

2007-08 Program Review Summary

(with Considerations given to 2008-09 Developments)

Overview

In general, UH Maui Community College improved and expanded its Program Review areas covered, processes and outcomes over the last year. While the availability of UHCC System-wide generated data continues to lag, the addition of more recent student and program data from the current Fall 2009 semester has created a more compelling and clear relationship between institutional, faculty, staff and program as well as service actions and their respective outcomes. Even as the UHCC System Institutional Research Cadre refines the criteria for reviewing institutional and program performance for all UHCCs, the UH MCC faculty and administrative leadership have anticipated and committed to including student learning outcomes as part of the larger and more critical review of our overall college-wide effectiveness.

The College additionally recognizes that its recent approval to transfer its accreditation from the WASC Accrediting Commission of the Junior and Community Colleges to the Accrediting Commission for Senior Colleges and Universities will require more expansive and deeper assessments of our program, services and institutional effectiveness in stimulating and validating learning. Students as well as the institution itself will be challenged with providing and validating authentic evidence of our student learning outcome improvements asserted in our learning strategies and programs.

Dialogue and analyses of five comprehensive and all other annual program reviews were begun in March 2009 and extended over the summer. With a few exceptions of delays in program submissions and external committee reviews, most of the reports were submitted on time to the vice chancellor and external reviewer stages of the process and finally to the college-wide Executive Committee.

Analytical and Review Process

The quality and timeliness of the analyses and reviews met and in some cases exceeded expectations. In a few program reviews, however, the analyses were simply missing. The overall quality of the submissions and analyses clearly improved. There remain areas of concern. Program plans and follow-through were uneven and will benefit from vice chancellors

revisiting each of their programs this academic year with the appropriate department chairs, program coordinators, and staff supervisors. Those few programs that continue to reiterate prior years' objectives or requests for additional resources without discernible progress or attention in the program narratives deserve special focus. Generally, however, the program trends reflected enrollment growth and delivered at an acceptable level of effectiveness and efficiency. Where weaknesses exist, most instructional programs are re-examining their curricular design and delivery strategies.

Within the County, State and nation's economic changes, the 2008-09 reviews of two-year old 2007-08 data revealed inherent weaknesses in the usefulness and efficacy of the review process. While most reviews were submitted on time, those that were late delayed the review process.

An Updated Context and Preface for Observations and Recommendations

The urgency of timely academic program reviews demanded data from Fall 2005 and 2006 as well as Fall 2007, 2008 and 2009 data to provide a more realistic context for discussions and decisions. Instructional and other program effectiveness clearly must address the downturn in the economy, growing unemployment, challenges with graduate placements, and program vitality and viability. More information and data were essential to strengthen the review process. The impetus for this approach stemmed from the changed county, state, national and global economic conditions.

In addition to the four years of data for each program, UHCC System-generated program results for "demand, efficiency and effectiveness" were then analyzed and considered in each comprehensive and annual instructional program review by each respective program coordinator. The UHCC System criteria developed by the Institutional Research Cadre were applied to determine whether each program was judged by these metrics to be healthy, cautionary or unhealthy in each of the criterion-based categories.

The College complemented these data from four previous years by charging its Banner, Computing, Student Services and Institutional Research staff to add the Fall 2009 opening enrollment data. The 2007-08 comprehensive program reviews included Business Careers, Business Office, Culinary Arts, Electronics and Computer Engineering Technology (ECET) and the Hana Educational Center Media Center. The five reviews were each assessed by committees of campus and community members external to each of the reviewed programs. Each vice chancellor (instructional and non-instructional) with occasional inclusion of the specific program's leadership presented both comprehensive and annual program reviews to the campus-wide Executive Committee representing all sectors of the campus including the

chancellor. The preceding discussions, analyses and conclusions informed the views and recommendations offered below. With each subsequent year, the program details provided and missing clarify the state of the program. For example, until the last year, the extremely vibrant Maui County and State of Hawai'i economic and employment conditions seemed to compete with student commitments to their programs and achievement. With the unemployment rate for Maui County at about 3%, the abundant job opportunities actually drew students with real financial needs and interests away from program completions into competitive entry-level wages. The ubiquitous workforce shortage raised wages to a point where education and training preparation were obscured by readily available employment and economic options. Graduate data and job placement information were predictably poor and scarce.

