

UNIVERSITY OF HAWAII MAUI COLLEGE  
STUDENT AFFAIRS-ADMISSIONS AND RECORDS  
2011-12 PROGRAM REVIEW

MISSION STATEMENT

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 of Maui Community College in an environment conducive to student learning and development.

FUNCTIONAL STATEMENTS

Provide admissions and records services to new, returning and transfer students.

Comply with U.S. Citizenship and Immigration Services (USCIS) and Student and Exchange Visitor Information System (SEVIS) regulations.

Provide student services collaboratively with other units in the Student Services program.

Support institutional efforts in recruitment and retention of Maui County high school graduates and students participating in the Early Admit, Running Start and Dual credit programs.

Assist students with accessing and utilizing the MyUH portal.

Maintain student records.

Ensure confidentiality of student academic records as required by the Family Educational and Privacy Act (FERPA).

*The student affairs programs are committed to providing full student support services that embrace the spirit of Aloha, Collaboration and Respect.*

Specific functions include:

- Respond to over the counter, telephone, regular mail, Help Desk and email inquiries in a timely manner.
- Foster an environment conducive to student learning and development.
- Assess effectiveness of our current high school recruitment plan/activities and participate in the development of a comprehensive plan for local high school recruitment and community outreach.
- Coordinate the Transfer Articulation process.
- Participate in the development and implementation of an automated student recruitment module and tracking system.
- Develop an annual Admissions and Records calendar.
- Commit to an early transcript evaluation process for Transfer and Returning students.



UNIVERSITY OF HAWAII MAUI COLLEGE  
STUDENT AFFAIRS-ADMISSIONS AND RECORDS  
2010-2012 PROGRAM REVIEW  
SUMMATIVE DATA  
TABLE 1

Recruitment	Admissions and Records	Admissions and Records		
	<p>Process Objective 1: Increase number of applications from 3319 in Fall 2010 to 3500 in Fall 2011 and 1756 in Spring 2011 to 1800 in Spring 2012.</p>	<p>Process Objective 1: Increase number of applications from 3319 in Fall 2010 to 3500 in Fall 2011 and 1756 in Spring 2011 to 1800 in Spring 2012.</p>	<p>Actual Applications Fall 2010 3319 <u>Spr 2011 1756</u> 5075</p>	<p>Actual Applications Fall 2011 3593 <u>Spr 2012 1687</u> 5280</p>
Persistence	<p>Process Objective 2: Increase enrollment from 4362 students in Fall 2010 to 4400 students in Fall 2011 and from 4288 students in Spring 2011 to 4400 students in Spring 2012</p>	<p>Process Objective 2: Increase enrollment from 4111 students in Fall 2009 to 4211 students in Fall 2010 and 4284 in Spring 2011</p>	<p>Enrollment Fall 2010 4362 <u>Spr 2011 4288</u> 8650</p>	<p>Enrollment Fall 2011 4529 <u>Spr 2012 4307</u> 8836</p>
	<p>Process Objective 3: Increase number of Maui county high school graduates entering UH Maui College directly from high school</p>	<p>Process Objective 3: Increase number of Maui county high school graduates entering Maui Community College directly from high school</p>	<p>Fall 2011 Enrollment 461</p>	<p>Fall 2012 Enrollment 421</p>
	<p>Process Objective 4: Increase number of international students</p>	<p>Process Objective 4: Increase number of international students</p>	<p>Fall 2010/Spr 2011 Enrollment 61</p>	<p>Fall 2011/Spring 2012 Enrollment 56</p>
	<p>Process Objective 5: Input of incoming transcripts into student data base</p>	<p>Process Objective 5: Input of incoming transcripts into student data base</p>	<p>Fall 2010/Spr 2011 Transcripts 662</p>	<p>Fall 2011/Spr 2012 Transcripts 610</p>
	<p>Process Objective 6: Transfer articulation records</p>	<p>Process Objective 6: Transfer articulation records</p>	<p>Fall 2010/Spr 2011 Evaluations 490</p>	<p>Fall 2011/Spr 2012 Evaluations 524</p>

