



INSTITUTIONAL CONTEXT

University of Hawai'i Maui College (UHMC) was first established as a vocational school in 1931 and transitioned to a community college in 1964. Historically, the College was accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). In July 2007, the WASC Accrediting Commission for Senior Colleges and Universities (ACSCU) granted initial accreditation for a single Bachelor of Applied Science (BAS) degree in Applied Business and Information Technology. Subsequently, a second BAS degree in Engineering Technology was supported by ACSCU in August 2009 with a formal start date in Fall 2010. Consistent with a joint ACCJC-ACSCU policy at that time, this addition triggered the transfer of college accreditation from ACCJC to the ACSCU commission, effective August 24, 2009. In February 2010, the Board of Regents approved the name change from Maui Community College to University of Hawai'i Maui College to more accurately represent the programs and services. The College continues to be part of the University of Hawai'i Community College (UHCC) System as well as the University of Hawai'i (UH) System. UHMC serves communities across three islands with its main campus located in Kahului, Maui. UHMC outreach education centers are located on Maui in Hana, Kihei, and Lahaina, and on the islands of Moloka'i and Lāna'i.

UHMC currently offers three BAS degrees, eleven Associate in Applied Science (AAS) degrees, six Associate in Science (AS) degrees, one Associate in Arts (AA) degree, and numerous certificates within the programs. UHMC is the only public, open-admission institution in California and Hawai'i that grants certificates and two-year and four-year degrees, which challenges making comparisons with other public higher education institutions in the two states. The unique UHMC mission addresses the needs of a diverse student population of over 4,300 students in a geographically isolated tri-isle community with one of the highest cost-of-living rates in the country.

Of the six templates provided by WASC, UHMC populated the three templates that match the College: Associate Degree, Lower Division Transfer, and Upper Division Transfer. UHMC baccalaureate degrees are designed so students complete a two-year associate degree (or relevant two-year course work) before transferring into a two-year upper division major. The baccalaureate degrees are very new—the Applied Business and Information Technology (ABIT) degree began in Fall 2005; Engineering Technology (ENGT) began in Fall 2010; and Sustainable Science Management (SSM) began in Fall 2011. Two templates that did not relate to UHMC were the Full Time Freshman and the Part Time Freshman Baccalaureate templates; UHMC baccalaureate students do not start as freshmen, and assume the baccalaureate major only after completing extensive lower division work. The third template that did not relate to UHMC was the Nontraditional Degree template, since the College offers no nontraditional programs as defined in the instructions.

DATA HIGHLIGHTS AND CONTEXT

Some highlights of and context to the retention, graduation, time-to-degree rates reported on the WASC templates are provided below:

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

Context: These rates are similar to peer institution rates for male and female retention rates.

- The nonresident alien group has the highest retention, graduation, and fastest time-to-degree rates of all groups.
 - The nonresident alien group has the highest three year average retention rate at 75 percent whereas the average three year retention rate of all students is 56 percent.



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The non resident alien group has the highest two-year graduation rate at 27 percent and the highest three-year graduation rate at 50 percent.

Context: One possible explanation for the high success of the nonresident alien group is their visa requirements; these students are required to be full-time students, thereby moving through required credits more quickly than the majority of part-time students. In addition, students who are nonresident aliens have higher financial commitment to their graduation, as nonresident tuition is four times higher and financial aid is often not available to nonresident aliens.

- The Native Hawaiian/Pacific Islander group has the lowest retention rate, with 45 percent of students re-enrolling the subsequent fall semester.

Context: This rate is consistent with retention and time-to-degree rates of Native Hawaiian students across the UH System. As a result, in alignment with the UH System and the College missions, success of Native Hawaiian students has become a priority. Because Native Hawaiian data on the WASC template are available only for Fall 2010 when the National Center for Education Statistics changed guidelines for reporting race/ethnicity, the rest of the narrative refers to UHMC generated data to reflect on Native Hawaiian/ Pacific Islander retention and graduation data.

- According to the templates, there is no clear trend in retention over time.

Context: One factor in fluctuating retention rates between 2008 and 2010 is the substantial and sudden enrollment growth. Enrollment growth has been a direct result of economic downturn, loss of jobs, and increased access to financial aid opportunities. Fall 2009 enrollment was 4,114 students, an increase of 25.2 percent over Fall 2008. Additionally, Spring 2010 enrollment increased by 22 percent to 4,089 students from Spring 2009. The College had an enrollment of 4,370 students for Fall 2010, a 6.2 percent increase over Fall 2009 enrollment. Prior to 2008, many UHMC initiatives had been focused on student enrollment and recruitment. As student enrollment grew between 2008 and 2011, UHMC shifted planning and resources to retention and persistence initiatives led by administration and faculty.

