

**Progress Report  
for  
Maui Community College  
310 Ka`ahumanu Avenue  
Kahului, Hawai`i 96732**

**For Submission to  
Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges  
October 15, 2004**

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# **Maui Community College Progress Report on Program Review and Evaluation**

## **Statement on Report Preparation**

Working with committee members, the unit heads and assessment coordinators collected data and prepared individual reports on the College's response to the ACCJC recommendation to develop and implement a comprehensive program review process that is linked to assessment, institutional planning, and resource allocation. This information was widely shared with administrators, faculty, and staff, who were given an opportunity to add, modify, and edit before the final document was assembled.

Approved for submission to the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges:

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Clyde Sakamoto, Chancellor  
Maui Community College

**Maui Community College  
Progress Report  
on  
Program Review and Evaluation**

**INTRODUCTION**

As requested in your Action Letter dated January 23, 2004 to Maui Community College Chancellor Clyde Sakamoto, this report addresses the College's progress in developing and implementing a comprehensive program review process that is linked to assessment, institutional planning, and resource allocation. The specific concerns addressed are those in the fall 2000 ACCJC evaluation team's Recommendation 2:

*The college should develop, implement, and regularly monitor a comprehensive program review and evaluation process for all educational programs, student services programs, and administrative support services. The review of educational programs and curricular offerings should identify learning outcomes, and these should be publicized. Evaluation should occur on a regular basis and should use data supplied by the institutional research office, as well as qualitative and quantitative data collected at the program/service level. The purposes of the process should be for defining and measuring student success, program success, curriculum learning outcomes, and the effectiveness of the institution. Results should be integrated into the college's overall planning, budget, and decision-making process. (Standards 3.A.1, 3.A.3, 3.A.4, 3.B.2, 3.B.3, 3.C.1, 3.C.2, 4.B.5, 4.B.6, 4.C.2, 4.C.3, 4.c.4, 4.D.1, 4.D.3, 4.D.6, 4.D.7, 5.10.)*

We are pleased to report that during the past three years, Maui Community College has developed and implemented a comprehensive program review and evaluation process for its educational programs, student services programs, and administrative support services. In Academic year 2003-2004, the College completed its first cycle of the review process; the second cycle is now underway. Reviews of all instructional and non-instructional programs this spring were based on analysis of data, and results were integrated into the college's planning, budgeting, and decision-making process.

With each ensuing year, the program reviews and evaluations will be part of a continuing improvement strategy that will be refined through analysis of data and the application of resources to coincide with our learning-centered mission and our overall Strategic Plan directions. Evidence of these results is available through Executive Committee minutes, budget allocation and implementation priorities for the next 2004-05 academic year, and biennium budget request priorities for the 2005-07 years.

All MCC programs are now on a schedule for Annual Assessments and Comprehensive Program Reviews. Annual Assessments for instructional programs began in Academic Year 2002-03; reports were completed in May 2003. Comprehensive Program Reviews began in Academic Year 2003-04 with three pilot programs: Allied Health, Accounting,

and the Office of Continuing Education and Training (OCET). All three will submit their Comprehensive Program Review Reports in September 2004. In Academic Year 2004-2005, five instructional programs and The Learning Center will complete Comprehensive Program Reviews.

Program assessment activities accomplished in workshops and in faculty and staff meetings during the past two years include the development of student learning outcomes for both vocational and Liberal Arts classes and programs, the creation of curricular grids that document and assess the learning outcomes in both courses and programs, and the establishment of processes for continuous assessment activities.

A number of faculty and staff members and administrators are now serving on two assessment committees. The Assessment of Student Learning (ASL) committee measures student achievement, and the Campus-wide Assessment of Student Learning (CASTLE) committee synthesizes and integrates the various types of assessment on campus, both in instruction and in administrative and student services. These two committees work together, effectively keeping the focus of the entire campus on student learning outcomes and institutional effectiveness. They are also instrumental in integrating all aspects of campus-wide assessment into the College's planning, budgeting, and decision-making process.

