MIRO Virtual Symposium Will Begin Soon

Institutional Research Support for Accreditation
TOTAL NUMBER OF DEGREES AWARDED

Degrees Awarded
In 2020, UH Mānoa produced 3109 Bachelor's degrees, 952 Master's degrees, and 404 Doctoral degrees. Read more...

Mission
The Mānoa Institutional Research Office (MIRO) provides information and research-based analysis to fulfill mandatory reporting requirements and support university decision making for institutional effectiveness. Read more...

Announcements
- MIRO released the 2020 Earth Day Survey presentation Executive Summary and video presentation of the Earth Day Survey Project.
- Attend MIRO's Virtual Symposium series to learn more about our projects and data tools.
- UH Mānoa and MIRO are featured in NSSE's annual publication “Lessons from the Field.” (NSSE publication, video)

Did You Know?
- Most recent data showed, UH Mānoa’s 4-year graduation rate doubled in 8 years. Read more...
- View our website tutorial videos in English, Hawaiian, Japanese, Chinese (Mainland China), Chinese (Taiwan), Korean, Tagalog, French, Spanish, and Russian. (Tutorial PPT)
Upcoming WASC Accreditation Reaffirmation

University of Hawaiʻi at Mānoa

November 9-12, 2021
Honored Guest

Wendy Pearson currently serves as the Senior Advisor to the Provost and the UH Mānoa Accreditation Liaison Officer. She supports the Provost on a number of campus-wide initiatives, including the post-pandemic budget planning, strategic planning, and WASC accreditation. Prior to serving in the Provost Office, Wendy managed the academic program review process, professional accreditation, and program and course actions in the Office of the Vice Chancellor for Academic Affairs.
What is Accreditation?

“Accreditation is a review of the quality of higher education institutions and programs. In the United States, accreditation is a major way that students, families, government officials, and the press know that an institution or program provides a quality education.”

- Council for Higher Education Accreditation (CHEA)
Four Types of Accreditors?

1. Regional Accreditors
2. National faith-related accreditors
3. National career-related accreditors
4. Programmatic accreditors
“In most other countries, accreditation, or quality assurance is carried out by government organizations. In the U.S, the accreditors are private, non-governmental organizations created for the specific purpose of reviewing higher education institutions and programs for quality.”

- Council for Higher Education Accreditation (CHEA)
Upcoming WASC Accreditation Reaffirmation

November 9-12, 2021
4.2

The institution has institutional research capacity consistent with its purposes and characteristics. Data are disseminated internally and externally in a timely manner, and analyzed, interpreted, and incorporated in institutional review, planning, and decision-making. Periodic reviews are conducted to ensure the effectiveness of the institutional research function and the suitability and usefulness of the data generated.

See also CFR 1.2, 2.1
Great Data Needs Small IR Office

Make data more:

- Accessible
- Transparent
- Consistent
MIRO Data Infrastructure

MIRO Office Website Serves External Data Users
- Data reports
- Glossary of Terms
- Analysis Brief & Executive Report

Decision Support System Serves Internal Decision Makers
- Data Web Apps
- Help Page
- Video Tutorials
- Training and Information Session

Glossary of Terms

Tutorials

Help Page

Data Web Apps
The Decision Support System provides Timely Data, Data Analyses & Interpretations for internal users.
External Data Users

Have access to various reports based on multiple factors
Interpreting Data for External Users Through:

- An Online Glossary
- Analysis Briefs
- In-person Trainings
- Virtual Symposiums

Glossary
Our MIRO Glossary of Terms features words commonly used in the field of Institutional Research, as well as Mānoa Institutional Research Office. If there is a definition you feel we've missed or something you think we us at miro@hawaii.edu.
UNDERSTANDING THE WSCUC STANDARDS

The WSCUC process begins by calling upon institutions to ground their activities in three Core Commitments. By affirming these Core Commitments and taking ownership of the accreditation process, institutions create learning environments that continuously strive for educational excellence and operational effectiveness in order to serve both students and the public good.

**Core Commitment to Student Learning and Success**

Institutions have clear educational goals and student learning outcomes. Institutions collect, analyze, and interpret valid and reliable evidence of learning as a way of assessing student achievement and success. Institutions support the success of all students and seek to understand and improve student success.

**Core Commitment to Quality and Improvement**

Institutions are committed to high standards of quality in all of their educational activities. They utilize appropriate evidence to improve teaching, learning, and overall institutional effectiveness. Through strategic and integrated planning, institutions demonstrate the capacity to fulfill their current commitments and future needs and opportunities.