Student earning	Examples of Achievement	Mapping SLO to Activity or	Assessment Tool(s) &	Analyzing Results as Relates	Plan & Implementation
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Outcomes (SLO) and/or Program Goals	Indicators within each SLO	Course	Methods of Utilization	to Objectives	
Effective Inter/Intra Personal	Writes and speaks coherently and effectively, writes and speaks after reflection, influences others through writing, speaking or artistic expression, makes presentations or gives performances, articulates ideas, uses appropriate syntax, communicates in non-traditional forms (e.g., email, performance, body language and speech)	Recognizing consequences resulting from non-compliance with institutional deadlines & procedures  Residency, late registration, refund and academic appeals	Data Type-verbal explanation, letters, submission of documents supporting position/issue  Methods-interview, discussion, presentation of relevant documents, cognitive and intellectual reasoning, deductive and inductive reasoning skills	Providing documents supporting position/goal  Satisfactory documents & presentation=objective met; if no=objective not met	Evaluation used for determination of residency and other requests relating to admissions, registration, financial and academic exceptions  Intervention to encourage students to meet institutional procedures and regulations within established and publish deadlines.  Attempt to meet and assist all walk-in applicants with completion of the admission process.  <del>Assist students with</del>
Intellectual Growth (International Students)	Employs critical thinking in problem solving, uses complex and varied information to make decisions, registers for classes, writes and speaks coherently and effectively	Takes COMPASS test to determine English and Math proficiency, review program worksheet, select courses required for degree, access MyUH portal, register and pay tuition, Semesterly assessment and intervention if appropriate	Data Type-quantitative and qualitative  Tools-Program worksheet & COMPASS test scores, individual grades and completion rates Student transcripts in STAR or Banner Database, Grades and course completion rates	Method-contact students not maintaining program status, refer to counselor for intervention  Completion of 12 credits	arranging for tutorial assistance, additional ESL courses  Contact student and arrange appointment with Academic Advisor
Meaningful Interpersonal Relationships	Develops and maintains mutually rewarding interpersonal relationships, treats others with respect, listens to others' point of	Summer professional development/w orkshop, orientation of new student assistants, observation and feedback,	<del>Data Type-</del> Evaluation by student clients and Student Services staff,  Methods-development of rating instrument to	Qualitative assessment	<del>Group and</del> individual discussions on establishing office environment that is conducive to student learning and development

	view, trusts others, is civil and kind, assists others in need, is able to work cooperatively with others.	positive reinforcement of supportive behavior when assisting students	be used annually in assessing programs and services		
	<del>Understands</del>		<del>Data Type-</del>		<del>Permission has</del>
Diverse Appreciation	one's own identity and culture, seeks involvement with people different from oneself, seeks involvement in diverse interests, Articulates the advantages and challenges of a diverse society, challenges appropriately abusive use of stereotypes by others, understands the impact of diversity of one's own society.	Training/activity exhibiting characteristics of various cultures and positive influences of living in a community with a diverse population	participant evaluation Instrument to be developed  Methods-assessment to be conducted at the conclusion of activity	Qualitative assessment in narrative form	been granted by the Maui Language Institute for our staff to attend their 2-hour end of term activity. Program focuses on unique cultural differences among international students enrolled in the MLI including native foods, dances and languages demonstrations. End of term activities are held in the Fall, Spring and Summer session. .
Clear Personal and Educational Goals	Identifies personal and educational goals and objectives, uses goals to make decisions	Timely evaluation of external credits of Transfer and Returning student transcripts from U.S. institutions  Evaluate transferability of each course according to the institution's transfer policies and system's articulation policies.  Establish procedures for evaluation of (a) international	Number of transcripts (1) received by Admissions and Records and/or(2) stored in UH records database  Number of transfer and returning students entering in 2008- 2009 was 706 and 575 totaling 1281 students as compared to 356 and 347 totaling 703 students in 2007-2008. An increase of 578 students or	Quantitative Official Transcripts 2008-2009 Incoming-626 Outgoing-2372  2009-2010 Incoming-692 Outgoing-2164  2010-2011 Incoming-662 Outgoing-2445  2011-2012 Incoming-610 Outgoing-2221  Degrees and Certificates Degrees 280 <u>Certificates 728</u> 1008  UPDATED CERT/DEGREES	Establish a Transfer Articulation position. "Students seek to have their learning, wherever and however attained, recognized by institutions where they enroll for further study." The concept of evaluating and awarding transfer credits in a timely fashion is an integral part of the overall student services mission and provides "maximum consideration for students who has changed

