The team evaluated the institution under the 2013 Standards of Accreditation and prepared this report containing its collective evaluation for consideration and action by the institution and by the WASC Senior College and University Commission (WSCUC). The formal action concerning the institution’s status is taken by the Commission and is described in a letter from the Commission to the institution. This report and the Commission letter are made available to the public by publication on the WSCUC website.
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SECTION I. OVERVIEW AND CONTEXT

A. Description of the Institution, Accreditation History, and Visit

University of Hawai‘i Maui College (UHMC) is a public, co-educational institution of higher education, located in Kahului, Hawai‘i on the island of Maui. In addition to its main campus in Kahului, UHMC runs four off-campus locations within Maui County: Lahaina Education Center in Lahaina and Hāna Education Center in Hāna; Molokai Education Center on the island of Moloka‘i; and Lānai Education Center on the island of Lāna‘i.

The college’s mission states:

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

UHMC currently offers: three bachelor of applied science (BAS) degrees in applied business and information technology, engineering technology, and sustainable science management; a wide variety of associate degrees, including two associate in arts (AA), six associate in science (AS), and 11 associate in applied science (AAS); as well as a number of certificates. UHMC is the only public, open-admission institution among those located in California and Hawai‘i that grants bachelor of applied science degrees, associate (two-year) degrees, and certificates. According to the data collected by the Institutional Research and Analysis Office of the University of Hawai‘i (UH) system, UHMC’s undergraduate unduplicated headcount (for-credit students only) is 3,342 in fall 2016, and 2,918 in spring 2017 (as of February 2, 2017).
UHMC is part of the UH system, and is one of the system’s seven community colleges and one of the system’s four baccalaureate institutions. UHMC is the only postsecondary institution in the three islands of Maui, Moloka‘i, and Lāna‘i that comprise Maui County, and it has the responsibility of providing an affordable, quality education to the citizens of the county and the state. Furthermore, the UHMC University Center brokers baccalaureate, post-baccalaureate, and graduate degree programs in partnership with UH Mānoa, UH Hilo, UH West O‘ahu, and Oregon State University.

UHMC was established in 1931, as an outgrowth of the Maui Vocational School, whose name was later changed to “Maui Technical School” in 1951. In 1964, the Hawai‘i State Legislature enacted the Community College Act and established a statewide community college system under the UH. Maui Technical School was incorporated into this system in 1965. In 1966, the UH Board of Regents authorized the institution to confer the AA and the AS degrees and approved the name change to “Maui Community College.” In the following year, the first lower division transfer courses were offered. Based on county-wide community needs assessments and focus groups conducted in 2001, the college began its transition into a four-year degree-granting institution, with the first BAS degree in applied business and information technology (ABIT). In 2010, the UH Board of Regents approved the name change from Maui Community College to “University of Hawai‘i Maui College.”

UHMC received WSCUC Candidacy in 2005 for the BAS in ABIT program under the Policy on Joint Accreditation with the Accrediting Commission for Community and Junior Colleges (ACCJC) — accreditation at the associate degree level remaining within the purview of the ACCJC. The college subsequently received Initial Accreditation from WSCUC in June 2007. As the first public community college in the WSCUC region that shifted from the
ACCJC to WSCUC, the college went through the new WSCUC reaffirmation process as one of the first of eight institutions to pilot a version of the new Institutional Review Process (IRP) from the *2013 Handbook of Accreditation* (referred to as “Pilot 1” institutions). UHMC took the review seriously and sustained momentum from the Offsite Review (OSR) in spring 2013 and through the Accreditation Visit (AV) for reaffirmation in spring 2014. In June 2014, WSCUC granted UHMC reaffirmation of accreditation for eight years through 2022, while requesting a Special Visit (SV) to take place in spring 2017 on the following issues: 1) sustainability, 2) assessment and program review, and 3) student success (as detailed below — see *B. Descriptions of Team’s Review Process*).

The present report reflects the SV team’s evaluation of the institution’s responses to these three issues as well as its observation of the institution during the onsite review that took place on the main campus of UHMC in Kahului on January 31–February 2, 2017.

