

◆◆ MIRO Virtual Symposium ◆◆
Will Begin Soon

**Institutional Research
Support for Accreditation**

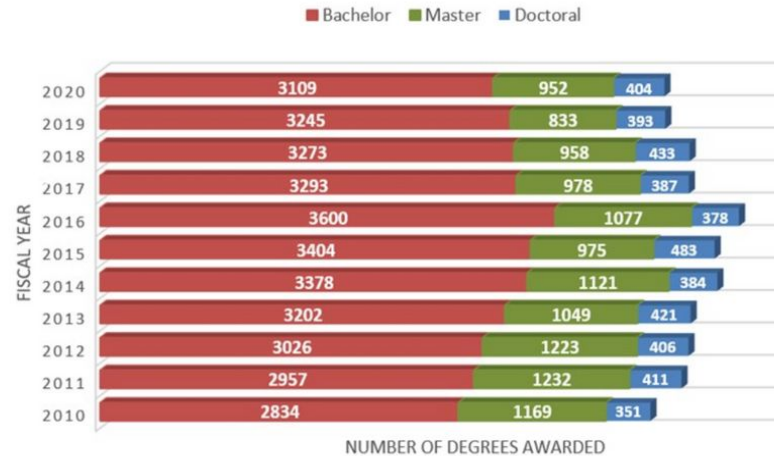


Institutional Research Support for Accreditation



MĀNOA INSTITUTIONAL RESEARCH OFFICE

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 Hawai‘i 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)

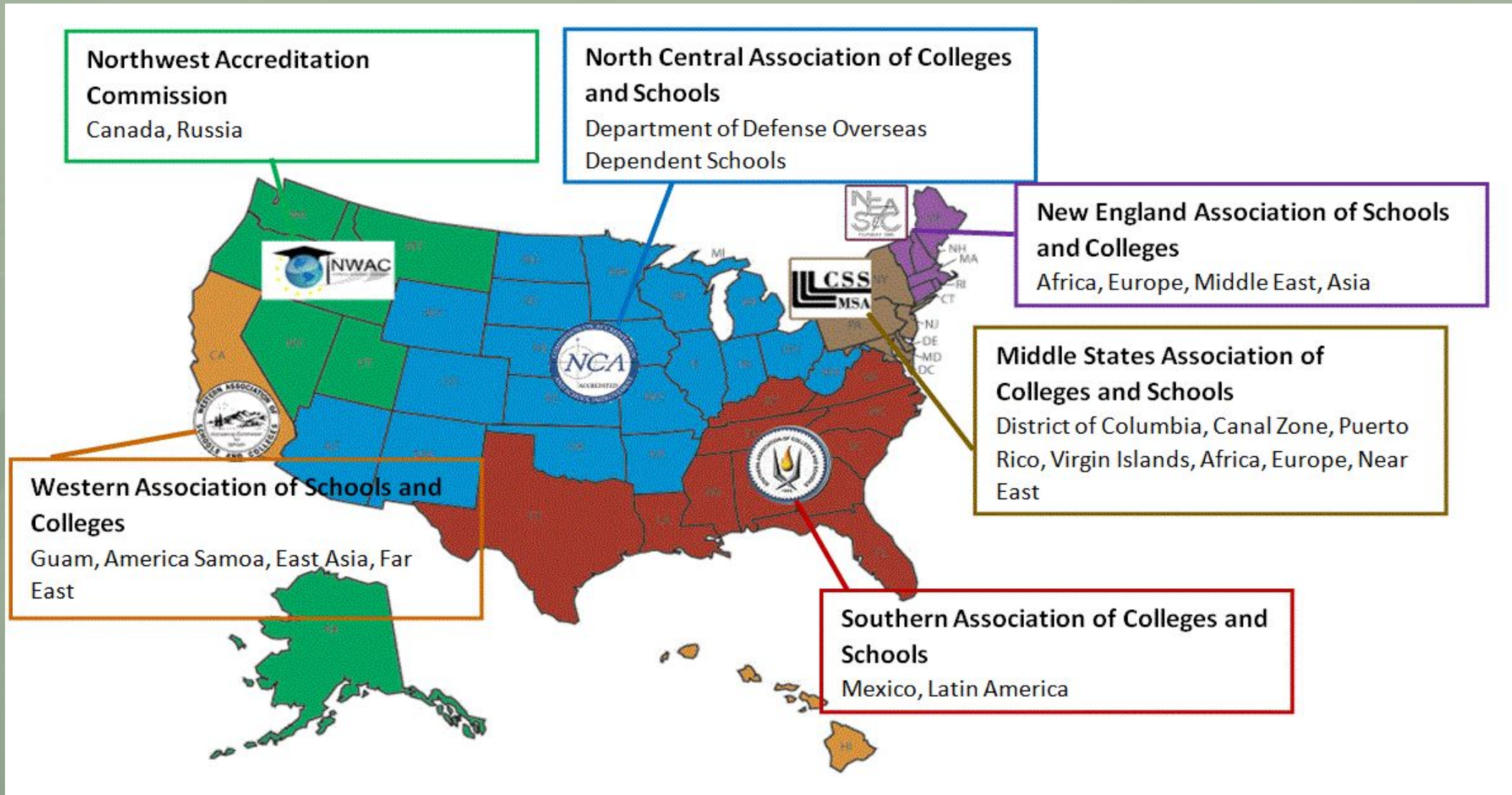
Four Types of Accreditors?