## **INSTRUCTIONAL**

In 2001, Maui Community College started formal direct assessment procedures by concentrating on Career and Technical programs. The next year Liberal Arts was added. To provide a strong foundation for evaluating each of these programs, the assessment activities were first focused on the updating of course outlines. Faculty members made sure that each course outline included student learning outcomes (SLOs) based on the five MCC and UH System standards: Critical thinking, Oral Communication, Written Communication, Information Retrieval and Technology, and Quantitative Reasoning (COWIQs). Faculty also created curricular grids to show the coverage of the five standards in each course, making sure that course outlines correspond with course syllabi.

In addition, program coordinators, working with faculty and staff, created mission statements, goals, SLOs for these goals, and curricular grids for their programs. The grids track program goals and student learning outcomes and integrate the five broader COWIQ standards. The grids also make it possible for advisory committee members and other stakeholders to assess the programs. In addition, the College is developing a super-grid that shows the student learning outcomes for all courses and allows program coordinators and others to examine support courses to verify material and content taught.

In May 2003, Career and Technical program coordinators submitted reports on their 2002-2003 assessment activities. The data from the reports were analyzed and recommendations made for changes that would improve program effectiveness. One recommendation was to consolidate carpentry, building maintenance, drafting, and welding into a Construction Technology program. This consolidation process, which is now well underway, is

expected to improve student achievement and success and to better meet the needs of the local building industry. Even though positive decisions and actions did result from them, the timing of these 2002-2003 reports proved to be less than optimal. After a dialogue among stakeholders, it was decided that beginning in 2004, reports would be due in September. This schedule not only allows program coordinators the time they need to analyze data and provide action plans on how to strengthen their programs, but it also permits an opportunity for assessment activities to be aligned with campus review processes, schedules, and budget allocation.

The Assessment Coordinators worked closely with instructional unit leaders and administrators to develop and update criteria necessary for the Annual Assessments and for the Comprehensive Program Reviews that all programs must accomplish every five years. This Assessment Team developed a template that program coordinators can use for both reports. The template consists of five sections of discussion and supporting data:

1. **Overview of the Program:** Includes the program's mission and vision and its relationship to MCC's mission, vision, Strategic Plan, and action strategies; the connection between the goals of the program and the student learning outcomes of the program; a description of full- and part-time faculty, how they update their skills, and how this affects SLOs; and the program's relationships with community and professional groups and accreditation associations.
2. **Curriculum and Students:** Includes the five standards, learning outcomes for the program and for students; student achievement measures; recommended changes made; measurable program benchmarks; program/certificate/degree standards and their SLOs; student enrollment, retention, and time of completion; program responses to changes in the field; curricular changes; student advising and mentoring; student involvement in program-related activities; use of lecturers; admission policy; job placement; articulation agreements, and campus centers or institutes.
3. **Staff and Support Facilities:** Includes professional and clerical staff; and space and equipment for instruction, institutional research, and external grants.
4. **Distance Delivered Off-Campus Programs:** Includes programs delivered off-campus or via distance delivery modes; faculty, student support, and facilities; available student support; space and equipment for instruction; evidence that program SLOs are being met; and evidence that educational effectiveness of off-campus or distance courses is equal to that of on-campus courses.
5. **Analysis of Program--Tying it all Together:** Includes summary statement; plans for next year; budget for next year; and an analysis of seven questions the University of Hawai'i Board of Regents ask about established programs.

Since sections one, two, and five measure critical aspects of the programs, program coordinators cover these sections each year in their Annual Assessment Reports; program coordinators cover all five sections in their five-year Comprehensive Program Review Reports. Data from both reports are used to improve and modify programs and for institutional planning and resource allocation. Annual Assessments and Comprehensive Program Reviews are assessed and validated by a team made up of both campus and

community members. Final validation and response to action steps are accomplished by the MCC Executive Committee.

To assure that assessment is continuous and campus-wide, the Assessment Team developed a series of processes that clarify what activities program coordinators and assessment coordinators will perform on a regular basis. These include the “Self-Study Guide for Annual Assessments and Comprehensive Program Reviews,” the “Timeline for Annual Assessments;” the “Timeline for Comprehensive Program Reviews,” the “Procedures and Timeline for Annual Assessment and Program Review Validation Teams,” and the “Guidelines for Program Review Validation Teams.” Processes are also being developed for other unit leaders, e.g. Student Services, Administrative Services, the UH Center, and Office of Continuing Education and Training. The assessment processes are timed to align with campus budgeting and planning schedules and will be periodically reviewed for their vitality and effectiveness.