During the intervening period of the past year, the national, state and county economies and employment conditions had reversed. Unemployment in Maui County today hovers at 10 percent, a 300 percent reversal of fortunes. Moreover, the transfer of accreditation from ACCJC to ACSCU suggests the opportunity to shift our review focus from the current emphasis on programmatic outcomes to integrate student learning outcomes. The changed context only emphasizes the importance of comprehensively examining all data and information available towards fairly assessing programs and supporting their continuous and meaningful improvement.

The following observations and recommendations are offered with this sense of urgency. To strengthen faculty and staff leaders' ability to meet timelines while teaching and performing other functions will require additional administrative support and guidance. Given the important work performed by instructional and staff leadership, administrative assistance with key tasks may help expedite the analyses and review:

- Restating and reinforcing the goal for continuous improvement as the basis for candid assessments of program reviews
- Reviewing prior year's Program Reviews and performances,
- Revisiting Program Advisory Committee composition, functions, quality of engagement, contribution to planning and assessment, internships, job placement and other program needs,
- Gathering and facilitating access to accurate data,
- Enlisting Program Coordinators to validate majors for each program and projecting graduate numbers for each semester
- Convening program coordinators to collectively and initially analyze program performance,

- Preparing appropriate reports on program accomplishments based on prior year's plans and designing measurable objectives for the ensuing year.

General Observations

Irrespective of the lengthy 2008 program review period, program faculty and staff leadership provided ample evidence of continuous efforts to improve student learning, services and support. Noteworthy among the Comprehensive Program Reviews were presentations from the Business Office and Annual Program Reviews submitted for their thoroughness, thought and insight. Despite the serious challenge of expediting program reviews while assuring their quality, the following preparations are urged for the next year:

- Focus on the analysis and implications behind the data presented;
- Share model program reviews that are concise, authentically self-critical including progress and accomplishments as well as deficiencies over the prior year and improvement plans for the next year
- Orient Program Advisory Committees to strengthen feedback and involvement in program planning
- Promote dialogue focusing on strategies to increase number of graduates and their job placement could offer important insights into program modifications

The timing of program review preparation and submission, Program Advisory Committee and External Committee, Vice Chancellor and Executive Committee reviews span approximately 7 to 9 months. Late submissions, tardy reviews, the inability to convene reviewers external to the program faculty continue to frustrate a timely review process that will influence resource allocation considerations including adjusting program funding and support, appropriately prioritizing program resource needs to coincide with UHCC and UH Systems, Gubernatorial, and legislative opportunities and timeframes.

The Comprehensive and Annual Program Reviews

The 2007-08 Comprehensive Instructional Program Reviews (See **ATTACHMENT A**, PowerPoint submitted in October 2008) display summaries of assessments related to each comprehensive and annual program review. The Culinary Arts and Business Careers Programs completed their self- and external analyses. Due to the Engineering Technology curricular development led by ECET Program Coordinator, the Electronics and Computer Engineering Technology Program Review submission was deferred until next year, 2010.

Among the annual instructional programs, 5 were assessed to be healthy, 12 programs cautionary, and 1 program unhealthy (See **ATTACHMENT B**, Matrix of Instructional Program Health). The benchmarks for evaluating the health of CTE programs were initially applied to begin a process of refining each criterion to fairly measure program health. UH MCC rigorously applied the “healthy, cautionary, and unhealthy” descriptors to stimulate further discussion and motivate broad attention and improvements to program health. It is finally important to note that the program health indicators for liberal arts have yet to materialize but are expected in the 2009-10 academic year. While this program contains the largest number of students, the 7.5 percent graduation rate and still modest transfer rates have not reflected the potential strength of this instructional program. Faculty leadership and advocacy for a liberal arts education and its value would contribute to galvanizing faculty ownership of this degree. It is noteworthy that the liberal arts program review did materialize this year.

