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<p style="text-align: center;">UH MAUI COLLEGE STUDENT AFFAIRS – STUDENT LIFE PROGRAM REVIEW 2011 - 2012</p>
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I. Mission Statement/Vision

- a. Student Life creates learning opportunities by providing co – curricular programs to foster student education and enhance the overall educational experience of students. It is learning that happens outside of the classroom. Involvement in programs and activities from Student Life develops student’s leadership skills, team – work abilities, and time management skills.
- b. The vision of Student Life is to create opportunities on campus through our programming, boards, events, and partnerships that will develop student’s leadership, personal, and professional abilities.

II. Functional Statement(s)

- a. The Student Affairs programs are committed to providing full student support services that embrace the spirit of Aloha, Collaboration, and Respect.
- b. Student Life will provide a forum for learning outside of the classroom.
- c. Student life will provide opportunities for students to develop their leadership skills.
- d. Student Life will be a student centered department that provides support to students.
- e. Student Life supports students in their self – directed educational path.
- f. Student Life will continue to be recognized as a center for co – curricular development on campus.
- g. Student Life will work collaboratively with members of the campus community and continue to be recognized as an important and equal partner in achieving the college’s mission.

III. Specific Functions

- a. Develops, plans, implements, evaluates comprehensive co-curricular student life program including educational, social, cultural & recreational components and student government, activities, organizations, publications, and other special interest groups,



- b. Provide high quality services, including promoting student involvement on campus and assisting students with the proper resources,
- c. Over see the Student2Student Program
- d. Coordinate New Student Orientation,
- e. Coordinate Frosh Camp,
- f. Coordinate General Student Orientation,
- g. Advise Student Government,
- h. Advise Board of Student Publications – process all stipend awards, casual/overload forms, requisitions, super quotes, etc.,
- i. Advise Campus Clubs,
- j. Coordinate, manage, implement new ideas, and budget for the Wellness Center,
- k. Coordinate Commencement Ceremony,
- l. Coordinate Ask Me Tables,
- m. Coordinate Campus Tours,
- n. Create, order, distribute student planners to all enrolled students,
- o. Distribute support services and program information to all students in an equitable manner that compliments institutional priorities,
- p. Provide stewardship over Federal, State, institutional and external funds in compliance with regulations.
- q. Maintain accurate records necessary to meet federal, state, and institutional reporting requirements.
- r. Develop and implement policies and procedures for student assistants, student ambassadors, and peer mentors.
- s. Oversee Perkins funded staff, student assistants, student ambassadors, and peer mentors, including maintaining accurate records for the Federal, State, and institutional programs and /or grants,
- t. Pursue continued professional development opportunities to ensure staff knowledge of current student leadership initiatives,
- u. Utilize technological initiatives to simplify and streamline the delivery of information to students,
- v. Serves on campus-wide task forces, committees, and groups to represent the interests of Student Life,
- w. Prepare requisitions to business office to process payment of all student activity sponsored events,
- x. Informs the campus community of all student activity, events and functions,
- y. Provide advice and assistance to any student/staff in planning a campus activity,
- z. Recruit students to participate in co-curricular activities to complement their education,
- aa. Collaborate with other student life professionals, as well as faculty/staff of UHMC to strengthen the Student Life Department,



SUMMATIVE DATA – Table (the activities are organized by the following categories:

- **Student Government**
- **Clubs & Organizations**
- **Board of Student Publications**
- **Other Student Life Activities (Wellness Center, processing of all office operations: to include requisitions, stipend awards, time sheets, & budgets.**

Institutional Goals	OBJECTIVES	FY11	SP12	FY 12
<i>Student Government</i>				
<i>Retention</i>	Welcome Back Dance	January 2011	N/A	N/A
<i>Retention</i>	ASUHMC Board Games Night	September 2011	N/A	N/A
<i>Retention</i>	ASUHMC Aloha Bash Concert	N/A	April 2011	N/A
<i>Retention</i>	ASUHMC Board Games Night	October 2011	N/A	N/A
<i>Retention</i>	ASUHMC Student Appreciation Luncheon	N/A	March 2011	N/A
<i>Retention</i>	ASUHMC Talent Show	October 2011	April 2011	N/A
<i>Retention</i>	ASUHMC Canoe Regatta	October 2011	April 2012	October 2012



