

Hawai'i Community College Assessment Reporting Form

Use this form to submit assessment results for AY 2012-13. The form is due on July 1, 2013. Submit an MS Word version of the report to the Assessment Coordinator. The **Improvement Strategies** Section should be completed once the Action Plan has been implemented and assessed.

Unit Name: **University Center, West Hawai'i**

Submitted by: Beth Sanders

The last comprehensive review for this Unit was: Fall 2011 (e.g. Fall 2009)

Unit Description

(Provide an overview of the unit, including excerpts from the catalog narrative, goals, values and other types of support services that the unit provides.)

Mission *(insert the unit's mission statement)*

The UH Center, West Hawaii's primary purpose is instructional, with some related student support. It was established by the Board of Regents to be a permanent University presence in an area that otherwise lacked access to programs offered on University campuses. It also serves as a secondary campus for Hawai'i Community College (Hawai'iCC). As such, the UH Center, West Hawai'i seeks to fulfill the Hawai'iCC mission, expanding it to include students enrolled in upper division courses offered via distance technology by the University System.

The merits of adopting a distinct mission for the University Center and seeking board approval were discussed in 2011 as part of the comprehensive unit review process, ending with a decision to hold off doing so until construction starts on the Palamanui Campus.

Catalog Description and Other Narrative

(insert the unit's catalog statement and add narrative that helps to describe the unit)

From College Catalog: The primary purpose of the Center at West Hawai'i is instructional. It provides access to multiple degrees and certificates, serving as a receive site for courses and programs offered by the University of Hawai'i colleges and universities. The Kealahou-based Center also provides access to counselors, financial aid assistance, registration information, library services, and learning center resources.

The Center is also an alternate Hawai'i Community College site, offering community college classes on the Kealahou campus and serving as the home campus for numerous Hawai'i Community College faculty, representing a variety of disciplines. Students attending Hawai'i Community College in Kealahou have an opportunity to participate in a variety of class formats including: traditional instructor-led classroom settings, video conference classes with the instructor or other students participating from a remote site, online classes available via the World Wide Web and hybrid classes utilizing a combination of technologies and/or face-to-

Hawai‘i Community College Assessment Reporting Form

face interactions to facilitate learning. At the UH Center, West Hawai‘i a higher education is closer than ever. Starting with the first college class, students have an opportunity to earn an associate degree; select from numerous bachelor degree programs; and continue earning a Post-baccalaureate certificate, master degree, or doctorate.

Additional narrative: The following are programs available via the UH Center, West Hawai‘i.
Two-year programs

Hawai‘i Community College classes vary each semester, with some programs following a cohort model admitting new students annually or biannually. Instruction is offered in a variety of formats including (1) traditional face-to-face with the instructor located in the classroom, (2) internet based (online/asynchronous), (3) video conference with the instructor located at either the Kealahou or Hilo campus and (4) hybrid formats combining synchronous and asynchronous instruction. The following Hawai‘i Community College certificate and degree programs are available at the Kealahou campus. The college also offers a few classes each semester in Waimea at Kanu o ka ‘Āina New Century Public Charter School.

- Liberal Arts, two-year transfer degree
- Administration of Justice
- Culinary Arts
- Early Childhood
- Environmental Science
- Hawai‘i Life Styles
- Hospitality and Tourism
- Human Services
- Nursing/RN
- Substance Abuse Counseling
- Tropical Forest Ecosystem and Agroforestry Management



Upper division programs

As a Board of Regent approved University Center, the Kealahou campus makes available a variety of degrees and certificates from the University of Hawai‘i system. Courses utilize video conference and internet-based distance learning technologies, providing both synchronous and asynchronous learning opportunities. Some programs also incorporate intensive short-term residential sessions and/or resident weekend courses requiring students to travel to the home campus. Programs are not always offered every year, with many following a cohort model, admitting students every two or three years. Application requirements and deadlines also vary by school and program.