- The average two-year graduation rate for the Associate Degree cohorts is 2 percent. The three-year graduation rate is at 8 percent, and the four-year graduation rate is at 14 percent. At the baccalaureate upper division transfer level, the two-, four-, and six-year graduation rates are 4%, 28%, and 42%, respectively. The lower division transfer rates are 11% and 29% after four and six years.

Context: The rates above are inclusive of part-time students, which is inconsistent with IPEDS and other required reports that exclude part-time students. According to the UH System Institutional Research Office, the UHMC three year graduation rate (150% time to completion) for the Fall 2008 *Student Right to Know* cohort—which includes full-time but not part-time classified students—is 11 percent, which is consistent with other UHCC peer institution rates. Factors considered in UHMC graduation rates include the following:

- a. Because approximately two-thirds of UHMC enrolled students are part-time students taking an average of 6.1 credits per semester and place at developmental English and math levels, yearly graduation rates for both associate and baccalaureate degrees are expected to be lower than at other four-year institutions with selective admission requirements.
- b. To contextualize the graduation rates, UHMC certificate-seeking students also need to be considered. Significant numbers of students leave for the workforce once they have earned skills or certificates in certain program areas such Automotive Technology, Auto Body Repair and Painting, and Culinary Arts. In addition, because of definitions required by this report, the cohort identified in the Associate Degree template excludes students in one-year certificate programs such as Practical Nursing and Dental Assisting. Both these programs have high graduation rates. In Practical Nursing,



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graduating in one year were 97 percent of the 39 students in the 2007 cohort and 83 percent of the 40 students in the 2008 cohort. In Dental Assisting, 91 percent of the 11 students in the 2008 cohort graduated within one year and 76 percent of the 21 students in the 2009 cohort.

- According to the elapsed time-to-degree data, UHMC associate degree students take an average of five years to complete a two-year degree.

Context: This rate is consistent for all three exiting cohorts and reflects the two-thirds part-time student population. Of the cohorts measured we can account for 14 percent graduated and 15 percent continuing.

- According to both the lower and the upper division transfer templates, baccalaureate retention and graduation rates are higher than those for the associate degree students described earlier.
 - Three-year average retention: Lower division (62%); Upper division (89%)
 - Four-year graduation rates: Lower division (11%); Upper division (28%)
 - Six-year graduation rates: Lower division (29%); Upper division (42%)

Context: The UHMC baccalaureate programs are two-year upper division programs. Students take an average of four years to complete the program since, as with the associate majors, many BAS major attend part-time. The BAS graduate rate is higher than that of associate program. This result is not surprising, since baccalaureate programs require two years of successful lower division work as an entrance requirement, whereas most associate programs are open-admission.

PEER INSTITUTION CONTEXT

Based on limited available data, peer institution comparisons are presented in the table below. As mentioned earlier, UHMC is predominately a two-year institution and unique as an island-based college with a diverse student population that grants both two-year associate degrees and junior-entering two-year baccalaureate degrees. This uniqueness made selection of comparable institutions challenging.

Peer Institution Comparisons

Colleges	Fall 2010 Enrollment	Retention Rate*	Graduation Rate*	Time-to-Degree
UHMC Baccalaureate	39	89.0%	4.0% / 28.0%**	4 years (2yrp pgm)^
UHMC Associate	4,328	56.0%	8.0%	5 years (2yr pgm)^
Great Basin College, NV	3,691	54.0%	25.0%	5 years (NV) (4yr pgm)^
Northern New Mexico College	2,179	64.0%	15.0%	n/a
Peninsula College, WA	3,321	66.0%	33.0%	4.1 years (WA) (4yr pgm)^

*Source: UHMC 3-yr. Cohort averages. Peer institutions IPEDS 2010 First-time full-time bachelor (or equivalent) degree-seeking undergraduates.

**Two Year/Four Year rates.

^Statewide data, 4 years required to complete program; source from Complete College America

Peer data demonstrate that UHMC is relatively comparable to the peer institutions chosen. The higher retention rate for the baccalaureate program, unlike the “peer” baccalaureate programs, is attributed to the fact that students transfer BAS programs beginning with the junior year, after attrition has occurred in the lower division. The lower graduation rates of associate and baccalaureate programs reflect earlier discussions regarding the UHMC part-time student population.



