

MAUI COMMUNITY COLLEGE
Annual Program Review – 2005/2006
Molokai Outreach Program

I. OVERVIEW OF THE PROGRAM

A. Mission and Vision of the College

The College Mission

Maui Community College is a learning-centered institution that provides affordable, high quality credit and non credit educational opportunities to a diverse community of lifelong learners.

The College Vision

We envision a world-class college that meets current and emerging Maui County education and training needs through innovative, high quality programs offered in stimulating learning environments. The College mission, goals, and actions will be guided by the Native Hawaiian reverence for the ahupua'a, a practice of sustaining and sharing diverse but finite resources for the benefit of all.

B. Mission and Vision:

Molokai Outreach Program: Molokai Education Center and Molokai Farm

The Molokai Outreach Program is comprised of two educational facilities: the Molokai Education Center, located in Kaunakakai, and the Molokai Farm, located in Hoolehua. The majority of this document will address both entities together under the Molokai Outreach Program title. However, whenever appropriate, the two programs may contribute separate statements.

Mission

Molokai Education Center

The Molokai Education Center serves the focal point for higher educational learning and instruction for the University of Hawaii system on the island of Molokai. We serve our island residents from high school juniors to senior citizens by providing a wide range of credit and non-credit courses, certificate and associate degree programs as part of Maui Community College; by facilitating selected courses as needed from other community colleges; and by receiving selected bachelors and masters degree programs from UH Manoa, UH West Oahu and UH Hilo via UH/ITV as brokered by the University Center, Maui.

Mission

Molokai Farm

The Molokai Farm mission is to serve the residents of Molokai by encouraging new farm development and other entrepreneurial agricultural activities and to provide quality education through the curriculum and services provided.

Vision

Molokai Education Center

Located on fifteen landscaped acres at the east of Kaunakakai town, the Molokai Education Center will be a full-service campus with sufficient classrooms, educational programs, faculty, staff, infrastructure, technology, and resources to provide the highest quality teaching and learning environments for the residents of Molokai.

Based on a rough schematic (see next page), a new auditorium will serve all of Molokai as a showcase for artistic, theatrical and cultural events as well as College commencement ceremonies and other educational activities. A wet science lab, 24-station computer lab, large lecture hall, and two general education classrooms will be constructed to serve immediate student needs. A moderate structure with 12-14 offices will house lecturers and other federally funded program staff so that they have adequate physical space to perform their duties at their best. Through a public/private partnership, a childcare training facility, much like the Head Start on the Kahului campus, will give students the opportunity to learn and practice the curriculum in a lab school setting while allowing mothers the opportunity to attend college without childcare worries. A creative visual arts facility, in conjunction with the UH Manoa Film School and other public/private entities, will add energy to the campus and serve as an outlet to the growing population of young producers on island. Possible centers for marine research and for vocational training in culinary arts and trades may be constructed using Rural Development funds. And lastly, well-planned student meeting areas with food and drink kiosks and other activities will welcome and nourish all who attend.

Vision

The Molokai Farm

The vision of the Molokai Farm is to be the agricultural and vocational training center that will address the community's need for appropriate job training and entrepreneurship development.

1. Program Vision for the Molokai Outreach Program for the Next Five Years

The Molokai Education Center

The vision of the Molokai Education Center for the next five years is to secure the adjacent land around the current facility in order to identify our campus boundaries so that the vision above can be implemented over the 20-50 year time frame and beyond. To this end, information was shared with the Governors Council of Advisors in February, an article appeared in the local newspapers, and an MCC Molokai Outreach Program Advisory Committee meeting was held. In addition, the Molokai staff submitted a request to be included in the capital improvement project (CIP) funding request for the Biennium Budget 2007. However, the Molokai request was not forwarded by the MCC Chancellor for inclusion. Also to this end, the Molokai staff requested long range development plan (LRDP) funds for the Biennium Budget 2007 but was advised that our request came in too late to be included. It was also suggested that we consider trying again for the next budget cycle and/or that we fund raise or use other funds to help speed up the process. The Molokai Education Center staff will follow these suggestions as well as undertaking discussions with higher level university personnel, politicians, community members, and students in an effort to realize this vision.



The Molokai Farm

The vision for the Molokai Farm for the next five years is to complete a new Agricultural and Vocational Training Center facility, partly funded by the U.S. Housing and Urban Development (HUD) so that curriculum and services can be offered in farm development and management, entrepreneurship and business development, and the necessary trade skills for day-to-day farm operations. The construction of the facility is going well and the estimated time of completion is April of 2007.

2. Contribution of the program to the Mission of MCC

The Molokai Outreach Program is the largest and oldest outreach site of Maui Community College having been established in 1970. We contribute to the mission of the College by providing the same high-quality credit and non-credit courses to our students on their home island. We especially contribute to the diversity component of the mission with a student enrollment of over 70% part-Hawaiian students each semester.

3. Goals of the program (See Appendix A)

Because the Molokai Outreach Program is a comprehensive educational and training program on a rural island separated from the main campus, we embrace all of the College's goals and objectives and the majority of action strategies as they are relevant to our own operation. The Molokai Education Center is the focal point of higher education as an engine for economic, workforce, and socio-economic development for local residents. The goals of the program are to see our local residents reach their highest potential and succeed in their chosen ventures—whether they are starting their own businesses, working for the schools as educational assistants and teachers; helping our aged and sick as nurse aides; cultivating and marketing new agricultural products, or simply becoming the best parents, friends, relatives, employees, and community members that they can be. This is especially important so that our small resident population is not left behind due to lower educational attainment and skills levels in comparison to newcomers to the island who usually are more highly educated, more economically secure, and more politically savvy.

4. Student Learning Outcomes (SLOs) of the program (See Appendix B)

The majority of Molokai Education Center students tend to be predominately adult learners who are long time Molokai residents of part-Hawaiian ancestry. Secondary ethnicities include Caucasian, Filipino, and those of mixed ancestry. As a group, our students learn best when they are engaged in hands-on activities; problem-centered discussions; applied skills and/or knowledge which relate to their immediate lives or circumstances; and experiential learning activities. The learning environment welcomes the sharing of personal life experiences among students which creates trust, maturity, diversity of opinions, respect, and an “ohana” or family feeling within each class.

The programs' learning outcomes are: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.

The connection between the Molokai Outreach Program goals and student learning outcomes are that the SLO's are the means to reach the end goals. The instructors present factual theories and information, and pass on their knowledge of particular subjects to the students.

The instructors utilize various techniques to assess how much the students comprehend of the lecture content. The students are asked to apply what they are learning in real-life settings, working individually or in small groups, by observing, testing, and practicing their theories, skills or hypotheses. The students then analyze their results and synthesize the information in order to determine patterns or possible conclusions. Lastly, the students evaluate their entire experience and finalize their outcomes for evaluation by the instructor.