		<p>students, including compiling resource materials on educational systems of countries and their educational practices, (b) Military Service and training, and (c) High School articulation programs.</p> <p>Determine authenticity of transcript and accreditation status of institution.</p> <p>Advise faculty, students, and staff of institutional policies and practices regarding transfer credits. Coordinate inputting of external credits awarded into the student's academic history.</p> <p>Perform initial and final review of graduation applications and determine eligibility for degree or certificates, notify students of candidacy status,</p> <p>Coordinate all recruitment activities including (1) implementation of the Banner Recruitment Module (2) assisting with the letter generation</p>	<p>82%.</p> <p><b>RET/TRANS</b>  <b>Fall 2009=884</b>  <b><u>Spr 2010=539</u></b>  <b>1423</b>  <b>Fall 2010=962</b>  <b><u>Spr 2011=466</u></b>  <b>1428</b></p> <p><b>Fall 2011=763</b>  <b><u>Spr 2012=519</u></b>  <b>1292</b></p>	<p>2009-2010-1195  2010-2011-1137  2011-2012-1431</p>	<p>institutions or objectives.”</p> <p>It is an obligation and responsibility of the receiving institution to evaluate and apply transfer credits earned at other institutions toward their educational credentials.</p>
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		<p>program (3) development of the recruitment forms and (4) inputting of the student data.</p> <p>Increase Enrollment of Maui County High School Graduates New Student Orientation (NSO) And Running Start (RS) Programs</p> <ul style="list-style-type: none"> <li>• Assist HS students with applying for a banner id to access the Compass testing program</li> <li>• Monitor application status for completeness</li> <li>(1) admission application</li> <li>(2) Compass test score</li> <li>(3) TB and MMR results</li> <li>• Coordinate and assist RS and NSO counselors with student registration</li> </ul> <p>Kamehameha (KHS) Dual Credit Program</p> <ul style="list-style-type: none"> <li>• Attend on-site meeting in early April with KHS staff, parents and students participating in dual credit program,</li> <li>• Review all applications and input into Banner</li> <li>• Register participants</li> <li>• Provide principle with enrollment and academic reports as needed,</li> <li>• Provide KHS Registrar with final grades</li> </ul> <p>Maui Community Correctional Center</p>	<p>NSO and Admissions Office should develop standard assessment measuring value of program toward student success,</p> <ul style="list-style-type: none"> <li>• Tracking of students recommended to measure retention and persistence and enrollment into college and UHMC.</li> </ul>	<p>NSO Enrollments Fall 2007--290 Fall 2008—374 Fall 2009—429</p> <p>Students Enrolling Directly from Maui County HS. Fall 2010---357 Fall 2011— 461 Fall 2012---421</p> <p>Persistence Rates Fall 2007 to Fall 2008 =57% Fall 2008 to Fall 2009 =64% Fall 2009 to Fall 2010 will be collected in August 2010</p> <p>Running Start Enrollment Fall 2007--45 Spr 2008--41 Fall 2008--58 Spr 2009--43 Fall 2009--68 Spr 2010—55 Fall 2010--77 Spr 2011—82 Fall 2011--109 Spring 2012—80 Fall 2012—62</p>	<ul style="list-style-type: none"> <li>• Improved relationships with HS counselors/staff parents and students,</li> <li>• Provides opportunity for students to earn credits applicable toward HS graduation and a college degree,</li> <li>• Conduct academic advising and registration in an supportive environment with counselors, faculty and staff assisting,</li> <li>• Economically beneficial for parents because of tuition waiver provided by KHS,</li> <li>• Positive feedback from parents, students and KHS,</li> <li>• 4-5 classes offered on-site at KHS,</li> </ul> <p>Dedicated liason between UHMC and High Schools is required to coordinate the Early College /RS /Early Admit/Jump Start programs.</p>
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		<ul style="list-style-type: none"> <li>• Assist instructor with admissions and registration of incarcerated clients,</li> <li>• Provide instructor with student reports</li> </ul>		<p>IS 105B offered at MCCC, 16 students enrolled in Spring 2010</p>	<p>Establish a recruiter position to implement the Banner recruit module including inputting of student data acquired from college fairs, statewide high school visitations and other admissions recruitment activities and develop a recruitment plan that includes a letter generation strategy allowing the college to communicate systematically with potential clientele who are at various levels of interest in attending Maui Community College. This position will work closely with recruitment personnel and the College Marketing Director.</p> <p>The position will also work closely with the Transfer Articulation coordinator in recruitment of transfer and returning students. By evaluating</p>
		<p>Establishment of a Transcript Evaluator position in the Admissions and Records Office. The Transcript Evaluator would provide</p>			