**B. Descriptions of Team’s Review Process**

The team reviewed all the materials provided by the college along with its institutional report, materials from the 2014 AV, and additional documents requested after the team conference call that took place on December 12, 2016. During the onsite review on January 31 – February 2, 2017, the team also reviewed communications sent to the confidential e-mail account established for the purpose of the review, and met with multiple constituencies in order to explore the three areas for continuing attention and development as described in the following excerpts from pp. 3–4 of the July 7, 2014 Commission action letter (CAL):
**Sustainability.** UHMC is growing in enrollment and program offerings while budgetary support has traditionally been flat or declining. As a result, faculty and staff have been assigned increased workloads and have had to take on additional responsibilities to meet demand. Fundamental services are being supported by grants that, while demonstrating effectiveness, are short-term. [...] This model is not sustainable over the long term. (CFR 3.4)

Because of long-standing pressures on states to reduce costs, UHMC should consider exploring additional opportunities for revenue consistent with the institution’s mission. Subsequent to anticipated leadership transitions, UHMC should initiate a strategic planning process that will help to delineate and prioritize difficult choices among potential initiatives. Finally, the University of Hawai‘i Community College System (UHCC) and UHMC leadership should continue to work together on lines of reporting and accountability that support an equitable distribution of new funds available from this current 2014-2015 academic year going forward. (CFR 3.4, 4.3, 4.6, 4.7)

**Assessment and program review.** Notwithstanding the institution’s regular and serious engagement with assessment and program review, the team expressed concern with the sustainability of an assessment cycle that has become more like an annual program review cycle and with the lack of evidence of a linkage between assessment and program review results and budget allocations. The Commission expects that UHMC will consider ways to

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1 This trend was observed at the time of the previous accreditation review in spring 2014. Since July 2014, there has been a significant decline in enrollment in each consecutive semester.
redesign review processes to make them more manageable. This may include incorporating the results from assessment and program review inquiry, evidence, and evaluation into the institutional planning processes with links to resource allocation. (CFR 2.7, 4.3, 4.6, 4.7)

**Student success.** UHMC evidences a dedication to student success. Similarly, students are appreciative of the expertise and engagement of their faculty and of the opportunity to receive an education at UHMC. However, the team was not able to discern how UHMC plans to differentiate between student support efforts that are working and those that are less effective. In a limited resource environment, the Commission encourages UHMC to identify and strengthen programs that promote a consistent level of quality across the institution and enhance student success. (CFR 2.10, 2.11, 2.12, 2.13)

**C. Institution’s Special Visit Report: Quality and Rigor of the Report and Supporting Evidence**

UHMC’s institutional report submitted in preparation for the spring 2017 SV (henceforth, “institutional report”) is well written and organized, and adequately portrays the current condition of the institution. It addressed each of the identified issues as an active inquiry. And yet, it was sometimes unclear which program review findings and what data analyses were actually used to facilitate decision making and changes. The discussion in the institutional report was thus sometimes found to be inconclusive. By and large, however, the institutional report demonstrated a diverse spectrum of substantive engagement with the key issues identified for the review as well as a wide range of institutional involvement in the process. Moreover, the information provided by the institution prior to and during the visit and the
observations obtained onsite helped the team understand the progress the institution has made since the last review. (CFR 1.8, 4.1, 4.3, 4.5)

Onsite, the team found institutional involvement in the accreditation process and review extensive as reflected in the institutional report. The campus community members whom the team met demonstrated a sincere commitment to the process. Representatives of the campus leadership and community were also ready to provide any information the team requested. The team commends the UHMC community for its serious engagement in the accreditation process and the amount of time and effort it has invested in the process. The team would also like to express its appreciation to the community for the openness and transparency with which they responded to questions and the provision of additional materials as requested as well as for their effort in making the site visit hospitable with much warmth. (CFR 1.8, 4.6, 4.7)

SECTION II. TEAM’S EVALUATION OF ISSUES UNDER THE STANDARDS

Overall, the team found that the three issues identified for the SV resulted in significant activity by the college, which is reflected in its strategic plan and the documentation the institution provided. UHMC has brought together data points and processes to enable it to move toward sustainability, a clearer and more effective program review process, and many support services for student success. The progress of UHMC in experimenting with different processes and attempting to rationalize disparate efforts and sources of data has placed the college on a positive path to address the three issues outlined for the present review.

According to the July 7, 2014 CAL, the Commission commended UHMC for the faculty and staff’s commitment “to the institution, to the success of its students, and to the celebration
and showcasing of native Hawaiian culture” and for the college’s “close ties with the communities of Maui and its neighboring islands.” Having observed the same, the team further commends UHMC for a committed leadership team animated by a clear local and native Hawaiian vision but tempered with the realities of their existing challenges.