<i>Retention</i>	ASUHMC Board Games Night	November 2011		
<i>Retention</i>	ASUHMC Thanksgiving Luncheon	November 2011	N/A	November 2012
<i>Retention</i>	ASUHMC Winter Wind Down Event	December 2011		
<i>Retention</i>	ASUHMC Board Games Night	December 2011		
<i>Retention</i>	Board of Regents Meeting on Kauai	N/A	January 2012	N/A
<i>Retention</i>	Welcome Back Luncheon/Financial Aid Awareness	August 2012	January 2012	August 2012
<i>Retention</i>	Ho'opili Hou Leadership Conference	N/A	February 2012	August 2012
<i>Retention</i>	ASUHMC Faculty/Staff/Students Softball Game	October 2011	March 2012	N/A
<i>Retention</i>	Statewide Caucus Meeting hosted by ASUHMC	N/A	March 2012	N/A
<i>Retention</i>	ASUHMC Auto Fest	N/A	March 2012	N/A
<i>Retention</i>	ASUHMC Elections	N/A	May 2012	N/A



<i>Retention</i>	UHMC Commencement Ceremony	N/A	May 2012	N/A
<i>Retention</i>	ASUHMC Welcome Back Luncheon	August 2011	January 2012	August 2012
<i>Retention</i>	ASUHMC Welcome Back Block Party	N/A	N/A	September 2012
<i>Retention</i>	Intramural Sports	N/A	June – August 2012	September – December 2012
<i>Retention</i>	ASUHMC Thanksgiving Luncheon/Maui Food Bank Canned Food Drive	November 2011	N/A	November 2012
<i>Retention</i>	UHCC Student Leader Seminar	N/A	N/A	November 2012
<i>Retention</i>	Board of Regents Student Leader Meeting	N/A	N/A	November 2012
<i>Retention</i>	ASUHMC Annual UHMC Holiday Celebration	December 2011	N/A	December 2012
<i>Retention</i>	Wellness Center Open House & Fun Run Walk	August 2011	January 2012	August 2012
Clubs & Organizations				



Retention	ASUHMC Campus Club Orientation	August 2011	January 2012	August 2012
Retention	ASUHMC All Clubs Day	August 2011	February 2012	September 2012
Board of Student Publication				
Retention	Ho'oulu (Campus Newspaper)	Staff: 3 (1) Editor-in-Chief: Gavin Azevedo (1) Webmaster: Katrina Schenk (1) Staff Writer: Emilie Howlett (8) *Contributing Writers: Forrest Garraway, HeatherLyn Gray, Corrine Kanemitsu, Ryan MacLeod, Kelly Potts, Jarron Ramos, Dakota Stamper, and Haylee Watson a. Articles Written: 24 b. Events: None	Staff: 5 (1) Editor-in-Chief: Gavin Azevedo (1) Webmaster: Katrina Schenk (3) Staff Writers: HeatherLyn Gray, Emilie Howlett, and Dakota Stamper (7) Contributing Writers: Danielle A'i, Honey Daquis, Justin	Staff: 2 (1) Editor-in-Chief: HeatherLyn Gray (1) Production Manager: Dakota Stamper (17) Contributing Writers: Karissa Among Nohea Brown Kai Chow Farryn Cone Noelani Corpin Jora Dawson Justin Hepburn Alana Kay Nikki Kurisu