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)

Regional Accreditors



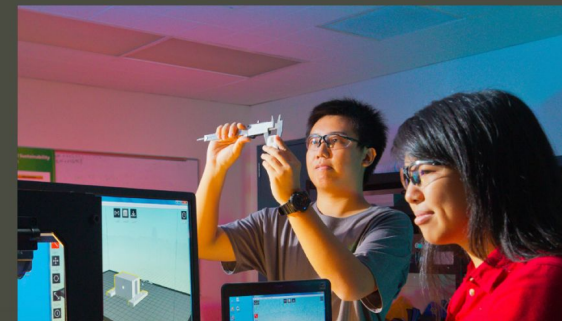
Upcoming WASC Accreditation Reaffirmation

November 9-12, 2021

UNIVERSITY OF HAWAI'I AT MĀNOA

WSCUC INSTITUTIONAL REPORT

**FOR THE THEMATIC PATHWAY
FOR REAFFIRMATION**



WASC Accreditation Standard

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

Decision Support
System Serves
Internal Decision Makers

Data reports

Glossary
of Terms

Analysis Brief
& Executive
Report

Data Web
Apps

Help
Page

Video
Tutorials

Training and
Information
Session

The Decision Support System provides Timely Data, Data Analyses & Interpretations for internal users

Interactive Reporting for Decision Support

Video Tutorial Learn how to use apps

New User Guide Must-read for new users

Site Feedback Send us your comments

Info Sessions Next Event: TBA

Admissions	First-time Freshmen Undergrad Transfers	Enrollment	Enrollment Trend Enrollment by Program
Persistence	Student Persistence Persistence by Academic Unit Persistence by New Student Cohorts View More	Outcomes	Degrees Awarded Degrees by Program Time-to-Degree - Undergrad View More
Courses	Courses Low Success Rate Courses	Comprehensive Reports	Program Review Unit Profile Academic Unit View More
Other Reports	International Students UHM Rankings Employees	MIRO Surveys	Earth Day '20/'21 - Students Earth Day '20/'21 - Employees Earth Day '18 - Students View More
NSSE Data	Engagement Indicators High-Impact Practices Time Usage View More	NSSE Admin	Completion Rate Comparison by Unit '20 Completion Rates over Time '20 Promotion Resources

Interactive Reporting for Decision Support



Video Tutorial

Learn how to use apps



New User Guide

Must-read for new users



Site Feedback

Send us your comments



Info Sessions

Next Event: TBA

 Report Help

Degrees Awarded  

Degrees by Program  

Time-to-Degree - Undergrad  

[View More](#)



MĀNOA INSTITUTIONAL RESEARCH OFFICE

For External Users



- Fast Facts
- College Navigator
- College Scorecard
- Overview
- Accreditation
- Peers/Benchmark
- Cost and Aid
- Programs
- Admissions
- Courses
- Enrollment
- Persistence
- Degrees
- Time to Degree
- Research

Mission

The **Mānoa Institutional Research Office (MIRO)** provides information and

Announcements

- MIRO released the **2020 Earth Day Survey presentation Executive**

Did You Know?

- M... 4-ye... H Mānoa's led in 8

Enrollment

Mānoa Institutional Research Office (MIRO) develops a series of enrollment reports on total enrollment, undergraduate enrollment at the University of Hawai'i at Mānoa.

