UNIVERSITY OF HAWAI‘I MAUI COLLEGE

UNIVERSITY CENTER

COMPREHENSIVE PROGRAM REVIEW

2011-2016
# Table of Contents

## I. Introduction

A. Background, Mission, and Vision  
   Figure 1: UH Center Pathways  
   B. Administration, Faculty & Staff  
   Table 1: UH Center Faculty & Staff

## II. Program Learning Outcomes

A. UH Center Graduates  
   Figure 2: UH Center Degree Offerings 2011 & 2016  
   Figure 3: UH Center Graduates 2006-2016

B. UH Center Unduplicated Headcount  
   Figure 4: UH Center Enrollment 2006-2016

C. UH Center Transfer Students  
   Figure 5: New Students Entering UH Center Programs 2006-2016

D. Public Inquiries  
   Table 2: Recruitment Events  
   Figure 6: Contact Reports

E. Degree Offerings  
   Figure 7: UH Center Degree Offerings 2011-2015

F. Graduate Student Satisfaction  
   Table 3: Survey Response Rate 2007-2016  
   Table 4: Graduate Survey Results on Student Satisfaction, 2007-2015  
   Table 5: Graduate Survey Results on Student Satisfaction, 2015-16

G. Student Demographics  
   Fig. 8: Enrollment by Island in Distance Learning Programs

H. Occupational Demand  
   Table 6: Short term Occupational Forecast for Hawaii by Education Level  
   Figure 9: UH Center Graduates by Degree and Program Area

I. Internet Presence  
   Figure 10: Twitter Impressions  
   Figure 11: Social Media Impressions  
   Figure 12: Website Data 2015-2016

## III. Conclusion

Figure 13: UH Center Graduate List
Background

The University of Hawai‘i Center (UH Center) at UH Maui College is a Board of Regents instituted program (RP 5.215) that facilitates intercampus cooperation and serves as a receive site and community point-of-contact for bachelors and graduate degrees (see Center website at: uctrmaui.hawaii.edu).

Locally, the UH Center is the institutional unit responsible for facilitating cooperation and partnering with external bachelor’s and graduate programs. In addition to needs assessment and planning responsibilities, the Center provides a broad range of support services (e.g. local point-of-contact for pre-admissions advising; classroom scheduling; publicity and recruitment; library, proctoring, Web and videoconferencing services).

The Center does not confer credits or degrees, but provides support services for the delivery of accredited bachelor’s and graduate programs to Maui County sites. After program commitments are obtained, the UH Center provides local support services to sustain students in these programs. The conceptual flow of students through the Center is illustrated in figure 1, the UH Center Pathways Flowchart.

Mission

*The mission of the UH Center is to provide Maui County residents access to a selection of bachelor’s and graduate degrees.*

Vision

The UH Center vision is to enrich the lives of Maui County residents by offering local access to bachelor’s and graduate degrees that increase the educational capital of the state. It is the aim of the Center to increase the number of students participating in and completing degree programs, particularly Native Hawaiians, low-income students, and those from underserved regions (see [UH System Strategic Plan Goal 1](https://www.uh.edu/about-uhs這是關於UH的網站) and [UH System Strategic Outcomes and Performance Measures 2008-2015](https://www.uh.edu/about-uhs這是一個關於UH的網站)).
We strive for program offerings that:

- are comparable to residential, on-campus programs in cost and are accessible county-wide
- are comparable in quality to UH on-campus programs
- use innovative delivery methods and a curricular design geared toward meeting the needs of non-traditional students
- build inter-institutional partnerships comparable to University Centers across the nation

Fig. 1 UH Centers Pathways
Table 1: UH Center Faculty and Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>UH Center Service</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>T Karen Hanada</td>
<td>Director, M05, 1.0 FTE</td>
<td>19 years</td>
<td>BA, MBA, 31 years UH Service</td>
</tr>
<tr>
<td>Melissa Mauliola</td>
<td>Secretary, 1.0 FTE</td>
<td>3 years</td>
<td>4 years UH Service</td>
</tr>
<tr>
<td>Vacant-Interim Casual Hires</td>
<td>APT Academic Support 1.0 FTE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vacant</td>
<td>Learning Community Coordinator 1.0 FTE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eri Nomura</td>
<td>Counselor, 1.0 FTE</td>
<td>2 years</td>
<td>BA, Fine Arts; MS College Counseling</td>
</tr>
<tr>
<td>Theresa Tamanaha</td>
<td>Molokai APT 0.25 FTE</td>
<td>3 years</td>
<td>AA, BA</td>
</tr>
<tr>
<td>Learning Center Proctor</td>
<td>Hourly, 0.25 FTE</td>
<td>Casual Hires</td>
<td>AA minimum, Bachelor’s preferred</td>
</tr>
</tbody>
</table>

- Administration, Faculty and Staff has remained steady with 3 core staff. Karen Hanada remains at Director Position, while the Secretary position previously held by Liane Koga was replaced by Melissa Mauliola in 2014. The APT position previously held by Nancy Ooki has been upheld by two part-time casual hires since 2015.