C. Molokai Outreach Program's Relation to MCC Strategic Plan

Along with the same vision and mission statements, the Molokai Education Center functions as a system due to its role of housing UH systemwide instructional courses and programs via distance education technology. Not only do we receive courses from and register students in other community college distance courses (including those on the Internet and via cable television) but we receive courses from the three baccalaureate institutions as well.

The commitments and core values listed in the MCC Strategic Plan are for the most part consistent also with our island of Molokai values. The fundamental differences between the two islands of Maui, (which is tourist oriented, fast paced, and in our minds over-developed) and Molokai, (which is the most "Hawaiian" island, rural, slow paced, and striving for responsible development) account for the difference in values.

The MCC Strategic Plan focuses on achieving five goals in order to satisfy recommendations made by the Accrediting Commission for Community and Junior Colleges (ACCJC).

Goal 1 – Educational Effectiveness and Student Success

Effective, meaningful, useful, and excellent student learning and success is the reason why the Molokai Outreach Program exists. Our fundamental mission is to provide credit instruction leading to recognized certificates and degrees. The "student-first" guideline is used when making every decision. Therefore, all three Objectives listed under Goal 1 of the MCC Strategic Plan are especially important to the Molokai Outreach Program.

Non-credit instruction should be encouraged as a means to increase revenue for the College on Molokai and a .50 FTE position responsible for non-credit programs should be considered.

Six federally funded programs housed at the Molokai Education Center are valuable in as much as they connect the College to the community and contribute to the bigger picture of a healthy, prosperous island. However in 2005/2006, these programs shared all four small offices which were created for lecturers and other staff. The offices are so crowded that two Rural Development staff members were forced to move off campus and into a rental space in Kaunakakai. These programs alone require a minimum of eight additional offices: two for the Rural Development Program, one each for the Student Support Services Program, the Educational Opportunity Center, the Native Hawaiian Career & Technical Education Program, the Upward Bound Program, the Na Pua No'eau Classics Program, and the Na Pua No'eau Hoomau & Pathways Program. When these six programs are properly housed, the lecturers will be able to relocate from the conference room into the offices which were meant for them. Providing adequate space to lecturers, who are the backbone of Molokai's instructional program, will improve educational effectiveness and student success.

Goal 2 – A Learning, Applied Research, and Service Network

Much of Goal 2 is Maui-centered for which the Molokai Outreach Program does not substantially contribute. Applied research, for example, cannot be forwarded due to the lack of college and community infrastructure. However, on a small, close-knit island, the Molokai Education Center and the Molokai Farm have developed their own long-time relationships with the Department of Education, Workforce Development, island businesses and community partners for the purpose of achieving mutual goals.

Goal 3 – A Model Local, Regional, and Global College

The Molokai Outreach Program contributes to this goal at the local level only because we cannot recruit mainland or foreign students without a dormitory on island. However, the unique nature of Molokai students is one of our most valuable contributions to Maui Community College as a whole.

For the past twenty years, the student population has consistently been composed of 70-75% part-Hawaiian, about 10% Caucasian, about 10% Filipino, and about 5% mixed race. It is interesting to note that while many other sites in Hawaii are “striving to become” more involved in the host Hawaiian culture, we on Molokai live and practice that culture in our daily lives. Many grants are written and awarded to Maui Community College directly due to the Native Hawaiian student population, in which the large Molokai Native-Hawaiian students are counted. Thus, we do not actively contribute to Objective 1, but are an integral part of Objective 2 by preserving and perpetuating the Hawaiian culture, language, and values and by contributing our numbers (ethnically, economically, and socially) to outside funding requests.

Goal 4 – Investment in Faculty, Staff, Students, and Their Environment

Maui Community College should address this goal and the two objectives much better than it has in the past due to a lack of resources, but also due to the fact that the main campus issues take precedence over those in the outreach sites.

In terms of Objective 1- Human Resources- the College has been slow to recognize and invest in faculty and staff positions on Molokai. In fact, the first g-funded faculty position since the 1980’s, an Instructor/Counselor, was just added to Molokai by legislative initiative in Spring 2006. However, the legislature also awarded Maui Community College three g-funded faculty positions in Hawaiian Studies/Language and one would assume that with the large Native Hawaiian student population on Molokai, one of the positions would have naturally been assigned to Molokai; however, all three positions went to the main campus.

In terms of Objective 2 – the only goal for the Molokai Education Center for the next five years is to secure the land around the facility for program growth and development. Unfortunately, the CIP request for the Biennium Budget 2007 did not include funds for land acquisition or for master planning so this goal is still yet to be achieved.

The Molokai Outreach Program contributes to this goal and Objective 1 by valuing and appreciating each of our employees, by reinforcing employee professionalism, by fostering an environment which inspires each employee to work hard, work efficiently, work productively,

and work independently and in conjunction with the full support of the Coordinator. As far as Objective 2, the Molokai Education Center was completed in 1999 and is aging well even with the overcrowding and limited space. The Molokai Farm facilities are dilapidated and most are in need of repair. The addition of the HUD facility will greatly improve this site.

Goal 5 – Resources and Stewardship

The Molokai Outreach Program exists on a small, rural, island where the socio-economic status of most of the residents is some of the lowest in the state. Fundraising privately on this island is extremely difficult and has proven to be only marginally worth the time and effort. The best way to contribute to this goal currently is to raise funds from the rental of the facility to community groups such as Kamehameha Summer School and HMSA based on a fair and published fee schedule and then put the monies earned back into the facility needs. This practice helps to sustain the Molokai Education Center and to lower some institutional costs that would otherwise have to be covered by the home campus. Most recently, a proposal by Alcoa Wireless Services to co-locate an antenna on the 80' monopole at the Molokai Education Center and to pay monthly rent to the College for the privilege has surfaced and its feasibility being considered.

With the ownership of the surrounding acreage, many new possibilities arise. Since Molokai is extremely limited in the number of public facilities, an auditorium could provide much needed rental income to the College. The College could partner with the County of Maui to develop a new gymnasium and swimming pool to benefit the entire community. Two potential educational partners, Na Kamalii Hoaloha Preschool and Akaula School (a middle school) have inquired about co-locating with the College to form a lab school type setting for the students. Ideas such as partnering with the UH Film School for a Creative Media program and developing a Marine Research Center due to our pristine coral reef have surfaced from the community. In addition, a good majority of the adjoining acreage which is now in seed corn production could be leased back to the businesses providing a steady revenue source until the lands were needed for development. However, no planning or partnering can be initiated without clear ownership of the land in which to undertake the projects.

D. Program Faculty, Lecturers, and Student Learning Outcomes (see Table I)

In 2005/2006, the MCC Molokai Outreach Program has two tenured faculty, both g-funded, who have both instructional and administrative assignments. Donna Haytko-Paoa, Professor/Coordinator, is a C-5 rank with over twenty-one years of service. Ms. Haytko-Paoa earned her BA degree with distinction in Political Science from Colorado State University and her MA degree in Political Science from the University of Hawaii at Manoa. She coordinates the credit program, manages the Molokai Education Center, teaches courses in Political Science and Sociology, and is the highest ranking College official on Molokai thereby representing the College and the University in many community and formal events.

