, 2012

Diane M. Meyer
Faculty Coordinator and ALO
University of Hawai'i, Maui College
310 Kaahumanu Avenue
Kahului, HI 96732

Dear Ms. Meyer:

As a participant in the Pilot 1 Institutional Review Process, your institution's finances were reviewed by a panel of the Financial Review Committee composed of: Erin Gore, University of California, Berkeley; Sally Roush, San Diego State University; and Jim Hyatt, WASC Consultant. The panel members were provided with three years of financial information for the University of Hawai'i, Maui College drawn from the 2012 Annual Report completed by the institution, your most recent audited statement and management letter, and a set of six ratios derived from the 2012 Annual Report data. These data, the ratios themselves, and an explanation of how the ratios are calculated and generally interpreted, are included with this letter for your information.

After review and discussion, the panel members concluded that:

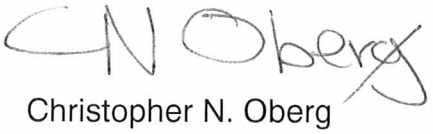
The material presented indicated no need for further materials or activity from the institution. For your Institutional Reaccreditation Report, University of Hawai'i, Maui College should address the financial condition of the institution as requested in Essay 4 of the **Body of the Report** (Part 2 of "Outline of the Report"): **Ensuring institutional capacity and effectiveness in the future, and planning for the changing environment for higher education,** in the WASC Redesign Instructions for Pilot Institutions (Spring 2013 Off-Site Reviews), page 5.

As you know, this is the first time that WASC, through the Financial Review Committee and its panels, has conducted a review using this combination of institutional information and ratio analysis. Please accept the panel and Committee members' appreciation for your participation in this effort.

If you have any questions about the panel's conclusions, please contact me.

985 Atlantic Avenue, Suite 100
Alameda, CA 94501
PHONE: 510.748.9001
E-FAX: 510.995.1477
E-MAIL: wascsr@wascsenior.org
INTERNET: www.wascweb.org

Sincerely yours,



Christopher N. Oberg
Vice President

cc: Ralph Wolff, President, WASC
Harold Hewitt, Chair, FRC
Jim Hyatt, Consultant, WASC
Jill Ferguson, WASC Liaison
Erin Gore
Sally Roush

