ANNUAL INSTRUCTIONAL PROGRAM REVIEW

UH Maui College, Molokai 2011/2012

TAB: ANALYSIS

I.   Quantitative Indicators – **Table 1 – Summative Data**

Demand Indicators	AY 09-10	AY 10-11	AY 11-12
Unduplicated Student Enrollment			
Fall	240	254	262
Spring	228	248	237
Full-time Equivalent (FTE) Enrollment			
Fall	129.3	165	155
Spring	141.8	135.6	131.8
Student Semester Hours (SSH)			
Fall	1939	2472	2328
Spring	2127	2034	1978
Tuition Equivalent			
Fall	$149,303	$217,563	$225,816
Spring	$168,033	$178,992	$191,866
Tech Fees Revenue Based on FTE			
Fall	$4,655	$5,940	$5580
Spring	$5,105	$4882	$4752
Lecturers Cost			
Fall	$78,660	$104,522	$121,374
Spring	$75,693	$98,511	$117,813
Total Number of Classes Taught – Live			
Fall	25	26	26
Spring	19	28	26
Total Number of Classes Taught – Distance			
Fall	45	41	51
Spring	38	51	38
Total Number of Classes Originated – Distance			
Fall	5	5	6
Spring	5	6	6
Total Number of Students in Classes Originated – Distance			
Fall	117	134	150
Spring	128	156	136
Percent Native Hawaiian Students			
Fall	67%	77%	76%
Spring	70%	79%	78%

Efficiency Indicators	AY 09-10	AY 10-11	AY 11-12
Average Class Size			
Fall	16.5	20	17
Spring	21	16	14
Fill Rate			
Fall	77%	92%	75%
Spring	94%	81%	68%
Faculty Student Ratio			
Fall	4:240	3:254	3:262
Spring	4:228	3:248	3:237

Effectiveness Indicators	AY 09-10	AY 10-11	AY 11-12
Successful Completion (C or Higher)			
Fall	No EOS report	78%	75%
Spring	80%	67%	74%
Persistence (Fall to Spring)			
	Not captured	81%	77%
Unduplicated Associated Degrees Awarded	15	20	19
Unduplicated Certificates Awarded	35	114	57

II. Analysis

a. Which PLO is being assessed? How is it being assessed (which course(s) is being used to assess the PLO)?

The UH Maui College outreach sites at Hana, Lahaina, and on Molokai and Lanai have agreed on the following common Program Learning Outcome (PLO):

Outreach centers will strive to duplicate the quality educational experience provided at the main UH Maui College campus so the students in our communities will receive the instruction and support they need to be successful in college and beyond.

The PLO will be assessed through a set of program goals listed in Table 2 (on the following page.)

Table 2- Formative Student Learning Outcomes and Program Goal

Student Learning Outcomes (SLO) and/or Program Goals	Examples of Achievement Indicators within each SLO	Mapping SLO to Activity, Course, Project, or other Initiative	Assessment Tool and Methods of Utilization	Analyzing Results	Plan & Implementation
Program Goal: To decrease the percentage of students on academic warning SLO: Increased awareness of 1) Academic warning policy and implications, (2) Resources available to keep from falling into academic warning parameters, (3) Procedure for getting out of academic warning.	Initiate a Student Success Campaign in AY 11-12 with an early warning system for at risk students and to increase the students overall knowledge of important deadlines to withdraw, etc.	High risk students will be referred to the Counselor for early intervention Improved communication with instructors and students will increase knowledge of important dates and deadlines Freshman Foundation will be implemented Perkins grant will focus on distance education instructional design and CTE student retention and persistence Maintain peer tutoring program and supplement with volunteer tutors.	Tools: Student Needs Assessment Survey & End of Semester Enrollment Reports Methods: Tracking percentage changes in awareness and monitoring end of semester student GPA's.	Awareness of the academic warning policy improved by 4% from Spring 11-Spring 12. AY 10-11: 59% AY 11-12: 63% Awareness of consequences resulting from academic warning improved by 3% from Spring 11-Spring 12. AY 10-11: 55% AY 11-12: 58% The average retention rate improved by 2% from AY 10-11 to AY 11-12. AY 10-11: 73% AY 11-12: 75%	Continue awareness efforts and offering support programs to ensure student success. Student mentor and tutor programs will be developed to provide additional support.
Program Goal: To increase the number of certificates and degrees awarded over a two-year period SLO: Intellectual growth and building personal confidence and workforce capacity.	A ladder approach to certificates within each major ensures that students can earn a credential and build upon it towards a degree.	Schedule of classes will include more short-term certificate opportunities. Marketing initiatives focused on earning credentials. Growth in academic advising opportunities and avenues.	Tools: Counselor database and graduation application spreadsheet. Method: Students are tracked in cohorts within the certificate programs. Graduation applications will be used to capture total number of graduates per semester.	There were 76 total certificates and degrees awarded in AY 2011-2012.	Target: The projection for AY 2011-2012 was a 7% increase in the number of certificates/degrees awarded on Molokai. (70 total) This goal was surpassed with 76 total certificates and degrees awarded. The Molokai Commencement of 2012 included more student awardees than previous ceremonies.

