MAUI COLLEGE
UNIVERSITY of HAWAI'I

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UHMC ADMISSIONS AND RECORDS 2016-17 PROGRAM REPORT

MISSION

The mission of the University of Hawaii College (UHMC) Admissions and Records Office is to provide quality access and records related services to prospective and enrolled students in an environment conducive to student learning and development.

<u>Admissions and Records Components (Kahului, Hana, Lahaina, Molokai and Lanai)</u>
- Admissions online application and registration processing;
- Residency evaluation-determination;
- Evaluation of incoming transcripts, and degree and certificate petitions/awarding;
- Enrollment verifications;
- Concurrent high school early-admit forms;
- International students/visas/documents;
- Veterans certification;
- Transcript requests;
- Student record maintenance and disposal (grade posting and changes, residency status, changes to student majors, post degree and certificate awards to student transcripts, etc.);
- Census verifications;
- Term/semester coding processes in the Banner registration system;
- Dissemination of important dates related to admissions and registration; and,
- Maintenance and protection of student records (FERPA) in a manner consistent with university, federal, and state regulations.

DEPARTMENT GOALS TO SUPPORT OUTCOMES AND UHMC STRATEGIC DIRECTIONS

- Strive to provide accurate, timely and exceptional customer service regarding application, registration and academic policies while providing responsive and respectful service to students, faculty, staff, and the community.
- Assist students with the admissions application process via the University of Hawaii online admissions application site with complete and accurate information.
- Support and enhance outreach services to students via ongoing professional development and updating of policies to facilitate changes in online admissions, registration and transcript requests.
- Update and provide in a timely manner, clear, accurate, and consistent admissions and records information in all publications including institutional websites, telephone contacts, and face-to-face.
- Ensure delivery systems that are efficient and continuously improving to effectively serve all student requests concerning admissions and records.

- Maintain compliance with federal, state and University policies and administrative rules regarding confidentiality, accuracy, and security of student records and reports. Ensure that the College maintains accurate personal, academic and enrollment records for its entire student population, past and present, and provide access to data derived from these records only when appropriate.
- Maintain accurate accounting of census, attendance, and grade reports in compliance with college, state, and federal regulations.
- Work collaboratively with other campus areas to enhance ongoing and effective communication to provide quality services and programs to all students.
- Promote a "user friendly and service oriented" office environment that promotes effective customer relations.

OFFICE OF STUDENT AFFAIRS – ADMISSIONS & RECORDS DASHBOARDS

Please see Attachment A: Hawaii Graduation Initiative (HGI) Campus Completion Scorecard 2016-17

OVERALL OUTCOMES FOR STUDENT AFFAIRS

UHMC will measure its program review against the UHCC key performance indicators such as enrollment growth and degree completion. The following overall **action items** will guide the team efforts of the Office of Student Affairs:

- Enrollment – Target key enrollment sectors that are underserved or have recruitment potential to expand access.
- Hawaii Graduation Initiative (HGI) – Increase participation and completion rates of students, particularly Native Hawaiians, low-income and those from underserved regions and populations.
- High Performance – Identify and change structures and processes that potentially impede student admissions.

OVERALL DEPARTMENT STUDENT LEARNING OUTCOMES

Upon receiving services from the Admissions & Records Office, students will be able to:
- Submit an admissions application via the UH System online application platform with complete and accurate information.
    - Health clearance
    - Residency
    - Timely submittal, within the stated admissions application deadlines
- Students will be aware of the importance of time management (meeting add/drops, refunds, petitions and other deadlines) for successful personal and professional growth and effective civic engagement

Please see Attachment B: UHMC Admissions and Records Student Learning Outcomes

POINTS OF PRIDE

- Online Admission Application – successful implementation of 100% online submittal of admissions application. Movement toward system-wide centralized admissions.
- Communication Plan
    - CRM communication for recruitment and customer follow-up.
    - Starfish communication for retention and reminder of early alert for persistence from Fall to Spring and Spring to Fall.
- Implementation of online transcript ordering
- Redesigning of website and updating of content
- Outreach efforts for early college

Learning Outcome/Program Objective 1

Onboarding: Admissions and Records provides a variety of services to applicants, students, alumni, faculty and staff. Admissions services primarily involve responding to general inquiries about the College, processing admission applications and assisting students with registration. The primary goal of the Admissions and Records Office is to increase application yield rates by assisting potential students with completing the admissions process to successfully progress through the registration process. The Admissions and Records Program Objective 1 is to:

a. Increase applications yield rate (48%) by 10% each Fall.
b. Increase early college applications 10% (SPEA-Early Admit).
c. Increase transcript evaluations 5% (Transfer Students)

Methods and Measures

- Work collaboratively with student service staff to provide outreach to local high schools by attending outreach events at high school to help with the admissions application and registration processes.
- Utilization of Radius by Hobsons CRM to send timely communication to follow-up on incomplete and pending applications.
- Admissions and Records staff will provide individuals with one on one service, over the counter or by phone, to complete and submit the online admissions application successfully.
- Work collaboratively with transcript evaluator and counseling department to provide timely transcript evaluations to record transfer credits to minimize course repeats and to meet degree completion requirements.

Findings

Table 1 – Application Yield (All Student Types)

APPLICATIONS PROCESSED
FALL 2012 TO FALL 2016
UNIVERSITY OF HAWAI'I MAUI COLLEGE

DECISION	FALL 2012		FALL 2013		FALL 2014		FALL 2015		FALL 2016	
	NO.	V%	NO.	V%	NO.	V%	NO.	V%	NO.	V%
TOTAL	2,906	100.00	2,951	100.00	2,731	100.00	2,793	100.00	2,443	100.00
Accepted	2,906	100.00	2,951	100.00	2,731	100.00	2,793	100.00	2,405	98.44
Enrolled	1,572	54.09	1,517	51.41	1,385	50.71	1,349	48.30	1,237	51.43
Not Enrolled	1,334	45.91	1,434	48.59	1,346	49.29	1,444	51.70	1,168	48.57
Rollover Applications									38	1.56
Cancelled										
No Data	340		150		227		224		292	

Source: Banner Operational Data Store (ODS) IRO_ADMISSIONS

Footnotes:
1/ Total applications processed does not include records where no decision was made, eg., if the application was incomplete.
2/ These counts do not include applications from School of Law (JD, LLM), School of Medicine (MD), and College of Pharmacy at UH Hilo (PharmD)
3/ Enrolled data taken from the IRO_Admissions file may not tie exactly to data shown in the MAPS Enrollment reports, which come from the IRO_Base file
4/ "No Data" is a count of records where no decision was made. These counts are not included in the TOTAL.
5/ Effective Fall 2011, PCERT students at UH Manoa are considered undergraduate students with an educational level of 'Post-Baccalaureate'

APPLICATIONS PROCESSED
SPRING 2013 TO SPRING 2017
UNIVERSITY OF HAWAI'I MAUI COLLEGE

DECISION	SPRING 2013		SPRING 2014		SPRING 2015		SPRING 2016		SPRING 2017	
	NO.	V%	NO.	V%	NO.	V%	NO.	V%	NO.	V%
TOTAL	1,469	100.00	1,428	100.00	1,125	100.00	1,190	100.00	1,232	100.00
Accepted	1,469	100.00	1,428	100.00	1,125	100.00	1,190	100.00	1,152	93.51
Enrolled	725	49.35	721	50.49	569	50.58	531	44.62	503	43.66
Not Enrolled	744	50.65	707	49.51	556	49.42	659	55.38	649	56.34
Rollover Applications									80	6.49
Cancelled										
No Data	43		51		208		127		13	

Source: Banner Operational Data Store (ODS) IRO_ADMISSIONS

Footnotes:
1/ Total applications processed does not include records where no decision was made, eg., if the application was incomplete
2/ These counts do not include applications from School of Law (JD, LLM), School of Medicine (MD), and College of Pharmacy at UH Hilo (PharmD)
3/ Enrolled data taken from the IRO_Admissions file may not tie exactly to data shown in the MAPS Enrollment reports, which come from the IRO_Base file.
4/ "No Data" is a count of records where no decision was made. These counts are not included in the TOTAL.