The Assistant Dean of Instruction, serving in the capacity of Institutional Researcher, provides extensive data and analyses of assessment reports and program reviews that are used for further scrutiny by subsequent reviewers and then to make decisions that evaluate, improve, and fund activities and initiatives that will improve student learning outcomes.

To assure overall institutional coherence among the planning, implementation, and resource allocation processes used to improve student learning outcomes, the campus-wide process that was used to develop the MCC Strategic Plan is also used by Strategic Plan Action Strategy committees. During the past year, seventeen of these committees worked on specific goals chosen as priorities by the campus. Measurable progress was made in all areas. Data were documented and discussed at campus meetings, committees, and the Academic Senate, where committee requests were prioritized and placed in MCC’s annual operational, biennium, and eight-year budget plans. The following are some of the results realized so far from the work of the Action Strategy committees:

- A full time Kahului campus clerk, a part time Lanai clerk, a full time Molokai Distance Education specialist, and a Kahului campus science lab technician are being hired this year; other positions are scheduled to be filled in the future.
- A science and health center was added into the master plan.
- Several nationally known educational experts gave presentations.
- Faculty and staff training sessions and employee retirement and benefits fairs were expanded.
- A lecturer mentoring program was implemented.
- A mentoring program for non-faculty employees is being implemented.
- An education management program is being piloted, with 10 teams, 15 co-leaders, and 60 new students.
- The mindset that technology is a one-time capital expense has been changed to one that realizes the importance of maintenance and timely replacement of technology.
- A college orientation for all new employees is being developed.

- A grid that shows a need for over thirty positions in all areas of technology development and academic support was produced, along with an estimate for the costs that would be entailed in filling these positions.

Additionally, during the past year, the campus has created, refined, and used a process for establishing policies that allows and encourages input from all stakeholders. For instance, when a consistent, fair policy was needed for faculty contract renewal documents, the need was discussed in the unit chair meetings, and a draft of the document was created. After more dialogue and editing, the document was taken to the individual units and to the Academic Senate for discussion and input. After final review and approval by the administration, the document was put on the College website, where it is available to all.

A budget process was also developed that involves the entire campus. Budget work groups, consisting of each individual unit on campus, submit their needs to the budget consolidation and prioritization areas: Instruction, Academic Affairs, Students Services, and Administrative Services, where they are analyzed and discussed with stakeholders. From there, the prioritized budget lists go to the Executive Committee, where they are analyzed and either sent back for changes based on new information or recommended to the Chancellor for final review and approval to be included in the annual, biennium, or eight-year budget.

During 2003-04, the Assessment / Program Review Team submitted one-year, biennium, and eight-year budgets for assessment activities. A new format for submitting annual assessment budgets was created that ties directly to the College Mission, Strategic Plan, and prioritized Action Strategies. It shows action steps, indicators of past and present assessment activities, and budget allocations and funding sources.

Finally, to ensure that the UH system community colleges develop a consistent profile of the data needed to support ACCJC assessment requirements, the system institutional Research Cadre, with active MCC representation and participation, has created a UHCC Data Portfolio Template. The template will be used to collect, develop, and analyze information to be used in the 2004-05 self-study.

Assessment and program activities are currently focused on the following goals:

- Ensure that by Fall 2005, all programs will be fully involved in Annual Assessments and Comprehensive Program Reviews, as scheduled.
- Assist each program, as part of their Annual Assessments and Comprehensive Program Reviews, to develop a database of student abilities on the five standards (COWIQs), defining the satisfaction of each standard, determining the percentage of students that will satisfy the five standards, and selecting methods for evaluation (rubrics) to be instituted into the program.
- Create an annual “success” day on campus when matriculating students’ abilities will be measured against the five COWIQs.