STATE SUPPORTED DATA AND RESULTING RATIOS		2011	2010	2009	Notes
University of Hawai'I, Maui College					
EXPENDABLE NET ASSETS					
Unrestricted Net Assets		$ 1,709,724	$ 2,115,492	$ 1,214,256	UnrestrictedNetAssets
Restricted expendable endowments and gifts		$ 25,336,523	$ 25,762,786	$ 26,097,691	RestrictedExpendable
TOTAL		$ 27,046,247	$ 27,878,278	$ 27,311,947	
TOTAL LONG-TERM DEBT					
Current liabilities: Current portion of long-term debt		$ 0	$ 617,494	$ 35,896	PortionLongTermDebt
Noncurrent liabilities: Long-term debt		$ 0	$ 0	$ 0	LongTermDebt
TOTAL		$ 0	$ 617,494	$ 35,896	
Total operating expenses		$ 45,337,410	$ 44,008,481	$ 44,586,270	TotalOperatingExpense
Increase (decrease) in net assets		$ 1,981,367	-$ 1,039,498	$ 26,799,184	ChangeInNetAssets
Net Assets beginning of year		$ 80,770,456	$ 81,809,954	$ 55,101,771	NetAssetsBegYr
STUDENT TUITION AND FEES, NET					
Student Tuition and fees, net		$ 9,698,441	$ 8,852,982	$ 7,153,691	NetTuitionFees
Operating expenses - Scholarships and fellowships	minus	$ 5,521,114	$ 4,547,930	$ 3,810,880	ExpenseScholarships
TOTAL		$ 4,177,327	$ 4,305,052	$ 3,342,811	
Total operating revenues		$ 25,430,357	$ 24,351,812	$ 21,030,916	TotalOperatingRevenue
State educational appropriations		$ 13,041,931	$ 13,643,694	$ 16,060,000	stateAppropriationsEducational
State financing appropriations		$ 0	$ 0	$ 0	stateAppropriations
State hospital fee grants		$ 0	$ 0	$ 0	HospitalFeeGrant
State appropriations, noncapital		$ 13,041,931	$ 13,643,694	$ 16,060,000	
TOTAL		$ 38,472,288	$ 37,995,506	$ 37,090,916	
DEBT SERVICE PAYMENTS					
Scheduled principal paid on debt and capital leases		$ 7,429,000	$ 7,214,000	$ 20,155,000	ScheduledPrincipalPaid
Interest paid on debt and capital leases		$ 26,167,000	$ 16,271,000	$ 10,437,000	InterestPaidDebtAndLease
Depreciation and amortization expense		$ 0	$ 0	$ 0	ExpenseDepreciationAmor
Purchase of capital assets		$ 245,741,000	$ 167,971,000	$ 158,869,000	PurchaseCapitalAssets
Expenses: Instruction		$ 0	$ 0	$ 0	ExpenseInstruction
Expenses: Operation and maintenance of plant		$ 0	$ 0	$ 0	ExpenseOperationsAndPlant
RATIOS					
Primary Reserve Ratio					Trend s/b stable or increasing.
Expendable Net Assets: Total Expenses (x)		0.60	0.63	0.61	Value below .15X should be investigated.
Return on Net Assets Ratio					Look at three-year trend.
Return on Net Assets (%)		2.45%	-1.27%	48.64%	Less than CPI or HEPI meris investigation.
Net Tuition and Fees Contribution Ratio					Trend should be stable or declining.
Net Tuition and Fees Contribution Ratio (%)		9.21%	9.78%	7.50%	Ratios greater than 60% indicate sensitivity to enrollment patterns.
Net Operating Revenues Ratio					Look at three-year trend.
Net Operating Revenues Ratio (%)		-17.84%	-15.83%	-20.21%	Negative trends s/b investigated.
Viability Ratio					Trend s/b stable or increasing.
Expendable Net Assets: Long-Term Debt (x)		#DIV/0!	45.15	760.86	Value below 1.0x merits further investigation.
Debt Service Coverage Ratio					Look at two-year average.
Debt Service Coverage (x)		0.57	0.44	0.10	Low ratio or declining trend merits further investigation.

Explanation of Financial Ratios Used by WASC Financial Review Committee*

Primary Reserve Ratio

Description: "The Primary Reserve Ratio measures the financial strength of the institution by comparing expendable net assets to total expenses. Expendable net assets represent those assets the institution can access quickly and spend to meet its operating and capital requirements. This ratio provides a snapshot of financial strength and flexibility by indicating how long the institution could function using its expendable reserves without relying on additional net assets generated by operations. "(p. 111)

Formula: **Expendable Net Assets/Total Expenses (p. 113)**

Private Institutions

Numerator: + Unrestricted net assets
+ Temporarily restricted net assets (less those to be invested in plant)
- Property, plant and equipment, net
+ Long term debt

Denominator: Total Expenses (from Statement of Activities)

Public Institutions

Numerator: + Institution unrestricted net assets
+ Institution expendable restricted net assets
+ CU unrestricted net assets
+ CU temporarily restricted net assets
- CU net investment in plant

Denominator: + Institution operating expenses
+ Institution non-operating expenses
+ CU total expenses

Interpretation: "The Primary Reserve Ratio serves as a counterpoint to the Viability Ratio. An institution may have insignificant expendable net assets and little or no debt and therefore produce an acceptable value for the Viability Ratio. But low expendable net assets in relation to operating size signals a weak financial condition. " (p.112) "For institutions, an analysis of financial statements suggests that a Primary Reserve Ratio of .40x or better is advisable to give institutions the flexibility to transform the enterprise. The implication of .40x is that the institution would have the ability to cover about five months of expenses (40 percent of 12 months) from reserves.....A ratio below .10x to .15x indicates that the institution's expendable net asset balances are in a position that generally requires short-term borrowing on a regular basis." (p. 113) WASC evaluators will be looking for a stable or increasing ratio as a sign of health, and will consider a ratio less than .15x to be a cause for concern and possible further examination.