Table 2 - Early College

Year 1: 2015 - 2016

Term	No. of Students
Fall 2015	235
Spring 2016	270
Total	505

Year 2: 2016 - 2017

Term	No. of Students
Fall 2016	347
Spring 2017	304
Total	651

ENROLLMENT TABLE 1
HEADCOUNT ENROLLMENT OVERVIEW
UNIVERSITY OF HAWAI'I
FALL 2015

	HEADCOUNT ENROLLMENT				CONTINUING EDUCATION HEADCOUNT
	TOTAL HEADCOUNT	V%	REGULAR STUDENTS	EARLY ADMIT	
UH SYSTEM TOTAL	55,756	100.00	54,091	1,665	2,102
University of Hawai'i at Manoa	18,865	33.83	18,864	1	2,028
University of Hawai'i at Hilo	3,829	6.86	3,742	87	
University of Hawai'i - West O'ahu	2,692	4.82	2,625	67	
University of Hawai'i, Community Colleges	30,370	54.46	28,860	1,510	74
Hawai'i Community College	3,087	5.53	2,734	353	
Honolulu Community College	4,328	7.76	4,127	201	74
Kapi'olani Community College	7,816	14.01	7,677	139	
Kaua'i Community College	1,401	2.51	1,270	131	
Leeward Community College	7,535	13.51	7,189	346	
University of Hawai'i Maui College	3,593	6.44	3,358	235	
Windward Community College	2,610	4.68	2,505	105	

ENROLLMENT TABLE 1
HEADCOUNT ENROLLMENT OVERVIEW
UNIVERSITY OF HAWAI'I
SPRING 2016

	HEADCOUNT ENROLLMENT				CONTINUING EDUCATION HEADCOUNT
	TOTAL HEADCOUNT	V%	REGULAR STUDENTS	EARLY ADMIT	
UH SYSTEM TOTAL	51,291	100.00	49,509	1,782	2,106
University of Hawai'i at Manoa	17,675	34.46	17,672	3	2,067
University of Hawai'i at Hilo	3,649	7.11	3,544	105	
University of Hawai'i - West O'ahu	2,526	4.92	2,478	48	
University of Hawai'i, Community Colleges	27,441	53.50	25,815	1,626	39
Hawai'i Community College	2,755	5.37	2,443	312	
Honolulu Community College	3,710	7.23	3,551	159	39
Kapi'olani Community College	7,260	14.15	7,127	133	
Kaua'i Community College	1,224	2.38	1,110	114	
Leeward Community College	6,953	13.55	6,437	516	
University of Hawai'i Maui College	3,164	6.16	2,894	270	
Windward Community College	2,375	4.63	2,253	122	

ENROLLMENT TABLE 1
HEADCOUNT ENROLLMENT OVERVIEW
UNIVERSITY OF HAWAI'I
FALL 2016

	HEADCOUNT ENROLLMENT				CONTINUING EDUCATION HEADCOUNT
	TOTAL HEADCOUNT	V%	REGULAR STUDENTS	EARLY ADMIT	
UH SYSTEM TOTAL	53,418	100.00	51,552	1,866	2,044
University of Hawai'i at Manoa	18,056	33.80	18,056		1,978
University of Hawai'i at Hilo	3,666	6.86	3,612	54	
University of Hawai'i - West O'ahu	2,939	5.50	2,861	78	
University of Hawai'i, Community Colleges	28,757	53.83	27,023	1,734	66
Hawai'i Community College	2,956	5.53	2,625	331	
Honolulu Community College	3,903	7.30	3,736	167	66
Kapi'olani Community College	7,382	13.81	7,264	118	
Kaua'i Community College	1,401	2.62	1,195	206	
Leeward Community College	7,262	13.59	6,831	431	
University of Hawai'i Maui College	3,342	6.25	2,995	347	
Windward Community College	2,511	4.70	2,377	134	

ENROLLMENT TABLE 1
HEADCOUNT ENROLLMENT OVERVIEW
UNIVERSITY OF HAWAI'I
SPRING 2016

	HEADCOUNT ENROLLMENT				CONTINUING EDUCATION HEADCOUNT
	TOTAL HEADCOUNT	V%	REGULAR STUDENTS	EARLY ADMIT	
UH SYSTEM TOTAL	51,291	100.00	49,509	1,782	2,106
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University of Hawai'i Maui College	3,164	6.16	2,894	270	
Windward Community College	2,375	4.63	2,253	122	

Table 3 – Transcript Evaluation

Transcript Evaluation

Academic Year	# of Transcript Evaluations Completed
2014 – 2015	712
2015 – 2016	482
2016 – 2017	354

Participation in Reverse Transfer and Auto Credential

Reverse Transfer

Semester	# of Reverse Transfer Degrees
Spring 2014	321
Fall 2014	77
Spring 2015	21
Fall 2015	22
Spring 2016	19
Fall 2016	
Spring 2017	

Auto Credential

Academic Year	# of Auto Credential Certificates
2014 - 2015	77
2015 - 2016	250
2016 - 2017	

Conclusions/Status

Newly implemented methods of communication and services provided to individuals applying to the College have resulted in a steady rate of admissions application conversions to enrollment. There was a 3% increase in the application yield rate from Fall 2015 to Fall 2016. We did not meet our program objective goal of 10% which may not have been a realistic goal given our decrease in enrollment. There was a 6% increase in early admissions applicants from academic year 2015 – 2016 to academic year 2016 – 2017. Our program objective goal of 10% was also not met with this student population. This is a work in progress and will be monitored for effectiveness in the upcoming year.

To maintain and continuously improve at a high rate of performance in student enrollment management, constant and consistent follow-up must be done timely. We are requesting the following positions to optimize all online application and to grow enrollment. (See Attachments C-1, C-2, D-1, D-2 and D-3 showing statistical data)

1. Institutional Researcher - Continuous efforts based on data
2. Assistant Registrar - Oversee the day-to-day operations, records management and provide training

3. Admission Specialist - Improve international students onboarding services
4. Enrollment Specialist - Accommodate the increase in early admit services
5. Student Assistants - Support the daily operations

Learning Outcome/Program Objective 2

Integrated Student Support: Strive to provide integrated, efficient, accurate, and timely services that will contribute to persistence, retention and graduation of a highly diverse student body.

Methods and Measures

- Construct and maintain a set of business practices that ensure the integrity of educational and institutional records, including ongoing assessment of these efforts and willingness to adapt systems as dictated by these findings.
- Maintain a high level of customer service by guiding students and their families to other student services offices (e.g. the Business Office, Financial Aid, Counseling, the Office of the Vice Chancellor for Academic Affairs, and the Office of the Vice Chancellor for Student Affairs, etc.) when issues arise.
- Help seeking behavior will be measured by the use of formative and summative surveys.