The 1.0 FTE position formerly residing in the Library is being redistributed as part of a mini-reorganization that should be completed beginning of 2016 academic year. A new position, Learning Community Coordinator, will be created and a Full-time APT will be hired.
Program Learning Outcomes

UH Center PLOs were developed with the objective of having prospective students possess knowledge and awareness to contact the UH Center for:

- information on what bachelor’s and graduate level distance learning programs are available at each particular location,
- assistance with applying for a program and registering for classes
- advising services
- assistance with needs for library, testing, and other support services

In addition, for the distance learning students who are already admitted into a program and enrolled in courses, the following PLOs measure student access to programs locally unavailable through home campus UHMC, student enrollment, student retention, and student graduation:

- the number of high-demand degrees offered through the Center,
- the number of classified, unduplicated student headcount
- the number of graduates per academic year

UH Center goals, objectives, and PLOs for the 2015-2016 annual review periods are listed below. Discussions regarding descriptive and definitional challenges, assessment objectives, and metrics are ongoing in regular staff meetings and collaboration group meetings. UH Center staff and our collaboration group representatives continue to re-evaluate the relevance of PLOs and metrics. PLOs, action strategies, and metrics are adjusted when evaluation and assessment discussions indicate changes are beneficial.
Program Learning Outcomes

1) Average number of graduates per year will grow in relation to number of program offerings and partner programs capacity.

The number of degree programs offered through the University Center has increased from 35 programs in 2011 to 48 programs in 2016, an increase of 2 percent. (see fig. 2)

The 5-year Averages for the time period 2006-11 and 2011-2016 went from an average of 73.8 graduates to 94 graduates, a 28 percent increase. (see fig. 3)

![Fig 2: UH Center Degree Offerings Fall 2011 & Fall 2016](image_url)

