



UNIVERSITY of HAWAII\*  
**MAUI COLLEGE**

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## UHMC ADMISSIONS AND RECORDS 2015-16 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.

#### Admissions and Records Components (Kahului, Hana, Lahaina, Molokai and Lanai)

- 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 2015-16*

#### **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

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).
- c. Increase transcript evaluations 5%

### 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**

**APPLICATIONS PROCESSED  
FALL 2012 TO FALL 2016  
UH 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%
<b>TOTAL</b> .....	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
<b>TOTAL</b> .....									<b>38</b>	<b>1.56</b>
No Data .....	340		150		227		224		292	

**APPLICATIONS PROCESSED  
SPRING 2012 TO SPRING 2016  
UH UNIVERSITY OF HAWAI'I MAUI COLLEGE**

DECISION	SPRING 2012		SPRING 2013		SPRING 2014		SPRING 2015		SPRING 2016	
	NO.	V%	NO.	V%	NO.	V%	NO.	V%	NO.	V%
<b>TOTAL</b> .....	1,674	100.00	1,469	100.00	1,428	100.00	1,125	100.00	1,180	100.00
Accepted .....	1,674	100.00	1,469	100.00	1,428	100.00	1,125	100.00	1,190	100.00
Enrolled .....	853	50.96	725	49.35	721	50.49	569	50.58	531	44.62
Not Enrolled .....	821	49.04	744	50.65	707	49.51	556	49.42	659	55.38
<b>TOTAL</b> .....										
No Data .....	36		43		51		208		127	

Source: Banner Operational Data Store (ODS) IRO\_ADMISSIONS

**Table 2 – Early College**

**ADMISSIONS TABLE 1  
APPLICATIONS PROCESSED  
SELECTED CHARACTERISTICS  
FALL 2016  
UH UNIVERSITY OF HAWAI'I MAUI COLLEGE**

<b>AGE</b>									
Average Age .....	25.44		25.44		24.90				
<18 yrs .....	418	14.97	418	14.97	285	21.13	100.00	68.18	
18-19 yrs .....	863	30.90	863	30.90	400	29.65	100.00	46.35	
20-21 yrs .....	222	7.95	222	7.95	98	7.26	100.00	44.14	
22-24 yrs .....	286	10.24	286	10.24	126	9.34	100.00	44.06	
25-29 yrs .....	332	11.89	332	11.89	151	11.19	100.00	45.48	
30-34 yrs .....	206	7.38	206	7.38	83	6.15	100.00	40.29	
35-59 yrs .....	410	14.68	410	14.68	173	12.82	100.00	42.20	
60+ yrs .....	54	1.93	54	1.93	33	2.45	100.00	61.11	
No Data .....	2	0.07	2	0.07			100.00		

**ADMISSIONS TABLE 1  
APPLICATIONS PROCESSED  
SELECTED CHARACTERISTICS  
SPRING 2016  
UH UNIVERSITY OF HAWAI'I MAUI COLLEGE**

<b>AGE</b>									
Average Age .....	28.52		28.52		27.38				
<18 yrs .....	176	14.79	176	14.79	112	21.09	100.00	63.64	
18-19 yrs .....	166	13.95	166	13.95	87	16.38	100.00	52.41	
20-21 yrs .....	99	8.32	99	8.32	47	8.85	100.00	47.47	
22-24 yrs .....	140	11.76	140	11.76	56	10.55	100.00	40.00	
25-29 yrs .....	189	15.88	189	15.88	62	11.68	100.00	32.80	
30-34 yrs .....	127	10.67	127	10.67	50	9.42	100.00	39.37	
35-59 yrs .....	258	21.68	258	21.68	99	18.64	100.00	38.37	
60+ yrs .....	35	2.94	35	2.94	18	3.39	100.00	51.43	

**Table 3 – Transcript Evaluation****Transcript Evaluation**

<u>Academic Year</u>	<u># of Transcript Evaluations Completed</u>	<u># of Registered</u>	<u># of Graduated</u>
2012 - 2013	463	338	181
2013 - 2014	522	491	216
2014 - 2015	712	567	237
2015 - 2016	393	212	?