			<p>Hepburn, Riyadh Khaddar, Fay Lauvao, Maika'i Miller, and Evan Phillips</p> <p>Articles Written: 21</p> <p>Events:</p> <p>Participated in Welcome Back Week</p>	<p>Maika'i Miller</p> <p>Dillon Nagata</p> <p>Brandon Pimentel</p> <p>Kelly Potts</p> <p>Page Ronning</p> <p>Merina Sterling</p> <p>Kalen Willits</p> <p>Cy Yoshizu</p> <p>Articles Written: 32</p> <p>Events:</p> <p>Orientation</p> <p>Welcome Back Week</p> <p>All Clubs Day</p> <p>HalloweenFlash Fiction & Art Contest</p> <p>NaNoWriMo Kick-off Event</p>
Retention	Na Leo (Maui Literary Journal)	N/A	N/A	<p>Promoted Publication at Department Meetings</p> <p>Met with Editor 5 times to reflect on 2012 issue and plan 2013</p> <p>Advertised,</p>



				interviewed and hired graphic designer Interfaced with Art Department Discussed Launch Party with Learning Center Met with Francine Ching to discuss budget Planned Launch Party Interfaced with Chancellor re: Launch Party Coordinated with Editor to collect submissions Recruited 2013 Na Leo Jury members
Other Student Life Activities				
Retention	Student2Student Program	Aug. – Nov. 2011	Jan. – April 2012	Aug. – Nov. 2012
Retention	Ask Me Tables	August 2011 (total of 2 days)	January 2012 (total of 2 days)	August 2012 (total of 2 days)
Retention	Frosh Camp	August 2011 (total of 2 days)	N/A	August 2012 (total of 2 days)
Retention	UH Maui College Launch Event	August 2011	N/A	N/A



Retention	Voter Registration	September 2011	September 2012	N/A
Retention	Veteran's Open House	October 2011	N/A	N/A
Retention	Grand Wailea Health & Benefit Fair	November 2011	N/A	N/A
Retention	Makaukau Pa! College Readiness Day	November 2011	N/A	N/A
Retention	7 th Annual Powwow	November 2011	N/A	N/A
Retention	Scholarship Aha	December 2011	N/A	December 2012
Retention	College Goal Sunday	January 2011	January 2012	January 2013
Retention	Miss Maui Pageant	N/A	February 2012	February 2013
Retention	Academic Advising Training for New Student Orientation	March 2011	March 2012	N/A
Retention	Student Employee Appreciation Month	N//A	April 2012	N/A
Retention	Wellness Center Enrollment	182 members	198 members	239 members
Retention	Wellness Center Time Sheets	384 instructor time sheets	360 instructor time sheets	312 instructor time sheets
Retention	Student Life Requisitions, New Vendor Forms (to include all requisitions for all	56 Requisitions/ Vendor forms	46 Requisitions / Vendor forms	35 Requisitions/ Vendor forms



	programs)			
Retention	Student Life Time sheet	240 student assistant time sheets	288 student assistant time sheets	168 student assistant time sheets
Retention	Student Life Stipend Awards	12 stipend awards	10 stipend awards	7 stipend awards
Retention	Student Planners	Distributed 3000	Distributed 2500	Distributed 2500

Program Evaluations:

- 1. Evaluation of your overall program operations for FY 2011- 2012, including successful performance outcomes and benchmarks as well as areas that are in need of further attention. Relate outcomes and benchmarks to UH systemwide Strategic Goals and other relevant external regulations or requirements.**

2.

- ✓ The Student Life Staff has been a team for approximately 2 years with the Student Life Coordinator in a Casual Hire Position, 2 – Perkins funded APT Band A positions (temporary hire) and 12 student ambassadors/student assistants. The staff is dedicated to providing excellent customer service and to be an office that is student friendly. Campus departments refer students to the Student Life Office for many different reasons and the student staff needs to be trained to answer the questions or refer them to the appropriate office.
- ✓ The Student Life Coordinator (Casual Hire) manages an office staff that includes: 2 Perkins funded APT Band A position, The Recruitment Coordinator and the Retention Coordinator (both are temporary hire positions), 12 student ambassadors/student assistants, and 12 Wellness Center Instructors.