<table>
<thead>
<tr>
<th>Degree Education Degrees and Certificates Available on Maui</th>
<th>Weblinks</th>
<th>UH Campus</th>
<th>Cohort or Open</th>
<th>Spring Sen'12 Application Due</th>
<th>Fall Sen'12 Application Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BUSINESS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA, Business Admin. Accounting (ACC)</td>
<td>[link]</td>
<td>West Oahu</td>
<td>Open</td>
<td>12/1/12</td>
<td>8/1/12</td>
</tr>
<tr>
<td>BA, Business Admin, General Business Admin (GBUS)</td>
<td>[link]</td>
<td>West Oahu</td>
<td>Open</td>
<td>12/1/12</td>
<td>8/1/12</td>
</tr>
<tr>
<td>BA, Business Admin, Marketing (BMT)</td>
<td>[link]</td>
<td>West Oahu</td>
<td>Open</td>
<td>12/1/12</td>
<td>8/1/12</td>
</tr>
<tr>
<td>MBB, Master of Business Admin</td>
<td>[link]</td>
<td>Manoa</td>
<td>Fall Only</td>
<td>1/2/2012</td>
<td></td>
</tr>
<tr>
<td>Graduate Certificate in Professional Accounting</td>
<td>[link]</td>
<td>Manoa</td>
<td>Fall Only</td>
<td>4/15/12</td>
<td></td>
</tr>
<tr>
<td><strong>EDUCATION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA, Social Sciences, Early Childhood Education (ECED)</td>
<td>[link]</td>
<td>Manoa</td>
<td>Cohort</td>
<td>12/1/12</td>
<td>3/1/2012</td>
</tr>
<tr>
<td>BEd, Elementary Education</td>
<td>[link]</td>
<td>Manoa</td>
<td>Cohort</td>
<td>2/2/2012</td>
<td></td>
</tr>
<tr>
<td>MA, Indigenous Language and Culture Education</td>
<td>[link]</td>
<td>Manoa</td>
<td>Fall Only</td>
<td>2/2/2012</td>
<td></td>
</tr>
<tr>
<td>MA, Music Education</td>
<td>[link]</td>
<td>Manoa</td>
<td>N/A</td>
<td>1/2/2012</td>
<td></td>
</tr>
<tr>
<td>MED, Curriculum Studies, Middle Level Emphasis</td>
<td>[link]</td>
<td>Manoa</td>
<td>Fall Only</td>
<td>3/1/2012</td>
<td></td>
</tr>
<tr>
<td>MED, Educational Technology</td>
<td>[link]</td>
<td>Manoa</td>
<td>N/A</td>
<td>3/1/2012</td>
<td></td>
</tr>
<tr>
<td>MED, Special Education</td>
<td>[link]</td>
<td>Manoa</td>
<td>Fall Only</td>
<td>3/1/2012</td>
<td></td>
</tr>
<tr>
<td>Kahuaeruoa Indigenous Teacher Education</td>
<td>[link]</td>
<td>Hilo</td>
<td>Fall Only</td>
<td>2/1/2012</td>
<td></td>
</tr>
<tr>
<td>Post-Bacc Certificate in Secondary Education (PSCSE)</td>
<td>[link]</td>
<td>Manoa</td>
<td>Fall Only</td>
<td>3/1/2012</td>
<td></td>
</tr>
<tr>
<td>Post-Bacc Certificate in Social Work Education (PBSE)</td>
<td>[link]</td>
<td>Hilo</td>
<td>Fall Only</td>
<td>3/1/2012</td>
<td></td>
</tr>
<tr>
<td><strong>HOSPITALITY INDUSTRY</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate, Travel Industry Mgmt, Hotel &amp; Resort Mgmt (TIM)</td>
<td>[link]</td>
<td>Manoa</td>
<td>Fall Only</td>
<td>3/1/2012</td>
<td></td>
</tr>
<tr>
<td><strong>INFORMATION AND COMPUTER SCIENCES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MLSC, Master of Library &amp; Information Science</td>
<td>[link]</td>
<td>Manoa</td>
<td>Fall Only</td>
<td>4/1/2012</td>
<td></td>
</tr>
<tr>
<td>MS, Information &amp; Computer Sciences</td>
<td>[link]</td>
<td>Manoa</td>
<td>Fall Only</td>
<td>4/1/2012</td>
<td></td>
</tr>
<tr>
<td>Grad Cert, Telecommunication &amp; Info Resource Mgmt (TIMH)</td>
<td>[link]</td>
<td>Manoa</td>
<td>Fall Only</td>
<td>1/15/2011</td>
<td></td>
</tr>
<tr>
<td><strong>MEDICAL AND HEALTH CARE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RN to BSN, Nursing</td>
<td>[link]</td>
<td>Hilo</td>
<td>Fall Only</td>
<td>1/15/2011</td>
<td></td>
</tr>
<tr>
<td>MS, Nursing</td>
<td>[link]</td>
<td>Manoa</td>
<td>Fall Only</td>
<td>4/2/2012</td>
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<tr>
<td><strong>PUBLIC ADMINISTRATION</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA, Public Admin, Disaster &amp; Pre &amp; Emergency Mgmt (DPEM)</td>
<td>[link]</td>
<td>West Oahu</td>
<td>Open</td>
<td>12/1/12</td>
<td>8/1/12</td>
</tr>
<tr>
<td>BA, Public Admin, General Public Admin (GUBS)</td>
<td>[link]</td>
<td>West Oahu</td>
<td>Open</td>
<td>12/1/12</td>
<td>8/1/12</td>
</tr>
<tr>
<td>BA, Public Admin, Health Care Admin (HCAD)</td>
<td>[link]</td>
<td>West Oahu</td>
<td>Open</td>
<td>12/1/12</td>
<td>8/1/12</td>
</tr>
<tr>
<td>BA, Public Admin, Justice Admin (JAD)</td>
<td>[link]</td>
<td>West Oahu</td>
<td>Open</td>
<td>8/1/12</td>
<td></td>
</tr>
<tr>
<td>Certificate, Disaster Preparedness &amp; Emergency Mgmt (DPMAS)</td>
<td>[link]</td>
<td>West Oahu</td>
<td>Open</td>
<td>8/1/12</td>
<td></td>
</tr>
<tr>
<td><strong>SOCIAL RELATIONS / HUMAN SERVICES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA, Interdisciplinary Studies, Human Relations in Orgs (AIRS)</td>
<td>[link]</td>
<td>Manoa</td>
<td>Fall Only</td>
<td>3/1/2012</td>
<td></td>
</tr>
<tr>
<td>BA, Psychology (subject to space availability)</td>
<td>[link]</td>
<td>Manoa</td>
<td>Fall Only</td>
<td>7/1/12</td>
<td></td>
</tr>
<tr>
<td>BA, Social Sciences, Applied Track (BASS)</td>
<td>[link]</td>
<td>West Oahu</td>
<td>Open</td>
<td>8/1/12</td>
<td></td>
</tr>
<tr>
<td>BA, Social Sciences, Political Science (BPS)</td>
<td>[link]</td>
<td>West Oahu</td>
<td>Open</td>
<td>8/1/12</td>
<td></td>
</tr>
<tr>
<td>Certificate, Substance Abuse and Addictions Studies (CSAS)</td>
<td>[link]</td>
<td>West Oahu</td>
<td>Open</td>
<td>8/1/12</td>
<td></td>
</tr>
</tbody>
</table>
## Degrees and Certificates Available via Distance Education on Maui