*All references to page numbers are for: Strategic Financial Analysis for Higher Education, 7th Edition, KPMG/Prager, Sealy & Co., LLC

Document Date: October 11, 2012

Return on Net Assets Ratio

Description: "The Return on Net Assets Ratio determines whether the institution is financially better off than in previous years by measuring total economic return. A decline in this ratio may be appropriate and even warranted if it reflects a strategy to better fulfill the institution's mission. On the other hand, an improving trend in this ratio indicates that the institution is increasing its net assets and is likely to be able to set aside financial resources to strengthen its future financial flexibility." (p. 122)

Formula: **Change in Net Assets/Total Net Assets (p. 123)**

Private Institutions
Numerator: Change in Net Assets
Denominator: Total Net Assets (beginning of year)

Public Institutions
Numerator: + Institution change in net assets
+ CU change in net assets
Denominator: + Institution total net assets (beginning of year)
+ CU total net assets (beginning of year)

Interpretation: "The Return on Net Assets Ratio, like all the others, is better applied over an extended period so that the results of long-term plans are measured...establishing fixed nominal return targets is not possible. Rather, institutions should establish a real rate of return target in the range of approximately 3 to 4 percent. The real return plus the actual inflation index, either the Consumer Price Index (CPI) or HEPI, will produce the nominal rate of return....Institutions may want to calculate this ratio similar to how they develop a spending rate, using a rolling three-year average". (p122) WASC evaluators will begin by using the nominal three year data (non-averaged) in their examination. Institutions will have the opportunity to supply rolling averages as the evaluation process matures. A ratio trend less than CPI or HEPI may merit further investigation, depending on the strength of other financial ratios.

*All references to page numbers are for: Strategic Financial Analysis for Higher Education, 7th Edition, KPMG/Prager, Sealy & Co., LLC

Document Date: October 11, 2012

Net Tuition and Fees Contribution Ratio

Description: "Using ratios referred to as contribution and demand ratios can... result in further analysis of revenues by source and expenses by type. Contribution....ratios address the reasons an institution's overall financial ratios have behaved in the manner observed. The numerator would be each individual source of revenue. The denominator would be total expenses. We believe that it is better to express these sources of revenues as ratios compared with expenses instead of a percentage of total operating revenues. Using total operating revenues can be misleading, especially when expenses are increasing faster than revenues, resulting in a decline in each of these sources. Furthermore, many of these revenue sources may experience significant year-to-year variability and therefore make annual review difficult." (p.130)

Formula: **Net Tuition and Fees/Total Expenses (p.131)**

Private Institutions
Numerator: Net Tuition and Fees
Denominator: Total Expenses

Public Institutions
Numerator: + Institution net tuition and fees
+ Institution government grant revenues for student tuition
Denominator: + Institution operating expenses
+ Institution nonoperating expenses

Interpretation: WASC evaluators will view stable or declining ratios as indicative of less reliance on student enrollment and in general will view this as a favorable financial indicator. Ratios greater than 60% indicate sensitivity to enrollment patterns, but do not in and of themselves indicate fiscal strength/weakness. Multi-year trends will best represent the situation of the individual institution.