A. Issue 1 — Sustainability

In the July 7, 2014 CAL, the Commission recommended that UHMC address the issue of sustainability by “exploring additional opportunities for revenue consistent with the institution’s mission.” Specifically, it recommended that UHMC “initiate a strategic planning process that will help to delineate and prioritize difficult choices among potential initiatives […] and] continue to work together on lines of reporting and accountability that support an equitable distribution of new funds available.” (CFR 3.4, 4.3, 4.6, 4.7)

Since the last accreditation review in spring 2014, UHMC has undergone significant changes in leadership, enrollment, and financial environment. One of the most notable changes is the installation of a new chancellor. Since the arrival of the new chancellor, the area of financial sustainability has benefited from an increased focus on transparency, campus input in the planning and budget process, and communication of strategic directions. UHMC has a new budget and planning process that involves both the academic and administrative teams, looking at the program review assessment data. This process is being evaluated to go to a two-year budget process to match that of the state of Hawai‘i. The team commends UHMC for developing a strategic plan, which provides a clearer context for program
management and growth, extramural funding, and future budgeting. (CFR 3.4, 3.6, 3.7, 4.3, 4.6, 4.7)

The revenue of the college has remained relatively stable since the last accreditation visit. Primary revenue sources in fiscal year (FY) 2016 include $15.8 million of state funding (not including the $6.5 state payment of fringe benefits), extramural funding of $10.5 million, and $5.045 million of tuition and fees (net of scholarship allowance). Enrollment, which drives tuition revenue, has seen multi-year declines since July 2014 — e.g., the headcount decreased 18% from 4,076 in fall 2013 to 3,342 in fall 2016. The strong employment market in Maui and low 3.2% unemployment (as of June 2016) are drivers for the enrollment decline, off of a peak enrollment during the recession. The college needs to dig deeper into its enrollment mix and how to stabilize this trend which impacts both its mission and financial results. (CFR 3.4, 4.3, 4.6, 4.7)

While there is an enrollment management plan under development, the planning does not yet go into the details of who/what UHMC is, who it serves, and how it will attract its targeted students — whether recent graduates, working-age adults, or veterans — in the development of additional early college courses. It is as though the college were just beginning to formulate the plan. In fact, one of the senior administrators stated to the team, “the questions you are asking us we are finally asking ourselves.” There is, for instance, discussion of increasing focus on international students, which is a relatively small portion of the existing student body. In the international student recruitment plan, however, there is no specific planning other than to enhance the experience of international students and tout the advantages to the Maui campus. (CFR 3.4)
Although there has been a significant drop in enrollment, there is little discernable effort to recruit from the high schools in spite of the high aspirations of graduates from the K-12 system. According to reports by the University of Hawai‘i Community College (UHCC) system, UHMC set a goal of 481 for direct entry from local high schools in 2016, but only netted 337 (70%). The working-age adult population (defined as 25–44 years old) should be the basis for growth in continuing education and possible partnerships with the community. The 2016 target for recruiting working-age adults was 1,423, but the college netted only 896 — 63% of the goal, while the UHCC system met 77% of the goal. The team recommends that UHMC enrich the enrollment plan to enhance both management and growth from constituents including high school students, working-age adults, early college and international prospects. This plan should include goals that are clear, data-based, and actionable. (CFR 3.4, 4.3, 4.6, 4.7)

UHMC is clearly successful in securing extramural funds — amongst the UHCCs, UHMC continues to be the most successful. To support and further institutionalize this effort, the college has recently established the Office of Extramural Funds, reporting to the chancellor. The office recently instituted a process of campus review of grants prior to submission, to ensure alignment with the campuses strategic priorities. The utilization of extramural funds for “fundamental” or “basic” services is being addressed through the budgetary process. Attention should continue to be paid to having fundamental services on recurring revenue sources. This needs to be documented carefully as the campus provides additional resources for student services, which will diminish over time. The team commends UHMC for developing a process of review and approval for extramural funding, which ties it to one of
the five strategic initiatives. In the past, the acquisition of extramural funds had sometimes exceeded the capacity of the campus to manage the funds. (CFR 3.4)

The full fiscal implications of declining enrollment have not yet been financially felt by the college. UHMC has benefited from a significant reduction in annual energy expense budget as well as changes in expenditures. It has used assessment data to guide the decision to eliminate a community dental clinic, reduce the size of the nursing program by 50%, eliminate a dental assisting program, and significantly restructure the Office of Continuing Education and Training (OCET). These along with a new policy on vacant position review and rebalancing of resources have helped the college add critical faculty and staff positions, prioritized through the budget process. (CFR 3.4, 4.1, 4.3)