Total Enrollment

Total Enrollment of [Fall Semesters](#) [Spring Semesters](#) [Summer Semesters](#)

*** Reports below are fall semester enrollment only include both degree-seeking and non degree-seeking

By Full-time/Part-time Status: [Full-time](#) [Part-time](#)

By Geographic Origin: [Hawaii](#) [US Mainland](#) [US National/CFAS](#) [International](#)

By Gender: [Female](#) [Male](#)

By Race:

Hispanic/Latino	Black or African American	Caucasian or White	American Indian or Alaska Native
Asian	Native Hawaiian or Other Pacific Islander	Multiracial	

By Ethnicity:

Japanese	Chinese	Filipino	Korean	Thai
Vietnamese	Laotian	Asian Indian	Other Asian	Mixed Asian
Native Hawaiian or Part-Hawaiian	Guamanian or Chamorro	Micronesia	Samoan	Tongan
Other Pacific Islander	Mixed Pacific Islander			

Note: Please refer to [race and ethnicity report guidelines](#) for more details about how racial and ethnic groups are reported at University of Hawai'i at Mānoa.

By College/Department:

Fall 2020	Fall 2019	Fall 2018	Fall 2017	Fall 2016	Fall 2015	Fall 2014
Fall 2013	Fall 2012	Fall 2011	Fall 2010	Fall 2009	Fall 2008	
Spring 2021	Spring 2020	Spring 2019	Spring 2018	Spring 2017	Spring 2016	Spring 2015
Spring 2014	Spring 2013	Spring 2012	Spring 2011	Spring 2010	Spring 2009	

Undergraduate Students Enrollment +

Graduate Students Enrollment +

- Fast Facts
- College Navigator
- College Scorecard
- Overview
- Accreditation
- Peers/Benchmark
- Cost and Aid
- Programs
- Admissions
- Courses
- Enrollment**
- Persistence
- Degrees
- Time to Degree
- Research
- Employee
- Other

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 should include, please contact us at miro@hawaii.edu.

A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T

Analysis Briefs

Publication Dates	Analysis Briefs
October 2020	 Undergraduate Time-to-Degree Brief
October 2020	 UH Mānoa Graduation Rates Analysis
October 2020	 Native Hawaiian Students Enrollment Growth
November, 2020	 Decode UHM Rankings