### Business and Hospitality
- **BA, Business Administration, General** - West Oahu
- **BA, Business Administration, Accounting** - West Oahu
- **BA, Business Administration, Marketing** - West Oahu
- **BA, Business Administration, Hospitality and Tourism** - West Oahu
- **MBA, Business Administration** - Manoa
- **MBA, Healthcare Management** - Manoa
- **MIHRM, Master of Human Resource Mgmt** - Manoa
- **Certificate Risk Management and Insurance** - West Oahu
- **Certificate Travel Industry Management, Hotel and Resort** - Manoa

### Interdisciplinary
- **Interdisciplinary Studies, Human Relations in Organizations** - Manoa
- **Certificate Peace Studies** - Manoa

### Medical and Healthcare
- **RN to BSN, Nursing** - Hilo or Manoa
- **MS, Kinesiology and Rehabilitation Science** - Manoa
- **MS, Nursing** - Manoa
- **DNP, Nursing** - Hilo or Manoa
- **PhD, Nursing** - Manoa
- **Certificate Health Care Administration** - West Oahu
- **Certificate Veterinary Assisting** - Windward

### Education
- **BA, Social Sciences, Early Childhood Education** - West Oahu
- **BEd, Elementary Education** - Manoa
- **BEd, Early Childhood/Special Education** - Manoa
- **MA, Music Education** - Manoa
- **MEd, Education** - Hilo
- **MEd, Early Childhood Education** - Manoa
- **MEd, Curriculum Studies, Middle and Secondary Level** - Manoa
- **MEd, Learning Design and Technology** - Manoa
- **MEd, Special Education** - Manoa
- **MEd, Teaching** - Manoa
- **Post Bacc Certificate Secondary Education** - Manoa
- **Post Bacc Certificate Special Education** - Manoa
- **Kahuaolila Indigenous Teacher Education** - Hilo
- **Graduate Certificate Online Learning and Teaching** - Manoa

### Public Administration
- **BA, Disaster Preparedness & Emergency Mgmt** - West Oahu
- **BA, Healthcare Administration** - West Oahu
- **BA, Justice Administration** - West Oahu
- **BA, Public Administration, General** - West Oahu
- **Certificate in Disaster Preparedness & Emergency Mgmt** - West Oahu

### Science
- **BS, Agricultural Science** - OSU

### Social and Human Services
- **BA, Social Sciences** - West Oahu
- **BA, Social Sciences, Political Science** - West Oahu
- **BA, Social Sciences, Psychology** - West Oahu
- **BA, Psychology** - Manoa
- **MSW, Master in Social Work** - Manoa
- **Cert. Disability and Diversity Studies** - Manoa
- **Cert. Substance Abuse and Addiction Studies** - West Oahu

For more information Contact us by phone or email  
[http://uctrm.aui.hawaii.edu/](http://uctrm.aui.hawaii.edu/)  
(808) 984-3525

(RCV 17/7/2016)
Program Learning Outcomes

2. UH Center unduplicated headcount enrollment will stabilize.

Enrollment in UH Center Distance Major Programs has steadily increased over the last 10 years. The 5-year Average for 2011-2016 was 326.8 students enrolled in the Fall, which represents a 13.4% increase over the previous 5-year period, 2006-2010, 288.2 students per Fall semester. Enrollment continues to rise with an enrollment count of 347 in Fall 2016 which is a slight increase from the Fall 2015 enrollment of 344.
Fig. 4: UH Center Enrollment (5th Week Unduplicated Headcount)

![Bar chart showing Fall Enrollment 2006-2016 with sums of enrollment for each fall season from 2006 to 2016. The chart indicates an increase in enrollment from 2006 to 2016, with a peak in 2015.

\[ \bar{X} = 288.2 \]

\[ \bar{X} = 326.8 \]
Program Learning Outcomes

3. Number of students transferring into UH Center brokered programs will increase.

UH Center has been unable to determine of new transfer students in a given year. However, we can calculate how many new students are entering our program each year by calculating the number of continuing students each year (Avg enrollment Fall/Spring minus graduates), and then looking at the next year’s enrollment and calculating the difference.