Findings

Summary of findings - See Attachment C-1: 2016 Admissions & Records Office Service Statistics Data; Attachment C-2: 2016 Admissions & Records Office Service Statistics Graph; Attachment D-1: 2017 Admissions & Records Office Service Statistics Data,; Attachment D-2: 2017 Admissions & Records Office Service Statistics Graph; and Attachment D-3: Admissions and Records Document Processing Data.

Conclusions/Status

Addition of new student learning outcomes to improve their student time management skills. (See Attachment B: UHMC Admissions and Records Student Learning Outcomes)

Learning Outcome/Program Objective 3

Provide faculty and college administrators with data and services that enable them to accomplish their instructional and management objectives, creates and maintains records systems designed to protect the academic integrity and security of confidential student data, in accordance with state and federal regulations and guidelines. Strive to communicate information clearly, patiently and politely, whether in writing, in person, by phone or via electronic communication.

Methods and Measures

- Work with the academic divisions, departments, faculty and the Vice Chancellor of Academic Affairs Office to successfully submit grades to complete end of term processing by established deadlines.
- Convey reliable information about the faculty-approved academic policies and regulations of the College, and implement these policies consistently and fairly.

- Process all student course registrations and monitor enrollment activity, including withdrawals and changes made before, during and after the Add/Drop period
- Create new positions to support and sync the current workflow with the pace of the digital-driven innovations.

Findings

Based on the early notification and communication of semester grade submittal deadline and one-to-one coaching, 90% of instructional faculty submitted grades by the deadline.

Continual improvement in the dissemination of information about College policies, procedures, and deadlines are necessary to decrease the number of student appeal submissions.

Conclusions/Status

Ongoing professional development and communication is essential to ensure admissions and records deadlines are met. Additional staffing is need to optimize all of the new innovations that complement the Sustained, Strategic, Integrative, Proactive, Personalize (SIPP) model for student success.

PLANS FOR THE COMING YEAR

- Make the necessary operational and procedural changes to initiate the new system-wide initiatives
- Develop a handbook to document the new operational and procedural changes.
- Team with the Vice Chancellor of Student Affairs to create a Recruiter Coordinator position to focus on recruitment.
- Participate in the development of an enrollment management plan that focuses on the student recruitment from local high schools, WUE partners, non-residents and international students.
- Continuously review current and/or proposed technological software and hardware programs that will improve efficiency of admissions and records delivery systems.
- Increase outreach to local high schools by attending outreach events at high schools to help with the admissions application and registration processes.
- Develop a training program for faculty, staff, and students with regards to FERPA
- Develop an Admissions and Records FAQs to promote enhanced service to students.
- Develop and implement a plan for conversion from paper based to document imaging of all admissions and records files (implementation of document imaging system).
- Develop a comprehensive records management process for the storage retrieval and destruction of records.
- Collaborate with the VC of Student Affairs in designing the current admissions and records receiving area that will accommodate future growth (staff, office space, storage) and promote more cohesive, comprehensive student support services.

- Implement a paperless admissions acceptance process.
- Install new computer systems in the admission and records office for student use to assist students with completing the online admissions application and registration process.

Challenges in completing the above goals:

The admissions and records office was not able to fill the vacant office assistant IV position, which has been vacant for over two years, due to the state hiring freeze and lengthy position refill request process. Therefore, the current staff has had to absorb and carry-out the job responsibilities for this position. Also, our newly established full-time APT Transcript Evaluator/Admissions Specialist was on maternity leave for the months of June and July 2016. As a result, services to students and college community were negatively impacted. Also, we were not able to implement planned activities from last academic year.

The admissions and records office maintains an enormous amount of student records for former and continuing students. Records retention maintenance schedules have not been followed in the past so the office is overdue in discarding old student files. We have implemented the scanning of all early admit student files. However, due to lack of staffing, student documents are not being scanner into the system in a timely manner. This reduces the effectiveness of the document management system. Furthermore, the amount of student records will continue to increase as more continuing students leave the college and new students enroll. Additional admissions and records staff is needed to maintain the student records and respond to student records request from former students, employers and other external entities.

Assessment results:

The admissions and records office has assessed the extent to which it processed applications and evaluated transcripts in a timely manner. Both services have a significant impact on enrollment, student success, and the institution's ability to meet its retention and persistence goals. Acceptance to the college is required before applicants can access other support services and enroll. Transcript evaluations provide students with the information they need to choose classes appropriately and can affect time to graduation.

The admissions and records office gathered data from IRO, STAR Academic Logic, and service logs that were kept on a shared drive and developed the following success indicators.

1. Applications will be "pushed" and processed, either accepted or pending letter sent, within three business days.
2. Transfer credit evaluations will be completed within three to five business days.

The admissions and records office then analyzed the assessment data to determine whether or not the department was successful in processing applications and evaluating transcripts in a timely manner.

Strengths of the Admissions and Records Office:

Admissions and Records touches every student from the start of their UHMC experience to the end. It is our charge to ensure that through the lens of the institution's mission, goals and objectives, along with local and state regulations, we work as individuals with unique specialized duties as well as a collective collaborative unit to effectively serve students. Both in a direct person-to-person capacity along with implementing and maintaining compliant processes, procedures and systems to support all things related to enrollment services for students, staff, and the institution.

Admissions and Records is an office with many strengths. More specifically work during the 2015-2016 academic year, the Admissions and Records staff embraced new leadership. Overall the team has welcomed a new perspective while supporting this shift while providing guidance to the details of each area which encompasses a broad array to technical guidelines and applications.

With the implementation of bi-monthly staff meetings, the staff has worked to develop baseline data for their service areas, seek out understanding of other units within Student Services increasing their ability to support diverse student needs increasing overall success, while analyzing process, procedures and systems that require and alignment of UHMC strategic goals and objectives.

What improvements are needed?

Historically, the Admissions and Records staff were working in more specialized areas of admissions and records. We are growing in our structure and mindset to continue building capacity in each area working toward an enrollment management construct that is being driven by innovated, thoughtful, data rich decisions to support both the tradition and history of our work in tandem of a growth mindset seeking out new modalities that positively impact student success and the efficiency in which we serve the diverse population within our tri-isle county.

Admissions and Records has areas of improvement to work on to continue to increase efficiency, to help students be successful, and to support faculty within processes and procedures. We continue to examine the ongoing need for equity of service provision at all campus locations to ensure all UHMC students have access to all Admissions and Records related services and supports regardless of location. There is a current awareness of the deficit in staff that are cross trained along with the need to create manuals in support of the increase in consistent, and compliant service provision. Efforts will continue to bring together this team to engage in professional development to ensure the level of expertise and service provision meets the institution's standards of excellence.