		important access related function, assist the financial aid program in meeting federal application requirements, as well as improving student success and graduation rates.			<p>external credits in a timely manner we would be able to provide applicants with an approximate graduation date and the educational cost required in meeting their educational objective.</p> <p>Access Related Functions: (1) advanced evaluations of incoming student transcripts accurate program/degree completion dates required for returning and transfer students, (2) meet federal regulations in determining student eligibility for aid and academic progress status for financial aid recipients,</p> <p>Graduation rates: Early evaluations of incoming transcripts would provide prospective students with estimated degree completion dates, courses required for a certificate/degree and the related educational cost required, this position will also work closely with transfer articulation issues and with both campus and system-wide personnel in developing a library of resources required for local, mainland and international student evaluations. In addition to improving graduation and retention rates, this position will allow the counseling division to increase</p>
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					<p>academic advising services and educational planning for new incoming Maui County graduates and residents. With record enrollments projected, this position will be critical in improving retention and success rates for future clientele. Support new University programs like the Reverse Transfer and Automatic Admission initiatives (1) which allow students currently enrolled at the four year institutions to obtain their AA degree from their previous Community College and (2) allow automatic admissions for students to four year institutions if they are graduating with an AA degree at the community college. Both programs require identification, evaluation and inputting of courses meeting AA degree requirements within a short time frame as determined by the Systems office.</p> <p>A position is being requested by the Counseling Dept for a transcript evaluator. Have discussed description with Director of Counseling and have reviewed the draft of the job description.</p> <p>Approximately 6000+ permanent</p>
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		Equipment request for storage of permanent records			records are not stored in fireproof cabinets. Some are stored in cabinets with drawers that cannot be closed with others in cardboard boxes. This is an accident waiting to happen resulting in dire consequences. Requests for fireproof cabinets have been submitted in previous budget requests.
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### **Admissions and Records Review Update**

It is generally accepted that economic conditions have a direct impact on enrollment, especially at the 2 year/community college levels. When economic and employment levels are not as healthy or begin to slow down we tend to experience increases in enrollments with the opposite occurring when economic conditions improve and employment opportunities are more abundant.

Employment in tourism and retail related occupations have improved since the last quarter of 2012 and continue to show strong signs of growth. The last quarter of 2012 has shown improved levels of employment opportunities along with declining unemployment rates (lowest since 2008). Students and prospective students seem to be heading back to the employment arena after 3 years of severe recession conditions. The local construction industry on Maui is still stagnant with many in the industry faced with reduced hours or part time employment and even layoffs for extended periods of time. Neighbor island construction levels seem to be responding much slower when compared to conditions on Oahu which has shown the most improvement over the last two quarters of 2012.