Specific Observations and Recommendations

First, the prior year’s program review comments (2007-08) appear to have positively influenced the quality of most of the materials submitted. The previous program review conclusions on the resources allocated by the College in the ensuing years have begun to affect the attention devoted to the preparation and analytical quality of most program reviews.

Second, culinary arts was the only program judged to be completely “healthy,” and all but one other program offered a combination of “healthy, cautionary, and unhealthy.” In the case of nursing, the inability of the program to meet the demand for nurses prompted an ironic “cautionary” assessment. Given the vast statewide demand on the one hand and the recent contraction of some of the nursing employment opportunities, on the other, the projected nursing retirements and baby boomer demographics will continue this “cautionary” evaluation. The agriculture program review metrics were consistently “unhealthy” as part of the annual program review, however, enrollments in Fall ’09 have dramatically reversed a previously downward trend.

Third, significantly, annual program reviews that showed more program plans that were actually addressed and implemented, program advisory committee meetings held, and students graduated in proportional numbers to program size. However, continuing attention to improving program performance will be important.

Fourth, among the comprehensive non-instructional program reviews, the Business Office self-assessment was exceptional in its display of data, analysis, and overall conclusions drawn. With its newly renovated facility and student movement towards digital resources, the Library has

been tasked to revisit its fundamental contribution and opportunity to bolster student learning outcomes in collaboration with all instructional programs.

Fifth, while institutional, program, and course learning outcomes have been identified and largely developed, few programs described the impact or progress of student learning. This may be due to the fact the present Program Review template does not require reports, analysis or reflection on the “program’s “ contribution to student learning...a priority that should be included in the following years.

Sixth, faculty and staff appointments since this 2007-08 Program Review period were guided by the earlier data and information contained in prior reports and discussions (See **ATTACHMENT C**, Appointments in 2008-09). While the delays in the program review submissions and external reviews may have frustrated the connection between program review analyses and resource allocations for the next year, the state resource capability has decreased dramatically and will not offer immediate support for any new positions. However, other strategies for addressing staffing and service support may be examined including support from extramural grants, gifts and special funds.

Seventh, to apply the recommendations resulting from the reviews and analyses each on a timely basis, the timeline for concluding all reviews of programs must be revised.

Eighth, resource priorities have been established. Consistent with the overall campus Strategic Plan and directions, the following criteria were used to identify the priorities of the campus. Given the progress of supporting and filling recent faculty and staff priorities since 2006 and the current acknowledged fiscal constraints, the College will seek to fill positions based on the “**Program Reviews Resource Allocation Criteria**” identified below as resources permit and will generally support the priorities identified by the respective vice chancellors and reviewed by the campus Executive Committee. The funding resources and availability will clearly affect the college’s ability to support any position or other funding requirements from any of our major programs (Instruction, Academic Support, Student Services, and Institutional Support). However, the college will apply the compelling justifications based on the data presented to explore sustainable solutions to funding needs from state, special funds, extramural (including federal and county assistance), private gifts, and internal reallocations to meet the priority needs of our programs.

Program Reviews Resource Allocation Criteria

- A. Evidence of need/opportunity as provided by program presented data
- B. Resonance and connection with community employment needs as indicated by program data and/or program advisory committee input
- C. Student needs and interests as reflected by enrollments
- D. Program/Service Specific
 1. Justifications

- 2. Support (Student Affairs, Library Services, Academic Services, Institutional maintenance)
- E. Student Learning Contribution

The campus-wide priorities are reflected in the Administrative Services, Student Services and Academic Affairs lists below (Note that the shaded items have been funded since the completion of initial program review submission):

ADMINISTRATIVE SERVICES

Items highlighted in green are either completed or are in the process of being completed.

