



# UNIVERSITY OF HAWAII MAUI COLLEGE

2015-2021 STRATEGIC DIRECTIONS



UNIVERSITY OF HAWAI'I  
**MAUI COLLEGE**

2015 – 2021 Strategic Directions

**LETTER FROM THE CHANCELLOR**



Aloha,

Eia a'e ka nalu, pae i ka nu'u! Here comes the wave, mount its crest!

Like the momentum of a wave, the University of Hawai'i Maui College 2015 - 2021 Strategic Directions is a plan that reflects our college community's shared commitment to move forward into the future with confidence, hope, and determination.

The plan is the outcome of a process that was participatory and responsive. A Strategic Planning Council that included representatives from all parts of UHMC assembled information, data, and comments in preparing the plan. Thanks to the Council and many others at UHMC, a set of strategic directions was developed that will help ensure that important decisions, such as budgeting and other matters, are guided by agreed-upon college priorities.

The plan is guided by our Mission, Vision, Core Values, and Institutional Learning Outcomes, and is intended to be consistent with UH System and UH Community Colleges Strategic Plans and WASC Senior College and University Commission and Achieving the Dream recommendations. Five major themes emerged from the strategic planning process: Student Success; Quality of Learning; Hawai'i Papa O Ke Ao (a UH System plan to create a model indigenous-serving institution); Community Needs and Workforce Development; and Sustainability.

Our 2015 – 2021 Strategic Directions will not gather dust: measures are underway to improve outcomes and achieve plan goals and objectives through standing committees and specified initiatives. We invite all who believe in the importance and transforming power of higher education to support UH Maui College, its faculty, students, and staff, as we implement our Strategic Directions.

A handwritten signature in black ink that reads "Lui K. Hokoana". The signature is fluid and cursive.

Lui K. Hokoana, Ed.D.  
Chancellor





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UNIVERSITY of HAWAII®  
**MAUI COLLEGE**

**Aloha and Welcome!**





## INSTITUTIONAL CONTEXT

As the only college offering both bachelor's and associate's degrees, University of Hawai'i Maui College (UHMC) is unique in the ten-campus University of Hawai'i (UH) system, which includes seven community colleges and three universities.

UHMC currently offers three Bachelor of Applied Science (BAS) degrees, eleven Associate in Applied Science (AAS) degrees, six Associate in Science (AS) degrees, two Associate in Arts (AA) degrees, and numerous program certificates. In addition, UHMC partners with other campuses to increase offerings that meet the needs of its community. University Center Maui brokers baccalaureate, post-baccalaureate, and graduate degree programs in partnership with University of Hawai'i Mānoa, University of Hawai'i Hilo, University of Hawai'i West O'ahu, and Oregon State University. As a result of these strong connections, the UHMC 2015-2021 Strategic Directions is directly aligned with the UH System Strategic Directions 2015-2021 and the UHCC Strategic Directions 2015-2021.

Through its varied degree and certificate options, UHMC addresses the needs of a diverse student population of approximately 4,000 students in a three-island community with its main campus located in Kahului, Maui. UHMC outreach education centers are located on Maui in Hāna and Lahaina, and on the islands of Moloka'i and Lāna'i. UHMC also offers a broad range of non-credit trainings, classes, and certificates through the Office of Continuing Education and Training (OCET), which includes EdVenture, Maui Language Institute (MLI), Sustainable Living Institute of Maui (SLIM), and the Apprenticeship Program. Furthermore, the College meets community needs through opportunities such as the Hotel Hospitality Academy and the Maui Food Innovation Center.

## UHMC VISION STATEMENT

We will prepare students to respond to emerging challenges in their lives, communities, and the world through compassion, leadership, problem-solving, and innovation.

Following a significant transition from a traditional community college to a baccalaureate-granting institution, UHMC was reaffirmed accreditation by WASC Senior College and University Commission (WSCUC) as a four-year degree-granting institution in July 2014. Amidst this change in accreditation status, as well as in campus leadership, economic environment, and higher education trends, UHMC's mission guides planning for the future.