James Boswell received his BS degree in Ornamental Horticulture from BYU-Provo. He manages the Molokai Farm and instructs agricultural related courses offered by Maui Community College. Mr. Boswell has nineteen years of experience in the position and stays current by attending local conferences and serving on the boards of the Molokai/Lanai Soil/Water Conservation District and the Molokai Irrigation System Advisory Board.

As stated earlier, the MCC Molokai Outreach Program received its first g-funded faculty position this past legislative session with the creation of an Instructor/Counselor position. Ms. Susan Nartatez was hired to fill the position which includes the duties and responsibilities that had previously been assigned to the half-time federally-funded Perkins counselor and therefore, the Perkins position was eliminated as of June 30, 2006.

The only other faculty is Nanette Napoleon Grambusch who is federally funded. Ms. Napoleon Grambusch instructs courses in cooperative education, work practicum, and employability as well as Hawaiian language and Hawaiian studies through an Alu Like Native Hawaiian Career and Technical Education Program grant. She has been with the College for three years and must renew her position each year by seeking subsequent grant monies.

Lecturers

All other credit courses on Molokai are taught by 15 – 20 lecturers who are hired each semester for a specific class or classes. These lecturers must meet the guidelines as stated in the Revised Faculty Minimum Qualifications (2001). Currently, the Molokai Outreach Program has built a lecturers pool of about 40 potential lecturers from which to choose each semester depending on the courses needed. From that group, five have earned their PhD, 20 have their Masters degrees, and the remaining have their Bachelors degrees with the required additional experience for the subject area.

Student Learning Outcomes

The use of adjunct faculty or lecturers may contribute to their being less current in their field of expertise as each lecturer is not a professional faculty member per se. However, the use of lecturers may also contribute to dynamism and enthusiasm for teaching. The Molokai Outreach Program, therefore, readily accepts qualified lecturers and provides them with the support needed to insure student success. For example, the Molokai Outreach Program accepts, utilizes, and appreciates the Student Learning Outcomes for each course which were created through the hard work of the regular, full-time faculty on the main campus. The Molokai faculty and lecturers alike recognize the importance of fulfilling the expectations of the students as well as the College curriculum and therefore, they teach, assess, and measure student achievement by focusing on the outcomes for each course as given.

Faculty Information

TABLE I

NAME	EDUCATIONAL BACKGROUND	POSITION/PROGRAM	INITIAL APPT.
Donna Haytko-Paoa	MA, Political Science BA. Political Science	Professor/Coordinator	July 1984
James Boswell	BS, Agriculture	Assistant Professor/ Molokai Farm Manager	July 1987
Nanette Napoleon Grambusch *	PD, Education BA, Hawaiian Studies	Instructor, Native Hawaiian Career & Tech Education Program	October 2003
Susan Nartatez	M.Ed. School Counseling BA Psychology	Instructor/Counselor	August 2006
* federally funded			
	Professional Staff	Information	
Frances Cobb-Adams *	BA, Hawaiian Studies	Pathways & Hoomau Coordinator, Na Pua No'eau	May 2004
Tanya Davis-Mendija	BA, Liberal Arts	Educational Opportunity Center (Casual Hire)	February 2006
SueAnn Hasegawa	Masters Library & Info Science BA, Political Science	Instructional & Student Support Specialist	August 2006
Elizabeth-Rose Kamakana-Juario *	M.Ed, Education Foundations BEd, Elementary Ed	Student Support Services Program	January 2004
Mikiala Ayau Pescaia *		Classics Coordinator, Na Pua No'eau	December 2003
* federally funded			
	Support	Staff	
Stephanie Dudoit	AAS, Accounting	Account Clerk III	May 1987
Stanford Rapanot		General Laborer II	June 2000
Jennifer Senas *	AS, Office Admin & Tech	Clerk, Na Pua No'eau	October 1998
* federally funded			
	Rural Develop	ment Project	
Malia Akutagawa *	JD, Law BS, Biology	Director	March 2003
Jodie Diener *	BS, Speech Therapy	Program Support Associate	February 2006
Lahela Han *	BA, English	Program Support Associate	January 2004
* federally funded			

E. Ways in which the program interacts with the community

Being a small, close-knit community allows the Molokai Outreach Program to be an integral part of daily life. The credit and non-credit training programs partner with other state agencies such as the Department of Education and the Department of Labor Workforce Development Division to ensure the greatest program participation. These same programs partner with the professional associations such as the Molokai Chamber of Commerce and other local business, governmental, and community organizations such as the Enterprise Community to provide much needed educational training for employees. In addition, the College interacts with many community groups, from Native Hawaiian health and educational organizations to young leadership groups. The presence of programs such as Na Pua No'eau and Po'okela broadens the reach of interaction by targeting K-12 students and by placing older students in work practicum and cooperative educational settings. And finally, the Rural Development Program connects the College with individual entrepreneurs and community organizations with the intent of creating sustainable jobs for the people of Molokai. All key organizations on Molokai and all sectors of the community are well aware of the program activities of the Molokai Outreach Program, but the connection to PCC's and National accreditation bodies is a role of the main campus and not important locally.

Student learning outcomes are positively affected when all in a community respect diversity of opinion but are of like mind and vision when it comes to the betterment of the island and its people through education. The Molokai community is an example of such an island. In late 1999, the entire community participated in a comprehensive visioning and planning project and was rewarded with the designation of Enterprise Community. Throughout the entire process, education was most valued and support for higher education and the Molokai Outreach Program, Maui Community College and the University of Hawaii was reinforced. Since education is so highly valued, students are encouraged to attend and are celebrated for their accomplishments no matter how small.

The Molokai Outreach Program also interacts with external groups and organizations, but on a much smaller scale than the main campus due to the smaller staff and student population. For example, the Molokai Education Center works directly with some UH departments such as the School of Social Work and College of Education in order to bring their degrees to the island. The Molokai Farm interacts with the UH College of Tropical Ag and Human Resources on a frequent basis. The result of this collaboration is that students receive the best direct instruction which positively contributes to the desired learning outcomes.

In addition, the Molokai Outreach Program has an active Advisory Committee composed of important, influential members of the community, who contribute to the programs' success. The Advisory Committee is routinely called upon when crucial decisions, trends, programs are being considered and when the College needs to gauge the acceptance or rejection of an idea before taking it to the community at large. The Coordinator relies heavily on the knowledge and community respect for the Molokai Outreach Program Advisory Committee.

Molokai Outreach Program Advisory Committee

TABLE II

Name	Community Affiliation
Billy Akutagawa	Na Pu'uwai Native Hawaiian Health
Fred Bicoy	Community Representative
Cathy Kawamae	Molokai Properties, Ltd., Plant Nursery
Debby Kelly	Molokai Lanai Soil/Water Conservation Dist.
Ron Kimball	Kamehameha Schools Molokai Region
Dodie Manaba	Maui Community College
Donna Mersberg	Department of Human Services
Pat Mims	Student Representative
David Nanod	Community Representative
Edmund Pedro	Alu Like, Inc.
Tina Tamanaha	Hikiola Cooperative
John Urauchi	Community Representative

Finally, most of the federally funded programs which are housed at the Molokai Education Center utilize advisory committees to assist them with program planning. Examples are Na Pua No'eau and the Molokai Rural Development Project.