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RETENTION, GRADUATION, AND TIME-TO-DEGREE GOALS AND TARGETS

UHMC has a strong commitment to improving retention, graduation, and time-to-degree rates for Native Hawaiian (NH) and overall student populations. As part of the 2010 University Hawai'i System Graduation Initiative, UHMC has an overarching goal of increasing certificate and degree graduates by 25 percent to 497 by 2015 (or by a 2006 baseline of 38%).

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

UHMC Retention and Graduation Goals: Baseline Data, Current Level, and Goal

UHMC Goals	2006 Base	2011 Data	2015 Goal
Increase achievement of degrees and certificates earned by all students by 38%	360	482 33%	497 38%
Increase achievement of degrees and certificates earned by Native Hawaiian students by 73%	60	120 100%	104 73%
Increase Financial Aid participation of all students by 48%	622	2308 169%	919 48%
Additional UHMC Goals	2007 Base	2010 Data	2015 Goal
Increase transfer of all students to UH upper division by 40%	132	162 24%	185 45%
Increase transfer of NH students to UH upper division by 11%	36	66 83%	40 11%
Increase transfer of all students to non-UH upper division by 48%	104	111 6%	163 48%
Increase transfer of NH students to non-UH upper division by 23%	19	32 68%	28 23%
Increase Fall to Fall persistence of all students to 56%	48%	51%	56%
Increase Fall to Fall persistence NH students to 43%	36%	40%	43%
Increase first year success of all full-time students to 48%	41%	44%	48%
Increase first year success of NH full-time students to 43%	37%	28%	43%
Increase first year success of all part time students to 23%	20%	28%	23%
Increase first year success of NH part-time students to 29%	25%	23%	29%
Increase success of all students enrolled in developmental Reading to 79%	57%	67%	79%
Increase success of NH students enrolled in developmental Reading 75%	50%	62%	75%
Increase success of all students enrolled in developmental Writing to 80%	73%	70%	80%
Increase success of NH students enrolled in developmental Writing 78%	69%	65%	78%
Increase success of all students enrolled in developmental Math 78%	67%	39%*	78%
Increase success of NH students enrolled in developmental Math 82%	56%	24%*	82%

* Developmental Math success rates have dropped due to combining a former introductory math class with the lowest level pre-algebra course. Despite an over 80 percent completion rate, fewer than 20 percent of those students who successfully completed the former introductory math class successfully completed the lowest level pre-algebra course. UHMC is in the early phase of a dramatic overhaul of the curriculum and sequencing of developmental math classes, with the goal of dramatically increasing the number of students who successfully move from developmental to college level math. Developmental math curriculum was packaged differently in 2011 (and today) than in 2006, therefore, the accuracy of the data should be viewed with caution.

CHALLENGES



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The most significant challenges UHMC faces in improving retention, graduation, and time-to-degree rates are fulfilling the needs of its diverse student body:

1. Acquiring resources to address enrollment growth: UHMC faces ongoing challenges to support continuous improvement at the College. While UHMC extramural success has exceeded grant applications developed by the six peer UHCCs over the past 20 years, reliance on extramural funding to sustain the recent enrollment growth must be more equitably supported by the UH and UHCC Systems. While some UHCC Enrollment Growth funds have been available since 2008, there has been no sustained, proportional or comparative financial support to address the UHMC enrollment growth, student support, and infrastructure maintenance needs. Although State support for implementing the UHMC facilities master plan has been substantial and anticipated an expanded enrollment, this investment may be compromised without appropriate custodial and building maintenance support. Additionally, while an enrollment growth fund has permitted the College to expand its lecturer pool in response to added course offering needs, the quality of lecturers and the lack of other counselors and student support staff have not proportionally kept pace with the UHMC enrollment growth. Finally, while the state economy experienced a severe downturn in 2008, Maui County historically and presently continues to face the lowest state general-funded per capita allocation for public higher education in Hawai'i, compared with the other three counties. A performance-based legislative request is presently being considered by the UH System, which may remedy this inequity in the UHMC operational funding.
2. Part-time students and "weavers": Time-to-degree rates are significantly affected by two-thirds of the UHMC student population who are enrolled as part-time students, taking an average 6.1 credits per semester in Fall 2010. This short load would require ten semesters, or five years, to earn a 60-credit associate degree. Additionally, the average credit load by full-time students is less than a "full" load (13.1 credits in Fall 2010), which is less than the 15 or more credits per semester needed to graduate from an associate program in two years.