Do well:

- ✓ Recruiting student leadership involvement and training them to be efficient, understanding, and transformational student leaders.
- ✓ Coordinating well attended events and partnering with campus divisions and student organizations.
- ✓ The Student Life Office engages students on campus and provides students with an opportunity to be involved and to build their own community on campus.
- ✓ Utilize students and their strengths to maximize efficiency and engagement on campus
- ✓ Communicating with the campus via email blasts and personal communication

Strengths from others:

- ✓ Budget



- ✓ Trained student leaders
- ✓ Event planning skills and workshop presentations
- ✓ Eagerness to assist with campus events
- ✓ Team oriented staff that is always open to assisting with events
- ✓ General campus information
- ✓ Weekly email updates to students about campus announcements

3. A self – assessment outlining your strengths and areas that may need improvement as well as your plans to address the challenges.

Weaknesses

Improve:

- All staff is in a casual and/or temporary position and offers little or no benefits. It is difficult to keep these positions filled as they are not secure and are low paying.
- Student Government and other student leaders are constantly asked to staff events, participate in committees, and volunteer for various activities: often times they do get stretched thin. Student Life is looking into engaging more volunteers on campus to alleviate that concern.
- Lack of IT support: Student Life is constantly in need of IT support for programming needs for all 11 programs. It is difficult to promote, manage, and run an efficient office without the proper IT support. Our information is outdated and needs prompt attention.
- Improvements to the Student Lounge to create a safer space for students and to move towards the Student Lounge being a full event facility (specific hours, sign in/out of equipment, students managing the facility, rules to enforce). In the past year the furniture has broken down and not being viewed as a welcoming place for students. Adequate upkeep is necessary especially with furniture as this poses a huge liability issue. There is a very strong odor (similar to bad foot odor) that needs to be addressed.
- The membership is continuing to grow in the Wellness Center and there is no adequate staffing for this program. It takes hours to manage from schedule planning, to facility upkeep (cleanliness, equipment, and safety), updating certificate records of all instructors, updating the website and face book page, creating timesheets for all instructors every 2 – weeks, and dealing with complaints from members. It is also not equipped with an AED to assist in the event of an emergency.
- New Student Orientation and Frosh Camp are programs that the Administration includes as an activity each year. Since fall 2010 this position was filled twice. The Student Life Coordinator needs to fill the position while continue with the necessary duties of the vacant position. These programs need to become



institutionalized and budgets allocated to support it.

- The Academic Probation Policy is a new campus policy and was implemented in fall 2010. This policy is managed by a Perkins funded APT Band A position and we have had difficulty keeping this position filled. This position needs to be evaluated by the Administration and structured more to meet the demands and needs of the policy. The Academic Probation Policy is not a program in any of the other UHCC Student Life Offices.
- The Student Life Office would improve its efficiency in overall purchasing and customer service if we had a full time (40 hour/week) Student Life Clerk. This position would help in the overall management for all 11 programs that fall under Student Life.

Lack of resources:

- Programs such as the Student2Student program, New Student Orientation, Frosh Camp, and the Academic Probation Policy are all funded by Federal funded grants. These grants are funded year to year and are not a guarantee each year. It is difficult to plan, hire, and carry out these programs if funding is not secured however they are all crucial to a student's First Year Experience.
- Funding for the Student Lounge: The Lounge is used by students as a safe space to hang out and stay engaged on campus. The campus utilizes the Lounge for large events such as NSO, support services and program events, community events, and more. The furniture needs to be portable, health and safety regulated, and visually appealing to standardize with the new campus look. Research with vendors has indicated that the Lounge furniture will range from \$50,000 - \$90,000.
- Commencement: Student Life has no funds for commencement. In the past all programs, invitations, and facility rental fees have come out of the marketing budget. There needs to be an account specifically for commencement costs and funds allocated each year for this event.

Losing money:

- Purchasing cheaper items to resolve an issue temporarily wastes money because they need to be constantly replaced.
- Continuing to train staff for temporary positions takes away from daily office work and the focus on our existing programs.
- Without adequate staffing we are not able to monitor each class and check membership payments.

Vulnerable:

- Student Life is stretched thin occasionally because we are asked to volunteer for many campus events (Student Government and Student Life staff).
- Lack of people in positions affects the programs that fall under those positions, which could result in the lack of Federal Grants to support those programs in the future.
- Student Life Coordinator is stretched thin by the 11 programs and 6 budgets



that need to be managed.