II. CURRICULUM AND STUDENTS

A. **General Education Standards (COWIQs), program goals, and student learning outcomes** (See Appendices A, B, C)

As part of Maui Community College, the Molokai Outreach Program instructs the same courses utilizing the same standards for instructors as the home campus. About 80% of our student enrollment is in "live, on-site" courses with Molokai lecturers. However, 20% of our enrollment is in distance education courses distributed via SkyBridge telecommunications, cable television or the Internet from Kahului or other UH system campuses. Whatever means that courses are delivered, the Molokai program uses the same general education standards (**COWIQs**), programs goals and student learning outcomes.

Molokai is continuing to focus on three major degree programs: Liberal Arts, Business Careers, and Human Services. In addition, certificate programs can be attained in Nurse Aid Training and Agriculture. In all of these degree and certificate programs, the main campus' general education standards, program goals and student learning outcomes apply.

**Molokai Outreach Program Learning Outcomes and General Education Standards –
Sample Courses taught 2005/2006**

TABLE III

Critical Thinking	Oral Communication	Written Communication	Information Technology	Quantitative Reasoning
Taught and practiced	Taught, practiced and assessed	Taught, practiced and assessed	Taught, practiced and assessed	Taught, practiced and assessed
				ACC 201, 202
AG 122				AG 122
AJ 101, 103		AJ 101, 103		
ANTH 200	ANTH 200	ANTH 200		
			BCIS 20, 161	
BIOL 100, 200	BIOL 100, 200	BIOL 100, 200		
BLAW 200		BLAW 200		
	BUS 120, 125, 130	BUS 120, 125, 130	BUS 90	
	COM 145	COM 145		
ECON 130, 131	ECON 130, 131	ECON 130, 131	ECON 130	
	ED 134, 140,191	ED 245		
	ENG All	ENG All	ENG 55, 100	
	FAMR 140, 235	FAMR 235		
FSHN 185, 285		FSHN 185, 285	FSHN 185, 285	FSHN 185, 285
GEOG 102	GEOG 102	GEOG 102		
	HAW 101, 102	HAW 101, 102		
	HWST 190V, 205E,, 231, 270	HWST 270		
HIST 151, 152		HIST 151, 152		
		HSER 110	HSER 110	
ICS 100, 102		ICS 102	ICS 100, 102	
	IS 106, 107			
Math ALL	Math 100	Math 100	Math 115, 135, 140	Math All
	MUS 253			
NURS 16	NURS 16	NURS 16		
OCN 201				
PHIL 100	PHIL 100	PHIL 100		
PSY 100, 240	PSY 100, 240	PSY 100, 240	PSY 213	PSY 213
SOC 231	SOC 231	SOC 231		
SOSE 140	SOSE 140			
	SP 251	SP 251	SP 251	
		WI All		

Student learning outcomes are built into each of the above courses which were taught during the 2005/2006 academic year.

It is expected that all students in both certificate and degree programs will

- Demonstrate beginning critical thinking skills in a logical, step by step manner to identify the problem or issue; postulate various theories and approaches to assess the problem or issue; develop the most suitable plan to address the issue; implement the plan; and evaluate the result.
- Practice oral communication skills by speaking clearly and concisely, in an intelligent fashion on the selected course topic; utilize the theories, thoughts, and processes in their communication; demonstrate proficiency in the subject area.
- Demonstrate beginning written communication skills by requiring work using competent grammar and language skills; express written thoughts clearly in logical sequence; compose written work using their own words and ideas and cite all sources when incorporating external material into their submissions.
- Demonstrate technological understanding and proficiency in courses taught on computers or via the Internet; utilize the Internet for information and research; become comfortable with keyboarding, word processing programs, etc.
- Demonstrate competency and understanding of simple mathematical problems; utilize mathematical principles as a means to problem solve in related science and social science courses; apply mathematical principles to solve problems in the everyday lives.

The goals of the program are to see our local residents reach their highest potential and succeed in their chosen ventures. By incorporating the student learning outcomes of each course into each of the three major programs (Liberal Arts, Business Careers, Human Services) and our certificate programs (Nurse Aide, Agriculture), we are confident that the goals will be reached.

B. COWIQ and program goals curricular grids

The curricular offerings at the Molokai Outreach Program are the brainchild of the Coordinator in conjunction with the MCC Department Chairs, Faculty Coordinator, and Vice Chancellor of Academic Services. Over the past twenty years, we have worked together to offer the required courses for various majors by following a ladder approach that begins with the first few courses for a certificate and follows with additional courses leading towards associate degrees. Community needs assessments and surveys are conducted as needed. In addition, courses which are hard to fill and those for which no Molokai lecturers are qualified to teach are scheduled via SkyBridge or other distance education means.

C. Student Achievement

1. PHIs
2. Perkins
3. Other student achievement measures

Data from Program Health Indications and Perkins has not been gleaned specifically for Molokai. With the creation of a new Institutional Support position, which is expected to be filled by November, 2006, a greater focus on gathering statistics on student achievement will be evident.

D. Changes made in accord with the recommendations of the previous program review for Program Health Indicators (PHIs)

The Molokai Outreach Program has no previous Program Health Indicators (PHIs). However, a Comprehensive Program Review 2004/2005 was completed for which both commendations and recommendations were made. The most prominent recommendation for the health of the program and to implement the vision of the Molokai Outreach Program was for the College to secure the adjacent land around the Molokai Education Center site.

E. Changes made in accord with the recommendations of the previous program view for Perkins measures

The Molokai Outreach Program has no previous recommendations in accordance with Perkins Measures. However, commendations from the Comprehensive Program Review state that “the Molokai program consistently graduates and educates its students to become an integral and functioning part of the fragile island economy and workforce.”

F. Measurable Benchmarks

Measurable benchmarks in the Molokai Outreach Program are the completion of certificates and degrees in each of the majors offered. Achievement is strictly measured by enrollment and completion rates for our island, irregardless of peer colleges or the home campus as our demographics and socioeconomic factors are far too different for comparison. Cycles of courses are very limited so that students must enroll in certain classes when they are offered as the courses will not be repeated and the students will not complete the certificate. This type of course scheduling has an adverse affect on completion rates but is the reality on a small budget, lecturer-based instructional program.

Other measurable benchmarks are unduplicated student enrollment, full-time equivalent (FTE) student enrollment, and tuition revenue in relation to lecturer costs.