1.	Re-describe Fiscal Support Specialist position description to align with the current duties and responsibilities that are being assigned. This action may result in a compensation adjustment from Band A to Band B.	\$4,000
2.	Mandatory costs which the unit must absorb: Increase in bank credit card fees due to increasing amount of credit card payments by MCC students (15,000), IBM maintenance contract (14,500), Cisco maintenance contract (5,500), EUTF booklets and Union contracts for campus (1,900), mandatory copying costs such as W-2's, etc for campus (800).	\$37,700
3.	O&M, replacement of 20 plus year old large wide area mower. The college has only one large wide area mower which presently pose a safety risk for its operator due to its current condition.	\$65,000
4.	Network Tracking Device to be installed on to the campus network to monitor and detect traffic problems, slow downs, etc and allow the Computing Services staff the capability to better diagnose any network problems.	\$5,000
5.	Student Assistants support to assist with increasing workloads. Personnel Office (5,000), Business Office (10,000) and Computing Services (5,000).	\$20,000
6.	Upgrade of air conditioning in the Ka'aike file server room. The additional file servers in the room has increased the room temperature and the central air conditioning system is not able to reduce the temperature to appropriate levels.	
7.	Office supplies for the Personnel Office (3,500) and Business Office (5,000)	
8.	Document scanner for O&M to digitally manage facilities files and design blueprints which will reduce storage needs, and be able to assist consultants and staff who request access to MCC's blueprints.	
9.	Computing Service, software upgrade costs for the MCC campus and event scheduler system.	
10.	Training funds (registration, intra-state airfare, etc) for Business Office and Personnel Office staff to enhance professional development.	

11.	Electric powered O&M truck for hauling large loads.	
12.	Solar powered battery chargers to be used for MCC's electric golf carts and proposed electric vehicle.	
13.	Replace O&M's zero turn lawn mower	
14.	O&M diesel crew cab pickup truck	
15.	Overtime funding for Personnel staff	

STUDENT SERVICES

Priorities are aligned with UHCC and Biennium Budget Strategic Plan related to retention

1.	Financial Aid Outreach - Outreach to Encourage Financially Needy Students to Apply for Financial Aid.	
2.	First Year Experience Staff - for NSO, Freshman Year Campus, Developing, Supporting & Tracking Programmatic Cohorts.	
3.	Transcript Evaluator - Evaluate transcripts of new, returning, and transfer students.	
4.	Proposed Short-term funding for Priorities 1 & 2 are combination of RTRF and ARRA funds. Proposed Short-term funding for Priority 3 is Tuition & Fees Special Funds	
5.	Long Term funding for Priorities 1 & 2 - continue to support current biennium budget priorities which lists these two as high priority.	
6.	Long Term funding for Priority 3 - re-submit biennium budget proposal for inclusion in biennium budget package.	

ACADEMIC AFFAIRS

Instruction and Academic support budget priorities were gleaned from program review documents, discussions with program coordinators and department chairs. The data for this program review process is based on two-year-old data; therefore, current factors, e.g., economy, work force needs, influenced the final instruction and academic support priorities.

Instruction and Academic Support Priorities 2007-08 and cost	Justification	Relationship with student learning