Fig. 5: Number of new Students entering UH Center Programs per Year

(Based on Average enrollment for Fall/Spring)

<table>
<thead>
<tr>
<th>Year</th>
<th>Continuing Students</th>
<th>New Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>162</td>
<td>95</td>
</tr>
<tr>
<td>2007-08</td>
<td>213</td>
<td>66</td>
</tr>
<tr>
<td>2008-09</td>
<td>185</td>
<td>92</td>
</tr>
<tr>
<td>2009-10</td>
<td>211</td>
<td>89</td>
</tr>
<tr>
<td>2010-11</td>
<td>230</td>
<td>76</td>
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<tr>
<td>2011-12</td>
<td>211</td>
<td>93</td>
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<tr>
<td>2012-13</td>
<td>212</td>
<td>105</td>
</tr>
<tr>
<td>2013-14</td>
<td>241</td>
<td>100</td>
</tr>
<tr>
<td>2014-15</td>
<td>252</td>
<td>79</td>
</tr>
<tr>
<td>2015-16</td>
<td>238</td>
<td>82</td>
</tr>
</tbody>
</table>

The 5-year Average for 2011-16 was 92 new students per year compared to 5-year average 2006-11 at 84 students per year, an increase of 9.5%.

- Number of UHMC transfer credentials awarded (ie., AA/AS/AAS) will increase.
- Retention of pre-major students will increase.
  - Comment: Efforts were made with partner campuses. However, we were unable to gather information on the amount of retention of pre-major students enrolling into distance learning programs.
Program Learning Outcomes

4. Number of public inquiries for program information will increase.

a) Recruitment Activities - Our APT staff has continued work on pre-admissions marketing and advising activities, table 2 below is a summary of the activities completed during this review period.

Table 2 – Recruitment events attended by UH Center Staff

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Orientation</td>
<td>10</td>
<td>10</td>
<td>5</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Campus Table</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>18</td>
<td>5</td>
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<tr>
<td>Class Visits</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree Prep Workshop</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>DL Student Orientation</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Hotel Tables</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Center</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Table</td>
<td>3</td>
<td>7</td>
<td>3</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Organization visit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Other Campus Event</td>
<td>5</td>
<td>9</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Public Events</td>
<td>5</td>
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<td>6</td>
<td>5</td>
<td>15</td>
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<tr>
<td>Outreach Center</td>
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<td>2</td>
<td></td>
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<tr>
<td>Shopping Center Table</td>
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<td>16</td>
<td>7</td>
<td>6</td>
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<tr>
<td>Transfer Fair</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>56</strong></td>
<td><strong>62</strong></td>
<td><strong>64</strong></td>
<td><strong>60</strong></td>
<td><strong>65</strong></td>
</tr>
</tbody>
</table>

We continue to evaluate the effectiveness of these events and have been proactive in seeking out new venues and organizations to help promote and give exposure to the many distance learning degrees offered.

This year a marketing plan was developed to target specific groups to specific degree programs and focus on college application deadlines. An example was the Education Degree Prep Workshop given by our UH Manoa representative prior to Sept 1 application Deadlines. Also we have been contacting Island Business Clubs such as Rotary to promote business degrees.
Program Learning Outcomes

b) **Potential Student Contact Reports** - The UH Center Collaboration Group of partner campus representatives continued to document potential student services with our Student Contacts Report.

Table 3 below summarizes the total student contacts by year tabulated from data submitted by UH Manoa, West Oahu, Hilo, and UH Center staff. Contacts include those made at recruiting events, telephone or email inquiries, and in person counseling appointments. One student could have multiple contact points with Center staff prior to deciding on enrollment.

In years prior to 2015 the Librarian and Counseling Department kept data on the number of students who attended presentations and/or were potential distance learning degree applicants. Our Librarian retired in 2014 and no data was collected.

**Fig. 6: Contact Reports**

![Contact Totals by Collaboration Group](chart)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contacts</td>
<td>3450</td>
<td>2997</td>
<td>3273</td>
<td>4029</td>
<td>4380</td>
<td>5741</td>
</tr>
<tr>
<td>Students advised by Counseling</td>
<td>199</td>
<td>389</td>
<td>367</td>
<td>348</td>
<td>351</td>
<td></td>
</tr>
<tr>
<td>Presentations by Librarian</td>
<td>18</td>
<td>16</td>
<td>29</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Program Learning Outcomes

5. Number of degree programs offered on a multi-year and on a yearly schedule will stabilize.

Degree Program offerings have steadily increased from 35 to 49 during 5-year period.

Figure 7: UH Center Degree Offerings 2011-2015

- Survey results will indicate an increase in the number of prospective students who are able to contact UH Center, understand how to obtain advising, apply for admission, register for classes, know whom to contact for library, testing and other support services.
  - Comment: We will evaluate the practicality of administering a survey since this requires a lot of coordination with partner campuses which is difficult to achieve.
6. Graduate Student satisfaction measured by student surveys will show improvement.

a. Response Rate - Student surveys over the years have changed and evolved. A major challenge was getting students to respond. In the previous 5-year review, a total of 100 responses were tallied, this represented an average of 20 responses per year. That number has doubled in recent years with the use of the UH Center Web page and Survey Monkey.