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Net Operating Revenues Ratio

Description: "This ratio is a primary indicator, explaining how the surplus from operating activities affects the behavior of the other three core ratios. A large surplus or deficit directly impacts the amount of funds an institution adds to or subtracts from net assets, thereby affecting the Primary Reserve, the Return on Net Assets and the Viability ratios. ...For private institutions, the numerator is available from the statement of activities or other internal financial reports. The denominator is equal to total unrestricted operating revenues and other support, including net assets released from restrictions.....For public institutions, the numerator is available from the GASB statement of revenues, expenses, and changes in net assets and the FASB component unit statement of activities." (p.127) "The denominator is equal to GASB total operating revenues plus total net nonoperating revenues...plus FASB component units' total unrestricted revenues, gains and other support, including net assets released from restrictions." (p.128)

Formula: **Excess (Deficiency) Unrestricted Operating Revenues/Total Unrestricted Operating Revenue (p.127)**

Private Institutions
Numerator: Excess (Deficiency) of unrestricted operating income over unrestricted operating expenses
Denominator: + Total unrestricted revenues and gains
+ Net assets released from restrictions

Public Institutions
Numerator: + Institution operating income (loss)
+ Institution net nonoperating revenues
+ CU change in unrestricted new assets
Denominator: + Institution operating revenues
+ Institution nonoperating revenues
+ CU total unrestricted revenues

Interpretation: "A positive ratio indicates that the institution experienced an operating surplus for the year. Generally speaking, the larger the surplus, the strong the institution's financial performance as a result of the year's activities. ...A negative ratio indicates a loss for the year. A small deficit in a particular year may be relatively unimportant if the institution is financially strong, is aware of the causes of the deficit and has an active plan in place that cures the deficit" (p.128) WASC evaluators will look primarily at trends and the size of a deficit relative to the overall financial activity of the institution.

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Document Date: October 11, 2012

Viability Ratio

Description: "The Viability Ratio measures one of the most basic determinants of clear financial health – the availability of expendable net assets to cover debt should the institution need to settle its obligations as of the balance sheet date...For purposes of calculating the CFI, only project debt should be included, as the strength and weighting factors consider only project-related debt (e.g., excludes borrowings for liquidity purposes)...For private and public institutions, the numerator is the same as the numerator for the Primary Reserve Ratio (unrestricted net assets plus temporarily restricted net assets less plant equity). For private institutions, the denominator is defined as all amounts borrowed for plant purposes from third parties and includes all notes, bonds and leases payable that impact the institution's credit. For public institutions, the denominator is defined as all amounts borrowed for plant purposes from third parties and includes all notes, bonds, and capital leases payable that impact the institution's credit...This would include debt of the institution's affiliated foundations, partnerships and other special-purpose entities." (p.115)

Formula: **Expendable Net Assets/Plant-related Debt (p.116)**

Private Institutions
Numerator: + Unrestricted net assets
+ Temporarily restricted net assets
- Property, plant and equipment, net
+ Plant-related debt
Denominator: Plant-related debt

Public Institutions
Numerator: +Institution unrestricted net assets
+ Institution expendable restricted net assets
+ CU unrestricted net assets
+ CU temporarily restricted net assets
- CU net investment in plant
Denominator + Institution Total Plant-related debt
+ CU Plant-related debt

Interpretation "Although a ratio of 1:1 or greater indicates that, as of the balance sheet date, an institution has sufficient expendable net assets to satisfy these obligations, the value should not serve as an objective. Many public institutions can operate effectively at a ratio far less than 1:1 since the debt may be reported by a state agency and not the institution, or the institution enjoys the credit rating of the state for its borrowing purposes. Institutions with a ratio of less than 1:1 are, similar to those with a low Primary Reserve Ratio, less self-reliant and have

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Viability Ratio

Interpretation (continued)

significantly less operating flexibility but can function, and often function well...Analysts should be aware that institutions often show a remarkable resiliency that permits them to continue long beyond what appears to be their point of financial collapse. In fact, institutions have been known to survive for a time with high debt levels and no expendable net assets – or even negative net asset balances. Frequently, this means living with no margin for error and meeting severe cash flow needs by obtaining short-term loans." (p.115) WASC evaluators will follow these analyst guidelines.