Program Goal: To increase the number of high school graduates applying to UHMC directly from high school SLO: Increased awareness of program options on Molokai for local high school graduates.	Continue working with Molokai High School students, parents, teachers and staff through various projects and partnerships.	Gear Up proposals will be submitted to continue outreach projects. Weekly presence on high school campus will continue. Advisory class presentations will be conducted.	Tool: Fall applications Methods: Continue tracking the number of Molokai graduates applying to UHMC.	Number of high school graduates applying to UHMC: Fall 2010: 24 Fall 2011: 33 Fall 2012: 18	Target: +3 student increase per semester starting in Fall 2010 (24) to Fall 2011 (27) to Fall 2012 (30). UH online application presents challenges in obtaining thorough applicant information. In addition, Gear Up grant was not awarded until January of the 11-12 AY.
Program Goal: To maintain the level of upper division enrollment throughout the UH system SLO: Understanding program options and transfer opportunities and requirements.	Steady streams of UHMC students with associate degrees matriculate to UHWO, UHH, and UHM	Coordinated campus visits to publicize upper division programs Transfer workshops Marketing efforts directed towards upper division programming.	Tools: Needs assessment surveys and upper division enrollment reports by institution. Methods: Continue tracking changes in awareness with needs assessment surveys and use enrollment reports to capture enrollment numbers by institution and program.	Awareness of bachelor and master degree offerings on Molokai increased Upper Division enrollment by 11% from AY 10-11 to AY 11-12. AY 10-11: 44% AY 11-12: 55% Unduplicated Enrollments: Fall 10: 16 Fall 11: 18 Spring 12: 23	The number of Molokai students enrolled in upper division programming will be maintained at equal to or greater than 10 per semester. There will be increased awareness of upper division programming and transfer options by the end of Spring 2013.
Program Goal: To increase the number of students enrolled in distance education courses originating from Molokai. SLO: Courses originating from Molokai are offered at a high quality standard.	The number of DE courses will continue to grow and realize high enrollment numbers each semester.	Increase distance education programming originated from Molokai on the UHMC schedule of courses. Use various methods of distance education instruction including SkyBridge and Internet.	Tools: Enrollment reports and instructor evaluations. Methods: Enrollment reports will be used to track the number of students. Instructor evaluations will measure the quality of instruction.	Number of classes originated via DE: AY 09-10: 10 AY 10-11: 11 AY 11-12: 12 Number of students enrolled in DE courses: AY 09-10: 245 AY 10-11: 290 AY 11-12: 286	Instructor evaluations will reveal over 80% of students would recommend the class to another student by Spring 2014. Number of students enrolled in DE courses will exceed 500 by AY 13-14.

b. Describe the assessment tools or methods used to analyze the outcome.   See **Table 2** above.

c. Describe summative evidence (attach rubric)   See **Table 1** above.

d. Discuss result of assessment evidence.   See **Table 2** (previous page.)

e. What have you discovered about student learning?

In AY 2011-2012, UH Maui College, Molokai focused on the following Program Goal: To decrease the percentage of students on academic warning. The College followed through with a Student Success Campaign to address this goal by making students aware of the academic warning policy through increased communication via printed materials within the Molokai Education Center, posts on our Facebook page, and mass email blasts to all students. The College lecturers and staff worked together to assist in identifying at risk students and referring them to the Counselor at the earliest point possible. The College also established an Academic and Instructional Specialist support position, utilizing Perkins funding to focus special attention on CTE majors in an effort to increase their persistence and retention.