Programs are categorized by the degree granting institution:

University of Hawai‘i at Mānoa Distance Learning Programs

- Bachelor of Education in Elementary Education

Hawai'i Community College Assessment Reporting Form

- Master in Social Work
- Master of Arts in Music Education
- Master of Business Administration
- Master of Education in Curriculum studies, Middle Level Emphasis
- Master of Education in Educational Technology
- Master of Education in Special Education
- Master of Human Resource Management
- Master of Library and Information Science
- Master of Science in Information and Computer Sciences
- Master of Science in Kinesiology and Rehabilitation Science
- Master of Science in Nursing
- Post-Baccalaureate Certificate in Secondary Education
- Post-Baccalaureate Certificate in Special Education
- Certificate in Sustainable Tourism
- Certificate in Telecommunication and Information Resource Management
- Certificate in Travel Industry Management
- Graduate Certificate in Professional Accounting



University of Hawai'i – West Oahu Distance Learning Programs



- Bachelor of Arts in Business Administration, Accounting
- Bachelor of Arts in Business Administration, General Business
- Bachelor of Arts in Business Administration, Marketing
- Bachelor of Arts in Public Administration, Disaster Prep & Emergency Management
- Bachelor of Arts in Public Administration, General Public Administration
- Bachelor of Arts in Public Administration, Health Care Administration
- Bachelor of Arts in Public Administration, Justice Administration
- Bachelor of Arts in Psychology
- Bachelor of Arts in Social Sciences Applied Track
- Bachelor of Arts in Social Sciences, Early Childhood Education
- Bachelor of Arts in Social Sciences, Political Science
- Certificate, Disaster Preparedness & Emergency Management
- Certificate, Health Care Administration
- Certificate, Substance Abuse & Addictions Studies

University of Hawai'i at Hilo Distance Learning Programs

- Master of Arts in Indigenous Language and Culture Education
- Kahuawaiola, Indigenous Teacher Education Program
- Master of Arts in Teaching
- Bachelors of Science in Nursing
- Bachelors of Arts in Psychology
- Doctor of Nursing Practice (DNP)
- Bachelor of Business Administration (West Hawai'i)



Hawai'i Community College Assessment Reporting Form

The UH Centers responsibility related to distance learning students has been to provide them support services but not to counsel them. When counselors learn a student is interested in a 4-year degree they help them take those 100 and 200 level courses that will be most beneficial. When it comes time to transfer to the upper level program, they refer the student to the counselor in charge of the program at the college offering it.

Assessment Results

Unit Outcomes (UOs)		
<i>(Enter all the Unit Outcomes (add rows if necessary) and indicate with an X in the first column if the UO is evaluated through this assessment)</i>		
Assessed this year?		Unit Outcomes
X	1	The UH Center, West Hawaii offers high value, effective, meaningful, relevant bachelor, master, and professional degree opportunities.
	2	The UH Center, West Hawaii offers high value, effective, meaningful, relevant <i>transfer level</i> tertiary (post-secondary educational) opportunities to the West Hawaii Community.
X	3	The UH Center, West Hawaii offers high value, effective, meaningful, relevant <i>workforce development</i> educational opportunities to the West Hawaii Community.
		Add rows if necessary

Institutional Learning Outcome Alignment	
<i>(Indicate with an X the ILO(s) which were supported through this assessment.</i>	
Aligned?	Institutional Learning Outcome
X	Our graduates will be able to communicate effectively in a variety of situations.
X	Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.
X	Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Hawai‘i Community College Assessment Reporting Form

Student Learning Outcomes (SLOs) (if applicable)

(Enter all the Student Learning Outcomes (add rows if necessary) and indicate with an X in the first column if the SLO is evaluated through this assessment)

Assessed this year?	Student Learning Outcomes
2	
3	
4	
5	
6	
7	
8	
9	
10	

Hawai'i Community College Assessment Reporting Form

Assessment Strategy/Instrument

Describe how you determined the sample used for this assessment (e.g. rubrics, CCSSE, surveys, data, longitudinal studies, portfolios, and evaluations). Were all students receiving services evaluated or only a random sample? Include the rubric used to evaluate the sample or attach the rubric to this report.

In fall 2013 we emailed surveys to all Hawaii Island students we knew of who were participating in a distance learning degree program from UH Manoa, UH West Oahu, or UH Hilo. Follow up phone calls were made asking students to respond. A total of 106 students were emailed surveys.

Our focus was to determine why students were enrolled in the programs and how they viewed their quality. We also wanted to identify areas in which we could improve their educational experience.

The survey asked the following questions:

1. What distance learning bachelor, master and/or professional degree program(s) are you enrolled in?
2. What is the main reason you are earning this degree? Please select one from the following choices:
 - It will help me keep my current job.
 - It will help me be promoted and/or receive a pay increase
 - It will help me get a job that I want.
 - Other, please specify
3. On a scale of 1 through 5, with 1 being the poorest score and 5 being the highest score, how would you rate the quality of the degree program you are currently enrolled in?
4. How are the majority of your classes conducted?
 - Online
 - HITS/Video conference, requiring attendance at the Kealahou campus
 - Skype or similar technology, allowing for class participation from location of your choosing.
 - Other, please specify
5. On a scale of 1 through 5, with 1 being the poorest score and 5 being the highest score, how satisfied are you with the local on-island support services you receive? These services include library services, proctoring, and technology support. If you did not utilize any services, please comment.
6. What one thing could we do to help you be more successful in the classes you are taking?