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Document Date: October 11, 2012

Debt Service Coverage Ratio

Description: "This ratio measures the excess of income over adjusted expenses available to cover annual debt service payments. (p.118). For private institutions the numerator includes the change in unrestricted net assets from operations obtained from the statement of activities plus depreciation (because it is a significant noncash expense) and interest expense. By adding back interest expense, the ratio's numerator presents the net inflow from operations that is available to service debt. The denominator includes debt service payments as defined in the numerator of the Debt Burden Ratio" (p.119) [Debt Burden numerator = Interest expense + Principal payments. P.118) "For public institutions, the numerator is available from the GASB statement of revenues, expenses and changes in net assets, and the FASB component unit statement of activities. The numerator includes net operating revenues, and net operating revenues, interest expense and depreciation expense. The FASB component unit amount is calculated similarly to the private institution's numerator. The denominator includes debt service payments as defined in the Debt Burden Ratio." (p.119)

Formula: **Adjusted Change in Net Assets or Operating Income/Debt Service (p.119)**

Private Institutions
Numerator: + Change in unrestricted net assets from operations
+ Depreciation expense
+ Interest expense
Denominator: + Interest expense
+ Principal payments

Public Institutions
Numerator: + Institution net operating income
+ Institution net nonoperating revenue
+ Institution interest expense
+ CU change in unrestricted net assets from operations
+ CU depreciation expense
+ CU interest expense
Denominator: + Institution interest expense
+ Institution principal payments
+ CU interest expense
+ CU principal payments

Interpretation: "This is an important ratio because it gives the analyst a level of comfort that the institution has a net revenue stream available to meet its debt burden should economic conditions change. A high ratio is considered advantageous, while a low ratio or declining trend gives reason for concern regarding the institution's ability to sustain its operations, especially in

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Document Date: October 11, 2012

Debt Service Coverage Ratio

Interpretation (continued)

the face of future budgetary challenges." (p.118) "Institutions should develop an operating measure at least for internal reporting purposes and financial analysis....Due to the volatility in the change in net assets from year to year, many institutions find that it may be helpful to smooth the trend by examining a rolling two-year average for the ratio and establishing a target based on that measure." (p.119) WASC evaluators will follow these guidelines.

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Document Date: October 11, 2012

Physical Asset Reinvestment Ratio

Description: "This ratio measures the extent capital renewal is occurring compared with physical asset usage, represented as depreciation expense....For private institutions, the numerator may be obtained from the statement of cash flows as addition to physical pant assets. Alternatively the figure may be obtained from accounting records. The denominator is available from the statement of activities, or cash flows, or disclosed in the notes. For Public institutions, the numerator may be obtained from the statement of cash flows as additions to physical plant assets. For the institution's FASB component units, the numerator may be obtained from the statement of cash flows. Alternatively, the information may be obtained from the accounting records. The denominator is either from the statement of revenues, expenses and changes in net assets or from the notes. For the institution's FASB component unit, the information is obtained from the statement of activities or is disclosed in the notes." (p.123)

Formula: **Capital Expenditures/Depreciation Expense (p.124)**

Private Institutions
Numerator: Capital expenditures
Denominator: Depreciation expense

Public Institutions
Numerator: +Institution capital expenditures
+ CU capital expenditures
Denominator + Institution depreciation expense
+ CU depreciation expense

Interpretation: "A ratio above 1:1 indicates an increasing investment in physical assets, whereas a lower ratio potentially indicates an underinvestment in campus facilities. Since facilities investment is highly variable from year to year, especially for smaller institutions, this ratio should be evaluated on a multiyear basis....A ratio substantially less than 1:1 may indicate that the institution is consistently underinvesting in plant and increasing its deferred maintenance obligation. Substantial ratios above 1:1 indicate growth in facilities. The institution should also analyze its operating measures to ensure that the budget and operating size are growing consistent with the physical asset growth." (p.123) WASC evaluators will follow these guidelines.

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Document Date: October 11, 2012