- Develop a comprehensive and accessible website data base that can be continually updated and monitored and used as a communication resource on MCC's institutional effectiveness for the students, college, and external communities.
- Encourage student representatives to serve as active members of campus assessment committees.
- Visit and network with other colleges that have established national reputations for their assessment practices, e.g. College of DuPage and Alverno College. (MCC is adapting models developed by DuPage and CSU Monterey Bay.)
- Schedule experienced assessment coordinators from outside the campus who will visit the campus, observe MCC assessment practices, provide workshops for faculty and staff, and validate the work done thus far.
- Continue to further integrate annual assessment processes with planning, decision-making, and budgeting processes.
- Integrate assessment activities with "best practices" in distance education at MCC Education Centers in Hana and on Molokai and Lanai.
- Assessment and Comprehensive Program Review Reports will be placed on a Website where everyone will have access to all college assessment activities.

### **The Office of Continuing Education & Training**

The Office of Continuing Education & Training (OCET) provides non-credit instruction and training through the following programs: Visitor Industry Training & Economic Development Center (VITEC); Computer Technology Training (COMPTECH); Personal and Community Enrichment (PACE); Business & Computer Technology contract training; and English as a Second Language instruction through the Maui Language Institute (MLI).

Several course delivery methods are utilized within OCET: open-enrollment public courses offered through three cycles in the year (fall, spring, summer); contract training courses offered on demand by an organization; and six-week training cycles in the Maui Language Institute.

In the past, OCET's customary operating procedure was to identify learner goals and objectives for business and computer courses only. During the self-study year that prepared for the latest accreditation review, however, OCET standardized these procedures and now applies them systematically across all of its programs. OCET publicizes its student learning outcomes in its customized contract training proposals and in its course outlines given to students at the beginning of each course.

Because OCET classes are non-credit, success is generally measured by student and client satisfaction levels, enrollment levels, return student rates, revenue, and profit rates. These are monitored daily, weekly, monthly, cyclically, and annually. Qualitative information includes student evaluations of all classes; telephone follow-ups with individual students and with contract training clients, and interviews with trainers. Quantitative information collected includes pre- and post-assessments of student skills in certificate programs; and the testing of Maui Language Institute students on class learning outcomes and on their readiness for college entrance exams. Also, in skills classes, students must demonstrate

their abilities in order to successfully complete a class. Records are kept of student enrollment, retention, and completion. All quantitative and qualitative data are analyzed and used for planning, decision-making, and budgeting geared towards improving the effectiveness of OCET programs and services.

In 2003-04, OCET became one of three MCC programs to undergo a pilot Comprehensive Program Review. During the year, departments gathered evidence, using the Self Study Guide for Annual Assessments and Comprehensive Program Reviews as a guideline. In September 2004, OCET will submit its Comprehensive Program Review Report. In Spring 2005, a team of college and community client representatives will audit OCET's Program Review, following the validation team procedures and guidelines. Findings will be reported, discussed, and integrated into the College's decision-making and budgeting processes.

### **University of Hawai'i Center, Maui**

Even as MCC begins offering its first bachelor of applied science, the University of Hawai'i Center, Maui supports bachelor's, master's, and certificate programs offered by the University of Hawai'i's four-year campuses at Manoa, West Oahu, and Hilo. Since the Center's inception in 1997, enrollment, retention, and completion data for students has been regularly collected and reviewed in order to evaluate and improve access provided and breadth of four-year programs available to students; student retention and completion; and enrollment trends. Course scheduling grids document the results of on-going negotiations and commitments between the UH Center and the campuses offering the four-year degrees and will offer a database for MCC faculty members to analyze demands for other possible baccalaureate degrees. Program offerings and operational activities will be adjusted according to data collected.

Following the ACCJC recommendation to develop a more comprehensive program review and assessment process, the Center Director, faculty, and staff are taking the following additional actions:

- Attending system-wide and campus-based workshops and meetings to ensure the Center's participation in a coordinated and integrated approach toward MCC and UH system-wide program review and assessment.
- Planning, along with accreditation representatives from partner campuses and on-site faculty and staff, ways to clarify and delineate Annual Assessment and Comprehensive Program Review responsibilities between and across units.
- Collecting evidence that shows that partner campuses review and assess the instructional programs that they deliver to Maui County students.
- Developing qualitative and quantitative assessment methods to evaluate program availability and support services provided by the UH Center to students, e.g., interviews, focus groups, paper and on-line surveys.
- Collecting external criteria for evaluation by researching mainland Centers' assessment and program review models and benchmarks.
- Establishing a foundation for a Comprehensive Program Review in 2005-06.