The results of these efforts revealed greater awareness amongst all students as far as what the academic warning policy is, and the consequences for those who fall into the warning parameters.   The following data is based on responses from the 2011 & 2012 campus wide student needs assessment surveys.

Are you aware that UHMC currently has an academic warning system for all students whose GPA falls below 2.0?

	Yes
Spring 2011	59%
Spring 2012	63%

Do you know what the consequences are when you are placed on academic warning (less than 2.0 GPA)?

	Yes
Spring 2011	55%
Spring 2012	58%

f. Provide evidence that results of student learning have been discussed with Program Advisory Board.

The UH Maui College, Molokai Program Advisory Committee meets when specific issues or concerns need to be addressed. The Committee met on September 7, 2012 with discussions centered on the completion of the purchase of land for expansion and the Molokai Long Range Development Plan (LRDP).   Student learning was briefly discussed at this meeting and members were provided the Comprehensive Program Review, the Annual Program Review, and other important documents for their perusal and feedback. No specific comments pertaining to Program Review were received.

g. Discuss the changes made in curriculum or pedagogy to improve student learning and the results of those changes.

The Perkins Academic and Student Support Specialist discovered an overwhelming student demand for one-on-one tutoring assistance in the Learning Resource Center during evening hours. Based on this

discovery, the College wrote two tutor positions into subsequent grant requests. In addition, the College worked directly with the Muo Ae Program, a support services initiative for Native Hawaiian students, in order to secure another student mentor/tutor for developmental math classes. These efforts have resulted in a total of five student tutors in AY 2012/13 which is expected to produce equal or better retention and persistence numbers in the developmental courses.

New Curriculum:
UH Maui College, Molokai explored the possibility of offering new degree and certificate programs during AY 11/12. We discovered the Associate in Technical Studies (ATS) in Cultural & Natural Resource Management degree on page 21 of the 2011/2012 College catalog. We determined that not only was this degree program doable entirely on Molokai, it was relevant to the resident population and to the rural, agriculturally based island. Therefore, the College mapped out the required classes over a 2-3 year cycle and developed publicity fliers announcing the program. Meetings were held with potential students, information was posted on the College Facebook page, and the first courses in the ATS degree were scheduled for Fall 2012.

In addition, multiple partnership opportunities were explored within the agriculture and conservation sector on Molokai. Companies who have expressed interest in providing internships for UH Maui College, Molokai students include: Monsanto, Mycogen, Ka Honua Momona, Molokai Land Trust, The Nature Conservancy, Maui/Molokai Invasive Species Committee, UH College of Tropical Agriculture and Human Resources (CTAHR), UHMC Molokai Farm, Sustainable Molokai, USDA Plant Material Center, and the Plant Extinction Prevention Program.   Results of these efforts will be reported on in the next Annual Program Review.

UH Maui College, Molokai is also researching the requirements for the new Associate in Arts (AA) degree in Hawaiian Studies. This degree will be officially part of the UH Maui College curriculum in Spring 2013, however, current Liberal Arts students and those who have expressed an interest in the Academic Subject Certificate in Hawaiian Studies have been identified and will be contacted in AY 12/13 to introduce them to this new opportunity.

 h. List your programs strengths and weaknesses (in relation to the Program Goals and SLO's).

Strengths
- The Molokai program has experienced increases or relative consistency in unduplicated student enrollment, full time equivalent (FTE), student semester hours (SSH), tuition equivalent, and technology fees revenue over the past three academic years at a time when tuition rates are steadily rising.
- The College held its quadrennial Commencement Ceremony in May 2012 which attracted local television coverage with video posted on the University of Hawaii system website, Vimeo, and You Tube. As reported by Dateline Media, the story ran on eight different newscasts for a total of 7 minutes, 14 seconds and was seen by an estimated 286,659 people.
- The number of distance education classes initiated from Molokai has increased or remained consistent with AY 09-10 and AY 10-11 and the number of students enrolled in these classes is steady. This brings greater value to the Molokai program and increased workforce opportunities for our residents.