To fulfill its mission, UHMC strives to provide affordable, quality education for all who enter the College. Its mission drives the learning culture of the College:

## UHMC MISSION STATEMENT

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, lifelong learning, sustainable living, Native Hawaiian culture, and global understanding.

*This mission guides daily operations, long-term planning, and the design of curricular paths to meet the needs of students. The goals and objectives outlined in the UHMC 2015-2021 Strategic Directions illustrate the energy and creativity that UHMC strives to inspire in all of its learners as administration, faculty, and staff, work to fulfill its mission.*



## Defining Student Learning through Institutional Learning Outcomes

The College has developed Institutional Learning Outcomes (ILOs) which describe the scope of learning expected of graduates from all academic programs.

To qualify for graduation, UHMC students must demonstrate the following ILOs at a level of rigor appropriate for their degree:

- Apply essential skills and knowledge of a technical or academic field to perform tasks, address challenges, and solve problems
- Address social, environmental, or economic issues through work that exemplifies effective interaction in real-world situations
- Integrate multiple perspectives and a broad context of understanding to interpret problems, issues, and artifacts
- Write and speak effectively to convey ideas that meet the needs of specific audiences and purposes
- Apply creativity and analytical thinking to convey ideas, address challenges, and solve problems
- Use mathematical methods and effective quantitative reasoning to accurately solve problems
- Find, evaluate, and share information effectively and responsibly



## UHMC CORE VALUES

The faculty and staff of UH Maui College aspire to embody the following Core Values through their work serving the educational needs of students:

- Aloha – Affection, compassion, sympathy, kindness, grace, charity; to show kindness, mercy, charity
- Kuleana – Right, privilege, concern, responsibility, title, business, property, estate, portion, jurisdiction, authority, liability, interest, claim, ownership; reason, cause, function, justification
- Lōkahi – Unity, agreement, accord, unison, harmony; agreed, in unity
- Mālama – To take care of, tend, attend, care for, preserve, protect, beware, save, maintain: care, preservation, support, loyalty: custodian, care taker, keeper
- Mana‘olana – Hope, confidence, expectation; to hope
- Pono – Goodness, uprightness, morality, moral qualities, correct or proper procedures, excellence, well-being, prosperity, welfare, benefit, behalf, equity, sake, true condition or nature, duty; moral, fitting, proper, righteous, right, just, virtuous, fair, beneficial, correct; should, ought, necessary

# STRENGTHS AND CHALLENGES OF UHMC

Campus-wide assessment activities and feedback from the WSCUC accrediting body have helped the College identify a set of strengths and challenges which establish the direction of the strategic plan.

## INSTITUTIONAL STRENGTHS

**Faculty and Staff Committed to Student Learning.** UHMC faculty and staff are committed to providing high quality instruction.

**Institution-wide Commitment to Learning and Improvement.** UHMC is a student-centered institution committed to continual improvement through assessment of student learning. Collaboration among disciplines and between faculty and administration promotes a culture that focuses on student success.

**Inclusive Campus Governance Processes.** Faculty and lecturers are involved with curriculum development, academic planning, program review, and the assessment process. The governance processes at UHMC encourage ongoing discussions focused on improvement of institutional effectiveness and student learning.

**Strong Community Support.** UHMC routinely surveys the community to determine educational needs, and UHMC's instructional programs have strong, involved community advisory committees that support program curriculum development and help ensure that learning outcomes align with workforce requirements. The College also works with local employers to create opportunities for internships and other career readiness experiences for students. As a result, these partnerships have helped the College gain a reputation for delivering relevant programs and quality graduates.

**Quality Campus Infrastructure.** UHMC strives to ensure that resources meet the College's mission through continuous improvement of infrastructure for both students and staff. Since 2002, over \$75 million of new and renovated classroom, lab, high technology inventory, faculty office, student services, and student support facilities have been constructed at UHMC.

## INSTITUTIONAL CHALLENGES

**Creating a Sustainable Budget.** UHMC faces ongoing financial challenges to support continuous improvement at the College. While the program review process has identified campus resource needs and priorities, the current fiscal constraints have strained the College's ability to fund all of these needs.