From 2007 to 2011 Fall enrollment at UHMC increased every year resulting in a 43.7% increase in headcount enrollment. For the first time in five years, however, UHMC Fall 2012 headcount enrollment decreased from the preceding Fall headcount by 3%. Enrollment also dropped by 3.6% between Spring 2011 and Spring 2012 or from 3858 to 3721 students. The latest Spring 2013 enrollment report show a decrease in enrollment of 339 students or 7.9% when compared to the Spring 2012.

With decreases in Spring and Fall 2012 enrollments and economic conditions improving, student recruitment especially for mainland and international students is a campus priority combined also with a focus on retention and student persistence as we attempt to improve graduation and student completion rates. An integral part of this campus effort will be the performance of the Admissions and Records Office and how we function in improving student access to the College and its programs.

[View by Headcount](#) | [View by SSH](#)

**Spring 2013 CENSUS Headcount:**

	Spring 2013	%C	Spring 2012	%C	Spring 2011	%C	Spring 2010	%C	Spring 2009
<b>UH</b>	<b>55,344</b>	<b>-2.0</b>	<b>56,490</b>	<b>0.1</b>	<b>56,449</b>	<b>1.5</b>	<b>55,594</b>	<b>8.8</b>	<b>51,090</b>
Mānoa	19,243	-0.5	19,345	-0.1	19,361	-0.3	19,429	2.4	18,972
Hilo	3,907	-2.6	4,011	1.8	3,941	2.4	3,848	4.8	3,673
West O'ahu	1,909	21.2	1,575	14.8	1,372	9.1	1,257	10.8	1,134
<b>UHCC</b>	<b>30,285</b>	<b>-4.1</b>	<b>31,589</b>	<b>-0.6</b>	<b>31,775</b>	<b>2.3</b>	<b>31,060</b>	<b>13.7</b>	<b>27,311</b>
Hawai'i Community College	3,208	-9.5	3,545	1.4	3,497	9.1	3,204	13.0	2,835
Honolulu Community College	4,091	-3.8	4,253	-0.9	4,292	-3.9	4,468	11.3	4,015
Kapi'olani Community College	7,945	-4.9	8,355	-4.4	8,736	0.9	8,656	9.9	7,879
Kaua'i Community College	1,362	3.3	1,319	-0.6	1,327	-1.0	1,340	20.7	1,110
Leeward Community College	7,217	-0.4	7,249	1.0	7,177	2.5	7,003	11.9	6,258
Maui College	3,968	-7.9	4,307	-0.1	4,313	5.4	4,091	21.3	3,372
Windward Community College	2,494	-2.6	2,561	5.3	2,433	5.9	2,298	24.8	1,842

## ASSESSMENT STRATEGY

### ADMISSIONS

The Admissions and Records (A&R) section of Student Services responds and provides all access related services to an array of interested clientele from local, mainland and international communities. Responding to in-person, mail, phone, fax and email inquiries and requests for information and services is a function performed by all of the A&R staff including student assistants.

We are a “serve all” office and act as the front gate for anyone who desires to enter or who are pushed into what will hopefully be a successful learning experience. Our classroom is the whole campus. Given this mixed bag of clientele and needed services the question was how do we develop an assessment on student learning for 4500 students.

### Action Plan

Conduct a survey requesting student feedback which be utilized in correcting deficiencies and strengthening weak areas in attempting to improve student satisfaction, growth, development and retention.

This exercise will help to (1) identify strengths and weaknesses of current services and (2) help to identify where changes are needed to help create an environment conducive to improved student learning. In a Noel-Levitz study, it recognizes that “some students will leave no matter what you do, some students will stay no matter what you do, and some students will allow you to influence their decision to stay or leave”. By engaging potential applicants and students in a systematic and timely manner we hope to provide them relevant and critical information resulting in choices leading to a successful educational pathway. We also realize that assessment and retention efforts require the support and involvement of the total institution and cannot be implemented without everyone’s cooperation, i.e, “improving the quality of student life and learning is everyone’s business”.