- The college has successfully leveraged external funding and developed partnerships to support outreach and program development opportunities. Organizations that we have worked with in the past year include: Gear Up, Perkins, Educational Opportunity Center, Na Pua Noeau, Muo Ae, Molokai High School, Hookui, Kuina, Pai Ka Mana, Kahikina O Ka La, Career Link, Native Hawaiian Education Association, and Rural Development Project.
- AY 11-12 included a number of events on the UHMC Molokai campus geared at increasing student pride, awareness, interaction and success. Events included Freshman Foundation, Fabulous Fall Back to School Event, Schedule Release Party, Scholarship AHA and Christmas on Campus. Implementing a student activities fee is being considered to institutionalize these types of student success activities.
- Collaboration efforts with UHMC Departments have been established to support program growth and the development of faculty positions in Math, English, and Hawaiian Studies/Language for the Molokai program.

Weaknesses
- Cost of lecturers is rising and each semester we are exceeding our allocated budget as result of a greater student demand for courses in each of the majors offered here.
- Difficulty pulling data specifically for the Molokai program and changes in program formulas made it challenging to track retention and persistence. In addition, the University of Hawaii online application system does not allow for separation of Molokai applicants for data collection purposes.
- Delays in hiring support staff for Perkins Grant and the long term illness followed by retirement of our APT for Instructional & Student Support created a void in academic support services to the detriment of students. Extramural programs that support the College's mission also faced personnel challenges as the Rural Development Project closed their office on Molokai and the Educational Opportunity Center faced delays in hiring a permanent staff member.
- Lack of publicity and awareness of bachelors and master degree programs offered via distance education to Molokai students.
- Closure of the Rural Development Project (RDP) on Molokai resulted in less funding to provide short term certificate programs for Molokai students. The number of certificates declined by 50% from AY 10-11 to AY 11-12.
- Lack of G-funded staff in an essential area such as Financial Aid must be addressed.

Opportunities
- The recent purchase of additional land for expansion provides UH Maui College with opportunities to support and develop the Molokai community of learners.
- The new Associate in Arts degree in Hawaiian Studies will increase program options for students.
- Establishment of partnership agreements for student internship opportunities builds pathways for entry to the workforce.
- The County of Maui is in the process of assembling a Molokai committee to begin working on a Community Development Plan. UH Maui College, Molokai advisory committee members and other stakeholders have applied to take part in the process and advocate for additional acreage to be earmarked for expansion beyond the current 5 acre site.
- Growth in online course delivery throughout the UH system creates the prospect of building the Molokai lecturer base and providing more employment opportunities.

Threats/Challenges
- Federal program guidelines for the Educational Opportunity Center (EOC) limit the assistance the Molokai counselor can provide leaving gaps in service to island residents.
- Together, the Molokai Education Center and Molokai Farm make up the largest outreach site within UH Maui College. Many of the existing rules and structural guidelines for outreach centers no longer apply across all sites because of the vast differences. These differences are not adequately addressed in the current organization chart, which results in an ambiguous working structure.
- Closure of the Rural Development Project has impacted the amount of training and workforce development options we are able to provide.
- It is necessary for staff members on Molokai to assume multiple roles to satisfy student needs and maintain a learning environment that models Kahului campus. Many of the staff perform job duties that are beyond the scope of their position description.
- The challenge of being "the small fish in a big sea" results in the perception that our needs are less acute than those on the main campus. Our issues and requests are articulated annually; but unfortunately, little action has been taken to remedy them.

III. Action Plan
   a. Describe planned changes (pedagogy, curriculum) to improve learning.

Our action plan is to focus on one Program Goal and its Student Learning Outcome (SLO) per academic year. In AY 2011-2012 our focus was decreasing the number of current students on academic warning. At the same time, we were mindful of continuing our AY 2010-2011 initiative to increase the number of high school graduates applying to UH Maui College so as not to lose the ground gained if possible. Our goal for AY 2012-2013 will be to focus efforts on maintaining the level of upper division enrollment throughout the UH system.

Our planned strategy to address upper division enrollment opportunities for Molokai students will be to target Liberal Arts and Associate in Science degree awardees from the 2012 Commencement and to provide information on bachelor's level programs that may be of interest to them. In addition, efforts will be made to assess UH programming and inform current and potential students of all options available to them.

   b. Describe how your assessment supports your current program goals and/or influence future planning.