**Participation in Reverse Transfer and Auto Credential****Reverse Transfer**

<u>Semester</u>	<u># of Reverse Transfer Degrees</u>
Spring 2014	321
Fall 2014	77
Spring 2015	21
Fall 2015	22
Spring 2016	19

**Auto Credential**

<u>Academic Year</u>	<u># of Auto Credential Certificates</u>
2012 - 2013	578
2013 - 2014	1032
2014 - 2015	77
2015 - 2016	250

**Prior Learning Assessment**

<u>Academic Year</u>	<u># PLA Students</u>
2013 - 2014	4
2014 - 2015	15
2015 - 2016	47

**International Transcript Evaluations**

<u>Academic Year</u>	<u># of Students</u>
2013 - 2014	2
2014 - 2015	6
2015 - 2016	16

**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. This is a work in progress and will be monitored for effectiveness in the upcoming year.

To maintain a high performing operation of excellence in student enrollment management, constant and consistent follow-up must be done timely. Follow-up is carried out by student assistants, resulting in positive impacts that include a decrease in the number of pending and incomplete admissions application submissions and completion processes. Student assistants play an integral roll in the daily operations of the Admission and Records Office by providing the necessary support in the performance of basic student support services. An increase in student assistant funding is needed to enable the Admissions and Records staff to work on more complex and administrative tasks that are often set aside to provide assistance to students.

Transcripts are now evaluated at the time transcripts and transcript evaluation request forms are received regardless of the student's application or registration status. Through the program review and strategic planning campus budget process, the transcript evaluator position has been sustained through the use of general funds.

#### **Learning Outcome/Program Objective 2**

Strive to provide efficient, accurate, and timely services that will contribute to the attraction, retention and graduation of a highly diverse student body. 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.

#### **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: 2015 Admissions & Records Office Call Statistics & Attachment D: 2016 Admissions & Records Office Service Statistics.)

#### **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 Drop/Add period

### 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.

## **PLANS FOR THE COMING YEAR**

- Make the necessary operational and procedural changes to initiate the new system-wide initiatives (e.g., centralized admissions, common online application, electronic transcripts, etc.)
- 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.

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- 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.

#### ATTACHMENTS

Attachment A: HGI Campus (UHMC) Completion Scorecard 2015-16

Attachment B: UHMC Admissions and Records Student Learning Outcomes Rubrics

Attachment C: 2015 Admissions & Records Office Call Statistics

Attachment D: 2016 Admissions & Records Office Service Statistics

Attachment E: 2017-2018 Admissions and Records Budget Priorities



# HGI CAMPUS COMPLETION SCORECARD 2015-16



University of Hawai'i - Maui College






STRATEGIC DIRECTIONS (S) & PERFORMANCE FUNDING (P)	2014-15 Actual	2015-16 Actual	2015-16 Goal	Met/Exceeded Goal?
Total Associate Degrees & Certificate of Achievement Earned by Fiscal Year <sup>1</sup>				
Campus Total (S, P)	575	594	643	No
Native Hawaiian (P) <sup>2</sup>	157	160	168	No
Pell (P)	349	399	389	Yes
STEM (S, P) <sup>3</sup>	15	33	23	Yes
IPEDS 150% Success Rate by First-time, Full-time Cohort (Fall 12 and 13) (S, P) <sup>4</sup>	29.8	31.8	34.0	No
Transfers Out to UH 4-yr (Fall & Spr) (P) <sup>5</sup>	317	256	279	No
Enrollment to Degree Gap (S) <sup>6</sup>				
Native Hawaiian <sup>2</sup>	-3.0	-4.6	>= 0	No
Pell <sup>7</sup>	0.9	9.7	>= 0	Yes
	2013-14	2014-15	2015-16	Positive Change?
Tuition & Fees as a Percentage of Median Household Income (%) (S)	4.4	4.0	4.7	No
	2012-13	2013-14	2014-15	Positive Change?
Average Unmet Need (Direct Cost) of Resident Students (\$) (S) <sup>8</sup>	384	283	301	No
Average Total Debt per Undergraduate Completer (\$) (S) <sup>9</sup>	17,483	18,680	17,559	Yes