- Researching “Best Practices” for University Center operations.
- Upgrading technology in an off-campus computer lab to ensure that students taking distance classes have the use of technology that is equal to that available on campus.

### **Academic Support and Outreach Centers**

Faculty and staff members in academic support and at the outreach centers are in the process of developing and implementing a program review and evaluation plan for each area. Working together as a unit, the library, Media Center, Business Lab, Learning Center, and the Molokai, Lana'i, and Hana Education Centers are sharing current program review and evaluation activities and data collection methods that measure student success and program effectiveness.

Since some areas are further ahead in the process than others, this type of sharing is proving to be beneficial to the entire unit. All areas of Academic Support and Outreach are initiating Annual Assessments and are scheduled for Comprehensive Program Reviews, beginning with The Learning Center in AY 2004-05. All are scheduled to work with the Assessment Coordinator on establishing benchmarks for student achievement and program effectiveness. The following are some of the assessment activities currently taking place in the various areas:

**The Media Center** has drafted mission and vision statements to begin the Comprehensive Program Review process. Data from distance learning evaluation surveys that students are required to fill out for each class are used to evaluate and improve the effectiveness of the Media Center's services. For instance, when students reported that the poor quality of the audio made it difficult for them to learn, new audio equipment was placed in the budget as a priority item and purchased. A suggestion box is also located in a prominent position in the Media's service center. Staff members review all comments and take appropriate actions to remedy any situations that need attention. Staff members also meet regularly to discuss requests from students, staff, and faculty; and to share ideas and concerns.

**The Business Computer Lab** monitors and documents student use with a computerized check-in and check-out system. Student evaluations are passed out at the end of each semester. All comments and data are analyzed and used to evaluate and improve services. For instance, evaluations indicated that students would like the Business Lab to open additional hours during the week. Since data showed a continuous increase in the number of students utilizing the lab and the number of hours they spend there, plans were initiated to budget more hours of open time. Acting in advisory roles, business instructors meet and offer suggestions to lab staff. The Business Lab coordinator has also installed a suggestion box. Comments deposited are regularly analyzed and used to improve services. Other data related to business lab use and overall academic performance are additionally analyzed. Student tutors are trained each semester and evaluated annually.

**The Learning Center** also monitors student use with a computerized check-in and check-out system and uses survey forms to evaluate the effectiveness of the facility, staff, and

tutorial program. A suggestion box is located at TLC's reception counter; comments are reviewed weekly by the professional staff. Survey forms show high user satisfaction and requests for more open TLC hours. Data backing up this request were submitted to planning committees and to the budget committee. As a result, the Business Lab and The Learning Center worked together on scheduling to maximize the number of computer lab hours available to students.

Tutor and student assistant training is offered throughout the year to ensure that the staff is knowledgeable and effective in providing student support services. Professional staff meetings are held to share concerns, ideas, and future goals. The Learning Center Acting Director meets with campus instructors regularly to discuss discipline and program needs and to review data regarding student attendance in the Learning Center and its relationships to academic performance. Needs are reported to the appropriate committees for planning and budgeting.

**The MCC Library** utilizes student and faculty user satisfaction surveys as well as a comment and suggestion book to evaluate the effectiveness of its services. The Library also collects data on budget, staff, services, holdings, and usage. The data are shared annually with the UH Hamilton Library and the American Colleges and Research Libraries. Statistics for reference, instructional, and circulation services and acquisitions are kept electronically on a monthly and yearly basis. After data on the declining number of classes and students taught, the number of reference questions, and the number of materials circulated were analyzed, the bibliographic instruction program was revamped. As a result, data from 2003-2004 shows a user increase of 7%.

Library staff members meet monthly to discuss needed changes in policies and procedures, review services, discuss new upgrades, and share ideas and concerns. Data are analyzed at the end of each collection period and appropriate actions implemented. Evidence collected from recent surveys suggested the need for additional services and positions. Analyses will be completed in the appropriate committees and, if warranted, placed in annual, biennium, and eight-year budget recommendations.