Program Needs:

1. SR10 Office Assistant III

Table 2 – FORMATIVE DATA

(Student Life) STUDENT LEARNING OUTCOMES

Student Learning Outcomes (SLO) And/Or Program Goals	Examples of Achievement Indicators within each SLO	Mapping SLO to Activity or Course	Assessment Tool(s) & Methods of Utilization	Analyzing Results As Relates to Objectives	Plan & Implementation
INTELLECTUAL GROWTH	Produces personal and educational goal statements; Employs critical thinking in problem solving; Uses complex information from a variety of sources including personal experiences and	Through planning and coordinating campus events, students will develop and implement a frame work for future Student Government Senate members to reference. This will help future senate members to achieve their educational and personal goals	Leader SHAPE Assessment of CSO: 1. Skills 2. Volunteer Experience	N/A	Summer 2013



	observation to form a decision or opinion; Obtains a degree; Applies previously understood information and concepts to a new situation or setting; Expresses appreciation for literature, the fine arts, mathematics, sciences, and social sciences.				
LEADERSHIP DEVELOPMENT	Understands that leadership is a process rather than a position; Acknowledges that leadership is relational; Understands that everyone has a leadership capacity; Engages in the leadership process in increasing levels of quality and quantity;	Develop pre/post evaluation on student leadership skills, knowledge and determine what they have gained from being involved in student government.	Leader SHAPE Assessment of CSO: 1. Skills 2. Volunteer Experience	N/A	Summer 2013



	<p>Analyzes contexts that influence the leadership process (i.e. characteristics of self and others, society, organizations);</p> <p>Relates insights to the application of the leadership process;</p> <p>Recognizes the ethical components of leadership.</p>				
EFFECTIVE COMMUNICATION	<p>Writes and speaks coherently and effectively;</p> <p>Writes and speaks after reflection; Able to influence others through writing, speaking, or artistic expression;</p> <p>Effectively articulates abstract ideas;</p> <p>Uses appropriate syntax; Makes presentations</p>	<p>Through activities planned by faculty instructors, students will gain the knowledge of all effective forms of communication.</p>	<p>Will work with the Humanities and English faculty to create workshops that will focus specifically on effective communication.</p>	N/A	Summer 2013



	or gives performances.				
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IV. Budgetary Consideration & Impact

V. Considerations for Program Review

- a. Engaged Community
 - Discuss community engagement
 - Provide evidence of program outcomes and SLO outcomes have been discussed with appropriate community representatives & their feedback.
- b. Recognize & Incorporate Best Practices
 - Show how program researches, reviews and incorporates best practices in service and SLO delivery.
 - List any awards or recognition for quality or achievements.
- c. Planning & Policy Considerations
 - Indicate how program modifications align with student and community needs as well as college strategic plans and goals.
- d. Budgetary Consideration and Impact
 - Demonstrate that operational, supply, and capital budget needs are grounded in evidence of assessment and analysis.

Rubric for Evaluating Program Outcome and Goal Achievement

Report Elements	Weak	Acceptable	Exemplary
Program learning outcomes Expectation of program and students	Outcomes not stated in terms of measurable knowledge, skills, demonstrated behavior, or	Outcomes mostly stated in terms of measurable knowledge, skills, demonstrated behavior or	Outcomes consistently stated in terms of measurable knowledge, skills, demonstrated behavior or



	performance growth and achievement.	performance growth and achievement.	performance growth and achievement.
Assessment methods How evidence is collected to determine how well program and students meet or exceed expectations	Measures were inadequate or not implemented.	Measures were mostly described and implemented with each outcome.	Measures were consistently described and implemented for each outcome.
Criteria for success The level of performance that meets program goals or targets	Criteria for achievement were not included or not appropriate.	Criteria for achievement were mostly described and implemented for each program goal or SLOs.	Criteria for achievement were consistently described and implemented for each program goal or SLOs.
Findings The degree to which the program and students meet the goals, expectations, or standards	Omitted or reported only overall findings.	Provided evidence of some analysis or program target outcomes or students' learning beyond the overall findings.	Reported and analyzed findings to indicate each outcome area in terms of excellence, met standards, or fell short.
Action Plan The program improvements made to address issues identified in the findings and the efficacy of the changes.	Use of results was not specific or not based on evidence.	Give specific and logical actions taken for most of the assessed outcomes.	Give specific and logical actions taken based on the findings for each of the assessed outcomes and reported efficacy of the actions.