(Start April 1, 2013)

1. Identify the problem-Identifying needs of applicants and interested clientele:
  - a. Identify strengths and weaknesses in our services and procedures. "The measure of success is not whether you have a tough problem to deal with, but whether it is the same problem you had last year",
  - b. Improve on-line application posted on UHMC Admissions site. With the support of our IT Office an online form fillable UHMC application will be available by Jan 31, 2013. The new application will also allow students the option of selecting the Summer term. This option is not currently available on the UH Systems Application which have caused a problem for students applying for the UHMC Summer Session.
  - c. Receiving process-measuring time between receipt of applications and acceptance date, (April 1, 2013-August 30, 2013)
  - d. Categorize applications by: those that are submitted completed and those that are incomplete,
  - e. Group applications received by: local, Hawaii, mainland and international,
  - f. Group applications received by: mail, on-line and over the counter,
  - c. Review "Incomplete Application Checklist" for clarity and items that need to be completed,
  - d. Review Residency verification Checklist for clarity and specify documents required to complete the application process.

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A customer service survey will be conducted from April 1, 2013 (Summer Session registration start date) to June 30, 2013. Information from all walk-ins will be asked to complete a brief survey and information compiled regarding how clients perceive our services.



UNIVERSITY of HAWAII®  
**MAUI COLLEGE**

**University of Hawaii Maui College**  
**Satisfaction Survey**

Name(s) of person who assisted you \_\_\_\_\_ Date \_\_\_\_\_

Reason(s) for visit (check all that applies)

- |  |   |
|--|---|
| <input type="checkbox"/> Admissions/Application Assistance   | <input type="checkbox"/> Residency Information      |
| <input type="checkbox"/> Registration (Add/Drop) information | <input type="checkbox"/> Records/Transcript/Diploma |
| <input type="checkbox"/> Veterans Administration             | <input type="checkbox"/> International Student      |

	4	3	2	1	
Check all boxes	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply
1. I was courteously greeted when I entered the Office					
2. Staff is knowledgeable and assisted me in a professional manner.					
3. I was referred to the appropriate Department/Person					
4. The person who assisted me spoke coherently and effectively with good listening skills.					

#### Data Collection

- a. An electronic time stamp has been purchase allowing all incoming applications received by mail and over the counter to be dated,
- b. The On-line applications submissions date will be recorded for all on-line applications received,
- c. Length of time between Receipt of application and Acceptance date of students will be reviewed for all application categories, (April 1, 2013-August 30, 2013)
- d. Focus will be on identifying reasons for differences in processing and acceptance,
- e. Suggested interventions for improving processing times:  
Customer service training for staff to more effectively communicate with new students,  
Reviewing all forms requesting information, (June, 2013)  
Creation and posting of signs describing the admissions process and residency requirements and process, (May 1, 2013)  
More frequent staff meetings including student assistants emphasizing and improving how we engage student applicants and admissions inquiries and creation of an environment of support and professionalism,
- f. Survey Student Services staff pertaining to how we are performing services and review differences with a self perception survey taken by A and R staff. Follow up with a second survey 2014-2015 and compare differences in weaknesses and strengths as identified from initial survey. (Sept, 2013)

#### REGISTRATION

It is important to note that registration is possible only after a progression of services is provided. For example there are a number of elements associated with completing the application process. Many applications submitted are incomplete or lack sufficient information. Of the 5280 applications submitted for Fall 2011 and Spring 2012 semesters, approximately 1161 applications were incomplete and follow up required. Check figures, seem like it should be higher. Applicants must be contacted and additional information requested before the applications can be processed.

Post registration services also increased including assisting students with schedule corrections, dropping and adding classes, and meeting with students regarding tuition payments including developing personalized installment payment plans allowing students to continue with their education and in some instances allowing graduation participation. Providing one on one services and how we interact with the community and prospective students is important as it provides interested clientele (locally, nationally and internationally) with who we are and how important they are to us.