This assessment provides an honest portrayal of the success being achieved on Molokai and areas where improvement can be made. Faculty, staff, instructors and students have been placing a larger emphasis on improving higher education on Molokai. Strategic planning and increased avenues of communication are ensuring that all input is valued and critical to the overall success of the program and each individual.

Our commitment to planning and assessment needs to be matched with enthusiasm and support from the main campus in order for growth to continue. This support is vital to the Molokai program. In our strategic planning efforts, we aligned our program goals with those of the main campus to ensure we are contributing to the overall health of UH Maui College.

IV. Resource Implications
- a. Provide detailed description, including itemized costs, of additional resources required to implement change.

Long Range Development Planning ($100,000)
The Molokai community is enthusiastic and deeply appreciative of the College for acquiring the 3 acre parcel next to our current facility. Once the purchase was finalized, long range development planning commenced with PBR Hawaii.   This firm will use original documents such as the Academic Development Plan 1992-98 and the Molokai Community Plan 2001 as historical guides for expansion planning. In addition, they will use current documents such as the Comprehensive Program Review 2010 and the Guidelines for Planning Parameters for UH Maui College, Molokai Long Range Development 2027.

Institutionalize Distance Education Support (1.0 APT Instruction and Student Support (PBA) $48,155)
In Fall 2011, UH Maui College, Molokai received approximately 60-64 hours and initiated 6 hours of synchronous distance education (DE) programming per week. A 1.0 FTE staff is responsible for both the successful transmission of DE programming as well as providing on-site support for all DE classes via internet and cable.   The position also serves as liaison to the Computing Center, Media Center, Learning Resource Center, and Library. By design, the position devotes 20 hours to covering distance education technological responsibilities, leaving 40-44 hours to be managed by student assistants. The use of student assistants at night when no other staff is present is not optimal and has caused problems especially when exams and quizzes are being given. It is evident that due to the increased student demands during the 14-hour operational day, a single employee trying to cover all academic support duties is not sufficient. This situation has been prioritized as critically urgent for the program and staff well-being.

To remedy the situation, we propose modifying the duties and responsibilities of the current 1.0 APT position and creating a second academic support position especially designed with late afternoon and evening hours.   As a result, the 1.0 APT would retain Distance Education, Library and Learning Resource Center functions (including testing) and the second 1.0 APT position would be assigned Distance Education, Media/Technology, and Computing Center functions. Both staff members having distance education responsibilities is important because of the difference in work schedules (one during regular office hours and the other with a late afternoon/evening schedule) and the volume of work to be completed.   In addition, the presence of an APT position at night could provide a safer environment for students and lecturers in the absence of security personnel. This is a carryover need from Program Review 2010-2011.

Financial Aid Support (.50 FTE) The changes in implementation of the EOC grant on Molokai demands a solution to the lack of Financial Aid staff on Molokai.   So that the current EOC staff does not supplant a required College service, we will gather data on the need for a G-funded position in AY 2012-2013.

TAB: DESCRIPTION
Mission and Vision for UH Maui College, Molokai

Mission
We are the University of Hawaii presence on Molokai providing higher education and serving our island. We empower students to achieve their aspirations and contribute meaningfully to their families and community. University of Hawaii Maui College, Molokai offers a world of knowledge here at home.

Vision

University of Hawaii Maui College, Molokai students thrive in an environment where each individual is encouraged to be the architect of their own future and is provided with the necessary support to help them achieve success. The institution plays an integral part in grooming island residents to be community managers and leaders. Quality instruction and sufficient facilities and resources provide an educational experience in a rural, low-income area that encourages the attainment of certificates and degrees for a student population of predominately Native Hawaiian learners.

University of Hawaii Maui College, Molokai focuses on addressing comprehensive island-wide educational needs. Serving as a liaison for upper-division programming encourages students to continue their education beyond associate degree levels. Outreach services provide opportunities for students K-12 to develop their aspirations and achieve their goals through higher education.