ATTACHMENTS

Attachment A: HGI Campus (UHMC) Completion Scorecard 2016-17
Attachment B: UHMC Admissions and Records Student Learning Outcomes Rubrics
Attachment C-1: 2016 Admissions & Records Office Service Statistics Data
Attachment C-2: 2016 Admissions & Records Office Service Statistics Graph
Attachment D-1: 2017 Admissions & Records Office Service Statistics Data
Attachment D-2: 2017 Admissions & Records Office Service Statistics Graph

Attachment D-3: 2015-2016 & 2016-2017 Admissions and Records Document Processing Data
Attachment E: 2017-2018 Admissions and Records Budget Priorities

ATTACHMENTS

HGI CAMPUS COMPLETION SCORECARD 2016-17

University of Hawaiʻi - Maui College

MAUI COLLEGE

HAWAIʻI GRADUATION INITIATIVE

STRATEGIC DIRECTIONS (S) & PERFORMANCE FUNDING (P)	2015–16 Actual	2016–17 Actual	2016–17 Goal	Met/Exceeded Goal?
Total Associate Degrees & Certificate of Achievement Earned by Fiscal Year [1]				
Campus Total (S, P)	594	668	675	EB
Native Hawaiian (P) [2]	160	174	176	EB
Pell (P)	399	397	408	EB
STEM (S, P) [3]	33	35	25	Yes
IPEDS 150% Success Rate by First-time, Full-time Cohort (Fall 13 and 14) (S, P) [4]	31.8	34.8	36.7	EB
Transfers Out to UH 4-yr (Fall & Spr) (P) [5]	256	296	293	Yes
Enrollment to Degree Gap (S) [5]				
Native Hawaiian [2]	-4.6	-6.5	>= 0	No
Pell [7]	9.7	4.0	>= 0	Yes
	2014-15	2015-16	2016-17	Positive Change?
Tuition & Fees as a Percentage of Median Household Income (%) (S)	4.0	4.7	4.4	No Change
	2013-14	2014-15	2015-16	Positive Change?
Average Unmet Need (Direct Cost) of Resident Students ($) (S) [8]		To Be Revised		N/A
Average Total Debt per Undergraduate Completer ($) (S) [9]	18,680	17,700	18,113	No

REDUCE TIME/CREDITS TO DEGREE [10]	2014-15	2015-16	2016-17	Positive Change?
100% Success Rate by First-time, Full-time Cohort (Fall 13, 14, and 15) [11]	7.9	10.7	17.2	Yes
150% Success Rate by First-time, Full-time Cohort (Fall 12, 13, and 14) [11]	23.0	24.7	29.3	Yes
150% Graduation Rate by Cohort (Fall 12, 13, and 14) [11]				
First-time, Full-time (%)	16.1	19.1	23.3	Yes
Native Hawaiian (%) [2]	11.7	16.5	13.9	No
Pell (%) [12]	13.2	18.1	21.0	Yes
Transfer-in (%)	14.3	16.9	17.6	Yes
First-time, Full-time Transfer-out to a UH 4-Year Institution [13]	2.6	1.6	1.6	No Change
UH Mānoa	1.5	0.9	0.8	No Change
UH Hilo	1.1	0.7	0.0	No
UH West Oʻahu	0.0	0.0	0.8	Yes
First-time, Full-time Transfer-out to Non-UH 4-Year Institution [14]	4.3	3.9	4.5	Yes
First-time, Full-time Transfer-out to Non-4-Year Institution [15]	7.0	7.4	5.5	No
Average Credits to Degree for Undergraduates [16]				
Native Students [17]	81.5	79.0	75.2	Yes
Native Hawaiian	79.2	75.0	80.8	No
Pell	82.6	80.3	76.5	Yes
Transfer - Internal Transfers Only (excludes Native Students) [18]	91.8	91.0	92.6	No
Transfer - External Transfers Only (excludes Native Students) [19]	93.3	95.3	97.9	No

CERTIFICATE OF ACHIEVEMENT & ASSOCIATE DEGREE SEEKING STUDENTS [10]	Fall 14 Cohort	Fall 15 Cohort	Fall 16 Cohort	Positive Change?
First-time, Full-time Freshmen with 6 or More Credits at Entry (%) [20]	5.0	7.6	9.2	Yes
Freshmen Completing at Least 30 Credit Hours Within 1st Academic Year (%) [21]	6.9	9.1	11.5	Yes
Students Completing College Level English & Math Within 1st Academic Year (%) [21]	35.3	39.8	36.1	No
Retention Rate of Freshmen to Sophomore Year (%) [22]	53.8	54.5	53.7	No
	Fall 15	Fall 16	Fall 17	Positive Change?
% of Certificate & Associate Degree Seeking Students Taking 15 Credits or More	10.4	12.1	14.5	Yes
% of Certificate & Associate Degree Seeking Students with 61-79 Credits [23]	10.8	10.5	9.6	Yes
% of Certificate & Associate Degree Seeking Students with 80+ Credits [23]	9.3	8.5	8.4	No Change

RESTRUCTURE DELIVERY TO ACCELERATE SUCCESS	2014-15	2015-16	2016-17	Positive Change?
No. of Students who Earned Dual Credits [24]	287	453	479	Yes
% of DL Credits Taken by Undergrad Degree Seeking Students (Fall 15, 16, and 17) [25]	19.4	23.8	20.8	No
% of Credits Taken During Summer by Undergrad Degree Seeking Students [26]	3.0	2.8	2.9	No Change

EB = Exceeded baseline

SCORECARD NOTES

1. Includes certificate of achievement and associate degrees.

2. Native Hawaiian includes Hawaiian Race only (Ethnicity = 'HW').

3. UH's STEM definition was revised to align with the DHS STEM definition.
    https://www.ice.gov/sites/default/files/documents/Document/2016/stem-list.pdf

4. Certificate of achievement and associate degree seeking students only. Excludes students who are deceased. Full-time status based on home campus credits attempted in entry term; certificate of achievement or associate earned at entry campus. Graduation counts are students who received their degree/certificate within 150% of the normal time for program completion (normal time to completion is the amount of time necessary to complete all requirements for a degree or certificate according to the institution's catalog).

    IPEDS Success Rates for UHCC's = Graduation Rate + Transfer Out to any institution rate.

5. Count of annual transfers out of UHCC and into UH 4-year (fall and spring combined). Early admits who after graduation from high school enroll at a 4-year campus are not counted as a transfer. All other students transferring from a UH 2-year to a 4-year campus are counted, including those who previously attended a 4-year campus Intra-Maui transfers are included. Credit is given to each UHCC where a student was home-based.

6. Enrollment is counted at Fall Census. Degrees and certificates awarded is counted by Fiscal Year. The goal for the gap is to move to be zero or greater than zero.

7. Pell shares exclude ineligible students (i.e. International Visa Types, non-home-based, unclassified and early admission). Pell recipient counts include those awarded Pell at any time. Pell recipient counts are taken from active data tables and may change as corrections are made.

8. To be revised. Average Unmet Need based on Direct Cost. Direct Cost includes tuition, fees, books, supplies, and transportation costs. Average Unmet Need is the Direct Cost of Education amount that is not covered by Scholarships or Grants.

9. Based on Common Data set survey methodology. Includes: (1) First-time, undergraduate students at the institution and (2) Only loans made to student while enrolled at the institution. Excludes: (1) Transfer-in students, (2) Money borrowed at other institutions, (3) Parent PLUS loans, and (4) Pharmacy BA degrees since Pharmacy BA students are graduate degree seekers. CC campuses are based on higher degree earned. Loan amounts are campus specific. Includes summer.

10. Data in these sections refer to certificate of achievement and associate degree seeking students only. Excludes students who are deceased.

11. Full-time status based on home campus credits attempted in entry term; certificate of achievement or associate earned at entry campus. Graduation counts are students who received their degree/certificate within 100% or 150% of the normal time for program completion (normal time to completion is the amount of time necessary to complete all requirements for a degree or certificate according to the institution's catalog).

    Success Rates for UHCC's = Graduation Rate + Transfer Out to any 4-year institution rate.

12. Pell grant received in entry term.

13. Transfer-out to UH 4yr institution, internal (UH) only.

14. Transfer-out to Non-UH 4yr institution, external only.

15. The difference between IPED's Transfer Out to any institution rate and Scorecard's Transfer Out to any 4-year institution rate.

16. Based on students who received an associate's degree.

17. Native Students are students who do not have any transfer credits except for exam-based credits. Includes credits earned at the awarding campus only. Native Hawaiian based on ethnicity code = 'HW'.