Table 3: Survey Response Rate

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Respondents</td>
<td>100</td>
<td>12</td>
<td>no data</td>
<td>8</td>
<td>42</td>
<td>47</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>369</td>
<td>92</td>
<td>76</td>
<td>89</td>
<td>93</td>
<td>120</td>
</tr>
<tr>
<td>Response Rate %</td>
<td>27</td>
<td>13</td>
<td>no data</td>
<td>9</td>
<td>45</td>
<td>39</td>
</tr>
</tbody>
</table>

b. Student Satisfaction – The results from previous year’s survey are difficult to analyze due to the margin of error inherent in small sample size. In 2011-12 the question was asked on Quality of Degree program which cannot be compared to satisfaction with support services. In 2015-16, we tried to delineate between different types of support services.

The University Center was created to “provide support services for the delivery of accredited bachelor’s and graduate programs to Maui County”. As such, our survey has been designed to measure our performance in delivery of student support.

Overall, student satisfaction has generally been positive. From 2007-2011, 49.4% of students surveyed were very satisfied with Support Services. In 2012-2013, 100% of students surveyed were satisfied or very satisfied with Support Services. In 2013-2014, 50% of students were very satisfied with Support Services. In 2014-2015, Support Services were favorably viewed as 89% of students surveyed were satisfied or very satisfied. A consistent survey with adequate sample size will allow us to measure our progress in this area. Continuing to use University Center Web Page and Survey Monkey should help us achieve this goal.

In 2015-2016 the survey questioned students on their satisfaction with classrooms, equipment, technical support, counseling, academic advising, library and proctoring services. 77.8% of students surveyed were satisfied or very satisfied with the classrooms. Over 60% of students surveyed were satisfied or very satisfied with the equipment and technical support in the classrooms. Over 40% of
students surveyed were satisfied or very satisfied with the counseling and proctoring services provided. Lastly, over 55% of students surveyed were satisfied or very satisfied with the library and academic advising services that were provided.

Improvements in 2016-17 will be implemented with the hire of new Learning Community Coordinator who will bring in student networking opportunities. Bringing Distance Learning students together will be beneficial to the students themselves in their coursework, as well as help to identify new areas of needed community-building support.

Program Learning Outcomes

Table 4: Graduate Survey Results on Student Satisfaction, 2007-2015

<table>
<thead>
<tr>
<th>How satisfied were you with Support Services?</th>
<th>2007-2011</th>
<th>%</th>
<th>2012-13</th>
<th>%</th>
<th>2013-14</th>
<th>%</th>
<th>2014-15</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied</td>
<td>39</td>
<td>49.4%</td>
<td>2</td>
<td>25%</td>
<td>4</td>
<td>50.0%</td>
<td>19</td>
<td>45.9%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>28</td>
<td>35.4%</td>
<td>6</td>
<td>75%</td>
<td>3</td>
<td>37.5%</td>
<td>18</td>
<td>43.2%</td>
</tr>
<tr>
<td>Dissatisfied</td>
<td>1</td>
<td>1.3%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0.0%</td>
<td>3</td>
<td>8.1%</td>
</tr>
<tr>
<td>Very Dissatisfied</td>
<td>1</td>
<td>1.3%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>2.7%</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>12.7%</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>12.5%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td># Responses</td>
<td>79</td>
<td>8%</td>
<td>8</td>
<td>8%</td>
<td>42</td>
<td>0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See next page.
Table 5: Graduate Survey Results on Student Satisfaction, 2015-16

