

ANNUAL INSTRUCTIONAL PROGRAM REVIEW

UH Maui College, Molokai 2010/2011

TAB: ANALYSIS

I.Quantitative Indicators – Table 1 – Summative Data

Demand Indicators	AY 08-09	AY 09-10	AY 10-11
<i>Unduplicated Student Enrollment</i>			
Fall	222	240	254
Spring	189	228	248
<i>Full-time Equivalent (FTE) Enrollment</i>			
Fall	115.8	129.3	165
Spring	104.9	141.8	135.6
<i>Student Semester Hours (SSH)</i>			
Fall	1737	1939	2472
Spring	1574	2127	2034
<i>Tuition Equivalent</i>			
Fall	\$123,327	\$149,303	\$217,563
Spring	\$111,754	\$168,033	\$178,992
<i>Fees Revenue Based on FTE</i>			
Fall	\$4,169	\$4,655	\$5,940
Spring	\$3,776	\$5,105	\$4882
<i>Lecturers Cost</i>			
Fall	\$61,206	\$78,660	\$104,522
Spring	\$60,709	\$75,693	\$98,511
<i>Total Number of Classes Taught – Live</i>			
Fall	22	25	26
Spring	20	19	28
<i>Total Number of Classes Taught – Distance</i>			
Fall	39	45	41
Spring	41	38	51
<i>Total Number of Classes Originated – Distance</i>			
Fall	2	5	5
Spring	2	5	6
<i>Total Number of Students in Classes Originated – Distance</i>			
Fall	32	117	134
Spring	42	128	156
<i>Percent Native Hawaiian Students</i>			
Fall	67%	67%	77%
Spring	75%	70%	79%

Efficiency Indicators	AY 08-09	AY 09-10	AY 10-11
<i>Average Class Size</i>			
Fall	16	16.5	20
Spring	15	21	16
<i>Fill Rate</i>			
Fall	78%	77%	92%
Spring	71%	94%	81%
<i>Faculty Student Ratio</i>			
Fall	4:222	4:240	3:254
Spring	4:189	4:228	3:248

Effectiveness Indicators	AY 08-09	AY 09-10	AY 10-11
<i>Successful Completion (C or Higher)</i>			
Fall	No EOS report	No EOS report	78%
Spring	84%	80%	67%
<i>Persistence (Fall to Spring)</i>			
	Not captured	Not captured	81%
<i>Unduplicated Associated Degrees Awarded</i>	8	15	20
<i>Unduplicated Certificates Awarded</i>	84	35	114

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.

The PLO will be assessed through a set of program goals listed in Table 2 (below).

Table 2- Formative Student Learning Outcomes and Program Goals

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
<p><u>Program Goal:</u> To decrease the percentage of students on academic warning</p> <p><u>SLO:</u> 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.</p>	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.	<p>High risk students will be referred to the Counselor for early intervention</p> <p>Improved communication with instructors and students will increase knowledge of important dates and deadlines</p> <p>Freshman Foundation will be implemented</p> <p>Perkins grant will focus on distance education instructional design and CTE student retention and persistence</p> <p>Use of volunteer tutors to assist students in need</p>	<p>Tools: Student Needs Assessment Survey & End of Semester Enrollment Reports</p> <p>Methods: Tracking percentage changes in awareness and monitoring end of semester student GPA's.</p>	<p>In a Spring 2011 needs assessment survey, over 41% of students were not aware of UHMC's academic warning policy and 45% were not aware of what the consequences of being placed on academic warning are.</p> <p>36% of CTE majors and 27% of non-CTE majors were on or approaching academic warning in Fall 2010.</p>	<p>There will be an increase in the percentage of students who are aware of UHMC's academic warning policy and what the consequences are by the end of Spring 2012.</p> <p>Decrease the percentage of students on academic warning from 33% in Spring 2011 to 25% by the end of Spring 2012.</p>