18. Internal transfers are students who only have transfer credits from other UH institutions.

19. External transfers are students who only have transfer credits from non-UH institutions.

20. Refers to early college credit opportunities offered through Advanced Placement, dual enrollment programs (Running Start, Jump Start), summer school, etc.

21. Completion refers to credits earned at the campus or accepted as UH internal transfer credits. Includes previous summer credits. Transfer credits do not include Advanced Placement, Running Start, or Jump Start credits.

22. First-time freshmen enrolled in the fall of the following year. Based on home campus credits attempted in entry term; certificate of achievement or associates earned at entry UH campus.

23. A total of 60 credits are required for graduation in most associate degree programs.

24. Undergraduate students who were enrolled and earned early learning credits.

25. Distance learning refers to instruction delivered synchronously or asynchronously where students are separated from the instructor, or offsite instruction.

26. Systemwide credits attempted during the academic year for certificate or achievement and associate degree seeking students enrolled in the fall.

Detailed Tables

HGI SCORECARD
MAUI COLLEGE

TABLE 1: CAMPUS SUCCESS RATES

Certificate of achievement and associate degree-seeking students.

Campus Success Rates[1]	Cohort		100%		150%		200%	
	Headcount	% of Cohort	Grad Rate	Transfer-out to ANY 4yr Rate	Grad Rate	Transfer-out to ANY 4yr Rate	Grad Rate	Transfer-out to ANY 4yr Rate
TOTAL First-time, Full-Time								
Fall 2007 Cohort	333		1.2%	5.7%	13.2%	9.3%	18.9%	11.1%
Fall 2008 Cohort	450		2.4%	5.6%	10.4%	8.4%	18.0%	9.6%
Fall 2009 Cohort	541		1.8%	3.7%	11.6%	6.3%	16.3%	7.0%
Fall 2010 Cohort	519		1.5%	3.3%	13.9%	6.6%	23.1%	6.4%
Fall 2011 Cohort	483		3.3%	3.7%	16.8%	5.8%	24.4%	6.6%
Fall 2012 Cohort	460		2.2%	4.1%	16.1%	7.0%	23.0%	6.5%
Fall 2013 Cohort	430		4.9%	3.0%	19.1%	5.6%	25.3%	4.9%
Fall 2014 Cohort	382		6.8%	3.9%	23.3%	6.0%		
Fall 2015 Cohort	383		13.3%	3.9%				
Fall 2016 Cohort	370							
Native Hawaiians, First-time, Full-Time[2]								
Fall 2007 Cohort	93	27.9%	1.1%	3.2%	10.8%	4.3%	15.1%	5.4%
Fall 2008 Cohort	143	31.8%	1.4%	2.8%	7.7%	4.2%	13.3%	6.3%
Fall 2009 Cohort	199	36.8%	1.0%	2.0%	10.1%	3.5%	15.1%	4.5%
Fall 2010 Cohort	196	37.8%	2.0%	3.1%	11.7%	5.6%	16.8%	5.1%
Fall 2011 Cohort	219	45.3%	2.7%	2.7%	14.2%	5.0%	17.4%	5.0%
Fall 2012 Cohort	197	42.8%	1.0%	2.0%	11.7%	5.1%	17.3%	4.1%
Fall 2013 Cohort	170	39.5%	5.3%	2.9%	16.5%	4.7%	20.0%	4.7%
Fall 2014 Cohort	122	31.9%	7.4%	2.5%	13.9%	5.7%		
Fall 2015 Cohort	138	36.0%	14.5%	2.9%				
Fall 2016 Cohort	142	38.4%						
Pell at Entry, First-time, Full-Time[3]								
Fall 2007 Cohort	95	28.5%	1.1%	6.3%	7.4%	12.6%	12.6%	13.7%
Fall 2008 Cohort	154	34.2%	1.3%	4.5%	9.1%	7.8%	15.6%	11.0%
Fall 2009 Cohort	264	48.8%	1.5%	3.4%	11.4%	5.3%	15.9%	5.3%
Fall 2010 Cohort	297	57.2%	1.3%	2.0%	14.1%	4.4%	21.9%	4.7%
Fall 2011 Cohort	300	62.1%	2.7%	3.3%	14.7%	5.0%	20.3%	5.3%
Fall 2012 Cohort	265	57.6%	1.9%	1.9%	13.2%	6.0%	21.9%	5.7%
Fall 2013 Cohort	243	56.5%	4.5%	2.5%	18.1%	4.5%	23.5%	4.1%
Fall 2014 Cohort	200	52.4%	7.0%	2.5%	21.0%	4.0%		
Fall 2015 Cohort	178	46.5%	9.6%	1.1%				
Fall 2016 Cohort (Preliminary)	181	48.9%						
TOTAL, Part-Time								
Fall 2007 Cohort	187		0.0%	3.7%	2.1%	5.3%	5.9%	5.9%
Fall 2008 Cohort	248		0.0%	1.2%	0.8%	2.0%	2.4%	3.6%
Fall 2009 Cohort	327		0.3%	2.8%	3.7%	4.0%	7.3%	5.2%
Fall 2010 Cohort	324		0.0%	2.8%	2.2%	4.6%	7.4%	5.2%
Fall 2011 Cohort	383		0.3%	1.6%	2.1%	2.6%	3.1%	3.4%
Fall 2012 Cohort	315		0.0%	2.2%	1.6%	2.5%	4.1%	2.5%
Fall 2013 Cohort	337		0.3%	2.1%	4.2%	3.6%	7.1%	3.6%
Fall 2014 Cohort	287		0.0%	2.4%	6.3%	3.5%		
Fall 2015 Cohort	213		0.5%	4.7%				
Fall 2016 Cohort	187							
Transfer Cohort[4]								
Fall 2007 Cohort	246		5.7%		17.9%		21.5%	
Fall 2008 Cohort	283		9.9%		17.7%		20.1%	
Fall 2009 Cohort	331		7.9%		14.2%		18.1%	
Fall 2010 Cohort	257		11.3%		18.3%		24.1%	
Fall 2011 Cohort	264		5.3%		12.5%		17.8%	
Fall 2012 Cohort	308		8.4%		14.3%		17.9%	
Fall 2013 Cohort	237		10.1%		16.9%		21.5%	
Fall 2014 Cohort	193		9.8%		17.6%			
Fall 2015 Cohort	215		14.9%					
Fall 2016 Cohort	172							

1. Certificate of achievement or associates earned at entry campus.
   Full-time status based on home campus credits attempted in entry term.
   Includes certificate of achievement and associate degree-seeking students. Excludes students who are deceased.
   Graduation rate is the share of students who received their degree/certificate within 100%, 150%, or 200% of the normal time for program completion.
   Transfer-out to any 4yr rate is the share of students who transfer-out to internal (UH) and external (other than UH) 4yr institutions.
2. Native Hawaiian includes Hawaiian Race only (Ethnicity = 'HW').
3. Pell grant received in entry term. Pell status is not finalized until December of the following cohort year (e.g. Fall 2014 finalized in December 2015).
4. Transfer students are students who transfer external or internal UH credits. Transfers status based on home campus credits attempted in
   entry term; bachelor earned at entry UH campus. Excludes students who are deceased.