**Core Commitment to Institutional Integrity, Sustainability, and Accountability**

Institutions recognize that the public has entrusted them with the critical responsibilities of upholding the values of higher education and contributing to the public good. They engage in sound business practices, demonstrate institutional integrity, operate in a transparent manner, and adapt to changing conditions.
Student Success Measures

- GPA
- Persistence
- Degree
- Time to Degree
- Courses
- Low Success Rate Courses
- NSSE Survey Results

And More
### Graduation Rates

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Selected group:
- Report type = Institutional
- Acad Level = Undergrad
- FT/PT = Full-time
- Reg Type = New Transfer
- Transfer Type = UH CC campus + UH 4Y campus
- Gender = Female
- UHM Ethnicity = Native Hawaiian or Part-Hawn

Persistence Trend (1S, 1YR, 2YR)
Source: ODS

- 1S Persistence
- 1YR Persistence
- 2YR Persistence

Cohort

Mānoa Institutional Research Office
NSSE

A great data source for accreditation

Engagement Indicators
High-Impact Practices
Time Usage
Overall Satisfaction
Skills Development
Misc Questions
Additional Comments
Diversity '15
Info Literacy '15
Civic Engagement '20
Sustainability '20
Results Overview
Reports from NSSE
Special Program Filter

Uses existing web apps to address accreditation data needs efficiently

Special Program

--- None ---

Bachelor's & Master's Pathways (BAM)
Hawai'i Undergraduate Initiative (HUI)
Mānoa Access Initiative (MAI)
Mānoa Political Internships
Maui Center - Interdisciplinary Studies
Nā Koʻokoʻo
Service Learning Program (Social Sciences)
UH Mānoa
2016, 2017, 2018
CAMPUS EXPERIENCE SURVEY
2018, 2020, 2021
EARTH DAY SURVEY
Campus Experience Survey Questions

- **Q1.** What does a “great university experience” mean to you?

- **Q2.** Please complete the sentence: This Fall 2017 semester is going well because...

- **Q3.** Please complete the sentence: This Fall 2017 semester is NOT going well because...

- **Q4.** Thinking about your experience during your entire time here at UH Manoa, please comment on ways UHM has displayed a “supportive environment” to help you succeed.

- **Q5.** Thinking about your experience during your entire time here at UH Manoa, please comment on ways UHM has NOT displayed a “supportive environment” for you, and what improvements would you like to see made.
Qualitative Web Apps & Tutorial Videos
“I have made so many great relationships with the most amazing people and couldn't have gotten a better experience going to a college on an island. The culture here is so diverse and different from anywhere else in the mainland.”

Qualitative Data helps influence decisions
# Theme–Indicator Framework

**Thinking about your experience during your entire time here at UH Mānoa, please comment on ways UH Mānoa has NOT displayed a "supportive environment"**

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<th>Theme</th>
<th>Indicators</th>
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<td><strong>Academic Affairs (946)</strong></td>
<td>Teaching &amp; Learning (541) Courses &amp; Curriculum (310) Academic Units (186) Academic Workload (182) Library (78) Advising (64) Academic Support Programs (23) Research (21) class scheduling (11) GenEd (1) Honor Program (1) Other Academic Affairs (34)</td>
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<td><strong>Campus Climate (689)</strong></td>
<td>Campus Atmosphere (348) Focus on Student Success (154) Safety (130) Diversity, Equity, &amp; inclusiveness (100) Community (47) Intellectual (22) Student Voice (20) Hawaiian (19) Smoke/drug-free (19) School Spirit (8) Sustainability (8) Engaged (5)</td>
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<td>Parking (204) Building &amp; Space (188) Equipment (43) Shuttle Service &amp; Bus (34) IT (25) Landscape (17) AC (13) STAR (11) Personal Needs (7) Biking (4) Other Facilities &amp; IT (89)</td>
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<td>Housing (118) Food Service (87) Events &amp; Activities (67) Career Service (60) Health Services &amp; Counseling (56) Student Organization (45) Financial Aid (42) Registration (25) Focus on Student Success (16) SEED (13) Other Student Affairs (48)</td>
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<td><strong>Personal (327)</strong></td>
<td>Stress (114) Student Accountability (94) Interpersonal Relationships (68) Health (42) Family Responsibility (29) Skills &amp; Knowledge (12) Relaxing &amp; Socializing (9) Exploring the Area (5) Personal Pursuits (5) Homesick (2) Long-term Engagement (2) Other Personal Issues (10)</td>
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<td><strong>Efficiency &amp; Professionalism (126)</strong></td>
<td>Resources &amp; Services (84) Staff (72) Accountability (54)</td>
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Over 1500 Pieces of Comments about Advising from MIRO Survey

Survey: Campus Experience Fall '18 (396/1509)

Q4: Thinking about your experience during your entire time here at UH Mānoa, please comment on ways UH Mānoa has displayed a "supportive environment" to help you succeed at school.