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

3. Students placing at developmental English and math levels: According to UHMC Learning Center 2008-2009 program review data, a majority of students taking the COMPASS placement test place at developmental English and Math levels. Of 2,684 math COMPASS test takers, 87 percent placed at below college level math, with 53 percent placing in MATH 1, which is four levels below college-level math. Of 2,705 English COMPASS test takers, 68 percent placed at developmental writing levels. In addition, AtD data show that very low numbers of Native Hawaiian students who tested into developmental math and English enrolled in courses within their first few semesters, thereby further prolonging their academic journey.
4. Diverse academic journeys and needs: As a public, open-admission institution that offers upper division baccalaureate degrees with specified lower division admissions requirements, two-year degrees, and shorter certificates, UHMC students enter with a diverse array of educational goals. Some challenges include identifying student goals, assessing each student's academic readiness, helping students understand the relationship among their career goals and program requirements, and assisting students in planning effectively academic journeys that align with employment and economic opportunities upon graduation.
5. Continuing to strengthen the program review process: Continual improvement is needed to fully realize the potential of more external data and assessments that will inform planning, curricular refinements,



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internship placements, and program-aligned graduate employment. An additional challenge is to focus on connecting students to all digital resources and systematically evaluating the success of existing and proposed information retrieval strategies.

UHMC CAMPUS RETENTION AND GRADUATION IMPROVEMENT INITIATIVES

In alignment with the UHCC System Strategic Outcomes and UHMC campus goals, the College has participated in numerous initiatives to improve retention and graduation rates. These special efforts have been funded by the College as well as by grants. In particular, UHMC has participated in ATD since 2008, with a special focus on improving retention and graduation rates for Native Hawaiians as well as overall student populations. In the next phase of the AtD project, Filipino students will be the second subgroup of focus.

Some recent campus initiatives implemented to meet target retention rates include the following:

Initiatives to meet the needs of part-time students

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

Initiatives to meet the needs of students placed at developmental levels

- a. 2012: Scheduled to complete \$26 million dollar science facility to provide contemporary laboratory contexts to reinforce student goals with appropriate developmental and programmatic experiences requiring science, technology, engineering and math interactive learning skills in authentic settings.
- b. 2012: Obtained \$3.5 million to renovate old science building and prepare a range of basic to fully licensed Allied Health professionals.
- c. 2011: Redesigned developmental English courses including curricular changes, teaching modalities, and class design. Funded and data tracked as part of AtD.
- d. 2010: Redesigned developmental Math courses including collapsing of sequence of courses, class delivery, and curricular improvement. Funded and data tracked as part of AtD.
- e. 2009: Aligned UHMC and UHCC developmental English and Math courses. Funded and data tracked as part of ARRA grant.
- f. 2008: Developed and implemented special academic and support service programs for Native Hawaiian students who place in developmental English and math classes. Federally funded through Title III grant.
- g. 2011: Initiated placement testing policy for English and math classes for all new degree-seeking students so students can be advised and tracked. Funded and data tracked as part of AtD. Expanded COMPASS testing in high schools to increase access for incoming students. Coordinated by UHMC Learning Center.
- h. 2012: Implemented campus-wide access to Kurzweil, a literacy tool that assists students struggling with reading decoding, fluency, and comprehension skills. Previously access to Kurzweil was limited to students with print disabilities, now students in developmental English who did not qualify as a student with a disability will have access. Funded and data tracked through Perkins.

Student Support Initiatives

- a. 2009: Implemented mandatory New Student Orientation for all new, degree-seeking students for Maui County that includes academic advising, financial literacy, study skills, and other workshops. Funded and data tracked as part of AtD.