The MCC library maintains a close partnership with community and UH System libraries. Once a month, the Head Librarian meets with the directors of the Kahului and Wailuku Hawai'i State Public Libraries and the Hawai'i Small Business Library to coordinate services and to discuss issues and proposals affecting the libraries. As a result of these meetings, the MCC library is now a Federal Depository Library, sharing government documents with the Kahului Public Library and the Small Business Library.

The Head Librarian also serves on the UH Library Council, which reviews and drafts system-wide policies and coordinates services. A system-wide library and identification card approved and adopted by the Council has been implemented at MCC. This multi-purpose card allows students to access the UH Student Information System, to print copies in the library and elsewhere on campus, and to purchase food in the College cafeteria.

In the coming year, the Assessment Coordinator will hold training sessions for all Academic Support units in establishing benchmarks and collecting data that will measure student success based on the use of support services. This data will be included in the support units' Annual Assessment Reports and in their Comprehensive Program Review Reports.

**Lana'i, Molokai, and Hana Education Centers:** Since the Kahului campus Program Review and Assessment activities are well under way, the Assessment Coordinator will now be working with the coordinators, faculty, and staff members of the three MCC education centers. Since many of the courses offered at these sites are delivered to students over TV or online by Kahului campus teachers, the Assessment Coordinator's training will be focused on on-site classes and on student and administrative services. Each of the education centers has an advisory board that works closely with its Center, discussing issues, offering solutions, and evaluating services. The **Lana'i Education Center** Community Advisory Committee and the Lana'i Rural Development Project (a U.S. Department of Labor-funded grant) Advisory Committee schedule joint meetings. A clipboard and suggestion box are available to students and community members in the Lana'i Center, and students fill out end-of-semester teacher and class evaluation forms. All data collected are analyzed, tabulated, and used to improve student access and support services. For instance, as a result of community input, Compass testing was reinstated at the Lanai Education Center in 2002, with 409 tests administered to date. For a period before that, students who wished to attend classes at the Education Center had to travel off-island to take English and math placement tests. Also, a Kellogg grant has made it possible for the Lanai Education Center to prepare high school students to take the Compass tests. Last year 26% of high school juniors participated in the program.

**The Molokai Education Center** offers instruction at the Center and at the Molokai Farm, both by distance and on-site delivery. In addition to a range of community college level courses, the Center offers a limited number of four-year distance education programs from the University of Hawai'i at Manoa, Hilo, and West Oahu. Distance courses are evaluated each semester by the sending campus, and the data are used to improve the services. Also, a suggestion box is located in the main lobby of the Education Center. Next to it is a poster board where both suggestions and responses to the suggestions are displayed for all to see. Because of a limited budget, some suggestions, e.g. longer library hours, cannot be implemented at this time; however, they are prioritized and included in the planning and budgeting process for the future. After working with the Assessment Coordinator to establish SLOs and grids for all on-site classes, Molokai will be the first of the three education centers to engage in a Comprehensive Program Review. The other two education centers are implementing Annual Assessments that will lead to Program Reviews.

Community Advisory Committee input keeps the **Hana Education Center** in close touch with the needs of the surrounding community. For instance, as a result of community input, testing and counseling services in Hana for students who plan to attend classes in Kahului was implemented. During the Academic Year 2003-04, every Hana High School graduate took the MCC Compass Placement test at the Hana Education Center, eliminating

the need to travel the long distance to the Kahului campus. Also, the MCC counselor for the Hana area now assists both high school students and community members. Since the median age of the Hana Education Center student is 31.6 years, and many of these students are married with family responsibilities, these testing and counseling services have made educational opportunities available for an additional number of Hana community members.

Since many Hana classes are taught by Kahului campus teachers via HITS, student learning outcomes and program and course assessment grids are in place for the majority of courses delivered to students at the Hana Education Center. The next step is to develop SLO's and grids for the special topics classes that are taught on-site at the Hana Center.