REDUCE TIME/CREDITS TO DEGREE <sup>10</sup>	2013-14	2014-15	2015-16	Positive Change?
100% Success Rate by First-time, Full-time Cohort (Fall 12, 13, and 14) <sup>11</sup>	6.3	7.7	9.7	Yes
150% Success Rate by First-time, Full-time Cohort (Fall 11, 12, and 13) <sup>11</sup>	22.6	22.8	24.4	Yes
150% Graduation Rate by Cohort (Fall 11, 12, and 13) <sup>11</sup>				
First-time, Full-time (%)	16.8	15.9	18.8	Yes
Native Hawaiian (%) <sup>2</sup>	14.2	11.7	16.5	Yes
Pell (%) <sup>12</sup>	14.7	13.2	18.1	Yes
Transfer-in (%)	12.5	14.3	16.5	Yes
First-time, Full-time Transfer-out to a UH 4-Year Institution <sup>13</sup>	2.5	2.6	1.6	No
UH Mānoa	1.4	1.5	0.9	No
UH Hilo	1.0	1.1	0.7	No
UH West O'ahu	0.0	0.0	0.0	No Change
First-time, Full-time Transfer-out to Non-UH 4-Year Institution <sup>14</sup>	3.3	4.3	3.9	No
First-time, Full-time Transfer-out to Non-4-Year Institution <sup>15</sup>	4.3	7.0	7.4	Yes
Average Credits to Degree for Undergraduates <sup>16</sup>				
Native Students <sup>17</sup>	75.8	81.5	79.0	Yes
Native Hawaiian	74.9	79.2	75.0	Yes
Pell	75.5	82.6	80.3	Yes
Transfer - Internal Transfers Only (excludes Native Students) <sup>18</sup>	86.9	91.8	91.0	Yes
Transfer - External Transfers Only (excludes Native Students) <sup>19</sup>	87.5	93.3	95.3	No
CERTIFICATE OF ACHIEVEMENT & ASSOCIATE DEGREE SEEKING STUDENTS <sup>10</sup>	Fall 13 Cohort	Fall 14 Cohort	Fall 15 Cohort	Positive Change?
First-time, Full-time Freshmen with 6 or More Credits at Entry (%) <sup>20</sup>	7.9	5.0	7.6	Yes
Freshmen Completing at Least 30 Credit Hours Within 1st Academic Year (%) <sup>21</sup>	6.0	6.9	9.1	Yes
Students Completing College Level English & Math Within 1st Academic Year (%) <sup>21</sup>	32.4	35.3	39.8	Yes
Retention Rate of Freshmen to Sophomore Year (%) <sup>22</sup>	50.0	53.8	54.7	Yes
	Fall 14	Fall 15	Fall 16	Positive Change?
% of Certificate & Associate Degree Seeking Students Taking 15 Credits or More	7.1	10.4	12.1	Yes
% of Certificate & Associate Degree Seeking Students with 61-79 Credits <sup>23</sup>	9.9	10.8	10.5	No Change
% of Certificate & Associate Degree Seeking Students with 80+ Credits <sup>23</sup>	8.9	9.3	8.5	Yes
RESTRUCTURE DELIVERY TO ACCELERATE SUCCESS	2013-14	2014-15	2015-16	Positive Change?
No. of Students who Earned Dual Credits <sup>24</sup>	233	287	453	Yes
% of DL Credits Taken by Undergrad Degree Seeking Students (Fall 14, 15, and 16) <sup>25</sup>	22.2	19.4	23.8	Yes
% of Credits Taken During Summer by Undergrad Degree Seeking Students <sup>26</sup>	2.8	3.0	2.8	No Change

## 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. 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.

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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

Table 1:	Campus Success Rates
Table 2:	Fall First-Time, Full-Time Certificate of Achievement & Associate Degree-Seeking Freshmen with 6+ Credits at Entry
Table 3:	Freshmen Completing 30+ Credits Within 1st Academic Year
Table 4:	Fall First-Time Freshmen Completing College Level English & Math Within 1st Academic Year
Table 5:	Freshmen to Sophomore Retention
Table 6:	Certificate of Achievement & Associate Degree-Seeking Students Taking 15+ Credits That Fall
Table 7:	Certificate of Achievement & Associate Degree-Seeking Students with 80+ Credits at Start of Fall Semester - Of Total Enrolled
Table 8:	Share of Distance Learning Credits Taken by Certificate of Achievements & Associate Degree-Seeking Students That Fall
Table 9:	Share of Summer Credits Taken





# HGI SCORECARD

## MAUI COLLEGE

TABLE 1: CAMPUS SUCCESS RATES

Certificate of achievement and associate degree-seeking students.