TAB: SLOs

    a. List program learning outcomes-see **Table 2 for** a list of Program Goals and SLO's

    b. Program map (course alignment grid).   N/A

    c. Assessment plan (grid showing plan for assessment focusing on different student learning
    outcome(s) each year, rolling up the annual assessments during the five –year comprehensive
review)

Comprehensive Program Review Team Recommendations (2010)	Progress (2012)
Actively pursue future development of the campus as outlined in the Master Plan need for more office space and classrooms (e.g. wet lab for sciences).	-Continue Long Range Development Planning (LRDP) and start advocating for development aligned with the plan.
Capture Molokai Campus data distinct from UH-MC to more accurately reflect the activity and productivity of Molokai so that further rationale and justification can be supported by this data for facilities development and personnel/budget requests (e.g., completion rates; need for financial aid professional).	-Meeting with UH IRO to discuss possibility of Molokai specific data collection.
Develop less reliance on grant funding for personnel and programs to increase consistency and continuity.	-Hire 1.0 Instructional and Academic Support Specialist using Perkins fund and continue to track data to support institutionalization. -Continue tracking financial aid demand and limitations of EOC grant in AY 2012-2013 to make informed decision on best staffing solution for Molokai to meet student needs.
Continue excellent innovative curriculum development activities (e.g., Therapeutic Activity Aide) to address the need for continuing professional development in health, education, and construction and help supply homegrown workforce for nursing, teaching, and green technology jobs.	-Graduated first class of 14 Therapeutic Activity Aide's in Spring 2011. -Planning for the second cohort of Therapeutic Activity Aide's to start in Fall 2012 pushed back due to lack of training site. - Solar installation certification course provided 15 students the training required for employment in the sustainable living energy resources field. 4 students successfully

	became certified by passing a national exam. -Launched the ATS in Cultural & Natural Resource Management cohort in Fall 2012 with five majors.
Develop distance learning activities further to offer more and varied classes – originate programs from Molokai and utilize the resources you have on island (a number of retired residents with Ph.Ds.' who want to teach).	-Number of classes originated via Distance Education: AY 09-10: 10 AY 10-11: 11 AY 11-12: 12
Support students in Running Start programs (currently grant funded) to increase the number of Native Hawaiian high school students enrolled in college classes. This bodes well for future college/university enrollment and supports the community.	-Continued partnership with Ho'okui program which uses Running Start as a catalyst for preparing Native Hawaiian youth for college. -Presented early admit program options to all Molokai High School freshman during Transition Day to encourage early preparation.
Resume needs assessment activities.	-Needs assessments are administered at the end of each Spring semester. Most recent assessment took place in Spring 2012.
Develop an assessment/evaluation process that is reflective of the broad range of duties and responsibilities carried out by the Molokai Campus faculty and staff.	-An organization chart will be developed and reviewed in AY 12-13.
Continue to pursue academic-industry partnerships to strengthen the pathway from higher education to employment for your graduates.	-Offered Cooperative Education classes in Spring 2012 as an initiative to bridge workforce and education. -Developed relationships with partnering agencies who have agreed to support UHMC, Molokai interns interested in careers in agriculture and conservation.

Summary

In AY 2011-2012, UH Maui College, Molokai focused on the goal of developing a Student Success campaign to increase awareness of the academic warning policy and improve student retention. Evidence collected in needs assessment summaries from Spring 2011 when compared with the same report in Spring 2012, revealed a greater awareness amongst students of the policies and consequences that occur as a result of falling into the warning parameters. Student retention also improved over the one year period. The average student retention rate in AY 2010-2011 was 72.5% compared with 74.5% in AY 2011-2012.

The growth experienced by the Molokai program since the permanent facility was established in 1999 has been tremendous. By establishing an educational haven on Molokai, residents have flocked to improve their lives through higher education. Increased participation from those in the local workforce coupled with the surge in high school students, both post-graduation and early admit, has brought us to a point where our resources are maximized and in many cases over extended. Many of the personnel roles established are no longer sufficient, the facilities and grounds are utilized to their fullest potential and academic program limitations create difficulty in meeting expanding community needs.

The current economic situation of the State of Hawaii and University of Hawaii limits the expansion of facilities and program growth. Understanding these circumstances, the Molokai program has focused on setting practical, minimal requests for additional resources. However, the need for the most basic of services like financial aid staffing cannot be ignored. Current operational efficiency and program demand merit staff expansion on Molokai in a reasonable manner, especially in institutional support areas that are a "given" on other college campuses throughout the UH system and beyond.