TABLE 2: FALL FIRST-TIME, FULL-TIME CERTIFICATE OF ACHIEVEMENT AND ASSOCIATE DEGREE-SEEKING FRESHMEN WITH 6+ CREDITS AT ENTRY

Credits at Entry	6+	TOTAL Cohort	6+
TOTAL First-time, Full-Time	**% of Cohort**	**Headcount**	
Fall 2007 Cohort	4.5%	333	15
Fall 2008 Cohort	6.0%	450	27
Fall 2009 Cohort	4.1%	541	22
Fall 2010 Cohort	4.4%	519	23
Fall 2011 Cohort	2.5%	483	12
Fall 2012 Cohort	5.2%	460	24
Fall 2013 Cohort	7.9%	430	34
Fall 2014 Cohort	5.0%	382	19
Fall 2015 Cohort	7.6%	383	29
Fall 2016 Cohort	9.2%	370	34

Credits at entry refers to early college credit opportunities offered through Advanced Placement, dual enrollment programs (Running Start, Jump Start), summer school, etc.
Certificate of achievement or associate earned at entry campus.
Full-time status based on home campus credits attempted in entry term.
Includes certificate of achievement and associate degree-seeking students.
Excludes students who are deceased.

TABLE 3: FRESHMEN COMPLETING 30+ CREDITS WITHIN 1ST ACADEMIC YEAR

All credits earned at or accepted as transfer credits by the campus for certificate of achievement or associate degree-seeking students.

Cumulative Credits Cohort Counts	30+	TOTAL Cohort	30+
First-time Freshmen	**% of Total Cohort**	**Headcount**	
Fall 2007 Cohort	5.6%	520	29
Fall 2008 Cohort	5.2%	698	36
Fall 2009 Cohort	3.6%	868	31
Fall 2010 Cohort	3.9%	843	33
Fall 2011 Cohort	4.3%	866	37
Fall 2012 Cohort	3.6%	775	28
Fall 2013 Cohort	6.0%	767	46
Fall 2014 Cohort	6.9%	669	46
Fall 2015 Cohort	9.1%	596	54
Fall 2016 Cohort	11.5%	557	64

Includes certificate of achievement and associate degree-seeking students.
Excludes students who are deceased.
Credits must be either earned at their Fall home campus or accepted as UH internal transfer credits by their Fall home campus as of Summer EOS.
Includes previous summer credits. Transfer credits do not include Advanced Placement, Running Start, or Jump Start credits.

TABLE 4: FALL FIRST-TIME FRESHMEN COMPLETING COLLEGE LEVEL ENGLISH & MATH WITHIN 1ST ACADEMIC YEAR

English/Math credits earned at or accepted as transfer credits by the campus.
Includes MATH/ENG/ESL/ELI courses numbered 100 and above, MATH/ENG 50-69, PHIL 110, BUS 100, BUS 250, BUSN 189.

Completed Math & English in 1st AY	Completed	TOTAL Cohort	Completed
First-time Freshmen	**% of Cohort**	**Headcount**	
Fall 2007 Cohort	24.4%	520	127
Fall 2008 Cohort	29.2%	698	204
Fall 2009 Cohort	30.8%	868	267
Fall 2010 Cohort	26.5%	843	223
Fall 2011 Cohort	24.6%	866	213
Fall 2012 Cohort	30.5%	775	236
Fall 2013 Cohort	32.5%	767	249
Fall 2014 Cohort	35.3%	669	236
Fall 2015 Cohort	39.8%	596	237
Fall 2016 Cohort	36.1%	557	201

Includes certificate of achievement and associate degree-seeking students.
Excludes students who are deceased.

TABLE 5: FRESHMAN TO SOPHOMORE RETENTION

Campus Retention Rate	1 Yr Retention (Campus)	First-time Freshmen	Second Fall Enrollment
Fall 2007 Cohort	50.2%	520	261
Fall 2008 Cohort	57.4%	698	401
Fall 2009 Cohort	54.7%	868	475
Fall 2010 Cohort	53.9%	843	454
Fall 2011 Cohort	52.0%	866	450
Fall 2012 Cohort	48.5%	775	376
Fall 2013 Cohort	50.1%	767	384
Fall 2014 Cohort	53.8%	669	360
Fall 2015 Cohort	54.5%	596	325
Fall 2016 Cohort	53.7%	557	299

Includes certificate of achievement and associate degree-seeking students.
Excludes students who are deceased.

HGI SCORECARD
MAUI COLLEGE

TABLE 6: CERTIFICATE OF ACHIEVEMENT & ASSOCIATE DEGREE-SEEKING STUDENTS TAKING 15+ CREDITS THAT FALL

Credits Attempted (Systemwide)	15+ (Systemwide)	Total	15+
Fall 2007	8.2%	2,245	183
Fall 2008	9.0%	2,592	233
Fall 2009	7.9%	3,365	266
Fall 2010	8.9%	3,749	333
Fall 2011	6.9%	3,810	262
Fall 2012	6.6%	3,778	250
Fall 2013	7.6%	3,474	265
Fall 2014	7.1%	3,197	227
Fall 2015	10.4%	2,870	299
Fall 2016	12.1%	2,510	303
Fall 2017	14.5%	2,429	351

Includes certificate of achievement and associate degree-seeking students.

TABLE 7: CERTIFICATE OF ACHIEVEMENT & ASSOCIATE DEGREE-SEEKING STUDENTS WITH 80+ CREDITS AT START OF FALL SEMESTER - OF TOTAL ENROLLED

All credits earned at or accepted as transfer credits by the campus.

Classified UG with 80+ Credits (Systemwide)	61-79	80+	All Classified Undergrads	61-79	80+
	% of Total Enrolled			Headcount	
Fall 2008	6.7%	5.5%	2,592	174	142
Fall 2009	6.0%	4.8%	3,365	202	162
Fall 2010	6.8%	4.9%	3,749	255	184
Fall 2011	7.9%	4.9%	3,810	302	186
Fall 2012	8.9%	5.9%	3,778	335	222
Fall 2013	9.3%	7.1%	3,474	323	245
Fall 2014	9.9%	8.9%	3,197	316	284
Fall 2015	10.8%	9.3%	2,870	309	266
Fall 2016	10.5%	8.5%	2,510	263	214
Fall 2017	9.6%	8.4%	2,429	232	205

Includes certificate of achievement and associate degree-seeking students.

TABLE 8: SHARE OF DISTANCE LEARNING CREDITS TAKEN BY CERTIFICATE OF ACHIEVEMENT AND ASSOCIATE DEGREE-SEEKING STUDENTS THAT FALL

Attempted (Systemwide)	% Distance (Systemwide)	Fall SSH Total	Distance SSH
Fall 2007	20.4%	21,152	4,315
Fall 2008	18.3%	24,987	4,574
Fall 2009	19.0%	32,839	6,223
Fall 2010	21.0%	37,367	7,858
Fall 2011	18.6%	36,234	6,746
Fall 2012	18.3%	35,977	6,591
Fall 2013	19.2%	32,656	6,272
Fall 2014	22.2%	29,436	6,532
Fall 2015	19.4%	27,312	5,302
Fall 2016	23.8%	24,158	5,743
Fall 2017	20.8%	23,663	4,914

Distance learning refers to instruction delivered synchronously or asynchronously where students are separated from the instructor, or offsite instruction.

Includes certificate of achievement and associate degree-seeking students.

TABLE 9: SHARE OF SUMMER CREDITS TAKEN

Systemwide credits taken by classified undergraduates that Academic Year; student's home campus in the Fall was Maui College.

Attempted (Systemwide)	% Summer (Systemwide)	Academic Year SSH	Summer SSH
2006-07	3.5%	34,733	1,208
2007-08	3.2%	38,521	1,218
2008-09	3.1%	46,312	1,434
2009-10	2.6%	60,561	1,559
2010-11	2.4%	68,490	1,631
2011-12	2.5%	66,210	1,677
2012-13	2.8%	65,159	1,829
2013-14	2.8%	59,406	1,661
2014-15	3.0%	53,706	1,594
2015-16	2.8%	49,051	1,396
2016-17	2.9%	43,052	1,232

Includes certificate of achievement and associate degree-seeking students.