In 2004-2005, the Assessment coordinators will be working with teachers and staff of all three education centers on student learning outcomes and assessment for their non-distance courses. Course outlines, syllabi, and standard grids will be completed. Coordinators will also hold training sessions on the Self Study Guide for Annual Assessments and Comprehensive Program Reviews. For the distance classes, assessment activities will be integrated with "best practices" in distance education.

## **STUDENT SERVICES**

The College has developed a process for conducting program reviews for all Student Services programs. The review is grounded in the standards and guidelines of the Council for the Advancement of Standards in Higher Education (CAS). The process consists of an Annual Assessment by each Student Services program, with a Comprehensive Program Review conducted every four years for each. These reviews are submitted to the Dean of Student Services and Executive Committee for validation and analysis. The Executive Committee uses the data analysis from the reports to develop recommendations for short- and long-term planning and resource allocation.

An on-going four-year timetable listing each Student Services program has been developed, with the first programs (federal TRIO programs) going through a Program Review in AY 2003-2004. Shortly after the TRIO projects began the Program Review process, the College was notified of the U.S. Department of Education's intent to conduct a site visit in the near future. In order to prepare for this visit, the College decided to put the TRIO program reviews on hold. The College has proceeded, however, with Program Reviews for Admissions & Records, Student Housing, and Student Activities in AY 2004-05. Meetings and orientations have been held with directors and staff of all three units to begin the Comprehensive Program Review process. Upon completion of the Program Reviews, reports will be submitted to the Dean of Student Services and the Executive Committee for validation.

The first cycle of Annual Reviews were completed in Spring 2004 and presented to the Executive Committee. The presentation consisted of the following:

- An organizational overview of Student Services units including staff positions, performance data, and budget resources, including general funds, external funds, self-support.
- An update on the Comprehensive Program Review process.
- A report from each Student Services unit. The report consisted of unit mission statement, listing of unit functional statements, quantifiable data, assessment results and plans, and unit initiatives (past policies, practices, services, issues, resolutions, improvement, dates of implementation).
- The impact resulting from three possible general funded budget scenarios: (1) a 5% reduction of operational budget, (2) a current level operational budget, and (3) a 5% increase of operational budget.

The Dean of Student Services reported that based on the analysis of the annual reviews, the area requiring the most attention was student housing, since that account is in deficit while affecting the group of students who spend the most time on campus, either in classes or in the student housing facilities. On a one-time basis, some operational funds will be allocated to the housing account to minimize the deficit and to improve some student rooms. The student housing office will develop a proposal to increase housing rates. Additionally, the College will be pursuing the addition of a 400-bed student housing facility off-campus.

In consideration of the Annual Assessment and understanding of current available operational resources, the Chancellor has stated that Student Services could minimally anticipate level funding for the next academic year but clearly benefit from a \$13 million privately funded student housing project scheduled for completion in Fall 2006. Finally, MCC will participate in a comprehensive UH System-wide Study of Student Housing Needs.

## **ADMINISTRATIVE SERVICES**

Administrative Services consists of four major units: Business Office, Computing Services, Personnel Office, and Operations and Maintenance. The Office of the Director of Administrative Services provides support, coordination and oversight over the four units. Administrative Services has taken the following action steps towards its goal of developing and implementing a comprehensive Program Review process:

- Each unit has created its own mission statement and respective functional statements. The mission statements were created and aligned with the Maui Community College Mission statement. All of the staff members within the respective units worked collaboratively to develop the statements.
- A satisfaction survey was created and distributed to all staff and faculty at MCC, including outreach sites. This satisfaction survey was created to evaluate each unit's progress towards its mission and functional statements.
- The results of the survey were compiled and shared with the Administrative Services staff. Standards to be used for the survey were discussed. A 4.0 average score is under consideration, with 95% positive responses on the question asking whether or not the unit's service improved or declined over the past year.

- Each unit has undergone an internal self-assessment. The process was titled Small Group Campus Development (SGCD). For this process, all Administrative Services staff members met in small groups with an outside coordinator and gave input on what was working well and what was not working well and made suggestions for improvements in their areas. The SGCD coordinator compiled a summary report of the meetings, and the outcomes were shared with the participants. Several suggested changes have been implemented and are working well; others are in the planning stage.
- Each unit is compiling annual quantitative data. These data will be used as part of the Administrative Services Program Review process to monitor workload demands, output, productivity, and timeliness of services. Other institutional benchmarks outside of the UH System will be sought to compare the College's administrative performance.