Fall 2005		Spring 2006	
Unduplicated students:	192	Unduplicated students:	160
FTE:	102	FTE:	86.4
Tuition equivalent:	\$74,774	Tuition equivalent:	\$63,553
Lecturers cost:	\$52,707	Lecturers cost:	\$46,398

From the table above, it is clear that the Molokai Outreach Program is operating effectively and efficiently by bringing in more revenue from its Molokai based lecturers (which goes directly back to the main campus) than it is spending. However, budgetary limits on lecturer funding will continue to adversely affect enrollments if the allocation is not increased. Of course, the complete schedule of courses includes many additional classes that are delivered via SkyBridge, cable television and on the Internet whose instructional costs are covered by the home campus and are not reflected in the above chart. Nevertheless, the program meets its benchmark by fulfilling its most basic mission – that of being a high quality, teaching and learning institution to the residents of Molokai.

G. Program/Certificate/Degree Standards and their SLOs (See Appendices C and G)

Certificate cycles that were available to Molokai students in the 2005/2006 academic year were:

Certificate of Competence, Supervision I (1semester in length)	
<u>Enrollment Fall 2005</u>	3 students
<u>Completion Fall 2005</u>	3 students
Certificate of Competence, Adult Residential Care Home Operator (1 semester in length)	
<u>Enrollment Fall 2005</u>	5 students
<u>Completion Fall 2005</u>	5 students
Certificate of Competence, Nurse Aide Training (1 semester in length)	
<u>Enrollment Spring 2006</u>	10 students
<u>Completion Spring 2006</u>	8 students
Certificate of Competence, Supervision II (2 semesters in length)	
<u>Enrollment Spring 2005</u>	1 student
<u>Completion Fall 2005</u>	1 student
Certificate of Competence, Entrepreneurship I (1 semester in length)	
<u>Enrollment Spring 2006</u>	4 students
<u>Completion Spring S006</u>	4 students
Certificate of Completion- Early Childhood, Human Services (3 semesters in length)	
<u>Enrollment Fall 2004</u>	21 students
<u>Continuing Spring 2005</u>	15 students
<u>Continuing Fall 2005</u>	7 students
<u>Completion Fall 2005</u>	7 students
Certificate of Completion- Sustainable Tropical Crop Production, (3 semesters in length)	
<u>Enrollment Fall 2005</u>	10 students
<u>Continuing Spring 2006</u>	8 students
<u>Completion Fall 2006</u>	5 students
Certificate of Achievement, Business Careers (4 semesters in length)	
<u>Enrollment Fall 2004</u>	12 students
<u>Continuing Spring 2005</u>	12 students
<u>Continuing Fall 2005</u>	8 students
<u>Completion Spring 2006</u>	3 students
Associate Degrees, Liberal Arts, Business Careers, Human Services (ongoing)	
<u>LBRT Majors Fall 2005</u>	68 students
<u>LBRT Continuing Spring 2006</u>	50 students
<u>LBRT Completion Spring 2006</u>	7 students
<u>BUSC Majors Fall 2005</u>	17 students
<u>BUSC Continuing Spring 2006</u>	14 students
<u>BUSC Completion Spring 2006</u>	3 students
<u>HSER Majors Fall 2005</u>	57 students
<u>HSER Continuing Spring 2006</u>	48 students
<u>HSER Completion Spring 2006</u>	4 students

Each certificate or degree program meets that same program standards and student learning outcomes as those of the main campus.

H. Program trends, including student goals, enrollment trends, retention, and time of completion

Molokai Outreach Program students' goals range from the completion of a simple Certificate of Competence so they may enter the workforce to attaining a Master's degree by continuing with upper division coursework via distance education. Numbers of those completing certificates and degrees are kept each semester. It is clear that the majority of students who enter complete at least one short-term certificate which may lead directly to employment. As the requirements of each certificate increase, there are less students completing and likewise, there are less students who complete full associate degree programs. Since Molokai students generally take courses on a part-time schedule, it may take twice as long (8 semesters) to complete an associate degree. However, the growing number of students who actually earn associate degrees is admirable and attests to the success of the program.

Trends in enrollment reflect a slight decrease or leveling of unduplicated numbers which is reflective of Maui Community College and some other campuses in the University of Hawaii system as well. However, 102 FTE student enrollment in the Fall Semester 2005 was the highest ever which reveals that the students who are enrolling are taking more credits and are more serious about achieving their educational goals even while tuition costs are increasing.

Another trend is the slight shift from vocational to liberal arts degree seekers. There are increasing numbers of liberal arts students as many prepare for the increasing number of selected bachelors degrees that are available on island via distributed education. There are decreasing numbers of human services students as many of those have fulfilled their obligation to attain an associate degree by 2006 as a result of the No Child Left Behind Act. In addition, there are slight decreases in numbers of business careers students as many choose to do liberal arts and then transfer into a bachelors program in business administration. Lastly, there continues to be full enrollment in the Nurse Aide Training program each spring semester and the majority of graduates are finding work in the field within the first year.

I. Changes in field; resources; shifts to respond to changes

1. No additional resources
2. Moderate additional resources
3. Major additional resources

The Molokai Outreach Program delivers the curricular programs which are developed by Maui Community College. We are not responsible for the changes made to the curricula or to seek additional funding to meet changing community needs within each program. No additional resources are given to accommodate the curricular programs which are offered. It is a constant struggle to maintain a full schedule of courses with the lecturer costs going up and the budget for lecturers going down.

J. Major curricular changes since last review

A curricular addition in Fall 2005 was the Certificate of Completion (C.C) in Agriculture as part of the Po'okela NHCTEP. The 15-credit certificate program, which will run over three semesters, is enhanced by a work practicum experience each semester. Upon completion, students will have actually earned 21 credits in the major. This program was added in an effort to stimulate and renew interest in agricultural careers and training.

K. Student advising and the degree to which faculty participate in the mentoring of students

Since the majority of the courses are lecturer-taught, students have access to their instructors by the requirement of one office hour per week per 3-credit course. Of the three teaching faculty, all are visible and accessible to students on a daily basis as all have other administrative assignments at the College. The final faculty member is the new full-time counselor who may teach academic courses in the years to come. Faculty mentoring of students is encouraged and accepted as part of the workload, but lecturers are not required or asked to do more than their contracts allow. The Molokai Outreach Program keeps no data of the effectiveness of faculty mentoring as the small number of faculty is already an integral part of the overall operation.

L. Opportunities for student involvement in program-related organizations, clubs, and governance

Students on Molokai pay only tuition; they pay no fees which support student activities and student government. Therefore, there are no student clubs and no student government. Students are welcomed, advised and encouraged to attend college and community events related to their interests.

M. Use of lecturers to teach courses; related concerns

As noted throughout, the Molokai Outreach Program routinely employs 15-20 high quality, local lecturers each semester to deliver the required courses to our students. Since each is hired for a specific course or courses each term, their student evaluations and overall exit comments may affect their subsequent hiring. Therefore, lecturers are constantly striving to improve their performance, to make the course relevant to the students, and to work with the students to insure their success. In addition, new and changing lecturers provide a dynamism to the overall program with new ideas, new directions, and new enthusiasm.