The current budget process should be commended for transparency and for bringing the campus community into the process. The process accomplishes having the campus understand the broader college priorities. The process has focused primarily on incremental additions for programs and support units in the program assessment documents. Cuts or significant rebalancing has not yet needed to occur during the process. The team recommends that UHMC include enrollment, revenue, and expense data in program assessments and reviews which would further increase the understanding of cost issues and programmatic spending. This will contribute to sustainability and enhance more realistic budgeting to accompany the increased participation and transparency in the process. (CFR 3.4, 4.1, 4.3, 4.6)

UHMC would benefit from an integrated multi-year college financial plan. This would provide the senior leadership visibility into the financial sustainability of the college by aggregating many data sources available into one model. Data currently exists and is reviewed
across college initiatives including enrollment, finances, program, and student support, and an integrated multi-year plan would pull it all into one financial picture. (CFR 3.4, 4.1, 4.3, 4.6)

B. Issue 2 — Assessment and Program Review

In the July 7, 2014 CAL, the Commission recommended that UHMC address the issue of assessment and program review and “consider ways to redesign review processes to make them more manageable.” Specifically, it recommended that UHMC incorporate the results from assessment and program review inquiry, evidence, and evaluation into the institutional planning processes with links to resource allocation. (CFR 2.7, 4.3, 4.6, 4.7)

Since the last AV in 2014, the program review process and practice at UHMC have been much improved and simplified than that over the previous years. The required two annual reports have been condensed into an Annual Degree Program Assessment Report, which is more concise and includes budgetary requests. This has been further modified in the current year to emphasize program learning outcomes (PLOs), college academic and student learning outcomes (CASLOs), and implementation in the successive years. This three-year cycle facilitates the institution’s ability to close the loop on assessment. (CFR 2.4, 2.7)

The program reviews are now used as the initial basis for making budget requests as well as monitoring and ensuring programmatic success and quality. This expanded use of the program review has changed the budgetary process at UHMC. In the new process, program reviews (including budget requests) are moved through an open and public process that includes review, input, and presentations of various initiatives by the UHMC community. The availability of the data collected and the transparency of the processes have resulted in increased participation and appreciation by the campus community and have helped create a
wider perspective by program managers and faculty, who previously focused only on their individual activities and programs. The team commends UHMC for revising and simplifying the program review process and facilitating more involvement and transparency in the budgeting process. (CFR 3.7, 4.1, 4.3)

As currently designed, the program review process requires consultation and input from external sources and more involvement with multiple constituencies on campus. In combination with system-wide data, a clear picture emerges on meeting student learning outcomes (SLOs), graduation rates, and unique UHCC initiatives. There is a strong commitment to self-improvement in the program review process as it moves to other campus committees for review and action. The attention given to CASLOs was initiated by the requirements of the review itself and became the basis for further improvement through intensive interaction with the CASLO team. (CFR 2.7, 4.3, 4.6)

Faculty members, including the faculty senate chair, noted that “the process has increased transparency.” The connection to the budgeting process is clearer than before and calls for greater involvement, which has resulted in more “realistic budgeting.” This part of the revised program review process reflects a serious commitment to improvement based on data and planning with multiple constituents across the campus. The process starts with requests at the program level and receives review in an increasingly larger framework, which includes a video presentation to the entire campus and voting by the members of the UHMC community. This, in turn, is funneled through budget (faculty senate) and administration committees, to the chancellor’s Executive Committee, and eventually to the chancellor. (CFR 3.7)

The process of program review and its results call for increased resources by individual programs. This is clear and evident in the budget aligning and planning assessment. In a time
of budgetary constraints and declining enrollment, however, how programs may be realigned to a changed financial situation is not clear. For instance, as aforementioned, the nursing program has been adjusted, and the dental clinic has been eliminated, but how these decisions were made in terms of the assessment program is not as clear. In the initial cycles of this process, the main result has been a series of requests (or “asks”) by individual programs. (CFR 3.7)

The process may prove to have more tension in the future unless there is attention given to financial and resource cost data in the initial program reviews. The campus leadership seems interested in moving in this direction. Broader awareness of the costs of individual programs as part of the program review process should not only make future “asks” more realistic, but should allow for future reductions and reprogramming. The inclusion of specific enrollment growth and targets, revenue, and costs by program will contribute to the integration of academic, student service, and financial sustainability plans. (CFR 3.7)