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

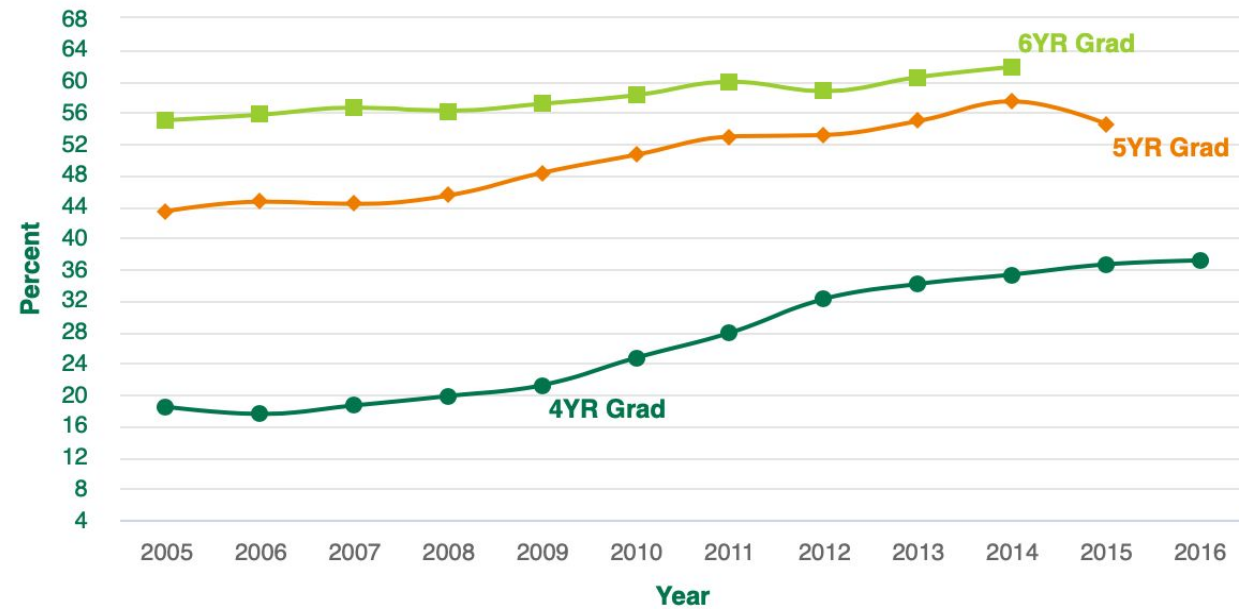
And More

Graduation Rates

Year	Total	Graduation (%)															
		1F	1YR	2F	2YR	3F	3YR	4F	4YR	5F	5YR	6F	6YR	7F	7YR	8F	8YR
2005	1922	0	0	0	0	0.1	1.0	3.0	18.4	28.2	43.4	49.2	55.0	57.3	59.4	59.9	61.4
2006	1679	0	0	0.1	0.1	0.2	1.2	2.6	17.5	28.0	44.6	50.1	55.7	57.8	60.0	60.5	61.2
2007	1727	0	0	0	0	0.1	0.9	2.4	18.6	29.2	44.3	50.6	56.6	58.0	59.6	60.6	61.4
2008	1808	0	0	0	0	0	0.8	2.4	19.8	30.9	45.4	51.0	56.2	58.1	59.3	60.0	60.8
2009	1847	0	0	0	0.1	0.1	0.8	2.3	21.2	32.1	48.3	52.3	57.1	58.7	61.3	62.1	62.6
2010	1776	0	0	0.1	0.1	0.2	1.5	3.9	24.7	36.7	50.6	54.5	58.2	59.5	60.8	61.7	62.2
2011	1895	0	0	0	0.2	0.2	1.4	4.3	27.9	39.1	52.9	57.2	59.9	60.8	62.2	62.6	63.3
2012	1884	0	0.1	0.1	0.1	0.1	1.6	4.9	32.2	42.4	53.1	56.2	58.7	59.8	60.9	61.6	62.3
2013	1932	0	0	0.1	0.1	0.2	1.6	4.1	34.1	43.9	54.9	57.5	60.5	61.6	62.8		
2014	1788	0	0	0	0	0.1	2.0	4.8	35.3	46.5	57.4	59.5	61.8				
2015	1852	0	0	0	0	0.1	1.7	6.2	36.6	45.6	54.5						
2016	1922	0	0	0	0	0.3	1.8	6.0	37.1								
2017	1898	0	0	0	0.1	0.6	2.6										
2018	2107	0	0	0	0.2												
2019	1959	0	0														
2020	2036																

Graduation Trend for Selected Group

Source: ODS



4YR Grad 5YR Grad 6YR Grad

Selected group:

Report type = **Institutional**

Acad Level = **Undergrad**

FT/PT = **Full-time**

Reg Type = **New Transfer**

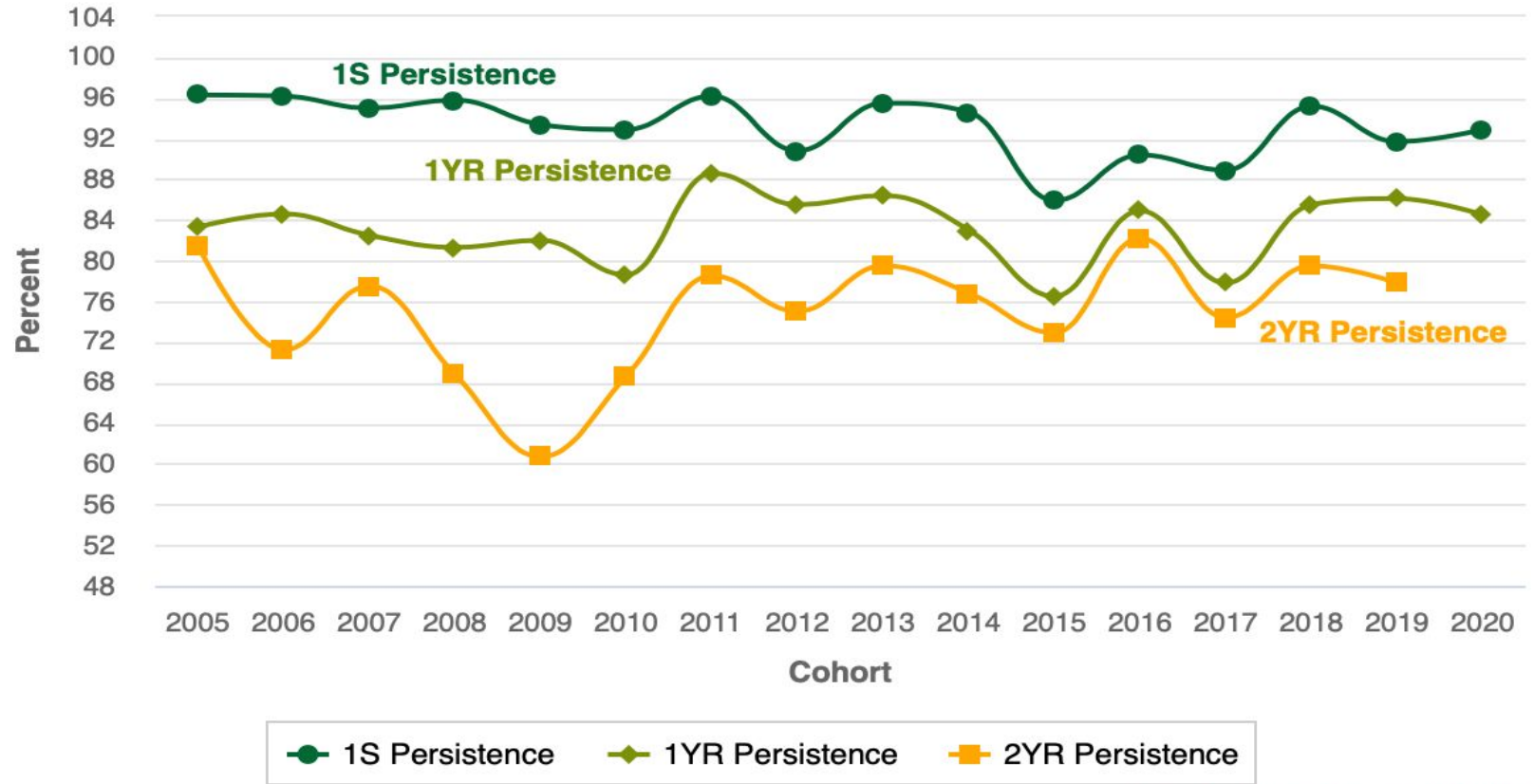
Transfer Type = **UH CC campus + UH 4Y campus**

