Institutional Program Review Executive Summary 10/03/06

Context

The program review process at Maui Community College refines its continuous improvement procedure for a third consecutive cycle. Although the latest iteration removed one level of review, the dialogue around the comprehensive reviews and reports of annual performance from each of the vice chancellors began in late Spring and concluded in early Fall. The context continues to include our Mission Statement, Strategic Plan, and our latest Community College Survey of Student Engagement (CCSSE) reports, Banner student information system data, and guidelines from the legislature, the University of Hawaii Community College (UHCC) System as well as the UH System. The MCC budget process identifies the program review as one of the “Budget Drivers/Parameters” in the Biennium Budget appropriations and annual budgeting process. The MCC Detailed Tactical & Operational Planning Process describes the context within which Strategic Plan implementation and program reviews interface and permit recommendations from the review process to inform the strategic and annual planning and budgeting needs. The influence of the WASC Jr. and Sr. Commission Standards; the county, state, national, and regional economic environment; native Hawaiian issues; demographic shifts; changes in political leadership; and unanticipated natural events also shape the analyses and interpretations of our program review process.

Introduction

In fulfilling the Maui Community College commitment toward continuous improvement and advancing our mission, the 2005-06 cycle of comprehensive and annual program review reports were submitted in Spring 2006 and completely summarized with respective priorities and recommendations in September 2006. The comprehensive and the annual 2004-05 and 2005-06 Program Reports, are on file and available on the campus homepage.

The comprehensive reports then underwent the process of analysis and evaluation by a review team composed of internal and external members at the department level. After these analyses and the recommendations were completed, program coordinators again met with their respective Vice-Chancellors to discuss the data from the program reviews and feedback in terms of program effectiveness, demand, efficiency, budget, outcomes, and plans for this and the next year. The follow up strategy will be to implement specific program plans of action and to effectively integrate them into the college planning, budgeting, decision-making and review cycles and processes.

The comprehensive program reviews under the instruction component that were reviewed this year on the five-year cycle included Administration of Justice (AJ), Building Maintenance, Carpentry, Drafting, Welding, Computing Services, the Library, and the Molokai Education Center (Each is available in hard copy). The AJ and Computing, Comprehensive Program Reviews completely met the expectations and provided recommendations to fill the AJ Program Coordinator’s position and create a replacement
solution for the recently retired Computer Center Director as well as add to the technical staff. The Building Maintenance/Carpentry/Drafting/Sustainable Technology/Welding program data were evaluated and led to a decision to consolidate the program. The Sustainable Technology Program Review, submitted last year, was returned with a request for additional data. It is anticipated that all the construction-related technology programs will be combined into a single Sustainable Construction Technologies program. The Molokai Education Center and Library Program Reviews provided a wide array of data regarding the activities of each program.

Additionally, reviews of non-instructional programs included administrative services and student services continue. In subsequent years, the UHCC system parameters for program reviews under current discussion among the UHCC Chancellors, the Interim Vice President for the UHCCs, the senior administration, and the UH Board of Regents will refine the college’s approach to program reviews. MCC and Leeward Community College Chancellors represent the Chancellors on this UHCC Systemwide Program Review Committee.

As for the annual instructional program reviews, the assessments of each degree program except Liberal Arts were completed. Student learning outcomes continue to be completed for each course and program. The Vice Chancellor for Academic Affairs provided data and analysis for each program. While there were discussions about individual programs, the summary of “priorities for the entire instructional program based on the data” was not submitted or presented due to the VCAA’s departure for another position. However, the Interim VCAA will be preparing such a summary to include program needs; academic actions (including termination, stop-out, revisions, etc.), and faculty, personnel priorities, and overall resource development and deficit reduction plans. Overall, there seemed to be consistent data regarding each program’s achievement metrics. However, the quality of the analyses of data regarding efficiency and effectiveness were inconsistent. Additionally, involvement by the program advisory committees in the program review process appeared again to be uneven and in need of a more systematic scheduling of dialogues regarding a data-based program performance review. These areas will be prioritized for attention in the upcoming academic year with more training and support provided to all faculty program coordinators.

**Institutional Program Review Conclusions and Recommendations**

The Instructional and Academic Support Annual Program Reviews???

Among the processes of reviewing program progress, the Administrative Services Program Reviews continue to exhibit the greatest progress in the consistency of the data development, analysis, and implementation of recommendations from the past year. While advances have been made on process, the capacity of the Business Office to reduce the response time to personnel and procurement requests has been limited by the lack of resources for staff and problems with errors in submitted documentation of the initial requests. The data clearly show the higher proportion of MCC business office transactions when compared with even the largest of the other community college
institutions. The specific priority for staffing support is reflected in the following Administrative Services Program Review Summary.

The **Student Services Program Review** continues to apply national metrics. The relationships between and among plans, implementation and evaluation of Student Services impact on student access, learning and achievement must continue to be clarified. Plans with measurable targets would facilitate annual reviews of this program’s performance.

The above programs were generally performing satisfactorily in fulfilling their respective missions. The reviews of data were generally very thorough and in all cases presented a comprehensive appraisal of each program’s performance. There were also areas of focus that were identified last year for inclusion in this year’s program reviews.