**Aligning Planning, Assessment, and Budget.** As the only public institution of higher education in Maui County, UHMC is challenged to meet the wide-ranging needs of its diverse community in a context of budgetary constraint. The College must make decisions that balance a variety of concerns including budget, strategic plans, assessment results, and benefits to the community.

**Improving Student Success.** UHMC can increase student success through improved understanding of its students' educational goals and the obstacles students face in achieving them. This will allow the College to prioritize its pedagogical, professional development, and student support strategies for improving student success.



## PREPARATION FOR THE STRATEGIC DIRECTIONS

UHMC's strategic planning process has been led by the Strategic Planning Council which includes representation from throughout the campus. This process is guided by our Mission, Vision, Core Values, and Institutional Learning Outcomes (BOR approved January, 2014) with campus priorities determined by the assessment of program review documents submitted by each campus unit. Various strategies to improve student success have emerged from those assessments and will be operationalized by standing committees including the Student Success Committee (formerly Achieving the Dream committee), Lau'ulu, and the Distance Learning Committee.

The UHMC 2015-2016 Strategic Directions derives from numerous campus-wide activities. Through strategic planning retreats, campus-wide meetings, and focus groups, the College's strategic priorities have been aligned with its mission, core values, program reviews, UHCC and UH System strategic plans as well as recommendations from WASC and AtD.

The UHMC Strategic Directions focuses on the following five themes:

- 1) Student Success
- 2) Quality of Learning
- 3) Hawai'i Papa O Ke Ao
- 4) Community Needs and Workforce Development
- 5) Sustainability



## IMPLEMENTATION OF THE STRATEGIC DIRECTIONS

The College's strategic planning process is the major mechanism for 1) reaffirming the college mission, 2) defining college goals and objectives, 3) aligning budgeting priorities with goals and objectives, and 4) implementing assessment-based change over time. The strategic planning process is used to integrate college planning, budgeting, and assessment activities. The intent of the process is to incorporate program review recommendations and other forms of college and community feedback into a continuous, student learning outcomes driven decision-making process.

Various college-wide committees meet on a regular basis to reflect on the College's strategic planning process to define further direction. Administrator meetings are convened to discuss coordination of activities and personnel for instruction, academic support, student services, administrative services, information technology, and academic programs. Each Strategic Directions theme has a committee to facilitate implementation and identify benchmarks to monitor progress.

## ALIGNMENT OF PLANNING, ASSESSMENT, AND BUDGET

Strategic Directions (SD) implementation is on-going and led by SD theme committees. Program assessments are on-going and led by administration, program coordinators, directors, the Strategic Planning and Assessment coordinators, and the CASLO assessment committee. Budget development is on-going and led by administration and the campus Budget Committee.

### Calendar of Alignment of Planning, Assessment, and Budget

- (July-Aug) Work on Program Review (PR) in all units
- (Sept.-Oct.) Budget requests generated from program review
- (Nov.-Dec.) Units meet to review PR and prioritize budgets within unit
- (Jan.-Feb) Alignment of budget requests and Strategic Directions
- (March-April) Campus vetting of budget requests and SD progress reports
- (May-June) Budget set for upcoming year, SD next year priorities established



# STUDENT SUCCESS

*Goal: To build pathways and assure learning*

## **Objective 1: Policies and practices to help students enroll in and progress through college**

- a. Design effective and efficient pathways to learning and educational progress for students
  - b. Provide relevant courses/programs, support services, and activities that enhance students' intellectual, social, cultural, professional, and personal development
  - c. Create and sustain a welcoming, safe, and supportive environment that encourages fuller participation in the College, and promotes behaviors that lead to success
- 

## **Objective 2: Optimal learning environments and effective and timely support for struggling students (especially Native Hawaiian and underrepresented students)**

- a. Establish learning and learning support systems and techniques designed to reduce achievement gaps among groups of learners from diverse backgrounds
  - b. Provide students with developmental English and math courses that align with nationwide best practices
  - c. Provide high quality professional development opportunities for faculty and staff
- 

## **Objective 3: Evaluation and assessment practices to understand and improve educational effectiveness, especially Native Hawaiian and underrepresented students**