Program Review Assessment Rubric

Essential Element	Awareness	Developing	Proficient	Sustainable Continuous Quality Improvement
Environment for Program	There have been program	Qualitative and quantitative	Results of program review are clearly	Program review process is on-going,



Goals and including Achievement: Program Goals and Access, Retention, Persistence and Graduation Rates	discussions about institutional and program goals including access, retention, persistence, and graduation.	data are collected to measure achievement.	and consistently linked to achievement; program can demonstrate or provide specific examples.	systematic with evidence of continuous achievement and improvement over multiple years.
Outcome and Goal Achievement	There have been program discussions about outcomes and goals.	Qualitative and quantitative data are collected to measure achievement.	Results of program review are clearly linked to outcome and goal achievement; program can demonstrate or provide specific examples.	Program review process is on-going, systematic with evidence of continual improvement over multiple years.
Engaged Community	There have been program discussions with relevant, targeted, and interested communities.	Qualitative and quantitative data are collected to measure engagement.	Results of program review are clearly and consistently linked to evidence of community engagement; program can demonstrate or provide specific examples.	Program review process is on-going, systematic with evidence of continual improvement over multiple years.
Recognize and Support Best Practices	The program has discussed best practices emerging from program review process.	Qualitative and quantitative data support emerging best practices.	Results of program review are clearly and consistently linked to supporting best practices that are in line with institutional policy decisions; program can demonstrate or provide specific examples.	The program reviews and refines its program review process to improve on institutional effectiveness.



Planning and Policy Considerations	The program has held discussions about planning and policy considerations emerging from the program review process.	Qualitative and quantitative data support planning and policy considerations.	Results of program review are clearly and consistently linked to institutional planning & policy; program can demonstrate or provide specific examples.	The results of program review are used to continually refine and improve the program resulting in appropriate improvements in the summative and formative data that are linked to policy and planning considerations.
Budgetary Consideration and Impact	The program has held discussions about budgetary considerations emerging program review process.	Quantitative and qualitative data support budgetary considerations.	Results of program review are clearly and consistently linked to institutional budgetary priorities and strategies; program can provide specific examples.	The results of program review are used to continually refine, improve, and update the budgetary considerations and priorities over multiple years.

Program Review Examples of Evidence

Element	Weight	Examples of Evidence
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Environment for Achievement: Retention, Persistence and Graduation Rates	15%	Institutional and Systems Data, Summative & Formative Data regarding students served as it relates to access, retention, persistence, transfer and graduation.
Outcome and Goal Achievement	40%	Summative and Formative assessment results; evidence of student program participation contributing to institutional outcomes and goal achievement.
Engaged Community	10%	Active engagement with college faculty, staff, students, UH system colleagues, DOE colleagues, community agencies. Supporting & participating in academic and student support activities. Partnerships & outreach to DOE colleagues, community agencies, local businesses & organizations.
Recognize and Support Best Practices	10%	Innovative use of technology, incorporating “best practices” into regular program operation, seeking external funds to enhance programs and services.
Planning and Policy Considerations	15%	Program changes align with student and community needs based on current evidence emerging assessment activities; align with college mission, goals, & strategic priorities grounded in serving the needs of our students and community while demonstrating an awareness of local, national and international trends; change in program requirements or program information that influences college and or University of Hawai‘i policy or practice.
Budgetary Consideration and Impact	10%	Operational, supply and capital budget requests are in line with emerging and current student and community needs, and based upon current evidence emerging from assessment activities.
Total Score	100%	