Expected Level of Achievement

(Set the Performance Rate (e.g. 85% of the sample assessed will meet or exceed expectations, or perhaps use how the unit performs in relation to the Demand, Efficiency, and Effectiveness Indicators and student surveys)

- **At least 70% of students surveyed will respond.**
- **At least 80% of students will be enrolled to get a job they want or to get a promotion/raise with their current employer.**
- **At least 90% of students will rate the quality of program as “4” or “5,” with “5” being the highest.**
- **At least 50% of students utilize the services provided by UH Center, West Hawaii.**
- **At least 90% of students will rate the quality of services provided by UH Center, West Hawaii as “4” or “5,” with “5” being the highest.**

Hawai‘i Community College Assessment Reporting Form

Assessment Results

Results of Unit Assessment

(What were the results of the assessment and the conclusions based on the results? Include the sampling results and detailed discussions that led to the conclusions.)

- **71% of students surveyed responded.**
 - 75 of 106 students submitted responses to the emailed survey.

- **90% of students enrolled in their program of study to get a job they want or to be promoted/get a pay raise with their current employer.**
 - 58 of 75 students (77%) selected the response “It will help me get a job that I want.”
 - 10 of 75 students (13%) selected the response “It will help me be promoted and/or receive a pay increase”
 - 6 of 75 students (8%) selected the response “other”
 - 1 student response: “(It will) increase my knowledge base and opportunities.”
 - 1 student response: “(It will help me) to better serve the people and be able to become educated enough and use the tools to help others.”
 - 1 student response: “I want to be an entrepreneur and the education will help me accomplish this goal.”
 - 1 student response: “(I will) remain competitive in the current job market. Do what I do – better.”
 - 1 student response: “**It will help me build more experience for the job that I have and make me more marketable.**”
 - 1 student response: “(It will give me) more job options and opportunities.”
 - 1 of 75 students (1%) selected the response “**It will help me keep my current job.**”

- **99% of students rated the quality of program as “4” or “5,” with “5” being the highest.**
 - 45 of 75 students (60%) rated the quality of program “5”
 - 29 of 75 students (39%) rated the quality of program “4”
 - 1 of 75 students (1%) rated the quality of program “3”

- **55% of students indicated they utilized the services provided by UH Center, West Hawaii.**
 - 41 of 75 students (55%) rated the services
 - 25 of 75 students (33%) indicated the question was not applicable
 - 6 of 75 students (8%) indicated they didn’t use the services
 - 2 of 75 students (3%) indicated that were at UH Hilo
 - 1 of 75 students (1%) indicated he/she used an advisor at the University offering the program; he/she felt that Hawaii Island could support one full-time student support staff.

- **100% of the 41 students rated the quality of services provided by the UH Center, West Hawaii as a “4” or “5,” with “5” being the highest.**
 - 20 of 41 students (49%) rated the quality of services a “5”
 - 21 of 41 students (51%) rated the quality of services a “4”

The following are the results of the students’ response to “What one thing could we do to help you be more successful in the classes you are taking?”

- **Having someone on island for students to meet with was mentioned in 16 of the 47 responses (34%).**

Hawai'i Community College

Assessment Reporting Form

The responses varied on what this individual's position/title would be: mentor, counselor or a well-informed academic support person. The responses were clear that the individual needed to be on island, someone they could physically meet with or call without getting the run around.

- Having a designated person on island to meet with or call who can answer questions and not simply refer to someone else was a need mentioned by 7 of the 47 responses (15%).
- Having a counselor on island, someone who can help when you are feeling overwhelmed was listed by 5 of the 47 responses (11%).
- Assignment of mentors was the response of 4 of the 47 students (8%).
- More collaboration with other students was included in 11 of the 47 student responses (23%).
- Eliminating technology problems were cited in 7 of the 47 responses (15%).
- Workload and not enough time to complete assignments was listed by 4 of the 47 students (9%).
- Recruiting students so there are more persons in the class was cited by 2 of the 47 responses (4%).
- Less travel to Oahu was the response of 2 of the 47 students (4%).
- Orientation that includes a reality check on the time commitment required was listed by 2 of the 47 students (4%).
- Ability to borrow a computer, lack of Writing Intensive courses, and the need for more in person events each received 1 response out of the 47 responses. (2% each, 6% total).