Many in the college community point to this revised process of program review and participatory decision making as evidence of a different and more transparent climate. This is a major and positive feature of the UHMC environment, which is reflected in the spirit of faculty, staff, and administrators. Furthermore, the institution has highly functional institutional research (IR) capacity consistent with its purposes. The team commends UHMC for deepening its IR capacity. With it, the college is developing a better understanding of difficulties in collecting and synthesizing data from a number of platforms and creating processes that utilize the data in decision making across the institution. (CFR 4.2, 4.3)

The utilization of program reviews for programmatic improvement and alignment with strategic goals and initiatives has not received the level of attention that the program review
connection to budgetary processes has received in the written and oral presentations to the
team. In part, this is due to the line of inquiry and concern expressed in the 2014 AV team
report. Internal improvement and alignment with campus-wide goals and initiatives continues
to be an inherent and effective part of the assessment processes at UHMC. This was reflected
in discussions with the UHMC leadership and in the actual program review documents, which
were provided to the team. (CFR 4.4, 4.5)

The UHMC program review structure reflects best practices in the UHCC system and
adherence to system-wide initiatives. The metrics used by the UH system are contested by
some program faculty, but a clearer picture of the progress of UHMC is provided by these
indicators. (CFR 4.7)

C. Issue 3 — Student Success

In the July 7, 2014 CAL, the Commission recommended that UHMC address the issue
of student success “to identify and strengthen programs that promote a consistent level of
quality across the institution and enhance student success.” Specifically, it recommended that
UHMC examine data to improve its ability to identify specific student success initiatives that
improve student outcomes. (CFR 2.10, 2.11, 2.12, 2.13)

According to its institutional report, UHMC has a number of support services ranging
from assessment to counseling and educational planning to improve student success.
Additionally, the college reports on its participation in several national student success
initiatives such as Complete College America and Achieving the Dream. Furthermore, the
institution reports having several student success programs for special student populations
funded by federal grants. Based on the college’s inventory of its student support services, the
institution determined that it provided many student support services, some of which were
duplicative rather than comprehensive to strengthen student support. (CFR 2.11, 2.12, 2.13)

To address the Commission’s recommendation to identify and strengthen student support
programs that promote a consistent level of quality across the institution, UHMC established a
campus infrastructure to assess the effectiveness of its student success initiatives and
strengthen programs designed to support students’ timely progress to completion of
educational goals. In its 2015-2021 Strategic Plan, the college included student success with
its strategic goal to build pathways and assure learning. (CFR 2.10, 2.11)

The team met with faculty, student services personnel, and administrators, who described
the wide range of student support services that are aligned with the college’s strategic and
academic goals and designed to support student personal and academic development leading
to an associate degree, bachelor’s degree, or workforce training. Within months after the 2014
accreditation review, UHMC defined its charge to evaluate student success initiatives across
the college in order to identify the most impactful success strategies that the college may take
to scale to improve student success. With this direction, the Student Success Committee
identified its plan of work to include:

1) Assess and identify effective student success programs;
2) Focus on improving student outcomes in developmental English and math;
3) Scale accelerated developmental English;
4) Redesign and accelerate math pathways;
5) Use multiple measures to more accurately place students in English and math;
6) Establish learning support teams to work with students in developmental programs.
The assessment of developmental English and math courses has resulted in change that is improving student outcomes. For instance, it was questioned whether multiple measures should be used in addition to the placement test results to determine a student’s proficiency level in English and math. The research data has indicated that using multiple measures has resulted in the redesign of English and math and accelerated student satisfactory completion that is improving student learning outcomes and timely progress. Additionally, assigning tutors and counselors to developmental math and English classes is improving students’ successful completion. These and other positive outcomes have resulted in students being able to successfully complete English and math requirements in less time and with better grades and thereby qualify for enrollment in courses requiring college-level English or math as prerequisites for enrollment and future success. (CFR 2.10, 2.12, 2.13)

The college’s Student Success Strategic Directions Committee explained the way research is providing context to examine and rethink how support services and faculty can partner to create a student success network whose scope of impact can be expanded to serve more students by reducing or eliminating redundancy. Faculty and student services professionals described their collaboration and intention to fully integrate the use of the UH system’s degree audit platform (“STAR”) to develop a guided registration management system called “STAR Graduation Pathway System (GPS)” and an enrollment management flag tool named “STARFISH” in order to get students to “the right support at the right time” and thereby maximize student success. (CFR 2.10, 2.11, 2.12, 2.13)