One concern with a lecturer-based program that is operating effectively is that the “status quo” may seem reasonable even when faculty positions are warranted. As mentioned earlier, one of the three new the Hawaiian Studies/Language positions given to Maui Community College could have been assigned to Molokai based on its 70-75% Native Hawaiian student enrollment. A second concern with being lecturer-based is that lecturers are not called upon to contribute to curriculum, to attend college meetings, to mentor their peers, or to contribute their knowledge and skills toward college and community service, professional development or leadership to the possible detriment of the overall program. A third concern with the use of lecturers is the risk that Molokai students may not feel as if they are of equal importance to students on the main campus and less deserving of having permanent faculty for instruction. And finally, a fourth major concern is that lecturer funding is not guaranteed to be adequate each semester to cover curricular needs. A program cannot continue to be asked to do more with less. In lean budget years, the funds for lecturers always take a cut which means a direct drop in student enrollment on Molokai while on the home campus, this is much less an issue as there are always salaried faculty in teaching positions to cover the shortfall.

While the lecturer pool is fluid, the following table presents a summary of the most recently hired lecturers and their qualifications.

MCC Molokai Recent Lecturers

TABLE IV

Daniel Bennett	Masters in Educational Administration
Kathy Bennett	Masters in Early Childhood Education
Jeanette Bince	Bachelors in Nursing
Nita Bogart	PhD, Psychology
Perry Buchalter	Bachelors in Fine Arts
Maka Cobb-Adams	Bachelors in Hawaiian Studies
Cheryl Corbiell	Masters in Communication
Julia De George	Masters in Educational Counseling
Bob Granger	PhD, Plant Breeding & Genetics
Kathy Hancock	PhD, Biology
Susana Helm	PhD, Psychology
Frank Hewitt	Bachelors in Hawaiian Studies
Caryl Hitchcock	PhD, Education; Masters in Psychology; Masters in Special Education
Claire Iveson	Bachelors in Anthropology
David Lunney	Bachelors in Fine Arts
Shari Lynn	Masters in Education
Edwin Misaki	Bachelors in Biological Science
Rebecca Morrison	Masters in Geography
Wilson Peters	Masters in Pacific Island Studies
Richard Rodriguez	PhD, Psychology; Masters in Social Work; Bachelors in Sociology
Becky Takashima	Masters in Educational Administration
Sheldeen Takeo	Masters in Library Science Bachelors in English
Weldon Wichman	Masters in Criminal Justice Bachelors in Computer Science
Bruce Yamashita	Masters in Information Sciences Masters in Business Administration Masters in Electrical Engineering

N. Admission policy

Admission to the College is open door, open enrollment to students as young as classified high school juniors to senior citizens. Students are recommended to take the COMPASS placement test in English and Math early and to see their counselors for pre-assessment, application assistance, financial aid, and academic advising.

O. Job placement, including job prospects, procedures for placing graduates, and success in placing graduates

There is no College job placement office on Molokai. The only related service for 2005/2006 is through the Po'okela Resource Center, which is part of the federally funded Native

Hawaiian Career and Technical Education Program. This program provides some career research and job placement as part of cooperative education courses, but does not track their success outside of the College or after they graduate.

The job market on Molokai is limited. The island by its nature is rural, with a focus on agriculture yet many students are not interested in training for jobs in that field. To stimulate interest, the Molokai Outreach Program offered the Certificate of Completion in Sustainable Tropical Crop Production beginning in Fall 2005. Additionally, the three current majors (Liberal Arts, Business Careers, Human Services) seem best suited to meet the employment opportunities on island. The Liberal Arts students can transfer into Bachelors degree programs in Psychology, Business Administration, Social Sciences and Elementary Education without leaving the island. The Business Careers students fill the positions of clerks, secretaries, bookkeepers, office assistants, etc. in small businesses or as civil service workers for the government. The Human Services majors tend to work as Educational Assistants at the schools or in some other capacity serving the needs of adults in social service agencies. Lastly, the Nurse Aide Training certificate program remains one of the most rewarding of the training programs offered by the college as the majority of graduates find work immediately for a home care provider or with the local hospital. For example, five of the eight Spring 2006 graduates are working in the field.

Information of job opportunities is frequently gathered in conjunction with the local Workforce Development Division of the Department of Labor; the use of the Molokai Data Book; the use of community planning documents such as the Molokai Community Plan; and by searching other related governmental publications and statistics relative to Molokai.

P. Articulation with high schools, community colleges, and four-year Institutions

The Molokai Outreach Program conforms with and follows whatever articulation agreements Maui Community College and the University of Hawaii honor as a whole. We do not act independently to create our own articulation agreements yet we work with the local high school, other community colleges, and with the articulation coordinator on the main campus as needed. We also facilitate programs such as Gear Up and Running Start which allow high school students early admittance to the college and foster student success in high school and beyond.

Q. Centers or Institutes

There are no centers or institutes on Molokai. However, in the summer of 2005, a project funded by the Molokai Rural Development Program and created by the Molokai Coordinator in conjunction with the Maui Language Institute was piloted called the Molokai Language Institute. The purpose of the project was to increase the English language skills of the resident Filipino population through intensive English immersion training. Ten students, all funded by their employer, successfully completed the program of study and their tuition will, in turn, cover the costs of the instructor for the following year making the project sustainable.

V. ANALYSES OF PROGRAM – TYING IT ALL TOGETHER

A. Summary statement

Our program goals, general education standards and student achievement measures were met for the 2005/2006 academic year as they have been with every year prior. The Molokai Outreach Program has students achieving at all levels, earning certificates and degrees, and working in their chosen field. Students are continuing their education by enrolling in upper division distance education programs. And finally, students are serving as the role models for their children, their parents, and their community by setting the example of what is possible, even on the remote island of Molokai. As mentioned by the review team of our Comprehensive Program Review 2004/2005,

“In spite of dwindling financial resources, the Molokai program is commended for continuing to offer a significant schedule of courses each semester with very minimal class cancellation, giving evident to considerable student interest.” The report goes on to say, “The program is further commended for fulfilling its responsibility to academically serve an array of students by being supportive of the many “non-traditional” students who seek out a higher education.”

B. Plans for next year

The plans for the 2006/2007 academic year are to increase awareness and support for the land acquisition from sectors outside the Molokai community, which includes the Maui Community College and University of Hawaii administrative teams as well as government officials in legislative roles. The land issue, once finalized, will allow the College to plan for the future, to seek funding for a master plan for the campus, to expand and evaluate new curricular offerings, and to continue offering existing certificate and degree program cycles to island residents.

C. Budget for next year

The budget for the Molokai Outreach program appears on the next page. The budget has remained fairly constant for the past ten years, except for the diminishing funds for lecturers.