<p><u>Program Goal:</u> To increase the number of certificates and degrees awarded over a two-year period</p> <p><u>SLO:</u> Intellectual growth and building personal confidence and workforce capacity.</p>	<p>A ladder approach to certificates within each major ensures that students can earn a credential and build upon it towards a degree.</p>	<p>Schedule of classes will include more short-term certificate opportunities.</p> <p>Marketing initiatives focused on earning credentials.</p> <p>Growth in academic advising opportunities and avenues.</p>	<p>Tools: Counselor database and graduation application spreadsheet.</p> <p>Method: Students are tracked in cohorts within the certificate programs. Graduation applications will be used to capture total number of graduates per semester.</p>	<p>There were 65 total certificates and degrees awarded in 2009-2010.</p>	<p>By academic year 2011-2012, there will be a 7% increase in the number of certificates/degrees awarded on Molokai. (70 total)</p> <p>The Molokai Commencement of 2012 will include more student awardees than previous ceremonies.</p>
<p><u>Program Goal:</u> To increase the number of high school graduates applying to UHMC directly from high school</p> <p><u>SLO:</u> Increased awareness of program options on Molokai for local high school graduates.</p>	<p>Continue working with Molokai High School students, parents, teachers and staff through various projects and partnerships.</p>	<p>New Gear Up proposal will be submitted to continue outreach projects.</p> <p>Weekly presence on high school campus will continue.</p> <p>Advisory class presentations will be conducted.</p>	<p>Tool: Fall applications</p> <p>Methods: Continue tracking the number of Molokai graduates applying to UHMC.</p>	<p>Number of high school graduates applying to UHMC: Fall 2010-24 Fall 2011-33</p>	<p>Target: +3 student increase per semester starting in Fall 2010 (24) to Fall 2011 (27) to Fall 2012 (30).</p> <p>Result: We are currently exceeding our original goal and must continue this momentum to reach our target of 30 in Fall 2012.</p>
<p><u>Program Goal:</u> To maintain the level of upper division enrollment throughout the UH system</p> <p><u>SLO:</u> Understanding program options and transfer opportunities and requirements.</p>	<p>Steady streams of UHMC students with associate degrees matriculate to UHWO, UHH, and UHM</p>	<p>Coordinated campus visits to publicize upper division programs</p> <p>Transfer workshops</p> <p>Marketing efforts directed towards upper division programming.</p>	<p>Tools: Needs assessment surveys and upper division enrollment reports by institution.</p> <p>Methods: Continue tracking changes in awareness with needs assessment surveys and use enrollment reports to capture enrollment numbers by institution and program.</p>	<p>In a Spring 2009 needs assessment survey, 44% of the students were unaware of the bachelors and master degree offerings on Molokai.</p> <p>Fall 2009-33 Fall 2010-16 (only UHM-Spring 2010) Fall 2011</p>	<p>The number of Molokai students enrolled in upper division programming will be maintained at equal to or greater than 10 per semester.</p> <p>There will be increased awareness of upper division programming and transfer options by the end of Spring 2013.</p>
<p><u>Program Goal:</u> To increase the number of students enrolled in distance education courses originating from Molokai.</p> <p><u>SLO:</u> Courses originating from Molokai are offered at a high quality standard.</p>	<p>The number of DE courses will continue to grow and realize high enrollment numbers each semester.</p>	<p>Increase distance education programming originated from Molokai on the UHMC schedule of courses.</p> <p>Use various methods of distance education instruction including SkyBridge and Internet.</p>	<p>Tools: Enrollment reports and instructor evaluations.</p> <p>Methods: Enrollment reports will be used to track the number of students. Instructor evaluations will measure the quality of instruction.</p>	<p>Number of classes originated via DE: AY 08-09-4 AY 09-10-10 AY 10-11-11</p> <p>Number of students enrolled in DE courses: AY 08-09-74 AY 09-10-245 AY 10-11-290</p>	<p>Instructor evaluations will reveal over 80% of students would recommend the class to another student by Spring 2014.</p> <p>Number of students enrolled in DE courses will exceed 500 by AY 13-14.</p>

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** above.

e. What have you discovered about student learning?

In AY 2010-2011 the Molokai program focused on the following program goal: to increase the number of high school graduates applying to UHMC directly from high school. We discovered that high school students react best when frequent and consistent support is available. As a result of this discovery, UH Maui College, now has personnel available at the high school to offer transition services once a week.

The high school students also prefer to learn via hands on instruction through activities and exercises. Presentations to the students must include activities or demonstrations that keep them engaged.

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

The UH Maui College, Molokai Outreach Program Advisory Committee has not met to specifically discuss student learning. Instead, members are provided information via email and/or by letter regarding the Comprehensive Program Review and other important documents such as the Self-Study for Accreditation and are invited to give their feedback. UH Maui College, Molokai will share this Annual Program Review with the Advisory Committee and ask for their input when the process is complete.

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

In working with the high school students through a more hands-on approach, pre and post surveys have revealed greater satisfaction with our events and evidenced learning. The number of high school students applying to attend UH Maui College has dramatically increased in the past year and is evidence that the strategies we are implementing are effective.

Outreach activities provided to the high school throughout the past 5 years were made possible by Gear Up grant funding. In AY 10-11 we offered the following events:

- College Awareness Month-96 participants
- Scholarship Aha-68 participants
- Future Fest-200 participants
- Molokai High School Scholarship Ceremony-320 participants
- Molokai Middle School Campus Visit-78 participants
- Destination: College 10th Grade Step Up Campus Visit-16 participants
- Meet and Greet-Back to School Ice Cream Social-148 participants
- Freshman Foundation-32 participants
- College & Career Exploration Workshop Series (Multiple events)-716 participants
 - *Senior Family Night, MHS Open House, Hana Hou Tuesday Ohana Night, The Game Beyond High School Assembly, Personal Training/Body Building Presentation*

New Curriculum:

UH Maui College, Molokai initiated curriculum to meet the long-term care needs of an aging population and created two certificate programs at UH Maui College: the Certificate of Competence, Therapeutic Activity Aide I (8 credits) and the Certificate of Completion, Therapeutic Activity Aide II (20 credits.) Both certificates are listed under the Allied Health Department.