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Very Satisfied</th>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>Did Not Use</th>
<th># Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td>16</td>
<td>19</td>
<td>1</td>
<td>9</td>
<td>45</td>
</tr>
<tr>
<td>%</td>
<td>35.6</td>
<td>42.2</td>
<td>2.2</td>
<td>20.0</td>
<td></td>
</tr>
<tr>
<td>Equipment in Classrooms</td>
<td>13</td>
<td>18</td>
<td>3</td>
<td>11</td>
<td>45</td>
</tr>
<tr>
<td>%</td>
<td>28.9</td>
<td>40.0</td>
<td>6.7</td>
<td>24.4</td>
<td></td>
</tr>
<tr>
<td>Technical Support in classrooms</td>
<td>17</td>
<td>13</td>
<td>3</td>
<td>12</td>
<td>45</td>
</tr>
<tr>
<td>%</td>
<td>37.8</td>
<td>28.9</td>
<td>6.7</td>
<td>26.7</td>
<td></td>
</tr>
<tr>
<td>Counseling Services</td>
<td>11</td>
<td>7</td>
<td>3</td>
<td>24</td>
<td>45</td>
</tr>
<tr>
<td>%</td>
<td>24.4</td>
<td>15.6</td>
<td>6.7</td>
<td>53.3</td>
<td></td>
</tr>
<tr>
<td>Academic Advising Services</td>
<td>15</td>
<td>11</td>
<td>3</td>
<td>16</td>
<td>45</td>
</tr>
<tr>
<td>%</td>
<td>33.3</td>
<td>24.4</td>
<td>6.7</td>
<td>35.6</td>
<td></td>
</tr>
<tr>
<td>Library Services</td>
<td>13</td>
<td>13</td>
<td>3</td>
<td>16</td>
<td>45</td>
</tr>
<tr>
<td>%</td>
<td>28.9</td>
<td>28.9</td>
<td>6.7</td>
<td>35.6</td>
<td></td>
</tr>
<tr>
<td>Proctoring Services</td>
<td>9</td>
<td>9</td>
<td>0</td>
<td>27</td>
<td>45</td>
</tr>
<tr>
<td>%</td>
<td>20.0</td>
<td>20.0</td>
<td>0.0</td>
<td>60.0</td>
<td></td>
</tr>
</tbody>
</table>

n= 45 Total Students

7. Student Demographics – Advancement of underserved populations such as neighbor island, Native Hawaiian, and low income populations.

a. Moloka’i and Lāna’i  Maui students makes up the vast majority of Maui County students in Distance Learning Programs. In 2011, Maui students made up 92.9% of total Maui County students in Distance Learning. No Lāna’i students were enrolled in any programs in 2011.

From 2012-2016, Maui students has made up at least 89% of total Maui County students in Distance Learning programs. Moloka`i enrollment has made up around 6-9% of total Maui County students in Distance Learning programs. Lāna`i enrollment has made up 1-4% of total Maui County students in Distance Learning programs.
Fig. 8: Enrollment by Island in Distance Learning Programs (Fall 5th Week)

Students by Island

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Maui</td>
<td>261</td>
<td>282</td>
<td>321</td>
<td>294</td>
<td>309</td>
<td>321</td>
</tr>
<tr>
<td>Moloka`i</td>
<td>20</td>
<td>27</td>
<td>22</td>
<td>25</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>Lāna`i</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Maui County Totals</td>
<td>281</td>
<td>312</td>
<td>348</td>
<td>326</td>
<td>344</td>
<td>347</td>
</tr>
</tbody>
</table>

b. Native Hawaiian enrollment – One hundred twelve students in Maui County Distance Learning Programs are of Native Hawaiian descent. Maui has a majority of Native Hawaiian enrollment with 86.6%. Moloka`i and Lāna`i has a 12.5% and 0.9% of Native Hawaiian enrollment in Distance Learning Programs. A large percentage, 70.5% of Native Hawaiians are enrolled in UH West Oahu programs.

Native Hawaiian Enrollment Fall 2016

<table>
<thead>
<tr>
<th></th>
<th>Maui</th>
<th>Moloka`i</th>
<th>Lāna`i</th>
<th>All Islands</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Manoa</td>
<td>21</td>
<td>6</td>
<td>1</td>
<td>28</td>
</tr>
<tr>
<td>UH West Oahu</td>
<td>71</td>
<td>8</td>
<td>0</td>
<td>79</td>
</tr>
<tr>
<td>UH Hilo</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>WCC Veterinary Tech</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Totals</td>
<td>97</td>
<td>14</td>
<td>1</td>
<td>112</td>
</tr>
<tr>
<td>Percentage Of Total</td>
<td>86.6%</td>
<td>12.5%</td>
<td>0.9%</td>
<td>100%</td>
</tr>
</tbody>
</table>
c. Number of Pell Grant Recipients

- **Comment**: Data unavailable to us.


The highest number of average annual openings for the 1st Quarter of 2017 at the doctoral and professional degree level is in clinical, counseling and school psychology. For the master’s degree level, the highest number of openings for the 1st Quarter of 2017 will be in educational counseling. Lastly, at the bachelor’s degree level, there will be a considerable amount of openings for registered nurses, accountants and elementary school teachers.

The majority of graduates in our Distance Learning programs from 2011-2016 have been in education. The third and fourth largest number of graduates from University Center Maui from 2011-2016 have been in Nursing and General Business. University Center has provided graduates for the high demand fields in Nursing, Education and Business (Accounting).