Profs are willing to help their students succeed, advisors are also helpful.

UHM has displayed a supportive environment by providing study rooms and a library.

Many resources like advisors and counselors. There are different divisions to get in contact with.

The advising sessions really help a lot.

UH Mānoa has displayed a supportive environment through the wonderful advisors I have interacted with. I've had several advisors who have helped me organize my thoughts and guide me along my college journey: Rikki Matsunaga (my Shidler advisor) and Sjobhan Dhonaca (my RAPS advisor). I was also granted the prestigious Regents Scholarship in 2014, which has helped support me financially through my college years, and has helped me to study abroad in Japan--something I've always wanted to do. I'm thankful for all UH has done for me.
Q4: Thinking about your experience during your entire time here at UH Manoa, please comment on ways UHM has displayed a "supportive environment" to help you succeed.

The tutors at the Learning Emporium have been very helpful.

Q4: Thinking about your experience during your entire time here at UH Manoa, please comment on ways UHM has displayed a "supportive environment" to help you succeed.

The learning emporium has been the most important asset I've used so far. It provides a essential role in assisting students that require extra help and can't attend their professors hours.

Q4: Thinking about your experience during your entire time here at UH Manoa, please comment on ways UHM has displayed a "supportive environment" to help you succeed.

Lots of resources if you look carefully. Facility members are great, learning emporium, writing center. UHM wants you to succeed.

Q4: Thinking about your experience during your entire time here at UH Manoa, please comment on ways UHM has displayed a "supportive environment" to help you succeed.

The learning emporium is really helpful, and definitely supports those who are struggling. Also, lots of options for help to succeed are there if you want to take them, it just depends on the person to go out of their way and make time for it.

Q4: Thinking about your experience during your entire time here at UH Manoa, please comment on ways UHM has displayed a "supportive environment" to help you succeed.

UHM has displayed a supportive environment to help me succeed by providing tutoring at the Learning Emporium. The professors I have had are supportive in my learning and want me to succeed.

Q4: Thinking about your experience during your entire time here at UH Manoa, please comment on ways UHM has displayed a "supportive environment" to help you succeed.

I really enjoy the learning emporium because I have another tool to help with my studies and be in a social environment.

Q4: Thinking about your experience during your entire time here at UH Manoa, please comment on ways UHM has displayed a "supportive environment" to help you succeed.

Two words, learning emporium
University of Hawaiʻi at Mānoa

2018, 2020, 2021
EARTH DAY SURVEY

Mānoa Institutional Research Office  https://manoa.hawaii.edu/miro/
UH Office of Sustainability  http://www.hawaii.edu/sustainability/
Students have consistently reported they are concerned about sustainability/climate change issues (94% of respondents selected very concerned and somewhat concerned in 2018, 2020, and 2021 on an Earth Day survey), and most student respondents indicated they were interested in seeking more information on sustainability/climate change (84%, 2018; 91%, 2020; 86%, 2021). An overwhelming majority of the campus community (students and employees combined) reported they were concerned with sustainability and climate change issues (93-95%, 2018, 2020, 2021 Earth Day surveys). Frequently mentioned concerns included ocean and beach, ecosystems, global warming (mitigation), and excessive consumer culture.

As an island community, we have already experienced the consequences of poor development decisions, with coastal erosion and sea level rise destroying roads and houses. There is a dramatic need to shift land to address and mitigate climate change. The ISR provides opportunities to faculty, students, and the community to engage in stewardship of the natural environment, an area also identified in our undergraduate Institutional Learning Objectives (ILOs). [CFR 3.4, 4.1, 4.3, 4.6]
Mission and Goals

Mission
The Mānoa Institutional Research Office provides information and research-based analysis to fulfill mandatory reporting requirements and support university decision-making for institutional effectiveness.

Goals
1) To collaborate with offices within and outside of UH Mānoa to build a cohesive, standardized, and reliable data and reporting system.

2) To offer accurate, timely, unbiased, and digestible official statistics and research that is tailored to diverse audiences.

3) To further the core missions and major initiatives of the institution through promoting evidence-based and research-informed decision-making.