Campus Success Rates <sup>1</sup>	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
<b>TOTAL First-time, Full-Time</b>								
Fall 2006 Cohort	306		5.2%	5.6%	14.4%	8.5%	20.9%	11.1%
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%	15.9%	7.0%	22.8%	6.5%
Fall 2013 Cohort	431		4.6%	3.0%	18.8%	5.6%		
Fall 2014 Cohort	382		6.8%	2.9%				
Fall 2015 Cohort	383							
<b>Native Hawaiians, First-time, Full-Time<sup>2</sup></b>								
Fall 2006 Cohort	104	34.0%	3.8%	5.8%	10.6%	9.6%	18.3%	11.5%
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	39.4%	5.3%	2.9%	16.5%	4.7%		
Fall 2014 Cohort	122	31.9%	7.4%	1.6%				
Fall 2015 Cohort	138	36.0%						
<b>Pell at Entry, First-time, Full-Time<sup>3</sup></b>								
Fall 2006 Cohort	83	27.1%	2.4%	2.4%	8.4%	2.4%	20.5%	7.2%
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	56.4%	4.5%	2.5%	18.1%	4.5%		
Fall 2014 Cohort	200	52.4%	7.0%	1.5%				
Fall 2015 Cohort (Preliminary)	178	46.5%						
<b>TOTAL, Part-Time</b>								
Fall 2006 Cohort	167		0.6%	2.4%	5.4%	2.4%	7.2%	3.0%
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%		
Fall 2014 Cohort	287		0.0%	2.1%				
Fall 2015 Cohort	213							
<b>Transfer Cohort<sup>4</sup></b>								
Fall 2006 Cohort	154		14.3%		24.0%		27.9%	
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%		16.5%			
Fall 2014 Cohort	193		9.8%					
Fall 2015 Cohort	215							

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.

## HGI SCORECARD

### MAUI COLLEGE

**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 2006 Cohort	3.6%	306	11
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%	431	34
Fall 2014 Cohort	5.0%	382	19
Fall 2015 Cohort	7.6%	383	29

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 2006 Cohort	7.2%	473	34
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%	768	46
Fall 2014 Cohort	6.9%	669	46
Fall 2015 Cohort	9.1%	596	54

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.

## HGI SCORECARD

### MAUI COLLEGE

**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 2006 Cohort	27.5%	473	130
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	32.4%	768	249
Fall 2014 Cohort	35.3%	669	236
Fall 2015 Cohort	39.8%	596	237

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 2006 Cohort	49.5%	473	234
Fall 2007 Cohort	50.2%	520	261
Fall 2008 Cohort	57.6%	698	402
Fall 2009 Cohort	54.7%	868	475
Fall 2010 Cohort	53.9%	843	454
Fall 2011 Cohort	52.0%	866	450
Fall 2012 Cohort	48.6%	775	377
Fall 2013 Cohort	50.0%	768	384
Fall 2014 Cohort	53.8%	669	360
Fall 2015 Cohort	54.7%	596	326

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 2006	11.3%	1,996	226
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

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

Includes certificate of achievement and associate degree-seeking students.



**HGI SCORECARD**  
**MAUI COLLEGE**

**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

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

Includes certificate of achievement and associate degree-seeking students.

## 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
<b>SLO #1</b> Greater than 90% of UHMC applicants will be able to successfully complete and submit their admission applications and transcript request via the online processes.	<b>Critical Thinking</b>	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.
		<b>RUBRICS</b>		
<b>4</b> Student has full awareness and independently completes and submits with accuracy the appropriate form online.	<b>3</b> Student needs minimal guidance in completing and submitting with accuracy the appropriate form online.	<b>2</b> Student need close guidance in completing and submitting with accuracy the appropriate form online.	<b>1</b> Student does not engage in completing and submitting the appropriate form online.	

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.	Communicati on 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.
<b>RUBRICS</b>				
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 the 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.	