**Table 6: Short term Occupational Forecast for Hawaii by Education Level**

(Projected to 1st Quarter 2017)

![Table 6](www.hiwi.org)
Fig. 9: UH Center Graduates by Degree and Program Area

Number of Graduates  2011-2016

- Business
- Business Accounting
- Business General
- Business Marketing
- Education
- Hawaiian Studies
- Healthcare
- Human Resources
- Inform & Comp Sci
- Interdisciplinary Studies
- Justice Admin
- Liberal Arts
- Library Science
- Marine Science
- Nursing
- Political Sci
- Psychology
- Public Admin
- Public Admin DPEM
- Public Admin Gen
- Social Science
- Social Work
- Telecom & Inform
- Unclass

Legend:
- Bachelors
- Certificate
- Grad or Prof degree
9. Internet Presence (Social Media), Web Page Development and Branding

University Center Maui has continued to increase its presence in Social Media from 2015-2016. From April-June 2016, Twitter Impressions grew to 23,900 which was a 77% increase from the previous 3-month period January-March 2016.

Twitter has grown to be a significant social media platform for University Center Maui. Twitter Impressions were more than double the amount Facebook Impressions for University Center Maui with a difference of 115.9%.

Our website also receives a significant amount of traffic. The website for University Center Maui received 59,566 views during 18,949 sessions by 14,733 users from 2015-2016. The average website visit was 2 minutes and 25 seconds where an average of 3.14 pages were visited per session.

Fig. 10: Twitter Impressions

See next page.
Fig. 11: Social Media Impressions

![Social Media Impressions Chart]

Fig. 12: Website Data 2015-2016

![Website Data 2015-2016 Chart]

Pages/Session: 3.14
Avg. Session Duration: 0:02:25
Bounce Rate: 41.36%
New Sessions: 76.96%
Conclusion

UH Center has made steady progress toward supporting Maui County resident’s higher education needs at the baccalaureate and graduate levels. Going into the future we aim to improve the “sense of community” for our distance learning students.

See next page.
Fig. 13: UH Center Graduate List

<table>
<thead>
<tr>
<th>UNIVERSITY OF HAWAI'I CENTER MAUI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Candidates – Masters and Bachelor Degrees, Certificates</td>
</tr>
</tbody>
</table>

### Hilo

**Biology**
- Bainsani Akgun

**Psychology**
- Candice L. Ohune

**Bachelor of Science**
- Nursing
- Mary Emerson
- Angela Collins
- Jennifer Grace Murray
- Maggi Spark

**Mānoa**

**Masters**
- Business Administration
  - Linga Chun
  - Michael Groos
  - Kaua'ia Hauhe
  - Paul MacCormick
  - Ted Wokoun
  - Charles Yaman

**Education**
- Curriculum Studies
  - Eric Nakano

**Learning Design & Technology**
- Jacek Jacek
- Brittany C. Nisemacher

**Human Resources Management**
- Stephanie H. Hohsaka
  - Lei Kauai M. Yama
- Lelani Kauai
- Mary Lavoie
- Sueh Masone
- Beverly M. Quaye
- Jimmy Reynolds
- Tessa Rios
- Joshua Rosario
- Daniele Sudang

### West O'ahu

**Biology**
- Social Sciences – Applied Track
  - Lisa W. Gross
- Traci L. McCoy

### Early Childhood Education

**Bachelor of Arts**
- Business Administration
  - Linda Hanada
- Rebecca A. Curner
- Emily Kaufman

**Bachelor of Education**
- Elementary Education
  - Michelle A. Suh
  - Dorothy N. Nakamura
  - Taniya M. Haase
  - Cody A. Honda
  - Kyla L. Shigo
  - Heather J. Gage
  - Mary Jane Higashi
  - Macy May
  - Tiffany Manno
  - Melissa K. Murray
  - Wren H. Goff
  - Rowan Kadash
  - Lindsey Shima
  - Xavier Dwyer Stevens

**Bachelor of Science**
- Nursing
  - Rachel Alapio
  - Anna Buysens
  - Erin Nagase
  - Akiko Tanaka
  - Rachel Johnson
  - Rachael Wilson
  - Elizabeth Cronkhite
  - Sarah Dore
  - Elyse Kurita
  - Kelee Ani Terashita
  - Sheila Macdonald
  - Josephine Santos
  - Snow Garthwaite
  - Francine Johansen
  - Arisa Lapp
  - Jeriah Niimi
  - Kimiko Ota
  - Mathias Ramirez

**Certificate**
- Peace Studies
  - Matthew Booth

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Notes:
- *Graduating with Honors: Cumulative Grade Point Average of 3.50 or higher.*
- †Member of Phi Kappa Phi, the national academic honor society for two-year college students.
- **Graduate in good standing:** Cumulative Grade Point Average of 3.5 or higher up to graduation.