- a. Systematically track, monitor, and share data to improve student success initiatives, especially for underprepared and underrepresented students
- b. Improve data collection to inform decisions about program and curriculum that align with current and future needs of stakeholders such as students, government, businesses, community agencies, and industry partners
- c. Assess the programs, activities, and services that foster and enrich the student experience





## QUALITY OF LEARNING

*Goal: To encourage and maintain high-quality learning across the institution*

### **Objective 1: A college culture that promotes excellence in teaching and learning for students, faculty, and staff**

- a. Maintain an appropriate level of full-time faculty and staff, including at Outreach centers, to foster quality teaching, learning, innovation, and growth
- b. Make recommendations for lecturer evaluations; contract renewal, tenure/promotion procedures; and staff, department chair, and administrator evaluations that encourage high-quality teaching and continuous improvement for credit and non-credit courses
- c. Provide on-going, relevant high-quality professional development for faculty and staff to improve learning in credit and non-credit courses
- d. Support a culture of ethics, achievement, and commitment to the college mission by students, faculty, staff, and administration
- e. Expand educational options for students through external partnerships that advance the College's mission

### **Objective 2: High quality degrees, certificates, and courses that meet student, industry, and relevant stakeholder need**

- a. Develop and maintain a comprehensive process for assessing the quality of student learning at the college, program, and course levels that inspires continuous improvement through 1) identification of best practices and educational gaps and 2) implementation of action plans in response to assessment findings
- b. Provide high-quality distance learning and outreach opportunities for students using assessment practices that ensure parity with classroom-based learning
- c. Track and improve vigorous College-Wide Student Learning Outcomes (CASLO) and Program Learning Outcome (PLO) assessment in response to student/program needs to improve student learning

### **Objective 3: Physical and fiscal support for high-quality teaching and learning**

- a. Assess and maintain functional technology, equipment, and furniture in classrooms and other learning spaces that affect student learning
  - b. Consolidate and coordinate academic support services to expand access for students
  - c. Assess and prioritize use of classrooms, offices, and other campus facilities to benefit student learning
  - d. Assess and align processes for budgeting and disbursement of resources with a focus on student learning
- 

### **Objective 4: Broad support for non-traditional and underprepared students with varied challenges**

- a. Increase faculty and lecturer participation in professional development on strategies that help students with special needs and disabilities learn and succeed in college
- b. Assess, prioritize, and expand innovative and rigorous developmental education options, including learning communities, accelerated courses, and student tutors in the classroom
- c. Provide processes for students to efficiently receive college credit for appropriate prior learning experiences
- d. Assess and improve appropriate support services that directly impact non-traditional and underprepared students with varied challenges
- e. Pursue grants and other external resources that provide support for underserved populations



# HAWAII PAPA O KE AO

*Goal: To empower Native Hawaiians, the Indigenous People of Hawai'i, by creating a model Indigenous-Serving institution of higher education that perpetuates cultural traditions, language, history, and values to promote student success, leadership development, and well-being of 'ohana (family) and community*



## Explanation of the Need for the Goal

"We in Hawai'i share the gift of living in the home of our host culture – Hawaiian.

Everything we do is, or should be, imbued with Hawaiian values and respectful of the traditions practiced here for centuries, long before the ancestors of other ethnicities landed on our shores.

It is incumbent on Hawai'i's only public institution of higher education to both educate Hawaiian youth of our islands to prepare them for productive lives, and continue to play a key role in preserving and perpetuating the culture that exists nowhere else on earth.

It is a gift and an obligation of which we are keenly aware."

Hawai'i Papa O Ke Ao, 2011, the UH System plan to create a model indigenous-serving institution.