	Total Allocated	Total Expended	Lecturer Pay/Credit - Steps A/B/C		
Fiscal 2000/2001	-	\$106,734	1000/	1202/	1405
Fiscal 2001/2002	-	\$103,858	1030/	1238/	1447
Fiscal 2002/2003	\$90,000	\$ 92,474	1061/	1275/	1490
Fiscal 2003/2004	\$90,000	\$ 85,687	1061/	1275/	1490
Fiscal 2004/2005	\$90,000	\$ 94,649	1103/	1325/	1549
Fiscal 2005/2006	\$83,000	\$ 99,105	1125/	1352/	1580
Fiscal 2006/2007	\$83,630	-	1169/	1405/	1642

As a lecturer-based program, full funding is crucial to the delivery of programs requirements for each major and to the overall success of the program itself. In the Fall of 2001, for example, the budget supported 92 lecturer credits while in Fall of 2005; the budget supported 42 lecturer credits. The lack of adequate lecturer funds results in fewer courses and contributes directly to lower student enrollment. In addition, lecturer pay rates have been increasing. The Molokai Outreach Program has written external grants to supplement the

shortfall in lecturer funds. However, during the 2005/2006 academic year, there was only one federally funded, instructional position (NHCVEP- Po'okela) and this person taught about 12-15 credits for the academic year and Summer of 2005. There are no other anticipated sources of revenue or federally funded lecturers in addition to the Po'okela instructor for next year.

D. BOR questions

All Board of Regents questions have been answered within the narrative of this document.

- Is the program organized to meet its objectives (student learning outcomes?)

Yes, based on the SLO's from the main campus which are incorporated into and are followed at the outreach site.

- Is the program meeting the student learning outcomes?

Yes, students are earning certificates and degrees, continuing their education or finding employment.

- Are program resources adequate?

No. As with all UH programs systemwide, legislative funding during 2005/2006 did not increase which has negatively affected the mission of each college. The Molokai Outreach Program suffers from a lack of regular, general-funded staff and an overflow of federally funded positions which take up office space and use resources but may not contribute substantially to the credit side of the house or to the students, the SLOs, etc.

- Is the program efficient?

Yes, very efficient, as the few workers who are general-funded wear many hats. They go out of their way to assist every student with every task, question or concern even though it is not their job to do so. The enrollments have been consistent for the past twenty years, even while the tuition has been rising. The students have been completing their education, excelling in their chosen fields once they have left the school, and positively contributing to their community.

- Does your review provide evidence of a quality program?

Evidence is provided in the statistics of students earning CertCo., CA, AS, AAS and AA degrees and in the narrative.

- Are the program outcomes compatible with the student learning outcomes?

Yes. The SLO's are the means by which our students reach the Molokai Outreach Program goals of knowledge, comprehension, application, analysis, synthesis, and evaluation. Students follow the same curricula as those on the main campus along with

the same SLO's for each course. Lecturers also meet the same minimum qualifications as those elsewhere in Hawaii. Therefore, if the program is successful on the main campus, then it can be successful on Molokai. Lastly, the Coordinator takes a very hands-on approach to every class that is offered on Molokai, keeps a watchful eye on every lecturer, and takes very seriously each student's evaluation of the course and lecturer when planning and scheduling courses and programs.

- Are the program student learning outcomes still appropriate functions of the college and university?

Yes. However, once they have been developed, they should not have to be revisited too frequently as it takes an inordinate amount of time and energy that could be better spent in direct services to students.

Appendix A

Goals of the Program

The number one goal for the Molokai Education Center is to secure the land around the facility for program growth and development. Currently, there is no Molokai Campus Master Plan as limited financial resources and the “main campus” priority resulted in a Kahului Master Plan only. We plan to seek external funding so that a Molokai Master Plan can be developed. However, until the additional land is secured, it is hard to create a design plan because the final size of the acreage is not known.

The Molokai Outreach Program, the Molokai Community Plan, the Molokai Outreach Program Advisory Committee, the students and community are working together to get the land acquisition on the MCC Chancellor’s agenda so that some action can be taken by the UH Board of Regents within the few years. With the Chancellor’s and Regents’ full support, followed by legislative support, the island of Molokai will realize this goal and forever have the opportunity to grow in our chosen location.

The Molokai Outreach Program is the presence for the University of Hawaii system on Molokai. As a comprehensive educational and training program from undergraduate to graduate levels, it is the focal point for education as an engine for economic development, workforce development, and socio-economic development for local residents.

The goals of the program are to see our local residents reach their highest potential and succeed in their chosen ventures by receiving the highest quality instruction with resources and facilities equal to those on other islands. This is especially important so that our small resident population is not left behind due to lower educational and skill levels in comparison to newcomers who are highly educated, economically secure, and more politically savvy.

Goal 1 – Educational Effectiveness and Student Success

Embrace a culture of excellence and performance as the hall marks of effective student learning and success.

- Effective, meaningful, useful, and excellent student learning and success is the reason why the Molokai Outreach Program exists. Our fundamental mission is to provide credit instruction leading to recognized certificates and degrees. The “student-first” guideline is used when making every decision.
- Students are engaged in active learning; in an environment that values and embraces diversity; with the support of faculty, instructors, and staff; to ensure the success of each individual.

Goal 2 – A Learning, Applied Research, and Service Network

Engage in intellectual and educational activities that enable the County of Maui and the State of Hawaii to flourish.

- The Molokai Outreach Program has developed its own long-term, successful relationships with county and state agencies, island businesses and community partners for the purpose of achieving mutual goals. Applied research and high-end technology, however, is geared

to Maui programs as they have the administration, faculty, staff, and infrastructure in order to pursue such objectives.

Goal 3 – A Model Local, Regional, and Global College

Transform the profile of the College, positioning it as one of the world’s foremost multicultural centers for island and indigenous studies.

- The ethnicity of the Molokai students (who are consistently 70% part-Hawaiian, followed by Caucasian, Filipino, and others of mixed races) defines the Molokai Outreach Program as intrinsically multicultural. That the Molokai community values and practices the Native Hawaiian culture in its daily life and appreciates and celebrates the various cultures of other residents makes indigenous studies well suited for Molokai.
- The Molokai Outreach Program can be the model for Hawaiian and indigenous studies for the State of Hawaii.

Goal 4 – Investment in Faculty, Staff, Students, and Their Environment

Recognize and invest in human resources as the key to success and provide an inspiring work environment.

- The goals of having adequate staff on Molokai must be addressed. New positions such as a Campus Security position, and the filling of the .50 FTE Ag Tech position will help to meet this goal over the next few years.
- Maui Community College must support student success by insuring that students have the same tools with which to learn as their peers on other campuses. Operational computers in the instructional classrooms, computer access in the distance education rooms, the ability to check out library books, telecommunications equipment that works with regularity- all are taken for granted elsewhere but are not always a reality in outreach sites.
- The Molokai Outreach Program deserves the security of knowing that its physical environment is locked in for the future. The long, hard struggle to secure the two acres on which the Molokai Education Center now exists cannot happen a second time. The pieces are in place politically with the Molokai Community Plan; however, negotiations between the land owner and the University must begin now so that the land purchase can be made.