Given the ratio of 4 full time staff to 4500 student we are just outnumbered and cannot provide the level of services that are required of a quality institution. We might have quality in some places, in some classrooms, in some programs but not at the front end where it is so important. Given the improved economic conditions of the State and approximately an eight percent decrease in enrollment for the Spring 2013, allocation of additional positions do not look very promising. If we are to provide reasonable levels of services we will need to look at other viable options to meet the workload issues in attempting to provide quality access services.

As a comparison, the staffing patterns (see below) among a few of the institutions in the UH system will show that we are understaffed and the disparity more visible when looking at the comparisons below.

UH Maui College  
Fall 2011 Enrollment - 4500  
Admissions and Records  
4 Full-Time Positions  
APT – Registrar  
SR-10 – Clerk  
SR-10 – Clerk  
SR-10 – Clerk

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Hon CC  
Fall 2011 Enrollment - 4599  
11 Full-Time Equivalent Positions  
Admissions  
SR-08 – Clerk  
SR-08 – Clerk  
SR-10 – Clerk  
(1 APT-A Admissions Specialist in the works, pending reorg approval)  
Records  
SR-08 – Clerk  
SR-08 – Clerk  
SR-08 – Clerk  
SR-10 – Clerk  
SR – 10 Clerk  
APT-A Assistant Registrar  
APT-B Registrar

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Kauai CC  
Fall 2011 Enrollment - 1433  
3 Full-Time Equivalent Positions  
APT- Registrar  
APT- Assistant-Registrar/VA  
SR- Clerical

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Hawaii CC  
Fall 2011 Enrollment - 3916  
5 Full-Time Equivalent Positions  
APT – Registrar  
SR Clerical  
½ Apt- Records  
APT Admissions Officer  
SR Clerical  
½ Apt Assistant Admissions Officer

#### Action Plan and Schedule

1. Review and update all registration instructions posted on the MyUH portal,  
*(March 15, 2013 for Fall 2013/Summer 2012)*
2. Update in a timely manner all registration information posted on our homepage  
including registration dates and times by academic year,  
*(March 15, 2013 for Fall 2013/Summer 2012)*
3. Recommend that course schedules included courses for Fall, Spring and Summer Terms.  
This would enhance the program planning process by academic advisors,

4. Measure time between acceptance date and when actual registration occurs. Perform analysis why there are different response times and if barriers are delaying student registration, (June 1, 2013)
5. Remind accepted students who have not registered with friendly reminders about registration and if any assistance is needed. *(April 15, 2013)*
6. Coordinate registration and academic advising process with the Counseling Office. Meet with Academic Advisors to review and improve registration process. (March 15, 2013)
7. Customer service training for staff to more effectively communicate and assist students with registration: (June, 2013)
  - Reviewing all forms requesting information,
  - Creation and posting of signs describing the registration process,
  - Meet with staff including student assistants to identify activities and processes to improve our effectiveness in assisting students with registration and creating an environment of support and professionalism,

### Summative Data

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Final Enrollment	3017	3265	4114	4362	4519	4382
		8.2	26	6.1	3.4	-3.0

Enrollment Status	CONT	NEW	RETURN	TRANS	TOTAL	DATE
FALL 2007	1564	749	341	363	3017	SEP 10 2007
FALL 2008	1523	1001	326	415	3265	Sep 25 2008
FALL 2009	2147	1084	406	477	4114	Sep 15 2009
FALL 2010	2055	1346	449	512	4362	Sep 24 2010
FALL 2011	2609	1147	359	404	4529	Sept 23 2011
Fall 2012	2620	953	386	423	4382	Sept 24 2012

Applications	7/1/2006-	7/1/2007-	7/1/2008-	7/1/2009-	7/1/2010-	7/1/2011
SS/Fall/Sp	6/30/2007	6/30/2008	6/30/2009	6/30/2010	6/30/2011	6/30/2012
	3325	3219	4440	5559	5456	5637