- **Both ACCJC and ACSCU Accreditation Standards should be more effectively and efficiently incorporated and addressed without complicating and lengthening the review process.**

  Assessment: Great progress documented as part of the institutional WASC Self-Study Report

- **While all instructional programs and courses have student learning outcomes, preparation for a review of SLOs next year should be considered, along with workshops for faculty on evidence collection, storage, analysis, and reporting.**

  Assessment:

- **Although comprehensive and annual program review data were presented, a summary of all instructional programs is required. Such a summary should minimally describe program priorities within the instructional and academic support programs, identify any program changes, and rationalize allocation of resources with community demands for the program and its performance.**

  Assessment:

- **A longitudinal view of each program’s number of majors, graduates, etc. was requested and provided to inform the discussion. The longitudinal graphs were helpful and should be a scheduled part of all future program review presentations. A specific recommendation to separate the data in human services to permit a clear view of early childhood education should be completed in this academic year. Recommendations for program terminations and combinations should also be identified for construction-related curricula. Annual data presentation on the liberal arts program is also necessary. Data and analysis related to developmental programs should be included as well.**

  Assessment:
The efficiency dimension in several areas – OCET, a number of instructional and non-instructional programs, and a variety of services – did not provide sufficient information and will require more financial detail and perspective in the future.  
Assessment:

Follow-through on prior year plans and the feasibility of realistic future plans with measurable steps appeared to be problematic in several programs.  
Assessment:

Student continuation and transfer rates require investigation to determine strategies for improvement.  
Assessment:

As the learning support services and programs (developmental programs, distance education, library, etc.) were viewed to be important to student learning, an annual summary of academic support programs should be considered in the future.  
Assessment:

A prior dialogue with program coordinators regarding the department chair and Dean’s preliminary reviews will be suggested to assure that the relevant accomplishments, challenges, future plans are identified.  
Assessment:

Institutional Major Conclusions

Overall, Maui Community College appears to be fulfilling its mission. The following address aspects of its mission as regards program review.

On affordability. Through significant infusions of Research and Training Revolving Funds and gifts, a robust schedule of classes was offered and 2,998 students were enrolled in fall 2004. In the prior years’ program enrollment pattern, the college appeared to be in a consistent growth mode. However, limited resources, increases in power costs, high employment, and depletion of special fund reserves have curtailed overall institutional and programmatic development. To address resource deficiencies in electricity, lecturer, and overall institutional support resources, requests for legislative sustained assistance must be sought. Other sustainable financial strategies will be essential in order to continue development. Although the college garnered over $1.2 million in extramural RTRF resources over the last two years, proposed technology fees, increased the Health Center fee, and increased tuition over the last year, the college’s overall resources came uncomfortably close to exhausting all of its resources in the service of its mission. Tuitions, on a comparative basis, still enable students to access excellent value.
On Quality: Through feedback from the Community College Survey of Student Engagement, five of seven benchmarks exceeded national benchmarks. The areas for improvement identified were the college’s aging computing technology and inadequate financial aid services. A rigorous program review and improvement process as well as additional resources and program support will continue to strengthen program quality. Program review support should also be extended to outreach centers.

Process: Continuous Improvement active, internal review committee, and validation committees will benefit from refinement and more detailed training in assessment, if the same process is repeated. A more direct process is being suggested that would combine the two (internal and validation) committees into one. The Strategic Plan Implementation Committee is presently reviewing and refining this and other analytical processes. The Strategic Plan Implementation Committee is presently reviewing and refining this and other analytical processes. (Note: As the tuition fee revenues have slightly exceeded our budget projections, the campus instructional priorities will generally be maintained. Budget challenges faced by some instructional and non-instructional programs have revealed that efficiency metrics require special attention, in culinary, oral health, and OCET. Adjustments to address budget requirements in each program have been requested and will be integrated to reverse downward trends in the imbalance between cost of services and revenues. The escalation of electricity and other costs have additionally challenged all facets of the college.)

Degree Programs: Accounting and nursing instructional programs were assessed to be vital, active, and reasonably efficient. Noninstructional programs in Student Services and the Business Office were additionally assessed to be effective.

Institutional Major Recommendations

The college’s response to the convergence among program reviews, data analyses, Strategic Plan priorities, and resource availability enlists a combination of strategies and resource applications.

- Create more revenues to meet needs through program credit and noncredit resident and nonresident enrollment increases.

- Access Rural Development Project grant funds through identifying sustainable revenue generation possibilities that coincide with instructional and institutional mission.

- Improve efficiency through class scheduling, class sizes, cost controls, and generally more productive instruction-revenue generation relationships.

- Consider fewer services within a finite budget.
• Leverage extramural grants and gifts to meet mission critical needs.

• Forward electricity restoration as MCC’s top-priority supplemental budget request, with other priorities including WASC program review support staffing, workforce development (oral health, biotech, and early childhood faculty positions), and Hawaiian Studies requests.

• Maintain a high level of indirect cost grant contribution to college operational needs.

• Construct a 400 bed privately funded Student Housing facility to address resident and nonresident student needs.