**Objective 1: Native Hawaiian students who build on the knowledge and skills of kupuna as a foundation from which to achieve personal and academic success in college and throughout life**

- a. Provide college readiness initiatives for Native Hawaiian youth
  - b. Implement culturally responsive and community-based recruitment and retention strategies to increase Native Hawaiian student enrollment, retention, and graduation
  - c. Promote Native Hawaiian students' engagement in support services, student life, and other campus events and resources
  - d. Integrate learning experiences that link classroom learning and campus and community engagement
    - i. Scale Title III and other initiatives that have contributed to Native Hawaiian student success
    - ii. Maintain an appropriate level of full-time faculty and staff, including at Outreach centers, to promote Native Hawaiian student success
    - iii. Utilize institutional research data and multiple pathways and formats to assess Native Hawaiian student success
- 

**Objective 2: Pu'uhonua (Centers of Hawaiian Knowledge) fosters a "sense of place" that combines instruction, research, student services, and community engagement that benefits the Native Hawaiian community**

- a. Create a Pu'uhonua building at the Kahului Campus
- b. Support campus development on Moloka'i
- c. Develop a kauhale (inter-connected community of learners) that fosters UHMC and Maui County community partnerships that engage and advance Native Hawaiian knowledge and values amongst all sites
- d. Build community connections and collaborations with all UH system campuses, and Native Hawaiian agencies, organizations and programs

**Objective 3: Native Hawaiian students, faculty, and staff who serve in leadership positions within UHMC and in the community**

- a. Cultivate a strong sense of kuleana to higher education, 'ohana, community, and workforce through training and leadership opportunities for Native Hawaiian students
  - b. Provide professional training, mentoring and growth opportunities for Native Hawaiian faculty and staff
- 

**Objective 4: Native Hawaiian values practiced at all levels of institutional decision-making**

- a. Lau'ulu provides formal advice and information to the Chancellor to participate in the development and interpretation of campus-wide policies and practices as it relates to Native Hawaiian programs, activities, initiatives, and issues
  - b. Hire Hawai'i Papa O Ke Ao Coordinator to work with the system and campus administration to implement Hawai'i Papa O Ke Ao at UHMC
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**Objective 5: Advancement of Hawaiian language, history, and culture (or achieves parity) to perpetuate the unique cultural heritage of Hawai'i**

- a. Increase enrollment in Hawaiian Language and Hawaiian Studies courses
- b. Hire culturally responsive faculty and staff who recognize the value of Hawaiian language, culture, and history and provide opportunities for students to integrate traditional knowledge within the learning community



# COMMUNITY NEEDS AND WORKFORCE DEVELOPMENT

*Goal: To prepare students to meet current and emerging community and workforce needs and opportunities*

## **Objective 1: Continuous evidence-based understanding of community and workforce needs and opportunities**

- a. Regularly engage employers and community stakeholders to understand community and workforce needs to improve curriculum, program offerings, and college operations
- b. Design and implement research to identify current and future needs of government, businesses, community agencies, and industry partners, as well as statewide and county initiatives and trends
- c. Connect programs and departments with relevant data analysis to respond to new or emerging career, service, and/or entrepreneurial opportunities to support student success
- d. Identify and implement assessment metrics or tools to gauge success of meeting Maui's workforce needs
- e. Integrate campus staff into workforce partnerships and community boards

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## **Objective 2: Credit and non-credit curriculum that are connected with relevant community and economic needs**

- a. Identify, prioritize, and develop academic programs and OCET courses that fit with community and workforce needs
- b. Establish a non-credit to credit class conversion process to meet industry needs when appropriate
- c. Strengthen program advisory committees and stakeholder engagement with programs
- d. Create opportunities to address community projects and needs through experiential learning and demonstration of "real-life" skills

**Objective 3: High quality Outreach centers to meet the credit and non-credit needs of the community**

- a. Assess, analyze, and prioritize Outreach program fiscal, curricular, infrastructure, and human resource needs to better meet the needs of the community
- b. Support Outreach programs to respond to prioritized needs

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**Objective 4: Consistent communication with the community about the College's mission and offerings**

- a. Create a collective calendar of events for recruiting and public relation events for the College in the community and on campus
- b. Collaborate with other agencies for promotion of higher education throughout the community
- c. Strengthen the College's identity through cohesive and mission-driven marketing to reach the community that includes alumni and international recruits

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**Objective 5: Global engagement by connecting the people of Hawai'i with ideas, talents, and educational opportunities from the vibrant cultures and economies of the world**