An analysis of the survey results, SGCD, and quantitative data identified many positive outcomes and also several areas that require attention. Some of the highlights follow:

- Despite staffing shortages, the units excelled in the area of providing services in a courteous manner.
- Services from certain areas such as Mailroom, Campus Security and Personnel Office had high overall ratings, yet none of the units met the standards of 4.0 point average and 95% positive response on yearly improvement.
- An often expressed desire is that the units provide more training to campus faculty and staff. Training sessions have been held for several issues, and more are scheduled.
- The SGCD showed that increasing workloads without adequate support because of a lack of resources has affected service and lowered staff morale in all Administrative Services units, some more than others. This issue is currently under campus-wide discussion and is a high priority in planning and budget meetings.

The data was presented to the MCC Executive Committee during the Administrative Services program review. The data was also presented to the department heads and shared with their respective staff. The analysis of the survey results, SGCD interviews, and quantitative data is being utilized in the following ways:

- To develop and prioritize the MCC Eight Year Financial plan, biennium budget proposals, and the FY 2005 Annual Operating Budget.
- To prioritize new and vacant positions.
- To identify specific areas within the units that require corrective action that will not involve additional financial resources or positions, and to create action strategies to address these no-cost issues or concerns.
- To monitor workloads and identify trends that may provide early warnings of possible future concerns and issues.
- To prioritize staffing needs and equipment purchases.

The Administrative Services Comprehensive Program Review process is still under construction. The following steps are being taken to improve the current review system:

- Create another satisfaction survey for credit and non-credit students who access Administrative Services. Timeline: Fall 2004.
- Continue implementing the faculty/staff satisfaction survey. Distribute the next survey at the beginning of Spring 2005.
- Identify other than UH System Administrative Services benchmarks.
- Include campus maintenance custodial and grounds-keeping positions as part of upcoming Biennium Budget.
- Continue collecting quantitative data to monitor workload, output, productivity and its related trends, using a Maximo software to identify, schedule, and monitor facilities' maintenance requirements.
- Develop an external review process. One possibility being considered is to have an external committee conduct an extensive review of one unit per year. The review committee would be charged with reviewing internal policies and procedures, routine practices, process, staffing, workloads, resource, etc. The committee would submit a report to management on unit strengths and weaknesses and suggestions for improvement.
- Schedule a Comprehensive Program Review for AY 2006-07.

### **SUMMARY**

Education and training for program review and evaluation and for ACCJC policies and requirements is an on-going priority at MCC. In January 6 and 7, 2004, a nine-member team, consisting of faculty and administrators, including the assessment coordinators, attended a system-wide workshop where the new ACCJC standards were discussed, existing policies and practices were analyzed, and plans for necessary changes were put in action. On March 24-26, a group of seven campus leaders attended the American Association for Higher Education Conference on assessment. On May 18, everyone on campus was invited to attend a follow-up to the January meeting held over HITS. Each campus reported its progress on the assessment activities. On August 10, three faculty and one staff member attended the CCSSE seminar on the uses of data to increase student retention. On August 27 and 30, Mary Allen and Amy Driscoll, experienced assessment resources from CSU Monterey Bay, held campus-wide assessment workshops. On September 14, a group of faculty and administrators will attend the WASC training on the new accreditation standards.

Over the past three years, MCC's response to the ACCJC evaluation team's Recommendation 2 has been a concerted effort to establish and implement processes, schedules, decisions, and budget allocations as part of a process for continuous improvement of student learning and institutional effectiveness. The College is aware of its limitations in some areas whose data are still being collected; however, through an annual cycle of program review of the entire institution, processes related to each program and service will be refined. As the institution acquires more expertise and experience in the assessment process, student learning outcomes will become even better understood and

more precise and will affect our learning and teaching designs, refine our support services, benefit our learners and graduates more clearly, and become even more important to all of our internal and external learning constituencies.