<p>1. Dental Hygiene faculty position.</p> <p>\$60,000</p>	<p>This second full-time Dental Hygiene faculty position is required to support the second year of the recently established two-year Dental Hygiene program. Currently there is one full-time dental hygiene instructor teaching a full load of first year classes. The first year cohort of 10 students began Fall Semester 2009. It is anticipated that 100% the Fall 2009 cohort will persist into the second year. The requested new position will begin teaching a full-load of second year classes Fall Semester 2010. According to the US Department of Labor, employment of dental hygienists is expected to grow 30 percent through 2016, much faster than the average for all occupations. This projected growth ranks dental hygienists among the fastest growing occupations, in response to increasing demand for dental care and the greater use of hygienists. Furthermore, Maui population is projected to grow 24% by 2020. Finally, dental hygienists average salary of \$67,100 is higher than nurses while working better hours. The interest in a dental hygiene career will remain strong for many years to come.</p>	<p>Maui CC Strategic Plan: Goal 2.1 (address county's work force needs)</p> <p>UH System Strategic Outcome: Goal 4.1 (increase degrees and certificates that lead to occupation where wage is above US average)</p>
<p>2. Science lab technician, Band B APT.</p> <p>\$41,000</p>	<p>This position is currently being supported with summer school funding. Several factors play into the need for this position to be permanently funded, including the new science building, the development of the ocean studies program, and the need for more students prepared for entering STEM related occupations, including the baccalaureate degree in Engineering Technology. Furthermore, there were 27 science lab sections offered in 2007/08 and 35 in 2009/10 representing a 30% increase. At a time when science literacy has become increasingly essential, Hawaii and the United States continue to lag behind the science literacy level of other developed nations. For this reason alone, this important support position is essential.</p>	<p>Maui CC Strategic Plan:</p> <p>Goal 2.1 (address county's work force)</p> <p>UH System Strategic Outcome: Goal 4.3 (increase degrees and certificates in STEM)</p>
<p>3. Developmental English faculty position.</p> <p>\$55,000</p>	<p>This new position will focus on the strategies to address the needs of developmental English students, of which many are native Hawaiian students. Currently MCC does not have a full-time faculty member pedagogically prepared and focused to assist students in developing the ability to write effectively utilizing standard English. Developmental English courses are intended for students who need additional preparation in writing prior to enrolling in college-level courses. Furthermore, 2,107 students took the COMPASS writing exam in 2007/08 and 2,704 in 2009/10 representing a 28% increase. This important position will help MCC better serve this major segment of the overall student population.</p>	<p>Maui CC Strategic Plan: Goal 3.2 (increase student learning and success of Native Hawaiian students)</p> <p>UH System Strategic Outcome: Goal 1.3 (increase success of Native Hawaiian students in developmental education courses)</p>

		and Goal 2.3 (increase student success in developmental education courses)
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<p>4. Instructional designer, Band B APT.</p> <p>\$41,000</p>	<p>For the past year and one-half, this new position has been supported 100% with Perkins funding. Since Perkins funding can only be used to support new positions for three to five years we are requesting that the position be converted to permanent funding. This position is actively involved with redesigning courses from strictly face-to-face classes into hybrid or totally on-line teaching and learning environments. Toward this end and during the past year, 59% of faculty and staff, along with 969 students, have participated in either workshops or individual training sessions, primarily on how to use the open source software "Laulima." Moreover, this position is actively involved with the Netbook Initiative, helping faculty redesign and adapt curricula to increasingly take full advantage of the Netbook computers. In short, this position will serve all faculty and students as classes take on new and creative strategies for keeping students engaged in their learning.</p>	<p>Maui CC Strategic Plan: Goal 1.1 (increase student learning and success)</p>
<p>5. TLC Director, faculty position.</p> <p>\$55,000</p>	<p>A full-time professional staff member (ATP) has filled the TLC Director position on an interim basis for the past 6-½ years. This same ATP position has also been serving as the MCC Testing Coordinator, while supervising a second full-time ATP position and four part-time casual ATP positions. The TLC has experienced significant growth: overall usage has increase from 1,108 in 2006/07 to 1,898 in 2008/09, or by 42%; students seeking tutoring has increased from 621 in 2006/07 to 887 in 2008/09, or by 42%; test proctoring services (MCC, Community and Distance Learning) have increased by from 1,314 in 2006/07 to 1,737 in 2008/09, or by 24%; and the number of students taking COMPASS placement tests (Math, Reading and Writing) have increase from 2,107 n 2006/07 to 2,705 in 2008/09, or by 22%. Moreover, The TLC is actively developing and promoting innovative new approaches such as the MCC Online Writing Lab and SMARTHINKING. The TLC is currently understaffed and would greatly benefit from a full-time director to provide essential administrative leadership for current and future activities.</p>	<p>Maui CC Strategic Plan: Goal 1.1 (increase student learning and success)</p> <p>UH System Strategic Outcome: 2.3 (increase student success developmental education course)</p>