- a. Expand international engagement to areas while maintaining our geographic areas of strength in the Pacific Rim
- b. Increase international enrollment within non-credit and credit students
- c. Provide Maui College students and faculty with opportunities for international partnerships
- d. Partner with the County and community organizations to increase international engagement
- e. Offer short-term and certificate educational programs geared for international audiences through new and existing international partnerships
- f. Work with the UH Foundation to develop a supportive and active international alumni and donor network



# SUSTAINABILITY

*Goal: To create a culture of sustainability at UHMC in its communities and environments by embedding sustainability practices and processes throughout the College*

## **Objective 1: An evidence-based understanding of systems on campus for prioritizing sustainable practices and improvements**

- a. Assess and analyze campus systems such as business processes, space allocation, scheduling, technology use, energy and other resource use, and decision-making processes for effectiveness and sustainability, and incorporate these systems into sustainability decision-making processes
- b. Connect relevant programs and departments and recommend improvements and prioritize action based on system analysis

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## **Objective 2: Continuous, comprehensive leadership and coordination for UHMC sustainability efforts that promote a dynamic vision and understanding of sustainability**

- a. Establish a Sustainability Lens and other mechanisms to propose, develop, prioritize, implement, and track campus initiatives that promote the College's dynamic efforts in sustainability
- b. Develop and further a UHMC Sustainability Center as a physical and/or virtual gathering point for UHMC and Maui Nui community resources for the identification, research, development, facilitation and monitoring of sustainability policies, practices, and projects
- c. Develop mechanisms for symbiosis, partnerships, and expansion of net benefits by leveraging sustainable use of resources
- d. Identify, maintain, and empower standing committees and ad hoc committees needed in Sustainability planning applications





### **Objective 3: Significant human, fiscal, and physical campus resource decisions reviewed through a “Sustainability Lens”**

- a. Adopt and maintain sustainable processes to satisfy the UHMC definition, mission, vision, and/or goals for sustainability
- b. Develop and maintain an ongoing list of priority proposals, as well as facility and human resource needs which will promote sustainable practices on campus and Outreach centers as part of the budget process
- c. Create incentives for the development and implementation of sustainability practices by UHMC internal stakeholders, and to promote community partnerships and collaborations

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### **Objective 4: A dynamic UHMC Sustainability Plan using a continuous improvement approach to address College goals, UH System, and UHCC System goals**

- a. Organize a stakeholder outreach process to facilitate the development and execution of a UHMC sustainability plan in alignment with the UH Board of Regents Regents Policy 4.201 and the UH System Sustainability Executive Policy, while recognizing and adapting this planning effort to account for and recognize the unique context of UHMC
- b. Establish, prioritize, and develop symbiotic action strategies for performance targets related to social, cultural, environmental, economic, and other relevant areas to seek sustainability in operations; education, research, and service; planning, administration, and engagement; and cultural and community connections
- c. Establish, prioritize, and develop campus policies for sustainable operations; education, research, and service; planning and administration; engagement; and cultural and community connections, through systems-based processes intended to maximize inputs, awareness, and available expertise
- d. Prioritize and develop action strategies to meet external UH System strategic plan sustainability outcomes such as UH System and UHCC performance measures such as carbon neutrality, zero waste, and local food self-sufficiency

# MAHALO

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*University of Hawai'i Maui College appreciates the contributions of the entire college community in the development and implementation of the 2015-2021 Strategic Directions. The following individuals have been instrumental in the drafting of the document:*

Alexander deRoode, Co-chair of Sustainability Committee, Executive Director of Sustainable Living Institute of Maui  
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More information about the UHMC Strategic Directions can be found at [maui.hawaii.edu/strategic-plan/](http://maui.hawaii.edu/strategic-plan/)  
UHMC's WSCUC accreditation documents are available at [maui.hawaii.edu/accreditation/](http://maui.hawaii.edu/accreditation/)



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UHMC does not discriminate on the basis of age, race, sex, color, national origin, or disability in its programs and activities. For more information or inquiries regarding these policies, please contact:

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