ENROLLMENT	7/1/2006-	7/1/2007-	7/1/2008-	7/1/2009-	7/1/2010-	7/1/2011
	6/30/2007	6/30/2008	6/30/2009	6/30/2010	6/30/2011	6/30/2012
Summer	709	683	688	853	663	665
Fall	2832	3019	3266	4111	4362	4529
Spring	2567	2861	3326	4084	4288	4307
Total	6108	6563	7280	9048	9313	9501

Degrees	7/1/2005- 6/30/2006	7/1/2006- 6/30/2007	7/1/2007- 6/30/2008	7/1/2008- 6/30/2009	7/1/2009- 6/30/2010	7/1/2010- 6/30/2011	7/2/2011- 6/30/2012
CERTS/DEGREES	618	632	881	1008	1195	1161	1431
CERT OF COMPE	189	214	468	531	680	570	657
CERT OF COMPL	65	64	69	70	66	100	121
CERT OF ACHIEV	121	106	122	127	139	166	190
AS	46	52	51	72	72	99	83
AAS	83	82	66	82	84	85	162
AA	105	103	92	107	131	123	190
ATS	NA	NA	NA	NA	0	1	0
ASC	9	8	11	15	14	14	21
BAS	0	3	2	4	9	3	7

Transcripts	7/1/2005 6/30/2006	7/1/2006 6/30/2007	7/1/2007 6/30/2008	7/1/2008 6/30/2009	7/1/2009 6/30/2010	7/1/2010 6/30/2011	7/1/2011 6/30/2012
	-	-	-	-	-	-	-
	6	7	8	9	0	1	2
Incoming	641	501	478	626	692	662	610
Outgoing	2406	2252	2420	2372	2164	2445	2221

FALL 09 –SPR 10	FALL 2010-SPR 2011	FALL 2011- SPR 2012
Applications Fall 2009 3152 <u>Spr 2010 1919</u> 5071	Applications Fall 2010 3319 <u>Spr 2011 1756</u> 5075	Applications Fall 2011 3593 <u>Spr 2012 1687</u> 5280

#### Spring 2013 CENSUS Headcount: February 15, 2013

	Spring 2013	%C	Spring 2012	%C	Spring 2011	%C	Spring 2010	%C	Spring 2009
<b>UH</b>	<b>55,344</b>	<b>-2.0</b>	<b>56,490</b>	<b>0.1</b>	<b>56,449</b>	<b>1.5</b>	<b>55,594</b>	<b>8.8</b>	<b>51,090</b>
Mānoa	19,243	-0.5	19,345	-0.1	19,361	-0.3	19,429	2.4	18,972
Hilo	3,907	-2.6	4,011	1.8	3,941	2.4	3,848	4.8	3,673
West O'ahu	1,909	21.2	1,575	14.8	1,372	9.1	1,257	10.8	1,134
<b>UHCC</b>	<b>30,285</b>	<b>-4.1</b>	<b>31,589</b>	<b>-0.6</b>	<b>31,775</b>	<b>2.3</b>	<b>31,060</b>	<b>13.7</b>	<b>27,311</b>
Hawai'i Community College	3,208	-9.5	3,545	1.4	3,497	9.1	3,204	13.0	2,835
Honolulu Community College	4,091	-3.8	4,253	-0.9	4,292	-3.9	4,468	11.3	4,015
Kapi'olani Community College	7,945	-4.9	8,355	-4.4	8,736	0.9	8,656	9.9	7,879
Kaua'i Community College	1,362	3.3	1,319	-0.6	1,327	-1.0	1,340	20.7	1,110
Leeward Community College	7,217	-0.4	7,249	1.0	7,177	2.5	7,003	11.9	6,258
Maui College	3,968	-7.9	4,307	-0.1	4,313	5.4	4,091	21.3	3,372
Windward Community College	2,494	-2.6	2,561	5.3	2,433	5.9	2,298	24.8	1,842