Goal 5 – Resources and Stewardship

Acquire, allocate, and manage the resources needed to achieve success and exercise stewardship over Molokai Outreach Program assets.

The Molokai Outreach Program exists on an island where the socio-economic status of most of the residents is some of the lowest in the state. Fundraising privately on this island is extremely difficult and has proven to be only marginally worth the time and effort.

- Resource acquisition must be handled by the larger entities such as the University of Hawaii and the State of Hawaii for the benefit of the island of Molokai. Grants for rural community facilities development and land acquisition must be explored as well as the acquisition of private funding outside the state to meet the goal of acquiring the land for the Molokai campus.

Appendix B

Student Learning Outcomes

Much like the Office of Continuing Education and Training programs, the Molokai Outreach Program is comprehensive and varied, offering an array of short and long term certificate and degree programs as well as non-credit training and educational opportunities. Therefore, the SLO's of the Molokai Outreach Program are similar.

The Molokai Outreach student will acquire *knowledge and comprehension* as well as the ability to *apply, analyze, synthesize and evaluate* information in the current areas of Liberal Arts, Human Services, Business Careers, Agriculture and Nurse Aide education following *adult learning principles*.

Knowledge:

To know specific facts, terms, concepts, principles or theories.

Comprehension:

To understand, interpret, compare and contrast, explain

Application:

To apply knowledge to new situations, to solve problems.

Analysis:

To identify the parts, relationships, and organizing principles of an idea, method, structure, etc.

Synthesis:

To integrate ideas into a solution; to propose an action plan.

Evaluation:

To judge the quality of something based on its adequacy, value, logic, or use

(Bloom's Taxonomy for defining levels of education objectives)

Adult Learning Principles

Adults learn best when:

- Valid and applied learning activities address their learning needs for personal growth and to acquire competencies
- Learning activities are problem centered
- Learning allows for practice thorough experiential techniques
- A skill or knowledge can be applied pragmatically to their immediate circumstances
- They can share related life experiences
- The learning environment is fast-paced, dynamic and reinforces all major communication styles- auditory, visual and tactile

APPENDIX C Grid of MCC Student Learning Outcomes- Sample Molokai Outreach Program Courses

General Education Standards - COWIQ Curricular Grid	Key: Writing 1 practice writing, 2 look at process of writing, 3 focus of course 1= Use 2=includes progress 3=focus of course	BOIS 161	COM 145	ENG 22	ENG 100	PSY 100	PSY 240	SOC 218	
Standards									
Standard 1 - Written Communication		Written Communication							
Outcome 1.1 Use writing to discover and articulate ideas		0	2	3	3	3	1	2	
Outcome 1.2 Identify and analyze the audience and purpose for any rhetorical communication		0	3	3	3	3	0	2	
Outcome 1.3 Choose language, style, and organization appropriate to particular purpose and audience		0	3	3	3	3	0	2	
Outcome 1.4 Gather information and research sources appropriately		1	1	2	3	3	2	3	
Outcome 1.5 Express a main idea as a thesis, hypothesis, or other appropriate statement		0	2	3	3	3	1	2	
Outcome 1.6 Develop a main idea clearly and cohesively with appropriate content		0	1	3	3	3	1	3	
Outcome 1.7 Demonstrate a mastery of the conventions of writing, including grammar, spelling, and mechanics		1	1	3	3	3	0	2	
Outcome 1.8 Demonstrate proficiency in citation and editing		1	1	1	3	3	0	2	
Outcome 1.9 Develop a personal voice in written communication		1	1	3	3	3	0	2	
Standard 2 Quantiles Reasoning		Mathematic Reasoning							
Outcome 2.1 Apply numeric, graphic, and symbolic skills and other forms of quantitative reasoning accurately and appropriately		0	0	0	0	1	0	0	
Outcome 2.2 Demonstrate mastery of fundamental concepts, skills, and applications, using technology when appropriate		0	0	0	1	0	0	0	
Outcome 2.3 Communicate clearly and cohesively the methods and results of quantitative problem solving		0	0	1	0	0	0	0	
Outcome 2.4 Formulate and test hypotheses using statistical experimentation		0	0	0	0	0	0	0	
Outcome 2.5 Define quantitative issues and problems, gather relevant information, analyze that information, and present results		0	0	0	1	0	0	0	
Outcome 2.6 Assess the validity of statistical conclusions		0	1	1	1	1	1	1	
Standard 3 Information Retrieval and Technology		Information Retrieval & Technology							
Outcome 3.1 Use print and electronic information technology effectively and responsibly		2	1	2	2	2	1	1	
Outcome 3.2 Demonstrate knowledge of basic vocabulary, concepts, and operations of information retrieval and technology		2	0	2	2	3	1	1	
Outcome 3.3 Recognize, identify, and define an information need		3	1	3	3	3	2	1	
Outcome 3.4 Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information		2	0	2	3	3	0	2	
Outcome 3.5 Create, manage, organize and communicate information through electronic media		2	0	2	2	2	0	1	
Outcome 3.6 Recognize changing technologies and make informed choices about their applications and use		2	0	2	2	2	1	1	
Standard 4 Oral Communication		Oral Communication							
Outcome 4.1 Identify and analyze the audience and purpose of any rhetorical communication		1	3	1	1	1	1	1	
Outcome 4.2 Gather, evaluate, select, and organize information for the communication		2	3	1	1	1	2	2	
Outcome 4.3 Use language techniques and strategies appropriate to the audience and occasion		1	3	1	1	1	2	2	
Outcome 4.4 Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion		1	3	1	1	1	2	3	
Outcome 4.5 Summarize, analyze, and evaluate oral communications and ask coherent questions of models		1	1	1	1	2	1	2	
Outcome 4.6 Use conversational expressions to initiate and sustain discussions		1	2	1	2	1	1	2	
Standard 5 Critical Thinking		Critical Thinking							
Outcome 5.1 Identify and state problems, issues, arguments, and questions contained in a body of information		2	2	3	3	3	1	2	
Outcome 5.2 Identify and analyze assumptions and underlying points of view relating to an issue or problem		1	2	3	3	3	2	2	
Outcome 5.3 Formulate research questions that require deductive and inductive analysis		1	1	2	3	3	0	1	
Outcome 5.4 Recognize and understand multiple models of inquiry, including heuristic methods based on observation and analysis		1	1	1	3	3	2	2	
Outcome 5.5 Evaluate a problem, identifying the relevant facts, options, assumptions, issues, values, & biases through the use of appropriate evidence		2	2	2	3	3	2	3	
Outcome 5.6 Apply problem-solving techniques and skills, including the rules of logic and logical inference		2	2	2	2	3	1	2	
Outcome 5.7 Synthesize information from various sources, drawing appropriate conclusions		2	2	2	3	3	2	2	
Outcome 5.8 Communicate clearly and cohesively the methods and results of logical reasoning		1	2	2	3	3	1	2	
Outcome 5.9 Reflect upon and evaluate their thought processes, value systems, and world views in comparison to those of others		2	2	2	2	2	2	2	