Gender = **Female**

UHM Ethnicity = **Native Hawaiian or Part-Hawn**

Persistence Trend (1S, 1YR, 2YR)

Source: ODS



NSSE

A great data
source for
accreditation



NSSE Data

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

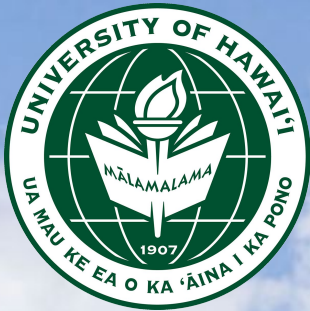
Reports from NSSE

Special Program Filter

Uses existing web apps to address accreditation data needs efficiently

The screenshot displays a dashboard titled "Interactive Reporting for Decision Support". At the top, there are navigation links: "Video Tutorial" (Learn how to use apps), "New User Guide" (Must-read for new users), "Site Feedback" (Send us your comments), and "Info Sessions" (Next Event: TBA). The main content area is divided into several sections:

- Admissions:** Includes "First-time Freshmen" and "Undergrad Transfers".
- Enrollment:** Includes "Enrollment Trend" and "Enrollment by Program".
- Special Program:** A dropdown menu is open, showing the following options:
 - ✓ --- None ---
 - Bachelor's & Master's Pathways (BAM)
 - Hawai'i Undergraduate Initiative (HUI)
 - Mānoa Access Initiative (MAI)
 - Mānoa Political Internships
 - Maui Center - Interdisciplinary Studies
 - Nā Ko'oko'o
 - Service Learning Program (Social Sciences)
- Degrees:** Includes "Degrees Awarded", "Degrees by Program", and "Time-to-Degree - Undergrad".
- Program Review:** Includes "Unit Profile" and "Academic Unit".
- Earth Day:** Includes "Earth Day '20/'21 - Students", "Earth Day '20/'21 - Employees", and "Earth Day '18 - Students".
- NSSE Data:** Includes "Engagement Indicators", "High-Impact Practices", and "Time Usage".
- NSSE Admin:** Includes "Completion Rate Comparison by Unit '20", "Completion Rates over Time '20", and "Promotion Resources".