## 2015 Admissions & Records Office Call Statistics

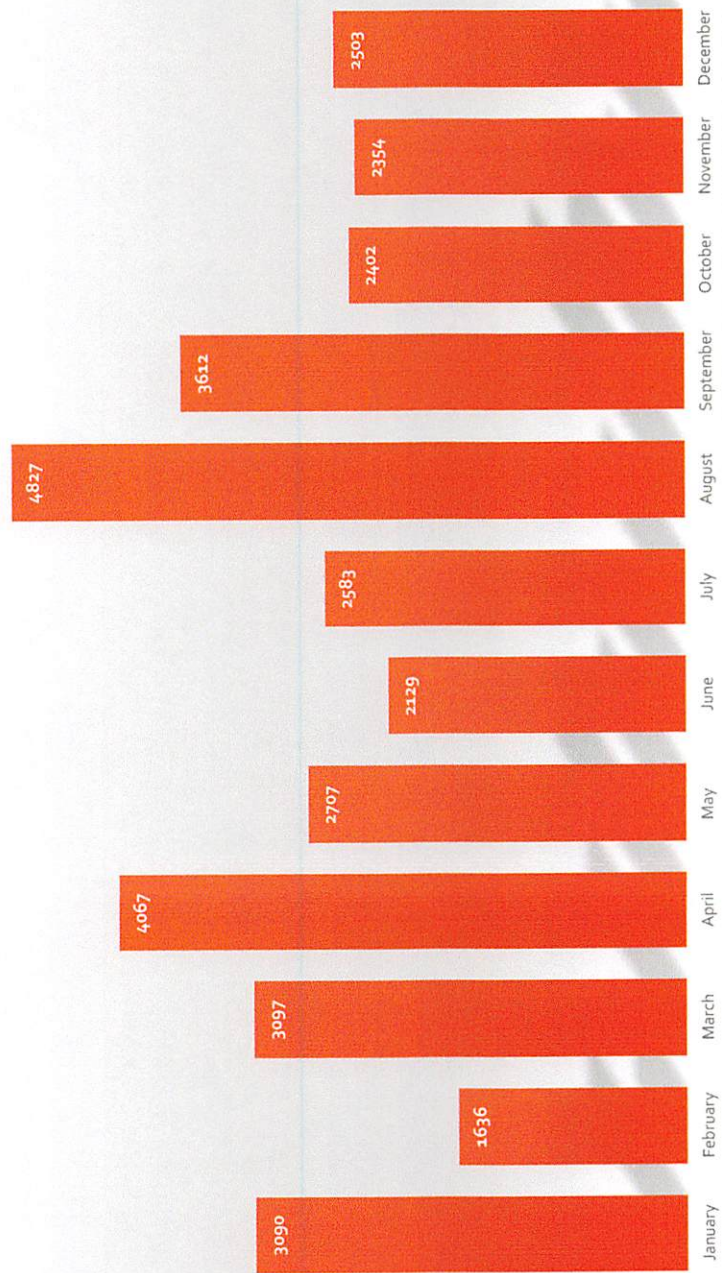
Month	Total Calls
January	1300
February	1212
March	1317
April	1483
May	1132
June	1114
July	1034
August	1421
September	844
October	566
November	960
December	1040
	<b>13423</b>





## 2016 Admissions &amp; Records Office Service Statistics

Month	Serviced
January	3090
February	1636
March	3097
April	4067
May	2707
June	2129
July	2583
August	4827
September	3612
October	2402
November	2354
December	2503
	<b>35007</b>



**2017-2018 Admissions and Records Budget Priorities****Unit Abbreviations:** 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

<u>Unit Rank</u>	<u>Theme Rank</u>	<u>Item</u>	<u>New/ Existing</u>	<u>Compliance / Safety</u>	<u>Funding Info</u>	<u>Notes</u>
-	Student Success	Student Employment Funding for Admissions and Records Office (\$37,440 - 3 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 part in the daily operations of the Admission and Records Office by providing the necessary support in the performance of basic student support services. An increase in student assistant funding is needed to enable the Admissions and Records staff to work on more complex and administrative tasks that are often set aside to provide assistance to students.

	Student Success & Quality of Learning	Institutional Researcher for Enrollment Management that focuses on persistence, retention, and completion. \$52,000	New			This position is needed to assist with data disaggregation of student majors and student goals. It is also needed to provide data reporting to be used for Admissions and Recruitment efforts.
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