ATTACHMENT B

UHMC ADMISSIONS AND RECORDS STUDENT LEARNING OUTCOMES

ADMISSIONS AND RECORDS

Student Learning Outcomes	Collegewide Academic Student Learning Outcomes	Measurement Tool(s) & Timelines	Evaluation/Analysis	Recommendations/Actions
SLO #1 **Greater than 90% of UHMC applicants will be able to successfully complete and submit their admission applications and transcript request via the online processes.**	**Critical Thinking**	Generate Banner reports which provide data on number of applications and transcript request submitted online. Data will be gathered in January and August. Student satisfaction surveys.	Registrar and Vice Chancellor of Student Affairs will review and analyze data.	Increase outreach to local high schools on the application process. Increase training to staff/faculty on how to assist students with the online application and transcript request processes. Continuously review current and/or proposed technological software and hardware programs that will improve efficiency of admissions and records delivery systems.
RUBRICS				
4 Student has full awareness and independently completes and submits with accuracy the appropriate form online.	**3** Student needs minimal guidance in completing and submitting with accuracy the appropriate form online.	**2** Student need close guidance in completing and submitting with accuracy the appropriate form online.	**1** Student does not engage in completing and submitting the appropriate form online.	

1

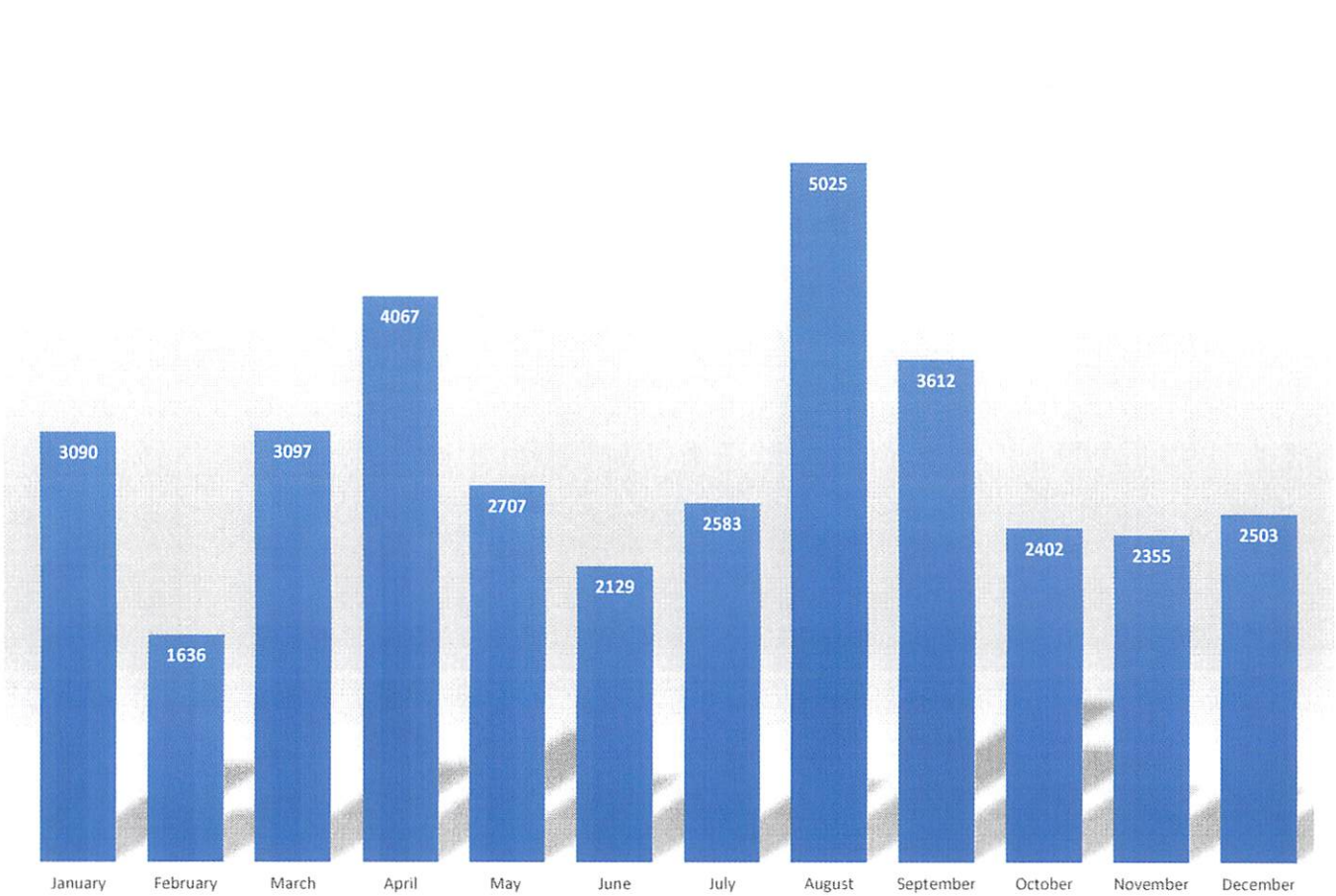| Student Learning Outcomes	Collegewide Academic Student Learning Outcomes	Measurement Tool(s) & Timelines	Evaluation/Analysis	Recommendations/Actions
SLO #2 **Students will be aware of the importance of time management (Adds/Drops, Refunds, Certificate and Degree Graduation Petition Process, and other deadlines) for successful personal and professional growth and effective civic engagement.**	**Communication** **Critical Thinking** **Information Literacy**	Student satisfaction surveys and the number/type of appeals.	Registrar and Vice Chancellor of Student Affairs will review and analyze data.	Send emails, mailings and flyers of Admissions and Records policies, procedures and deadline, changes, etc. Increase training to staff/faculty on how to assist students with the adds/process, refunds, petitions and other processes.
RUBRICS				
4 Student has full awareness and independently completes with accuracy the appropriate procedures/actions in a timely manner.	3 Student needs minimal communication in completing and executing the appropriate procedures/actions in a timely manner.	2 Student needs numerous communications in completing and executing the appropriate procedures/actions in a timely manner.	1 Student does not engage in the appropriate procedures/actions nor or wish to meet required deadlines.	