UH Mānoa

2016, 2017, 2018

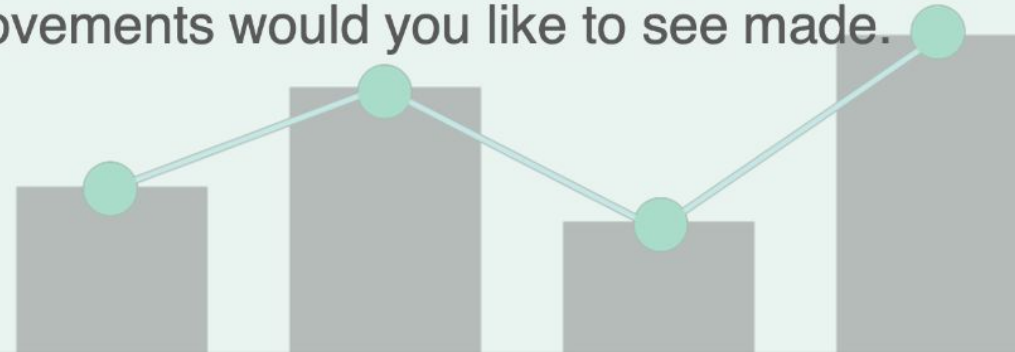
CAMPUS EXPERIENCE SURVEY

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

MIRO Surveys

- Earth Day '20/'21 - Students 🌐
- Earth Day '20/'21 - Employees 🌐
- Earth Day '18 - Students 🌐
- Earth Day '18 - Employees 🌐
- Campus Experience '18 - Students
- Campus Experience '18 - Employees 🔒
- Campus Experience '17 🎥 📄
- Supportive Campus '16 🎥 📄
- Combined Surveys - Students
- Combined Surveys - Employees 🔒
- 🔍 Search Keywords - Students
- 🔍 Search Keywords - Employees 🔒

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"

☰ Table of Contents (2686)

Theme	Indicators
-------	------------

Academic Affairs (946)	Teaching & Learning (541) Courses & 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)
-------------------------------	---

Campus Climate (689)	Campus Atmosphere (348) Focus on Student Success (154) Safety (130) Diversity, Equity, & inclusiveness (100) Community (47) Intellectual (22) Student Voice (20) Hawaiian (19) Smoke/drug-free (19) School Spirit (8) Sustainability (8) Engaged (5)
-----------------------------	--

Facilities & IT (499)	Parking (204) Building & Space (188) Equipment (43) Shuttle Service & Bus (34) IT (25) Landscape (17) AC (13) STAR (11) Personal Needs (7) Biking (4) Other Facilities & IT (89)
----------------------------------	--

Student Affairs (482)	Housing (118) Food Service (87) Events & Activities (67) Career Service (60) Health Services & Counseling (56) Student Organization (45) Financial Aid (42) Registration (25) Focus on Student Success (16) SEED (13) Other Student Affairs (48)
------------------------------	--

Finance (347)	Tuition & Cost (184) Funding Resources (100) Affordability (80) Assistantship (43) Other Finance (143)
----------------------	--

Personal (327)	Stress (114) Student Accountability (94) Interpersonal Relationships (68) Health (42) Family Responsibility (29) Skills & Knowledge (12) Relaxing & Socializing (9) Exploring the Area (5) Personal Pursuits (5) Homesick (2) Long-term Engagement (2) Other Personal Issues (10)
-----------------------	---

	Efficiency & Professionalism (136) Resources & Services (84) Staff (72) Accountability (54)
--	---

Over 1500 Pieces of Comments about Advising from MIRO Survey

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

Surveys Filters

130

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 all

131

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.

UHM has displayed a supportive environment by providing stu

132

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.

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

133

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.

The **advising** sessions really help a lot

134

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.

UH Manoa 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.

Searching for: **advis** (Starts with)

Selected group:

All data (no filters)

Surveys (1509 responses)

Supportive Environment '16 (556)

Campus Experience Fall '17 (556)

Campus Experience Fall '18 (396)

Earth Day '18 (1)

Searching for: **emporium**

Surveys (272 responses)

Supportive Environment '16 (85)

Campus Experience Fall '17 (111)

Campus Experience Fall '18 (76)

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 an 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. Faculty 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.

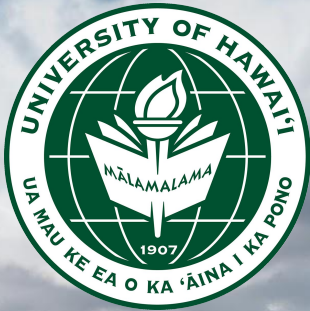
UHM has displayed a supportive environment to help me succeed by providing tutoring at the Learning **Emporium**. The professors I have had are supportive in my learning and want me to succeed.

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 Hawai'i 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]

MĀNOA INSTITUTIONAL RESEARCH OFFICE

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.