INDIVIDUAL CONCLUSIONS

1. The margin of error for this survey based on 75 responses is 12.5%. The margin of error for the 41 students who rated the quality of services provided by the UH Center, West Hawaii as a "4" or "5," with "5" being the highest is 16%. Both utilize the $1/\sqrt{N}$ approach for determining the confidence interval, with N being the sample size.
2. 90% of students responded they are enrolled in their program of study to get the job they want or to get a raise or promotion with their existing employer. Employing the margin of error this means that 77.5% to 100% of the population would likely judge the upper division programs we offer valuable to workforce development.
3. 99% of students rated the quality of program as "4" or "5," with "5" being the highest. Employing the margin of error this means that 86.5% to 100% of the population would likely consider the bachelor, master and professional degree opportunities we offer to be high value, effective, meaningful, and relevant.
4. The margin of error for the 41 students who rated the quality of services provided by the UH Center, West Hawaii as a "4" or "5," with "5" being the highest is 16%. Since 100% of the 41 rated the services a 4 or 5, employing the margin of error means that 84% to 100% of the population would judge our services similarly.
5. The student responses to the question "what one thing could we do..." are not statistically significant based on the survey results. However, they do confirm what we have overheard from students. There are two main areas where we can improve student experiences: one is to identify a person at the UH Center, West Hawaii to service the distance learning students and the other is to do what we can to eliminate problems with technology.

GENERAL CONCLUSIONS

1. The UH Center, West Hawaii offers high value, effective, meaningful, relevant bachelor, master, and professional degree opportunities.
2. The UH Center, West Hawaii offers high value, effective, meaningful, relevant workforce development educational opportunities to the West Hawaii Community.

Hawai'i Community College Assessment Reporting Form

Other Internal/External Factors Affecting the Unit

(What factors affected the assessment? Did the economy, other factors, or a specific incident affect how services were performed, influence student enrollments, etc.

Identification of distance learning students is difficult since students register and are advised directly by the degree granting institution. Since some programs are more organized and/or cooperative than others, the list we compiled identifies a high percentage of the target population but not 100% of it. UH West Oahu students are underrepresented in the survey.

Action Plan

Using the previous assessment results, develop an action plan to improve services and/or student learning opportunities. The plan may include any proposed changes to services/activities and/or unit reorganization.

1. The APT Band B position that was vacated in early May 2013 needs to be filled with someone who can connect with the upper division distance learning students island-wide. Efforts need to be made early in the semester or at the start of a new cohort to identify students and follow them through their program of study.
 - a) Connections need to be made with the upper division programs so students can be identified. UH Manoa has an individual at Maui College who tracks their distance learning students. UH Hilo has stopped tracking distance learning students in their psychology program, which has been the most popular program to date. UH West Oahu's Vice Chancellor for Student Services has said to call him if we have trouble getting the information we need.
 - b) Arranging an activity on the east and west sides of the islands or perhaps somewhere in-between for the upper division distance learning students should be considered. Perhaps setting up an annual date or semi-annual date for it would make it sustainable and something students put on their schedule.
 - c) Recruitment of students should be an ongoing endeavor. Small cohorts are difficult on students, especially if anyone drops out.
2. Technological issues should be reported on a regular basis. The installation of new equipment during summer 2013 will helpfully improve reception for those classes utilizing high definition video conferencing.
 - a) West Hawaii media specialists can be asked to submit reports that report the downtime of classes due to technology issues, etc.
 - b) The APT Band B position can include a question about technology issues whenever she/he speaks with upper division students.

Hawai'i Community College Assessment Reporting Form

Improvement Strategies

This section is to be completed after the Action Plan is implemented and the results evaluated.

Based on the results of prior years' Action Plans, describe in detail what changes will be made to the unit's services or future assessment strategies. Include documentation of the dialog, process, and planning that led to the proposed changes.

Recommendations for Unit

(Based on the Action Plan outcomes, what changes should be implemented to improve services and/or student learning. Modifications might include redefining the unit's mission, modifying or changing UOs and SLOs, changing approaches, etc.)

Recommended Assessment Modifications

(What was learned from the Action Plan implementation that can be used to improve subsequent assessments. These changes will be incorporated into the unit's five-year assessment plan.)

In the next survey:

- **Representation from all distance learning programs should be a priority.**
- **Thought should be given to tabulating results by program and/or by geographical location of students.**