The first group of 14 graduates completed their coursework in Spring 2011. This effort was made possible through a partnership between the Molokai Rural Health Association, Molokai Rural Development Project, and UH Manoa, Kapiolani CC, and UH Maui College, Molokai faculty to directly address training and workforce development requirements. The curriculum incorporated specific learning principles with practicum experiences in each of the three semesters along with a capstone course and community presentation.

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

Strengths

- Over the past three academic years, the Molokai program has experienced increases in unduplicated student enrollment, full time equivalent (FTE), student semester hours (SSH), tuition equivalent, and fees revenue.
- Class fill rates have increased which illustrates the efficiency of course planning and meeting our students' demands for specific courses.
- The number of degrees and certificates awarded has been rising. 65 certificates and degrees awarded in AY 09-10 considering enrollment is approximately 250 students is outstanding.
- The percentage of Molokai High School graduates applying to UH Maui College directly from high school has increased from 27% AY 08-09, to 30% in AY 09-10, to 41% in AY 10-11 and is currently exceeding our projected growth target.
- Distance education programming initiated from Molokai is growing and the number of students enrolled in these classes is rising. This brings greater value to the Molokai program and increased workforce opportunities to our residents.

Weaknesses

- Cost of lecturers is rising and each semester we are exceeding our allocated budget as result of a greater student demand.
- In Spring 2011, retention dipped to 67%. This was the lowest rate over the past three years.
- Difficulty pulling data specifically for the Molokai program and changes in program formulas made it challenging to track retention and persistence.
- Low awareness rate of the academic warning policy and its consequences is detrimental to students.
- Lack of publicity and awareness of bachelors and master degree programs offered via distance education.

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 will be continuing our AY 2010-2011 initiative to increase the number of high school graduates applying to UH Maui College, plus we will begin our efforts aimed at decreasing the number of current students on academic warning.

Some of the strategies we are currently working on include: implementing a Student Success Campaign, carrying out Perkins Grant activities for CTE students, writing a Gear Up Proposal so that an array of activities can be offered to high school students, continuing our Project Ho'okui partnership which enhances opportunities for

early admit students, and focusing our Strategic Planning efforts on achieving our measurable outcomes by having staff, students, and community aware of and working together on their success.

- 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 what can be done to improve higher education on Molokai. Strategic planning and increased avenues of communication are ensuring that all parties 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 movement that has been made toward acquiring the 3 acre parcel next to our current facility. The conclusion of the purchasing process is scheduled to happen before June 2012. After the purchase is final, the Molokai program will need funding for long range development planning, which should use the original documents from 1998 as a guide for expansion planning.

Institutionalize Distance Education Support (1.0 APT Instruction and Student Support (PBA) \$48, 155)

In the current semester (Fall 2011), UH Maui College, Molokai receives approximately 60-64 hours and initiates 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 due to a buddy system when locking up in the absence of security personnel.

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)

Committee Recommendation (2010)	Progress (2011)
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).	-Purchase of 3 acre parcel adjacent to current facility is scheduled to occur before June 2012. -Requesting LRDP funding of \$100,000 in this program review.
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.	-Transition .5 APT Perkins DE Night Coordinator (Casual Hire) to a permanent 1.0 APT Instruction and Student Support Distance Education Position as requested in this program review by July 2012. -Continue tracking financial aid demand and limitations of EOC grant in AY 2011-2012 to make informed decision on best staffing solution for the Molokai program 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. -Training in Solar Water Heater and Solar PV installation scheduled to begin in January 2012 with RDP (non-credit).

	-Planning for Culinary training courses for youth and adults in Summer 2012 with RDP.
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.D.s who want to teach).	-Number of classes originated via Distance Education: AY 08-09: 4 AY 09-10: 10 AY 10-11: 11 Planned for AY 11-12: 13
Support students in Running Start programs (currently grant funded) to increase the number of Native Hawaiian high school students enrolled in college classes (from 2 last semester to 12 this semester). 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.
Resume needs assessment activities.	-Needs assessments are administered at the end of each Spring semester. Most recent assessment took place in Spring 2011.
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.	-Not started
Continue to pursue academic-industry partnerships to strengthen the pathway from higher education to employment for your graduates.	-Offering Cooperative Education classes in Spring 2012 as an initiative to bridge workforce and education.

Summary

In AY 2010-2011, UH Maui College, Molokai focused on the goal of increasing the number of high school graduates applying to our institution. The target for Fall 2011 was 27 students. We exceeded our expectations with a total of 33 applicants, or 41% of the graduating Molokai High School class. By maximizing our partnership opportunities at the high school and providing an increased presence, program demand experienced tremendous growth. We will continue outreach activities to maintain this growth as we begin to transition our focus to our year two goal of decreasing the number of students on academic warning.

The current economic situation that the state and University of Hawaii is facing does not allow much room for expansion or program growth. All constituents are maximizing their resources to continue providing a quality educational experience for the growing number of students. Understanding these circumstances, the Molokai program has focused on setting practical goals and requests for additional resources. Current operational efficiency and program demand merit expansion on Molokai in a reasonable manner.

The strategic planning process has been beneficial for our program in that it solidified our purpose and gave us concrete goals in which all parties must contribute to accomplish. We are excited to embark on the processes set forth in this document to make positive change to the program and continue the initiatives that have already proven successful.