2

Admissions Records Statistics 2016

ATTACHMENT C-1

Month	Admissions	Records & Registration	Transcript Evaluation	VCSA and Registrar	Passports	Other	Calls	Total Serviced	%
January	545	598	99	28	77	401	1342	3090	9%
February	207	273	105	53	172	220	606	1636	5%
March	370	535	243	135	312	387	1115	3097	9%
April	541	661	313	115	264	316	1857	4067	12%
May	288	426	162	43	204	385	1199	2707	8%
June	216	150	112	33	139	347	1132	2129	6%
July	393	270	72	14	67	388	1379	2583	7%
August	771	1064	358	24	97	714	1997	5025	14%
September	471	463	339	78	292	610	1359	3612	10%
October	367	502	195	29	233	358	718	2402	7%
November	286	497	160	31	130	273	978	2355	7%
December	409	420	269	23	244	243	895	2503	7%
TOTALS:	4864	5859	2427	606	2231	4642	14577	35206	
	14%	17%	7%	2%	6%	13%	41%		

Month	Serviced
January	3090
February	1636
March	3097
April	4067
May	2707
June	2129
July	2583
August	5025
September	3612
October	2402
November	2355
December	2503
Total	35206

## 2016 Admissions & Records Office Service Statistics

Admissions Records Statistics 2017

Month	Admissions	Records & Registration	Transcript Evaluation	VCSA and Registrar	Passports	Other	Calls	Total Serviced	%
January	323	448	126	29	124	149	1930	3129	10%
February	209	327	132	25	159	118	705	1675	5%
March	235	242	109	16	134	82	916	1734	6%
April	195	259	98	36	163	83	725	1559	5%
May	256	277	157	28	111	139	712	1680	5%
June	343	309	53	11	300	229	256	1501	5%
July	408	329	87	12	289	232	348	1705	6%
August	786	524	208	51	217	254	826	2866	9%
September	728	616	303	33	554	622	734	3590	12%
October	749	488	318	101	222	276	927	3081	10%
November	700	895	525	37	314	503	1020	3994	13%
December	557	582	65	7	460	493	1945	4109	13%
	5489	5296	2181	386	3047	3180	11044	30623	
	18%	17%	7%	1%	10%	10%	36%		

ATTACHMENT D-1

Month	Serviced
January	3129
February	1675
March	1734
April	1559
May	1680
June	1501
July	1705
August	2866
September	3590
October	3081
November	3994
December	4109
Total	**30623**

2017 Admissions & Records Office Service Statistics
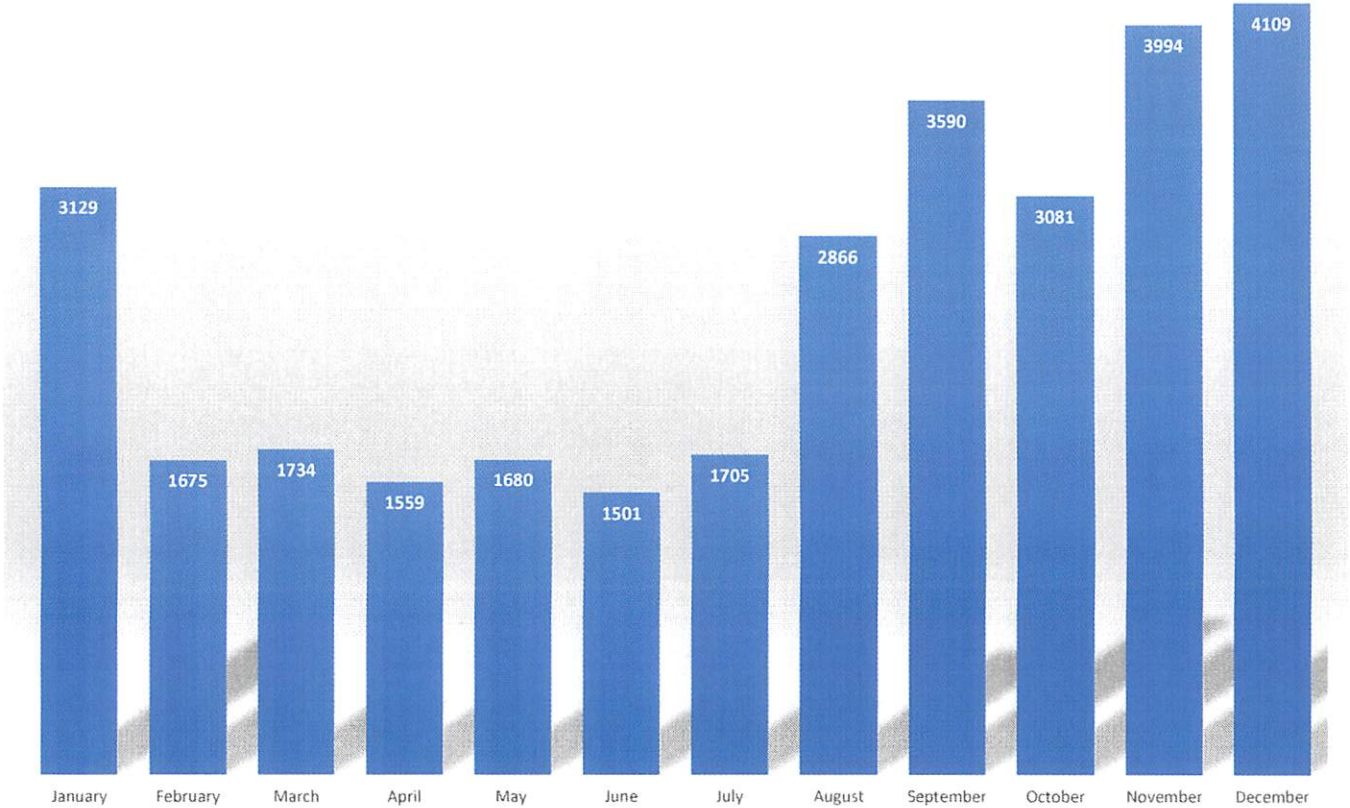
Admissions and Records Document Processing Data

DESCRIPTION OF SERVICES	SERVICE PERIOD							
	07/01/2015 to	07/01/2016 to						
	6/30/2016	6/30/2017						
Transcript Request Processed	1465	1598						
Student Appeals	173	105						
	Jan - Dec 2016	Jan - Dec 2017						
Passport Acceptance	804	1016						
	AY 2015 - 2016	AY 2016 - 2017						
Transcript Evaluations	482	354						
	Academic Year 2015 - 2016				Academic Year 2016 - 2017			
	Fall 2015	Spring 2016	Summer 2016	Total AY 15-16	Fall 2016	Spring 2017	Summer 2017	Total AY 16-17
Graduation Applications Processed	330	512	43	885	482	667	66	1215
VA Certifications	130	99	20	249	112	98	13	223
International Students (Issued I-20s C/NC)	15	18	4	37	28	25	4	57
Enrollment Verifications								

2017-2018 Admissions and Records Budget Priorities

Unit Abbreivations:		SA=Student Affairs				
Strategic Theme Abbreviations:		SS=Student Success		HPOKA=Hawai'i Papa O Ke Ao		
SU=Sustainability		CW=Community and Workforce		QL=Quality of Learning		

Unit Rank	Theme Rank	Item	New/ Existing	Compliance / Safety	Funding Info	Notes
-	Student Success	Student Employment Funding for Admissions and Records Office ($54,288 - 4 SA's x 20 hrs/wk x 52 wks/yr; fringe included)	Existing		Currently, funded by CC Special and Revolving funds (Diploma Transcript and Passport Fees)	Student assistants play an integral role in the daily operations for basic support in Admissions and Records. Additionally, this will enable regular staff to work on more complex and administrative tasks.
	Student Success	Institutional Researcher for Student Affairs - APT $45,000	New			Needed support for federal aid mandated reporting requirements of data related to items such as Employment and Consumer information.
	Student Success	Assistant Registrar – APT $45,000	New			Oversee the day-to-day operations and records management. Provide training and updating of website and/or marketing collateral.

Unit Rank	Theme Rank	Item	New/ Existing	Compliance / Safety	Funding Info	Notes
	Student Success	Admissions Specialist – APT $45,000	New			Responsible for many functions of the admissions process, including managerial/superv isory duties, credential evaluation; communicating status and admission decisions; issuing all I-20 immigration documents for international applicants seeking admission to UHMC
	Student Success	Enrollment Specialist – APT $45,000	New			Work with Admissions team to admit a robust, diverse pool of applicants. Support in managing an admissions pipeline, building relationships with key departments in college. Accommodate increase in early admit services.