In the discussion about various STAR initiatives and the dramatic changes in “gatekeeper” courses in developmental math and English, the positive changes for both professors and students were raised. The “transformational” nature of the changes not only assisted students
to meet established standards, but also made the faculty become more introspective about their pedagogy. In combination with the program review process, the implementation of innovative student services helped the faculty become more effective and self-aware teachers. Clearly, this work in progress demonstrates the institution’s commitment and engagement to improve teaching and learning, including ensuring the support of appropriate student support services such as tutoring and counseling, student health and student life, and other student support services provided to improve student achievement for specific student populations, such as native Hawaiians and veterans. The team commends UHMC for its comprehensive assessment of student support services and building a student success network based on a strategic development of STAR GPS, a guided registration management system, and STARFISH, an enrollment management flag tool. (CFR 2.10, 2.11, 2.12, 2.13)

According to the UHMC website, “with small class sizes, a low student-to-faculty ratio, math labs, and career counseling, UHMC students enjoy personalized, individual attention and the support they need to be successful in school and their future careers.” The website provides access to introductory information for a variety of matriculation resources including descriptions to programs of study for bachelor and associate degree programs and certificate programs, as well as support services available to students. (CFR 2.12)

Support for UHMC students includes academic help such as tutoring, degree planning such as counseling and advising, choosing a major and a description of the STAR degree planner, and employment resources such as internships. Other support services for students include a number of grant funded programs for specific student populations, such as native Hawaiians and veterans, as well as the traditional student services such as student life and health center. (CFR 2.13)
Faculty and staff engagement in the assessment and program review of student success initiatives and academic programs make evident a dedication to improve student support and success. Institutional discussion is focused on pedagogical changes, increased professional development, changes in acceleration of student progress, and having extended time to get to know students. Significant progress has been made to distinguish between student success initiatives that are the most effective and those that are not as effective. The work in progress has been described as “transformational” for faculty as it is for students. Student services and student success are inherently connected to each other. Without effective advisement systems and the tracking of special populations and progress for students, student success will not be properly monitored or documented. More importantly, UHMC student services must continue to be adjusted in order to improve. The team recommends that UHMC continue to assess multiple student success initiatives to identify those that offer support services that are designed to align with student’s academic goals and appreciably improve student achievement. (CFR 2.10, 2.11, 2.12, 2.13)

SECTION III. OTHER TOPICS

N/A

SECTION IV. FINDINGS, COMMENDATIONS, AND RECOMMENDATIONS FROM THE TEAM REVIEW

The team was impressed with the seriousness, openness, and transparency with which UHMC undertook the accreditation review process. The present report concludes with the team’s six commendations and three recommendations as follows:
Commendations

1. The team commends the UHMC community for its serious engagement in the accreditation process, its openness and transparency, and the amount of time and effort it invested in the process.

2. The team commends UHMC for a committed leadership team animated by a clear local and native Hawaiian vision but tempered with the realities of their existing challenges.

3. The team commends UHMC for developing a strategic plan, which provides a clearer context for program management and growth, extramural funding, and future budgeting.

4. The team commends UHMC for revising and simplifying the program review process and facilitating more involvement and transparency in the budgeting process.

5. The team commends UHMC for deepening its institutional research capacity. With it, the college is developing a better understanding of difficulties in collecting and synthesizing data from a number of platforms and creating processes that utilize the data in decision making across the institution.

6. The team commends UHMC for its comprehensive assessment of student support services and building a student success network based on a strategic development of a guided registration management system (“STAR Graduation Pathway System [GPS]”) and an enrollment management flag tool (“STARFISH”).
Recommendations

1. The team recommends that UHMC enrich the enrollment plan to enhance both management and growth from constituents including high school students, working-age adults, and international prospects. This plan should include goals that are clear, data-based, and actionable. (CFR 3.4, 4.3, 4.6, 4.7)

2. The team recommends that UHMC include enrollment, revenue, and expense data in program assessments and reviews which would further increase the understanding of cost issues and programmatic spending. This will contribute to sustainability and enhance more realistic budgeting to accompany the increased participation and transparency in the process. (CFR 3.4, 4.3, 4.6)

3. The team recommends that UHMC continue to assess multiple student success initiatives to identify those that offer support services that are designed to align with student’s academic goals and appreciably improve student achievement. (CFR 2.10, 2.11, 2.12, 2.13)