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- b. 2006: Developed and implemented STAR, a web-based advising tool that allows students to manage their academic course work and monitor their progress. Initiated by UH System and coordinated by campus representatives. This initiative allows all UHMC students access to academic program progress.
- c. 2008: Enhanced advising services, including individual appointments, walk-ins, and CTE program group advising. Coordinated by UHMC Counseling department. This initiative allows students more access to academic advising.
- d. 2011: Implemented automatic admission offered to UHMC students in particular UHMC majors who have articulation agreements with UH System baccalaureate campuses. Initiated by UH System and coordinated by UHMC Counseling department. This initiative eases the transfer process for students into baccalaureate programs across the UH System.
- e. 2011: Developing first year college student success course for all incoming students placed at developmental students as well as overall populations
- f. 2011: Acquired a \$20 million (\$2 million/year for 10 years) National Science Foundation commitment to support NH STEM students as part of an Advanced Technology Solar Telescope Mitigation proposal.
- g. 2012: Approved as an institution for education and training under the Veterans Educational Assistance Act (GI Bill) and Dependents' Act, services are provided through a coordinated effort between the Admissions & Records and Counseling offices. Support the continued higher education access of non-resident veterans, the Veterans Retaining Assistance Program (VRAP) by providing support for training and personal living expenses for up to 12 months, and participating in the Hire Our Heroes Job and Career Fair. In addition, sponsors workshops to inform veterans of student support services to enhance retention and academic success.
- h. 2012: Formed Judiciary task force to help support students who are under the oversight of Maui Drug Court, with the possibility of expanding to students under legal supervision. Task force members include UHMC counselors, instructional faculty, judges, MDC case managers, and administrators (both UHMC, Judiciary, Maui Drug Court and Department of Public Safety). This initiative supports students by having better screening, monitoring, and information sharing in place between the college and judiciary.

Assessment Initiatives

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

Initiatives linking education with employment opportunities

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



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ABILITY TO GENERATE AND EVALUATE DATA

Once the retention, graduation, and time-to-degree data were reported, a core team of administration, IR staff, and faculty came together to understand and evaluate these rates. These data have confirmed what has been reported in our other data areas. Over the past few years, UHMC has emphasized data-driven decisions as part of administration decisions. As a result of evaluating data reports such as this WASC Retention, Graduation and Time-to-degree report and participation in ATD, UHMC has allocated federal and UHMC resources to supporting initiatives to improve student success.

The data gathering process for generating this report was complicated and time-consuming. Official data come from the Institutional Research Office (IRO) that operates out of the office of the UH President in Honolulu. Standard data are presented in formal Management and Planning Support (MAPS) reports and posted to the web (<http://hawaii.edu/irol>) for easy review. For this report and similar reports, access is needed to more in-depth data housed in the Banner Student Information System that is “frozen” on specified dates in Operation Data Store (ODS). The download process to gather data from this software for this report was accessible to only three individuals. These computer technicians, who are trained in computer programming and Banner, have other competing job assignments within the UHMC Computing services department and an administration office.

When gathering the data for this report, data gatherers faced two significant challenges:

1. Deficiency of current software for data reporting: Since 2003, the UH System has been working on finding a better software for easier collection of data. Banner, which is the current system-wide software scheduling and registration, requires sophisticated computer language sequencing to gather particular data that matches this report’s requirements. Creating the correct scripts for each data piece was very time-consuming. However, now that the scripts have been established, generating reports for future WASC Retention and Graduation reports will be much easier.
2. Challenge of different definitions and data verification: As UHMC staff gathered data for this report, aligning changing WASC definitions and UHMC campus definitions took time. Report instructions, instead of being in one place, were spread across four documents (instruction, glossary, Q&A, and online instructions) that were revised during the process. Once data requirements were understood, the process of downloading data was tedious, but moved along successfully. For example, in gathering data for Table 1, staff had to create particular scripts for “First time students” that excluded students who were not seeking Associate or Bachelor degrees. Because “First time student” is a self-declared definition at UHMC, once the cohort of first-time students was identified, staff culled through individual student transcripts to verify the number of credits prior to enrollment to exclude incorrectly identified First-time students. In addition, some labels on the tables had to be clarified for accuracy. For example, when referring to the retention rate charts, the column labeled as “three year average” was misunderstood until clarified that this referred to the average of three cohorts; “exiting cohorts” referred to students who graduated; and inconsistencies which ethnic groups to install Hawaiian, Pac-Islanders, and Mixed.

COHORT EXCLUSIONS

In generating data for this WASC Retention, Graduation, and Time-to-degree summary report, two groups of students have been removed from cohorts to fit report definitions:

- a. Students who are not UHMC-based students but who are registered for UHMC courses were excluded:
 - Students who are based at other UH campuses as home campuses
 - Special Early Admit students



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- d. Students who are non-Associate and non-Bachelor majors were excluded:
- Unclassified students: UHMC students enrolled in courses, but not in a major, many of whom are life-long learners and not seeking a degree
 - DENT students: UHMC students enrolled in the Dental Assistant program, which is a one-year certificate program
 - PRCN students: UHMC students enrolled in the Practical Nursing program, which is a one-year certificate program
 - NAT students: UHMC students enrolled in the Nurse's Aide Program, which is a one-semester certificate program